Welcome

The Changing Characteristics of the Elementary Child

How Cosmic Education Optimizes Learning

❖ **Children thrive on ORDER, ROUTINE and RITUAL.**
  ❖ The meticulous preparation and aesthetic beauty of a Montessori classroom is intentional. (WSJ article)
  ❖ The detailed sequence of and relationship between the Montessori materials create a structure to lead the child’s learning from concrete to abstract.
  ❖ Class agreements create a structure that supports social growth and personal accountability.
  ❖ Class routines and customs provide predictability, support and ownership for the child.
  ❖ The role of the adult is to:
    o Prepare the environment.
    o Set/guide routines and customs.
    o Model appropriate behavior.
    o Provide predictability and support.

❖ **Learning is optimized when MOVEMENT is consistent with thinking.**
  • Concrete materials lead to abstraction.
  • Project based learning provides opportunity for exploration and creation.
  • The prepared environment supports purposeful movement of the child.
  • Role of the adult is to
    o Prepare the environment.
    o Guide and redirect movement.

❖ **Children learn best in meaningful CONTEXT.**
  • The WHY vs. The HOW
  • History grounds all academic disciplines with meaningful context and builds an appreciation for the interdependence of the universe and the child’s role in it.
  • The 3/6 year cycle gives a child context for current work as it relates to future and prior learning/achievements.
  • The role of the adult is to:
    o Give lessons.
    o Help the child see the progression for future learning and self-assess previous learning.
    o Make connections to other learning.

❖ **Children learn best when we are INTERESTed in what we are learning.**
  • Individual/small group researches and group/class studies build on the child’s interest, give ownership and create relevant teachable moments.

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- Impressionistic lessons and stories strike the imagination.
- The role of the adult is to
  - Inspire interest/strike the imagination.
  - Model passion of the lifelong learner.
  - Be the enlightened generalist rather than the expert.

❖ Children thrive when they have **CHOICE and CONTROL**.
- The exploratory nature of the materials and curriculum requires the child to make choices and take ownership in his/her work and learning.
- Freedoms and responsibilities lead to responsible independence.
- There are many tools that support the child in making choices and taking responsibility for his/her work/learning, such as student work journals and student-teacher conferences.
- Role of the adult is to:
  - Give lessons/inspire exploration.
  - Guide the child in choices.
  - Be compassionately direct.

❖ Children’s **SOCIAL/EMOTIONAL DEVELOPMENT** is directly linked to their cognitive/academic development.
- TMS is a safe place for learning which includes making mistakes.
- Grace and Courtesy form the backbone of social development.
- Communication breakdown leads to conflict resolution.
- Integrated curricula-focused trips

**The Placement and Transition Processes**

**Questions/Answers**

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**Handouts Available**
- *Needs & Characteristics of 2nd Plane Child*
- *The 4 Planes of Development*
- *TMS Outcomes for Math & Language Arts*
- *Montessori Music and Art*
- LE & UE progress report examples
- *UE Student-Led Conference Reflection and Evaluation*
- *Cosmic Education Article*

**Additional Information Resources:**
- *Why Montessori: 8 Evidenced-Based Principles for Optimal Education*, Angeline Lillard, PhD.
- Videos from The Association Montessori International (AMI/USA);
  - *Elementary Age at Work*: [http://montessoriguide.org/elementary-age-work/](http://montessoriguide.org/elementary-age-work/)

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- The Role of the Adult: http://montessoriguide.org/the-role-of-the-adult/
- Math Works; Montessori math and the developing brain, Michael Duffy, (ISBN# 978-0939195381)
- Montessori Today; A Comprehensive Approach to Education from Birth to Adulthood, Paula Polk Lillard, (ISBN# 0-8052-1061-X)
- To Educate the Human Potential, Maria Montessori

Notes:

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Needs and Characteristics of the Elementary Child

Education between the ages of six and twelve is not a direct continuation of that which has gone before (Toddler & CH), though built upon that basis. Psychologically there is a decided change in personality, and we recognize that nature has made this a period for the acquisition of culture... There is an unusual demand on the part of the child to know the reasons of things. ...So this is the period when the seed of everything can be sown, the child’s mind being like a fertile field, ready to receive what will germinate into culture.

A second side of education at this age concerns the child’s exploration of the moral field, discrimination between good and evil. He no longer is receptive, absorbing impressions with ease, but wants to understand for himself, not content with accepting mere facts. As moral activity develops, he wants to use his own judgment... The child now stands in need of his own inner light.

Yet a third interesting fact to be observed in the child of six is his need to associate himself with others, not merely for the sake of company, but in some sort of organized activity. He likes to mix with others in a group wherein each has a different status. This is a natural tendency, through which mankind becomes organized.

-Dr. Maria Montessori
To Educate the Human Potential, 1948

Key Ways in which the Elementary Child Grows and Changes

SEPARATION FROM THE FAMILY
This takes place as the child gains his full capabilities in caring for himself and developing emotional independence. This is a necessary step in growth where the child broadens his base of reference and follows his peers. He has a strong need to identify with children of his own age and in these experiences he gains a heartiness of character.

