



**Independence + Confidence + Creativity**  
**Preparing your child for life's experiences.**

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(Part One)

## TODDLER COMMUNITY

"The child has a mind able to absorb knowledge. He has the power to teach himself. A single observation is enough to prove this. The child grows up speaking his parent's tongue, yet to grown-ups, the learning of a language is a very great intellectual achievement. No one teaches the child, yet he comes to use nouns, verbs, and adjectives to perfection." 1

*María Montessori, "The absorbent mind" 1967  
Holt, Rinehart and Winston, New York*

**LANGUAGE** is a universal tool that helps people communicate and understand each other. Language is important for children because the more language a child has, the more he or she understands the world and one's self. In the classroom, we offer our students the ability to develop language fully, to understand oneself, others, and the world through language materials with lessons.

Maria Montessori developed a Three-Period Lesson which enriches the child's language:

1. In the first period, the child will associate the name with the object or image. During this lesson, we offer the child an opportunity to hold the item and name it, then observe the item by touch, rotating the item with eye contact.
2. The second period is giving the child the opportunity to be able to recognize the object corresponding to the name. It gives the opportunity to acquire as many sensorial experiences.
3. Once the child is able to name and recognize the object, we then offer the child the third part of the Three-Period Lesson, which is the memorization of the word. The child has to recall the name, and we will ask the child at the end of the lesson to replace things with names without asking for names. Instead, the child will give us the name of the object freely.





### **Replicas of Insects**

This lesson of replicas will help the child create acquired names of objects while enriching the child's vocabulary. In this lesson we provide the child with experience, to help the child see abstract things.



### **Objects with Matching Cards**

This lesson gives the child the tool to be able to provide recognition of the object corresponding to the name. It gives the opportunity to acquire as many sensorial experiences with the item and recognize it by touch.



### **Reading A Book**

The students are given lessons on books, to show children how to use and care for the book, use formal language, and to expand their vision of reality through pictures and written language. Books are great for language because it includes real life activities, things that they can connect with themselves. Furthermore, it introduces children to written language, showing the child that written words have meaning.

Additionally, language will be developed through interactions. We take every chance to interact with our students through lessons, bathroom breaks, and simple transitions throughout the day. We allow each child to express what they need or want, and we encourage them to use words. It is crucial to not just give vocabulary or empty words but words with meaning. Language will impact every aspect of the child's life.

## PRIMARY ENVIRONMENT

### A Look at Language in the Montessori Environment

We may all look back and think of how we developed our language and reading skills. Language begins with the spoken and written language in our family. Having discussions and reading aloud for enjoyment all develop language, and sends a message that reading is fun! Reading aloud to children also introduces them to new vocabulary and concepts. For example, learning about flowers, friendship, or how a plant grows.

In the Montessori environment, we say that children “absorb” what is in their environment. This also includes the learning of the sciences, math, and geography.

For reading success, we teach our students that what they have to say is important, and that language is a way of relating to others.

Ways we may help are to listen attentively, make eye contact, and speak to children in a respectful tone. We can model precise speaking. We can share good literature in rhymes, songs, and poems.

Language and reading is not only something we learn from books. We learn about naming items of our clothing, kitchen objects, tools, toys, and so on. Knowing these names, or given the precise language, gives children the words of their environment.

We have heard that experience is the best teacher. When a child interacts with real objects in the environment, such as fruits and vegetables, they have prior experience. Then when a child is introduced to vocabulary cards later, the child can see the connection of these words with their environment.

“Writing” begins as an expression. It does not necessarily come with correct spelling or grammar right away. It may be a drawing with a crayon, or a story that a child wants to tell us about. Children may “write” about what they had for breakfast, or a friend they played with. In this way the child expresses oneself with joy and enthusiasm.

## The Sandpaper Letters

These are admittedly one of our favorites! We offer tools during this sensitive period, or time of readiness in a child's life, to know the names of objects in their environment, including sounds of letters. Children trace letters made of sandpaper while saying the sound.

## The Moveable Alphabet

Children cannot always hold a writing tool to write, but Dr. Maria Montessori prepared cutout movable letters for their work. In our classroom, moveable letters are mostly wooden, and always being used in the environment.

## Reading Books

As adults, we want to offer children books in the spirit of enjoyment and approach reading with fun and ease!

