

Course: ED 432, **Introduction** to Montessori
Instructor: Sylvia Loveless
Time: **Fridays** 5:30-9:40 p.m.
Saturdays 8:30-3:30 p.m.

Rationale

Human **development** is based on a predictable unfolding which both acts and is **acted** upon by the **environment**. In order to serve the **developmental needs** of the child we must **understand how** to provide what is **needed** for optimal **growth**, both in basic principles and in methodology. Montessori's **philosophy is based** on this predictable unfolding. This **course** continues the *philosophy* **begun** in ED 232 and focuses on the **Practical Life** and Sensorial areas of the **environment**. It provides **both concrete experiences** and an **over-arching foundation** upon which to build this **understanding** of the **child's** needs.

Objectives

The **students** will:

1. Receive instruction regarding Montessori philosophy as it unfolds in the practical life and **sensorial** areas of the early **childhood environment** (MACTE competency #2)
2. **Receive instruction** on the role of an adult in a **Montessori** early **childhood** environment (MACTE competency #1, 2, 7, 8, 3.1)
3. **Study** Montessori's **concept of the** prepared environment, **particularly** as it relates to the practical life and **sensorial** areas of the early childhood **environment** (MACTE **competency** # 3.3, 5.1, 2, 3,4)
4. Be prepared to **impleme it** and **evaluate the** practical **life** and **sensorial** areas of **the** early **childhood** prepared **environment** in **terms of meeting** developmental needs (MACTE **competency** #4)
5. Become aware of **current** research in the field of early childhood education and development **of the** child.

Competencies

At the **end** of the course, the students should:

1. Be able to **articulate a basic** understanding of Montessori *philosophy* as it unfolds in the practical life and **sensorial of the childhood environment**. (MACTE **com icy** #2)
2. **Recognize and take on the role** of the **adult in a Montessori** early **childhood** environment. (MA **competency** #1, 3.1, 2, 7, 8)
3. Demonstrate **understanding** of the prepared **environment** as it relates to **practical** life and sensorial activities. (MACTE **competency** #3.3, 5.1, 2, 3, 4)
4. Be able to **implement** and evaluate the **practical life** and **sensorial areas** of the early childhood prepared **environment** in **terms** of meeting developmental needs. (MACTE **competency** #4)

Textbooks

The Discovery of the Child—Maria Montessori

The Secret of Childhood—Maria Montessori

The Absorbent Mind—Maria Montessori

Montessori Matters

Packet of **Handouts (Available through Instructor)**

Methods

Lecture

Demonstration

Curriculum Notebook

Writing Assignments

Videos

Readings

Student Presentation

Exam

Discussion

Observation

Evaluation/Grading

Attendance (arrive on time, stay whole class)	75 points
Performance Evaluation Scores (10/Evaluation)	40 points
Sensorial Notebook	15 points
Philosophy/Practical Life Notebook	15 points
Practice worksheets (10 total)	10 points
Original Practical Life Activity	10 points
Original Sensorial Activity	10 points
Observation Write-ups (3 total)	15 points
Reflection papers (5 total)	10 points
Total.....	200 points

180-200	90-100%	A
160-179	80-89%	B
140-159	70-79%	C
120-139	60-69%	D
Below 120	Below 60%	F

Rubric for Evaluation

Attendance: 75 points
~~60~~ **50** ~~attendance~~ **dance/** 5 participation

Performance Evaluations: 10 **points each evaluation**
4 points - rationale
2 points - **gracefulness**
2 **points** - points of **interest**
2 **points** - **completeness**

Notebooks: 15 **points** each
3 points - **rational**
3 points - **organization**
3 points - **completeness**
3 points - clarity and aesthetics
3 points - on time

Practice: 10 points
1 **point/worksheet completed on** time
5 **practice** sheets for **Practical** Life
5 practice sheets **for Sensorial**

Activities: 10 points each

- 2 points - **aesthetics**
- 2 points - **originality**
- 2 points - **appropriateness** for age
- 2 points - clarity of **presentation**
- 1 point - **completeness**
- 1 point - on time

Observation Write-ups: 5 points each

1/3 **credit** if **handed** in late

Reflection 10 points

2 points per paper on time

Assignments

READING ASSIGNMENTS (read by **date marked** to **prepare** for **discussion** and reflection)

1. July 16th
 - Discovery** Ch. 3, 5
 - Absorbent Ch. 14
2. July 30th
 - Secret** Ch. 19, 20
 - Discovery** Ch. 6
3. August 6th
 - Secret** Ch. 7, 8
 - Discovery** Ch. 4, 7, 8, 11
 - Absorbent Ch. 22
4. August 20th
 - Secret** Ch. 22
 - Discovery** Ch. 10
 - Absorbent** Ch. 26, 27
5. August 27th
 - Absorbent** Ch. 2, 25

OBSERVATION ASSIGNMENTS (**completed** by date marked due on syllabus)

1. July 30th **Assignment # 1 (3 hours)** Child and the **Environment**
2. Aug. 7th **Assignment #2 (3 hours)** ChiWeacher interactions
3. Aug. 21st **Assignment #3 (3 hours)** Child/Child **interactions** - social **skills**