PHYSICAL STAMINA
This is a period where the child is the healthiest he will ever be in his life and his energy and endurance know no bounds. He has a “can-do” attitude when it comes to physical challenges and his achievements promote his sense of self worth and independence.

HERD INSTINCT
The child at this age feels an identity and attraction to his peers which creates a unique social bonding during this plane. The so called herd instinct is manifest in the child as a special social closeness and affection for others. What fascinated the young child in physical details now is directed towards relationships. Social awareness is keen.

MORAL DEVELOPMENT
There is a strong urge in this plane for clarification of values and an intelligent understanding of the rules of which must be conformed to. There is so much questioning and emotional involvement in this process, the child actively engages socially with his peers in the same enthusiastic way he did in the Casa with individual activities.
DEVELOPING IMAGINATION
At this stage of development the child finds the most useful tool to enter into society is the use of his imagination. Given a rich and varied perceptual experience in the first plane, the child now capitalizes on his wealth of memory and relates these basic concepts to the wider world. The educational method for this plane stimulates the imagination and allows it to bring out the child’s mental prowess.

HERO WORSHIP
The child at this stage focuses in on key personalities and engages them with a fervor which has been called hero worship. In fact, the child is adopting models for social behavior and his imagination is encouraged by these experiences. They are a healthy sign of natural growth.

DEVELOPING INTELLECT AND THE POWERS OF ABSTRACTION
The key characteristic of the second plane child is the high level of independent thinking and the rapid growth of his powers to reason and go beyond his own reactions. This vast power of the intellect makes him able to be especially receptive to intellectual learning and abstract thought. The powers of logic develop as he relates his imagination to the relationship of things and predicates outcomes without physical evidence. The final abstraction of his cognitive skills is evidenced in his mastery of language and especially communication. Through reading and writing he learns the way to preserve and communicate his thoughts for history, and this strikes a chord and engages his intellect.

GREAT WORK
Due to the unique powers of the intellect and the vigor of health, the child in the second plane of development engages in tireless work of enormous proportions. It is the quality of BIG that he likes, and he is called to activity that develops into greatness. The child gives his maximum exertion and effort to these formative activities.

DEVELOPING A SENSE OF RESPONSIBLE INDEPENDENCE
A fundamental challenge of the second plane is to gain control and coordination of the personality so that it may fit in to the social conditions the child encounters. To do this the child explores the emotional and spiritual values of his peers and heroes, gaining valuable insight and promoting healthy personality growth. His actions must now be responsible not only to himself, but must contribute to the larger group he lives with. He discovers interdependency, and seeks to fulfill his social potential by constructively contributing to the community.
The Four Planes of Development

**Infancy**
- Absorbent mind
- Sensorial explorer
- External order
- Dynamic phys. Growth
- Repeats to perfect
- People are environmental
- Observes social behavior

**Childhood**
- Reasoning mind
- Imaginative explorer
- Mental order
- Dynamic intellectual growth
- Repeats only w/ variety
- People are social
- Explores rules & fairness

**Adolescence**
- Emotive mind
- Explorer of human society
- Social order
- Dynamic emotional growth
- Repeats to interpret
- People are personal
- Explores societal standards

**Adulthood**
- Mature competent mind
- Life-long learner/explorer
- Societal & ecological order
- Self awareness/actualization
- Achieved competence
- Mature relationships
- Global citizenship
- Has achieved:
  - Self confident
  - Responsible independence
  - Ready to:
  - Take their place in society
  - Make their contributions
Cosmic Education: The Heart of the Montessori Elementary Classroom

cosmic 1. Of or relating to the universe, especially as distinct from Earth. 2. Infinitely or inconceivably extended; vast.

Dr. Montessori recognized that all of science and history tell portions of the same story: the continuing creation of the universe. Cosmic Education tells that story. In a uniquely Montessori way, the experience offers children context for, and reveals connections between, such subjects as astronomy, chemistry, geography, history, and biology, to name a few. "Learning" the academic subject matter, however, is secondary to a loftier educational goal.

In their book, Children of the Universe, Montessorians Michael and D'Neil Duffy sum up the purpose of Cosmic Education neatly: "This six-year Montessori experience gives elementary students opportunities to appreciate their roots in the universe, to sense their place in its context, and to embrace the role this defines for their lives."

To give parents a glimpse of the important role Cosmic Education plays in the Montessori Elementary classroom, we've answered key parent questions with brief explanations and related quotations from Children of the Universe: Cosmic Education in the Montessori Elementary Classroom. We recommend this very approachable resource as a valuable addition to any parent education library.

Q: What is Cosmic Education?
A: Cosmic Education is not itself "the curriculum" or a set of facts but rather a de compartmentalized way of presenting stories that open up lines of inquiry which roughly correspond to traditional elementary academic subjects.

