The Montessori Writing Curriculum Series:

4-Part Series: 11/11 – Direct & Indirect Preparation from Birth to 3

11/18 – From Spoken Language to Writing in Children’s House

12/2 – Discovering the Precision and Power of Writing in Elementary

12/9 – Finding One’s Written Voice to Explore, Express and Connect

From Spoken Language to Writing in Children’s House

11/18/2016

Key Understandings
- 4-Planes of Development are central to Montessori Curriculum across the continuum.
- Writing leads to Reading.
- Writing is made possible through spoken language, development of the hand, awareness that writing conveys meaning, and self-expression.

Spoken Language
- Acquisition of the native language as well as a second language effortlessly.
- Language experience in an oral/aural rich environment
  - Modeled through story, poem, song
  - Guided through:
    - Phonemic awareness, (beginning, end and middle sounds)
    - Conversation
    - The Question Game
  - Vocabulary development
    - Naming objects in the environment
    - Sensorial work
    - Nomenclature cards

Developing the Awareness that Writing Conveys Meaning
- Symbol/Sound recognition: Sandpaper Letters
- Building Sounds into Words: Moveable Alphabet
- Access to books
- Child sees own name
- Write child’s name on work in front of them in cursive
• Art
• Picture stories

Writing Mechanics – Developing the Hand as a Tool for Writing
• Practical life Work
• Sensorial work, Metal Insets
• Handwriting/Perfecting Writing
  o Activities w/ chalk
  o Activities w/ paper & pencil

Self-Expression
• Art activities
• Composition with Moveable alphabet

Children’s House Outcomes
• Demonstrates phonemic awareness; beginning sounds, ending sounds, middle sounds
• Corresponds sounds and their symbols (Sandpaper Letters)
• Demonstrates understanding of phonograms (chi, ar, er, th, etc.)
• Holds pencil with proper pencil grip
• Writes letters properly
• Writes numerals properly
• Composes with materials (moveable alphabet)
  o Words
  o Phrases
  o Sentences
  o Short stories/Researches
• Writes
  o Words
  o Phrases
  o Sentences
  o Short stories/Researches
• Demonstrates an introductory understanding of the functions of words
  o Verb
  o Noun
  o Article
  o Adjective

How do you know if my child is struggling or delayed?
• Speech and motor development
• Phonemic awareness
• Sound/Symbol recognition
What can I do to support my child’s writing development?

• Provide an oral/aural rich environment; talk, sing, read aloud, with your child Child’s pediatrician
• Provide opportunities for refinement of fine motor skills through home practical life activities, helping with meals, pouring from small pitcher, etc.
• Encourage sounds of letters first, letter names later
• Provide avenues for self-expression through use of, chalks, paints, markers, crayons etc.
• Remember, it is your child’s work to self-construct
• Seek advice from your child’s teacher
• If you have concerns about your child’s speech and/or motor development,
  o Talk with your child’s pediatrician
  o Talk with your child’s Children’s House teacher
  o Seek speech, hearing, OT screening
  o Intervention therapies

Questions and 101bers.