Friday, July 9

- **Introduction** and **overview** of course
- Control of Movement (**gross motor**) lessons: Unrolling a rug; **carrying** a **chair/table/rug/bucket/book**; hang UP aprons
- **Montessori** on Child Development - review
- **Observation** and **Participation** requirements

Saturday, July 10

- **Terminology**
- **Sequential Learning**
- **Fundamental Lesson**
- **Rationale** of **Practical Life**
- Grace and **Courtesy** lessons: **Shaking** hands; taking & **giving** a **message**; **greeting** & **addressing** elders; **allowing others** to pass; making a mistake, how to ask for **something**; how to blow **your** nose; how to **carry** sharp **objects**; **walking in line**
- Control of **Movement (gross motor)** lessons: **Walking** on the line; **opening/closing** a door
- **Practice**
- **Components** of a **Montessori Environment (The Prepared Environment)** review

Friday, July 16

- **Reflection** on readings (**writing #1**)
- Control of **Movement** (fine motor) lessons: **Squeezing** a sponge; **grasping**; scooping dry **pouring**; **spooning**; **pinching** with **tweezers/tongs**; twisting bottles & **caps/nuts & bolts**; folding napkins; pouring water
- **Practice**

Saturday, July 17

- Care of Self lessons: **Dressing frames**; **packing a lunch**; **setting a table**; **washing hands**; **washing clothes**; washing a doll
- **Practice**
- **Care** of the **Environment** lessons: Mopping; **dusting**; sweeping; **flower** arranging using a **crumb** tray, polishing **wood/mirror/metal**
- **Practice and Review**
- **First Performance Test – Practical We**

Friday, July 30

- **Reflection** on readings (**Writing #2**)
- Care of the **Environment**, part II lessons: Caring for pets; **scrubbing** a shell; raking; weeding; watering **plants**; **washing** a table
- Food Preparation **lessons**: Cutting bananas; snack
- **Student Activity – Practical Life Sequencing** Cards
- **Practice** and Review
- **Observation Assignment** #1 due (**points deducted** if late)

Saturday, July 31

Art lessons: Snipping; playdough; glue and paste; painting; **watercolors**; collage

Presentation of Student - **made** Practical **Life** Activity

Second **Performance Test – Practical Life**

Philosophy and **Rationale** for Sensorial **Learning**

Sensorial Terminology

- Overview of **Sensorial** Materials

Friday August 6

Reflection on readings (writing #3)

Sensitive Periods **and** the **Sensorial** area

- t **Tactile Materials—Lessons: Rough and Smooth Boards; Touch Tablets; Thermic Tablets; Baric Tablets;**

Mystery Bag; Fabric Matching

Practice

Three Period Lesson

Dimensional Materials—Lessons: Cylinder Blocks

Practice

Practical Life Manuals due

Saturday August 7

Dimensional Materials, part **II—Knobless** Cylinders; Pink Tower; Broad Stairs; Long Rods

Practice

Visual **Materials—Lessons: Color** Boxes 1, II and III

Practice

Geometric Materials—Lessons: Geometric Solids w/ **Bases**; Geometric Cabinet w/ Cards

Practice

Observation **Assignment** #2 due (points **deducted** if late)

Friday, August 20

Reflection on readings (writing #4)

Geometric materials, **part II—Lessons: Constructive Triangles**

Practice

Setting Limits

Third **Performance Test - Sensorial**

Saturday, August 21

- **Geometric Materials—Lessons:** Cubes
- **Practice**
- **Freedom, Responsibility, and Free Choice, and the use of Sensorial materials**
- Auditory, Gustatory, **Olfactory** : **Silence Game; Sound Cylinders**; bells; Tasting and Smelling **Exercises**
- **Practice** and **Review**
- **Sensorial Sequencing Activity**
- **Observation** Assignment #3 due (points **deducted if** late)

Friday August 27

- **Reflection on** readings (Writing #6)

- Metal **Insets**
- **Miscellaneous** Sensorial **Activities—Lessons**: Sorting; Attribute Blocks
- **Practice** and Review
- **Transition** Management, games with Sens./Prac. Life **materials**
- Fourth Performance Test - **Sensorial**

Saturday, August 28

- Review, **discussions**
- Sensorial **Extensions** and Variations
- Large and Small Group Management: using Sens. **Materials** in developmentally appropriate ways
- Practice
- Montessori Philosophy Revisited
- **Presentation** of Student - Made **Sensorial** Activity
- **Sensorial** Manuals Due

All classes will be held in Waimea Community Montessori School

Students must attend at least 90% of the course in **order** to pass. Special **arrangements** must be made **directly** with the **instructor** if more than **10%** of the **course** will be **missed**. In case of illness or family **emergency**, a student may request an incomplete. The **student** may be asked to make up the class by attending the next time the class is **offered**, by **setting** up an individualized program for completing the **requirements**, or through completion of the required work in the time **frame specified** in the **contract**.