"The purpose is not to create walking encyclopedias of knowledge... The "stuff" the students learn is almost incidental to the enrichment of the context they gain for understanding themselves and their place in the universe."

Cosmic Education launches youngsters into society practiced in thinking about who they are, as individuals, as part of the human species, as citizens of a nation, of members of a planetary ecology, and so on. Ultimately, it introduces the possibility that humanity might have a "cosmic" task, a meaningful purpose beyond consumption and procreation.

"Cosmic Education is intended to help each of us search for our cosmic task as a species and as individuals. To do this, we must understand ourselves in context. It is only against the background of our place in the universe, our relationships with other living organisms, and our understanding of human unity within cultural diversity, that we can attempt to answer the question, "Who am I?"

Q: Why is Cosmic Education ideally suited for children ages 6 to 12?
A: Maria Montessori recognized four major stages, or planes of development. From about age six to twelve, children are moving through the second plane. Some key characteristics of these children include a turning outward toward wider social experiences, a movement from the material level to the abstract, and a heightened engagement in moral development.
**Turning Outward:** Cosmic Education satisfies children's developing awareness of the larger community, offering them all of human history at a time in their development when they are preoccupied with "going out" to meet the world.

"Children in the second plane of development are no longer content to remain inside their homes and schools, or to limit their experiences to what they feel inside themselves... Cosmic Education addresses the broad scope of that outward journey into all of reality."

**Material to Abstract:** Designed first and foremost to inspire children's imaginations, the lessons of The Great Stories allow for cross-pollination between sensorial experience and abstract thinking. As children work with the activities to which the stories have led them, they discover such concepts as repeating patterns of life (biology), the laws of nature (physics, chemistry), people's common vital needs (cultural geography), and much more.

"The story part is the principal job of the teacher; the study part is primarily the job of the students... Once the impressionistic lessons have been given, the children are ready to pursue a subject as far as their interest will carry them."

**Moral Development:** Many psychologists agree that children reach a new level of moral development around age six or seven. During the second plane of development, the child becomes keenly concerned with justice, fairness, right and wrong – the conscience is beginning to develop.

"The characteristics of children at this age suggest that now is the time to begin, that this is the "sensitive period" to implant the initial impressions on which a lifetime search for meaning can be based... Cosmic Education helps young students discover the moral imperative by which they should live their lives."

**Q. Is Cosmic Education relevant today?**

A. In the twentieth century, Maria Montessori saw Cosmic Education as a way to protect humankind from the threat of self-annihilation posed by seemingly endless acts of war and political aggression. In the twenty-first century, global awareness, cooperation, and peaceful communication, are integral to resolving problems Montessori could hardly have anticipated. Cosmic Education helps prepare children to deal successfully with today's realities.

"Because of the undeniable impact of our own species on the life of the planet, we have a moral responsibility – a cosmic task – to deal with such problems as global warming, pollution controls, management of natural resources, population growth, the impact of industrial development, protection of endangered species, a responsible use of biotechnology and other global concerns. We are one people, one civilization, one humanity, in ways today that Montessori could not even imagine."

"Let us give the children a vision of the universe," wrote Maria Montessori in *To Educate the Human Potential.* "The universe is an imposing reality and the answer to all questions." Montessori observed firsthand children's eagerness to understand themselves, their world, and their place in it. It was her hope that Cosmic Education would allow children to grow into responsible sons and daughters of the great human family, with the understanding, ethics, and self-knowledge needed to transform the world.

In the Duffys' words: "Cosmic Education teaches children to recognize the fundamental needs we all share and to respect the cultural differences by which we meet those fundamental needs. Such an education can lead us to a future of true peace such as that sought by Maria Montessori."

Source—For Small Hands; A Resource for Families
(http://www.forsmallhands.com/ideas-insights/cosmic-education)
-Originally Published 2009
Mathematics Outcomes for Cosmic Education and The Elementary Child

Like all academic disciplines in a Montessori education, mathematics is not a curriculum through which to run students, and for which facts and algorithms are the end goals. Mathematics is a vital component of a larger interdisciplinary curriculum known as Cosmic Education, designed to assist the child’s self-construction and developing the reasoning mind. Work that involves the hand is the key element of self-construction. We do not teach the children - whereas I speak you listen and learn. Self-construction is when I speak, you listen then you work. It is through manipulation of the concrete world that the reasoning mind develops.

Our goals are not to only bring to the child experiences that help her acquire the following practical skills and knowledge but to also those experiences that stir her natural wonder, inspire exploration of the power of numbers and bring her in touch with humanity.

