

Early Childhood Level Language Curriculum (6.2.5.3)

Description:

The Language curriculum will familiarize the student with the Montessori Language curriculum to include the philosophy & rationale, and the curriculum areas of receptive (listening and reading) and expressive (speaking and writing) areas, pre-reading visual and auditory experiences, vocabulary development and enrichment, and classical Montessori materials to aid in reading, penmanship, and writing: the sandpaper letters, moveable alphabet, metal insets, writing, reading, and penmanship, and grammar with the parts of speech (function of words).

Clock hours: 39 Hours

Credits: California State University – East Bay – 4 quarter units
MTEC/SFBA transcript – 3 Units

Meeting schedule:

See Flyer

Competencies in Language to include:

- I. Knowledge of subject matter for Language with emphasis on fine and gross motor skills (MACTE 1c);
Knowledge of community resources for learning and expanding Language activities (MACTE 1d).
- II. Pedagogy to understand & master the correct use of the Montessori Language materials (MACTE 2a);
Pedagogy to understand and master the scope and sequence of the Language curriculum as a spiral curriculum with introducing increasingly complex materials (MACTE 2b);
Pedagogy to understand Language as a part of the prepared environment (MACTE 2c)
Pedagogy with a clear plan for Language instruction (MACTE 2f)
- III. Teaching with grace and courtesy to demonstrate and implement Language with children;
Teaching with grace and courtesy to authentically assess children using the Language materials (MACTE 3b);
Teaching with grace and courtesy to connect the Montessori philosophy and Language materials (MACTE 3c);
Teaching with grace and courtesy to demonstrate innovation and flexibility with the Language materials (MACTE 3f)

Objectives in Language:

- I. The student is provided with the knowledge of subject matter for Language with emphasis on fine and gross motor skills (MACTE 1c);
The student is encouraged to seek knowledge of community resources for

- learning and expanding Language activities (MACTE 1d).
- II. The student is introduced to pedagogy to understand & master the correct use of the Montessori Language materials (MACTE 2a);
- The student is provided with the pedagogy to understand and master the scope and sequence of the Language curriculum as a spiral curriculum with increasingly complex materials (MACTE 2b);
- The student presented with the pedagogy to understand Language as a part of the prepared environment (MACTE 2c)
- The student is provided with a clear plan for Language instruction (MACTE 2f)
- III. The student is provided with a model of teaching with grace and courtesy to demonstrate and implement Language with children;
- The student is shown how to teach with grace and courtesy to authentically assess children using the Language materials (MACTE 3b);
- The student is supported in connecting the Montessori philosophy and the Language materials (MACTE 3c);
- The student is provided with teaching assignments to demonstrate innovation and flexibility with the Language materials (MACTE 3f)

Outline of content and learning experiences:

Session 1:

Philosophy
 Personal Code of Ethics Statement
 Overview of the Course
 Rationale for Language Arts
 Introduction Exercise
 Overview/Manual Requirements
 Manual Chapter 1 and 2
 Patterning Exercises
 Bead stringing
 Simple/complex/patterns
 To pattern cards
 Mixed shapes
 Observation task cards
 Control cards with matching
 Control cards - colored
 No control - matching
 Above and below line
 Pattern duplicating - Piaget
 Other patterning - exercises

Session 2:

Vocabulary
 Matching cards - simple - no label
 Matching cards - object - no label
 Matching cards - one label
 Three period lesson

Vocabulary Enrichment and nomenclature
Matching cards with labels
Environment labeling in all areas
Beginning sight reading exercises

Nomenclature
Group lessons
Collective lessons
Nomenclature games

Classification
Simple
Complex
Classification - science, etc.

Sequence story telling - oral expression

Concepts
Opposites
Alike, etc.
Miscellaneous

Rhyming

Session 3:

Writing Exercises
Large motor (blackboard, cornmeal, water and blackboard)
Metal insets, 1-6 patterns
Extensions and variations
Refinement exercises
Paper
Blackboard
Writing pattern
Writing pattern and letters
Sandpaper letters
Groupings of sounds
Phonics guide
Tracing letters
Tracing letters and sounds
Blending 2 sounds
Blending 3 sounds
Word building
Moveable alphabet
Beginning Sounds Exercises
Sandpaper letters and moveable alphabet

Session 4:

First word building exercise - 5 vowels
First word building exercise - mixed vowels
First reading exercises - printed words and pictures
Second word building - 3-5 vowels
Second word building - mixed vowels

First word building with small moveable alphabet with chart
Word building cards - complete moveable alphabet
Reading exercises

Word lists:

1st reading booklet
Books

Word Building - 3 letter words - sort and sound
Spelling
Writing sequence for moveable alphabet

Blends:

Sandpaper letters
Moveable alphabet

Long vowel sounds
Digraphs, dip thong
Introduction - grammar

Session 5:

MACTE Competencies
Observation Forms and Observation Techniques

Grammar

Noun
Adjective
Article
Verb
Singular
Plural

Review

Keeping up the Language Arts Prepared Environment (eye to details)
Setting up Language Arts Environment
Scope & Sequence of Language Arts
Sequence of Language Arts materials during the year
Testing and Presentation of Own Language Arts Material
Evaluation of commercial Language Arts materials
Creating Language Arts materials
Language Arts materials as diagnostic

Practicum Seminar (Session 6):

Practicum Seminar (half day – 4 hours)
Language and Literature, Storytelling and Group Activities

Discussion and Demonstration Points for the Fraction Materials:

Community Resources – catalog and Internet enrichment
Parent & Community Communication – verbalize purpose of each material
Purpose & Methods of Observation – what to look for
Authentic Assessment & Documentation – methods of observing and recording
Reflective Practitioner – Thinking about, & supporting the children to think about
Support & Intervention for Learning Differences – non-typical math responses

Culturally Responsive Methods – cultural differences
Philosophy and Methods – integration of theory & practice
Innovation and Flexibility – alternative presentations & why
Classroom Leadership – exhibiting in behavior

Evaluation requirements and/or performance assessment:

Language Arts Manual (MACTE Competency 3.a)
Language Arts Practice Sessions (MACTE Competency 3.a)
Student Practice Sheet (MACTE Competency 3.a)
Performance Assessment (MACTE Competency 3.a)
Written Examination – Scope & Sequence (MACTE Competency 2.c, 3.c)
Rationale Paper – Philosophy & Application (MACTE Competency 2.b, 3.b)
Personal Code of Ethics Statement (MACTE Competency 3.e)

Required and recommended readings:

Language Arts Manual I-V
Relevant literature books from bibliography
See Philosophy Syllabus