History of Mathematics
- Story of our Numerals – Introduces the child to the history of written numerals and helps the child gain an appreciation of the development of Arabic numerals

Number Concepts and Theory
- Understands hierarchy of decimal system and able to read and write numbers up to 999,999,999
- Recognizes place values
- Uses expanded notation up to nine digits
- Identifies odd and even numbers
- Understands and uses greater than and less than number sentences
- Estimates and rounds to the nearest whole number

Whole Number Arithmetic
- Addition & Subtraction
  - Recalls facts for addition and subtractions combinations 1-10
  - Exchanges equivalent quantities from one category to the next, i.e. 10 tens for 1 hundred
  - Identifies and uses the commutative law of addition
  - Understands terminology of and identifies addend, subtrahend, and minuend
  - Performs accurate dynamic addition calculations up to 5 digits
  - Performs accurate dynamic subtraction calculations up to 5 digits
- Multiplication
  - Recognizes multiplication as a form of addition
  - Recalls facts for multiplication combinations 1-12
  - Able to skip count to 1000
  - Identifies and uses the commutative and distributive laws of multiplication
  - Identifies multiples, common multiples, and lowest common multiple (LCM)
  - Identifies prime numbers
  - Identifies factors, common factors, greatest common factor of numbers
- Factors numbers to their prime factors
- Understands terminology of and identifies multiplicand, multiplier, partial product and product
- Performs accurate dynamic multiplication calculations with 2 or more digit multipliers and 4 or more digit multiplicands

**Division**
- Recalls division facts 1-12
- Understands terminology of and identifies dividend, divisor, and quotient
- Performs accurate dynamic division calculations with 3 digit divisors and dividends into the millions
- Understands the concept of divisibility and able to calculate divisibility by 2, 5, 25, 4, 8, 3, 9, 6, and 11

**Problem Solving**
- Solves story problems requiring addition
- Solves story problems requiring subtraction
- Solves story problems requiring multiplication
- Solves story problems requiring division
- Solves story problems using more than one whole number operation
- Solves story problems requiring faction and decimal fraction operations
- Solves story problems requiring operations with percents, ratios and proportions
- Uses number sentences with greater than, less than, not equal to
- Gathers, organizes and analyzes data from surveys and classroom experiments over a period of time
- Composes accurate story problems

**Fractions**
- Understands the concept of a fraction as an equal part of a whole
- Understands terminology of and identifies the parts of a fraction (numerator, denominator, and division line)
- Identifies equivalent fractions
- Performs accurate addition and subtraction calculations with common denominators
- Performs accurate addition and subtraction calculations with common denominators
- Reduces fractions to lowest terms
- Using concrete materials, converts improper fractions to whole numbers or mixed numbers and mixed numbers to improper fractions
- Finds the Lowest Common Denominator (LCD)
- Using concrete materials, performs accurate addition and subtraction calculations with uncommon denominators
- Performs accurate addition and subtraction calculations with uncommon denominators abstractly (w/ paper and pencil)
- Using concrete materials, performs accurate multiplication calculations with common and uncommon denominators
- Performs accurate multiplication calculations with common and uncommon denominators abstractly (w/ paper and pencil)

**Decimal Fractions**
- Understands the power of ten and defines decimal fractions as an equal part of a whole
- Reads and writes decimal numbers up to the millionths
- Performs accurate addition and subtraction calculations with decimal numbers
- Performs accurate multiplication calculations with decimal numbers abstractly
- Converts common fractions into decimal fractions
- Identifies the result of multiplying and dividing by powers of ten

**Percent, Ratio, Proportion**
- Understands the concept of a percentage as an equal part of a 100
- Converts common fractions and decimal fractions to percentages
- Understands the concept and notation of ratios
- Uses ratios to solve mathematical equations
- Understands concept and notation of proportions
- Uses proportions to solve mathematical equations

**Non-Decimal Bases**
- Understand the concept of base 10 and non-decimal bases
- With concrete materials, performs accurate operations with non-decimal bases

**Negative Numbers**
- Uses number line to identify negative numbers
- Performs accurate operations (addition, subtraction, multiplication, and division) with negative numbers

**Powers of Numbers/Squares and Cubes**
- Understands the concept of the squares and cubes of numbers
- Notates and gives the numerical value for the squares of 1-12
- Notates and gives the numerical value for the cubes of 1-12
- Identifies and calculates the powers of numbers 1-12
- Using concrete materials, builds and identifies the geometric components and numerical values of binomial, trinomial and decaanomial squares
- Using concrete materials, builds and identifies the geometric components and numerical values of binomial and trinomial cubes
- Performs accurate calculations using squares and cubes
- Using concrete materials, calculates the square root of numbers
- Using concrete materials, calculates the cube root of numbers

**Algebra**
- Recognizes number patterns in equations and substitutes known quantities with variables, i.e. $3+4=7 \quad 3+a=7$
- Using concrete materials, builds and identifies the geometric components of binomial and trinomial squares algebraically
- Using concrete materials, builds and identifies the geometric components of binomial and trinomial cubes algebraically
- Solves equations and word problems with variables

**Graphs**
- Interprets charts and picto, circle/pie, line and bar graphs
- Understands the terminology of and identifies parts of a graph (title, field, axis, key and legend)
- Creates charts and picto, circle/pie, line and bar graphs
Language Arts Outcomes for Cosmic Education

and

The Elementary Child

Language in the Elementary classroom is broken down into two areas, grammar and language expression. These two areas reveal to the child that there is precision and power in language, how humans have expressed themselves through language and help the child develop her own skills of self-expression. The child comes to understand how language helps humans meet their fundamental needs and to appreciate the vital role of languages in the development of cultures.

Our goals are not only to bring to the child experiences that help her acquire the following practical skills and knowledge, but to also those experiences that stir her natural wonder, inspire exploration of the power of language and bring her in touch with humanity.

History of Language

- Hand Timeline – Has an impressionistic understanding of the history of written language in relation to other time concepts, i.e. the universe, evolution of life, human evolution.
- Story of Communication and Signs – Understands that our alphabet was developed over time with influences from different cultures. Appreciates the contributions of others in the development of our alphabet.
- Stories of Spoken Language – Understands and appreciates the vital role of spoken language for humans across time and cultures.
- Stories of Spoken English – Understands modern English developed over time and appreciates the role of spoken English across time and cultures.

Word Study/Spelling

- Short Vowels – Identifies and spells words with short vowel patterns
- Can group words into word families
- Long Vowels - Identifies and spells words with long vowel patterns: a, e, i, o, u
- R Controlled vowels - Identifies and spells words with “r” controlled vowels
- R Controlled vowel combinations - Identifies and spells words with “r” controlled vowel combinations
- Diphthongs - Identifies and spells words with diphthong patterns: ow, oi, aw
- Silent Letters - Identifies and spells words with silent letters
- S and J sounds - Identifies and spells words with various patterns that make the “s” and “j” sounds
- Double Consonants - Identifies and spells words with double consonants
- Plural Spellings - Identifies and uses appropriate plural spellings
- Understands and applies the rule for adding endings to words that end in “y” and “e”
- Abbreviations - Identifies and spells words for abbreviations appropriate to their reading level
- Compound Words – Identifies and spells compound words appropriate to reading level
- Suffixes - Identifies and spells words with suffixes appropriate to reading level
  - Knows the function and meaning of suffixes appropriate to reading level
- Prefixes - Identifies and spells words with prefixes appropriate to reading level
  - Knows the function and meaning of prefixes appropriate to reading level
- Homophones – Identifies and spells homophones appropriate to reading level
- Synonyms - Identifies and uses synonyms appropriate to reading level
- Antonyms - Identifies and uses antonyms appropriate to reading level
- Contractions – Identifies and spells contractions appropriate to reading level
- Identifies spelling errors appropriate to reading level in written work

Writing Mechanics
- Demonstrates proper formation of letters for both capital and lower case in cursive
- Uses cursive writing for finished work
- Uses capital letters for the child’s own name
- Capitalizes letters that begin a sentence
- Identifies and capitalizes proper nouns
- Correctly punctuates finished copy using periods, commas, questions marks, exclamation points, colons, semicolons and apostrophes
- Identifies and uses punctuation for dialogue

Grammar
- Nouns
  - Identifies nouns and their function
  - Identifies singular and plural nouns
  - Identifies masculine, feminine and common gender nouns
  - Identifies common and proper nouns
  - Identifies concrete and abstract
  - Identifies material and collective nouns
  - Classifies abstract nouns by quality, state and action
  - Classifies concrete nouns by common, proper, collective and material
- Adjective
  - Identifies adjective and their function
  - Identifies positive, comparative and superlative forms
  - Classifies adjectives into qualitative, quantitative, Interrogative and demonstrative forms
  - Identifies quantitative form in definite, indefinite and ordinal categories
- Verbs
  - Identifies verbs and their function
  - Identifies and conjugates regular and irregular verbs into simple tenses, past, present and future
  - Identifies and conjugates regular and irregular verbs into compound tenses, present perfect, past perfect and future perfect
  - Identifies and correctly uses past and present participles
  - Identifies helping verbs to be and to have in the indicative mood
• Identifies and conjugates verbs in indicative, imperative and subjunctive moods
• Identifies and conjugates verbs in negative form
• Prepositions
  • Identifies prepositions and their function
  • Identifies and corrects dangling preposition
• Adverbs
  • Identifies adverbs and their function
• Pronouns
  • Identifies pronouns and their function
  • Identifies and uses appropriate subject and object pronouns
  • Identifies personal pronouns by person and number
• Conjunctions
  • Identifies prepositions and their function
• Interjections
  • Identifies interjections and their function
• Correctly identifies parts of speech and their function in reading material
• Applies knowledge of grammar to explore and discuss writing style

Sentence Analysis
• Understands the concept of a complete sentence
• Identifies the subject and the predicate and their function
• Identifies the complete and incomplete predicate and their function
• Identifies the direct object and indirect object and their function
• Identifies adverbial modifiers and their function
• Identifies attributives and appositives and their function
• Identifies predicate complement, predicate adjectives and predicate nominatives and their function
• Identifies prepositional phrases and their function
• Identifies sentences with elliptical constructions and direct or indirect order
• Identifies clauses in compound sentences
• Identifies principal and subordinate clauses and their functions in complex sentences
• Identifies principal and subordinate clauses and their functions in compound-complex sentences
• Applies knowledge of sentence structure to explore and discuss writing style
• Identifies components of compound and complex sentences for degrees of dependency

Reading and Decoding Skills
• Reads and identifies phonetic sounds in words
• Accurately reads consonant diagraphs and vowel diphthongs
• Divides words into syllables appropriate to reading level
• Decodes words by syllables appropriate to reading level
• Reads words fluently at an age appropriate level
• Demonstrates sight word vocabulary appropriate to level of reading
• Reads orally using appropriate pitch, stress and junction
Comprehension and Literary Skills
- Comprehends explicit meaning of material read at an appropriate level
- Identifies main idea in a piece of writing
- Demonstrates understanding of sequence in a piece of writing
- Uses context clues to interpret the meaning of a word or phrase in age appropriate material
- Draws conclusions about implicit meanings in age appropriate material heard
- Draws conclusions about implicit meanings in age appropriate material read
- Classifies literature according to fiction and non-fiction
- Experiences reading and classifies literature by genre including: memoir, biography, autobiography, short story, fantasy, myths and legends, fairy tales, folktales, mystery, fiction, non-fiction, historical fiction and poetry
- Identifies basic story elements of fiction including setting, characters, plot and theme
- Uses personal experiences and literary knowledge to interpret and evaluate reading material

Research and Study Skills
- Applies reading skills in research work using a table of contents, index, glossary, maps and chart
- Effectively uses an encyclopedia, dictionary and thesaurus
- Effectively uses an atlas
- Effectively uses the Internet to locate information
- Effectively reads charts, graphs and time line for information
- Skims articles for main ideas
- Locates books by subject and author in a library
- Effectively uses organizational mechanisms such as note cards, mind maps/webs and outlines for research
- Effectively paraphrases notes from research sources
- Effectively organizes gathered information
- Effectively plans and completes a research project
- Takes effective notes from a lesson
- Effectively organizes and prioritizes multiple tasks over a period of time
- Records bibliography for books, encyclopedia articles, magazines articles and internet sources

Writing Skills
- Plans writing by determining purpose and selecting an audience
- Prepares for writing through reading, discussion, journal writing, brainstorming and list making
- Effectively organizes thoughts on paper using mechanisms such as note cards, mind map/webs and outlines for composition
- Writes a well develop paragraph complete with a topic sentence, supporting details, transitions and a conclusion
- Organizes supporting details in a paragraph according to chronological order or order of importance
- Identifies and composes descriptive, narrative and expository paragraphs
- Organizes information/thoughts in proper outline form for a multi-paragraph essay
• Composes a well-developed multi-paragraph essay complete with introductory, supporting and concluding paragraphs and appropriate transitions
• Identifies and composes persuasive, opinion and expository essays
• Composes drafts and revises for content
• Edits drafts to identify and correct punctuation, spelling errors, run-on sentences and sentence fragments
• Writes finished copy complete with title page/illustrated cover
• Incorporates table of contents and bibliography in finished copy
• Applies elements of Poetry; line, stanza, meter, rhyme, imagery, compression, music
• Applies elements of fiction; character, plot conflict, setting, plausibility and character change
• Experiences writing memoirs, short stories and poetry (free verse, haiku, chinquapin)
• Identifies and composes leads using dialogue, action, and description
• Identifies paragraph breaks in fiction by change in setting, characters and action

Oral Communication Skills
• Conveys experiences and information with accurate language and self-confidence
• Arranges thoughts in logical sequence
• Interprets and carries out directions
• Interprets age appropriate questions and answers
• Recounts accurately particular events, summarizes and draws conclusions
• Expresses oneself appropriately in group situations
• Participates in group discussions
• Contributes during group projects
• Solves problems appropriately and finds win-win solutions
• Demonstrates oral presentation skills using appropriate volume, pace, enunciation, eye contact, confidence and incorporated visual aids
• Memorizes and recites poetry, dramatic scripts and musical lyrics
Change is part of life, and even when it's something we want and are ready for, it can have its difficult moments. The same is true when children, having mastered their current academic level, are ready to take on new challenges and opportunities. They are confident in their classroom, with familiar teachers and friends, yet may feel a little unsure about moving to a new classroom.

**The Child:** Great care is taken to create a process whereby the children feel cared for and nurtured and that moves at a pace right for them.

- **The Talk:** Children form strong bonds of trust with our teachers and vice versa. Because the teachers know the children so intimately, it's easy for them to find the right time to start talking about all the wonderful friends, works, and teachers that are waiting for them when they rise to the next level. The teachers share some of the things that will be familiar and what will be different. This preparation helps the children to feel safe and secure and helps lessen the fear of the unknown.

- **Test Drive:** During the month or so before the transition (during April/May for those rising in August), the children go on multiple ‘visits’ to their new classroom. When possible, children visit in pairs, it's always easier to do something new with someone you know! For Toddlers, many of the first interactions with a new teacher take place in the Toddler classroom/on the Toddler playground. Meeting the toddlers on ‘their turf’ brings comfort and a sense of security. Once a toddler has developed a level of trust with the new teacher, the child is invited to visit the Children’s House classroom. Throughout this process, whether a rising CH or rising Elementary student, the child’s current and receiving teachers work collaboratively to ensure the child’s transition is progressing smoothly. Our hope is that by the end of the Test Drive, the child feels connected and identifies with their new classroom.

**The Parents:** Great care is also taken to ensure that our parents are fully informed about what is about to unfold, from the time the decision is made to the time the child becomes a member of a new classroom community. Parents are encouraged to take full advantage of our Parent Education events specifically designed with them in mind. Each year, TMS offers 2 transition events, one for Children’s House and one for Elementary. These events offer unique opportunities for parents to meet the teachers, see the classroom environments and ask lots of questions!

- **The Talk(s):** During conversations between the parents and teachers, many times this occurs at Parent/Teacher conferences, a child’s readiness to transition to the next level is discussed. The teacher’s aim to keep parents apprised about what attributes and mastery are needed for a successful transition to the next developmental stage. Age is a factor, but not the only factor.
• **Placement**: Once the decision is made that the child is ready, the parents are notified of their child’s new teachers. Paperwork is provided to the parents reflecting a change in contract and the related impact on tuition.

• **Parent Partnership**: Shortly after the placement information is shared with the parents, the new lead teacher reaches out to the parents to start the important work of forging a strong parent partnership. This teacher, along with the child’s current teacher, provide support and are active resources for the parents as well as the child throughout the transition visit process.

**Timing (for students rising in August):**

• March/April: Placements to Parents – in addition to sharing information about the new teacher, this communication is accompanied
• by a change in contract form & related tuition change
• April/May: Classroom Visits
# Lower Elementary Progress Report

**Student:** Student Name  
**Year:** 3rd  
**Teachers:** Lead Guide, Assistant Guide

**Date of Birth:** 00/00/0000  
**Report Period:** Fall, 2014-15  
**Days Absent:** 00  
**Days Tardy:** 00

## Key for Personal Development and Work & Study Habits:

| C: consistently | O: often | S: sometimes | R: rarely | If blank: Not yet observed |

## Personal Development

<table>
<thead>
<tr>
<th>Item</th>
<th>Grade</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exhibits independence and self-motivation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interacts well with others and is inclusive in relationships</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shows empathy and tolerance for others</td>
<td></td>
<td></td>
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<tr>
<td>Expresses emotion appropriately</td>
<td></td>
<td></td>
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<tr>
<td>Listens well</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrates self-discipline</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Balances self-needs with group-needs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shows care and respect for the environment</td>
<td></td>
<td></td>
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<tr>
<td>Displays a positive attitude</td>
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<td></td>
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<tr>
<td>Demonstrates self-confidence</td>
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</tbody>
</table>

## Work & Study Habits

<table>
<thead>
<tr>
<th>Item</th>
<th>Grade</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates a strong love for learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is attentive and participatory in lessons</td>
<td></td>
<td></td>
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<tr>
<td>Works with age-appropriate concentration</td>
<td></td>
<td></td>
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<tr>
<td>Works at an effective pace</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pursues tasks to completion</td>
<td></td>
<td></td>
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<tr>
<td>Follows directions</td>
<td></td>
<td></td>
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<tr>
<td>Moves with a purpose</td>
<td></td>
<td></td>
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<tr>
<td>Chooses appropriately challenging work</td>
<td></td>
<td></td>
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<tr>
<td>Is neat and organized</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses work journal and other organizational tools effectively</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Comments
### Key for Academic Areas:
- **EMG:** Emerging
- **Pra:** Practicing
- **Pro:** Proficient
- **NAT:** Needs Attention
- **If Blank:** Not applicable for this term

#### Language Arts

<table>
<thead>
<tr>
<th>Reading:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Decoding</td>
</tr>
<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Fluency</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>Comprehension</td>
</tr>
<tr>
<td>Vocabulary</td>
</tr>
<tr>
<td>Literature discussions</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mechanics:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parts of speech</td>
</tr>
<tr>
<td>Sentence structure</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Capitalization/Punctuation</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Writing/Composition:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Handwriting</td>
</tr>
<tr>
<td>Sentence</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Paragraph</th>
</tr>
</thead>
<tbody>
<tr>
<td>Story &amp; poetry</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Research/Study Skills:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organizing &amp; managing a project</td>
</tr>
<tr>
<td>Using a variety of sources</td>
</tr>
<tr>
<td>Extrapolating information</td>
</tr>
<tr>
<td>Creating final products</td>
</tr>
<tr>
<td>Using computer resources</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Oral Comm.:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presentation skills</td>
</tr>
<tr>
<td>Clarity and fluency of thoughts</td>
</tr>
</tbody>
</table>

### Comments

### Spanish

<table>
<thead>
<tr>
<th>Listening and Speaking Skills:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conversational expressions</td>
</tr>
<tr>
<td>Days of the week and months</td>
</tr>
<tr>
<td>Alphabet and numbers</td>
</tr>
<tr>
<td>Weather and seasons</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Vocabulary</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Reading Skills (Phonetic readers)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grammar:</td>
</tr>
<tr>
<td>Parts of speech</td>
</tr>
<tr>
<td>Verb conjugation</td>
</tr>
<tr>
<td>Sentence structure</td>
</tr>
<tr>
<td>Exploration of Hispanic customs and cultures</td>
</tr>
</tbody>
</table>

### Comments

### Music

<table>
<thead>
<tr>
<th>Understands elements of music (pitch, rhythm, tempo)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understands basic music theory (notation, major &amp; minor scales, transposition)</td>
</tr>
</tbody>
</table>

### Art

<p>| Elements of art (line, shape, color, pos./neg. space, texture, value, form) |
| Principles of design (balance, pattern, rhythm, harmony proportion, contrast, emphasis, unity) |</p>
<table>
<thead>
<tr>
<th>Composes tunes</th>
<th>Exploration w/ drawing mediums &amp; techniques</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understands the science of sound</td>
<td>Exploration w/ painting mediums &amp; techniques</td>
</tr>
<tr>
<td>Explores music as part of human history &amp; culture</td>
<td>Exploration w/ printmaking mediums &amp; techniques</td>
</tr>
<tr>
<td>Personal expression &amp; singing</td>
<td>Exploration w/ collage mediums &amp; techniques</td>
</tr>
<tr>
<td></td>
<td>Exploration of art history &amp; culture</td>
</tr>
<tr>
<td></td>
<td>Personal expression</td>
</tr>
</tbody>
</table>

**Comments**

<table>
<thead>
<tr>
<th><strong>History</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Concepts of Time: Geologic</td>
</tr>
<tr>
<td>Calendar (Months/Days) Telling Time</td>
</tr>
<tr>
<td>Timeline of Life</td>
</tr>
<tr>
<td>Human History</td>
</tr>
<tr>
<td>Fundamental Needs of Humans</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Geography &amp; Physical Sciences</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Matter and Its Laws</td>
</tr>
<tr>
<td>Atoms, Elements &amp; Molecules</td>
</tr>
<tr>
<td>Composition of the Earth</td>
</tr>
<tr>
<td>The Sun and The Earth</td>
</tr>
<tr>
<td>The Work of Air</td>
</tr>
<tr>
<td>The Work of Water</td>
</tr>
<tr>
<td>Political Geography</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Biology</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Botany: Needs of Plants</td>
</tr>
<tr>
<td>Parts of the Plant &amp; Their Functions</td>
</tr>
<tr>
<td>Zoology: Needs of Animals</td>
</tr>
<tr>
<td>Body Functions</td>
</tr>
<tr>
<td>The Human Body</td>
</tr>
<tr>
<td>Intro to Classification: Kingdoms</td>
</tr>
<tr>
<td>Kingdom Plantae</td>
</tr>
<tr>
<td>Kingdom Animalia</td>
</tr>
<tr>
<td>Intro. to Microbiology</td>
</tr>
<tr>
<td>Ecology &amp; interdependency</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Physical Education</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical/Motor Development:</td>
</tr>
<tr>
<td>Flexibility, Strength &amp; Stamina</td>
</tr>
<tr>
<td>Hand-eye &amp; Body Coordination</td>
</tr>
<tr>
<td>Understands the role of nutrition</td>
</tr>
<tr>
<td>Sports &amp; Games:</td>
</tr>
<tr>
<td>Rules &amp; Play for Various Sports</td>
</tr>
</tbody>
</table>
### Attitudes/Habits:
- Shows interest in a variety of activities
- Understands functions of body systems

### Displays teamwork
- Healthy Attitude Toward Competition
- Demonstrates strategic thinking skills

### Comments

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### Geometry
- Study of Lines
- Study of Angles
- Study of Polygons
- Similarity, Congruence, Equivalency
- Standard & Metric Measurement

### Mathematics Cont.
- Fractions: Concept & Notation
- Division
  - Equivalency/Reducing
  - Intro. to Addition
  - Intro. to Subtraction
  - Intro. to Multiplication
- Intro. to Division
- Squares & Cubes: Intro. to Squaring
- Intro. to Cubing
- Problem Solving Strategies
- Graphing
- Intro. to Algebra \((3 \times ? = 12)\)

### Comments

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### Summary

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