CHILDREN’S HOUSE CURRICULUM

Our Children's House students become engrossed in their work as they explore with their friends the connections between objects and ideas.

Maria Montessori called early childhood a "period of absorbency." As young children make sense of their world, they absorb vast amounts of vocabulary as well as the coding systems for both language and mathematics. They imitate the behaviors and values of their carefully practiced teachers. At LMS, our students become engrossed in their work as they explore with their friends the connections between objects and ideas.

Our classrooms surround children with language experiences. Our balanced literacy program follows children’s natural paths as it builds a solid foundation for reading and writing. Young children at LMS develop their mathematical skills and aptitudes as they learn to categorize and order an intriguing variety of objects. Children explore relationships among specially designed sensorial materials, and they use Montessori math beads to see and feel concepts of numeration.

LMS Children's House classes are conscious communities where children practice the arts of grace, courtesy and authentic communication. They learn to control themselves in group situations, and they learn to use conflict resolution skills to stand up for themselves and what they believe.
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Language

Three to six-year-olds are in a sensitive period for language acquisition. They begin to associate sounds, symbols, and meaning, the foundation of both reading and writing. Following the Montessori method of isolating the dimensions of new challenges, teachers begin by verbally articulating a sound (mmmm), suggesting some familiar words that start with this sound (milk, magnet, and mirror), and inviting children to think of other words beginning with the sound. Once the child understands the concept of sounds, the teacher introduces a new dimension, a tactile representation of a sandpaper letter form. Because children’s mental language abilities develop before their manual ability to form letters, they are encouraged to manipulate concrete symbols before putting pencil to paper to form letters and words.

Children internalize knowledge of letters and their sounds by tracing sandpaper letters with fingers on their dominant hand and hearing, from the teacher, the sound associated with each letter. Then they trace the letter and make the sound themselves. After practicing this activity with different letter sounds, they learn to hear each sound that makes up a word. Once they have developed this concept, they acquire encoding abilities by forming words phonetically with movable letters that allow the formation of words without the extra burden of correctly forming letters. After repeated activities with the movable alphabet, children discover how to read by combining letter sounds into words. Because reading is a logical and natural outgrowth of mental writing activities, children often seem to “explode” into reading, a joyful and identifiable moment for child, parent and teacher.

Teachers also read to children on a frequent basis to help them develop, from the beginning, sequencing and conceptualization skills toward critical thinking abilities. They encourage children to predict, to expand, and to reflect, and to connect content to their own lives and to the lives of others. Children begin to identify bias and to look for what is “left out”, i.e. “In this book, all the doctors are men and all the nurses are women. Is that the way it really is? Do any of you have moms who are doctors?” Because analytical and critical thinking skills are developed from the very beginning of children’s experience with learning, they are much less likely, in their independent reading, to take what they read at face value.

Learning Objectives and Activity Examples include:

Expressive and Receptive Language

Phonemic Awareness and Phonics

1. Recognize and produce rhymes

   Activity Example: A teacher stops while reading and identifies rhyming sounds from the page.

   Activity Example: A child takes two baskets filled with objects off the shelf. The child chooses one object from basket 1 and tries to find the rhyming object in basket 2. The child continues until the baskets are empty.

   Activity Example: A teacher sits with a child and asks the child to tell her if two words she will say after each other rhyme: “dog, fog”, “run, fun”, “hold, happy”, etc.
2. Count, pronounce, blend and segment syllables

**Activity Example:** A teacher sits one-on-one with a child and says a word. The teacher asks the child to clap once for each syllable they hear.

**Activity Example:** Children sit at Circle with a teacher and play a “syllables game.” The teacher goes around the Circle saying a child’s name and the other children clap once for each syllable they hear. The teacher then asks the child how many syllables are in his name.

3. Blend and segment onsets and rimes

**Activity Example:** A child takes a basket from the shelf. Inside the basket is a mat with the blends stitched on it. The child matches objects to the blend.

**Activity Example:** A child uses the Moveable Alphabet and picture cards to spell out words beginning with the blend /dr/: “drink”, “drip”, “drum”, “drag”, “dress”.

4. Isolate and pronounce initial, medial vowel and final sounds in c-v-c words

**Activity Example:** A child takes a box filled with CVC objects and sounds out the objects like /c/-/a/-/t/ with a teacher.

**Activity Example:** A child sorts objects by initial, final or medial vowel sounds.

**Activity Example:** During circle children clap the number of syllables in their their names.

**Activity Example:** When labeling the word ‘sun’ on a picture, the child isolates each sound on his/her fingers before composing the word.

5. Add or substitute phonemes to make new words

**Activity Example:** A child uses the Movable Alphabet. The teacher directs the child to make words beginning with particular phonemes such as /c/ /a/. The child continues to make words adding final sounds that make words like /ca/-t, /ca/-n, /ca/-p.

**Activity Example:** A child takes a box filled with paired objects where one of each pair involves the use of “silent e” while the other uses the short sound of the vowel. The teacher lays out the pairs side by side and the child uses the Moveable Alphabet to spell out the words “mat, mate”, “kit, kite”, “cap, cape”.

6. One-to-one sound-letter correspondence of consonants

**Activity Example:** A child matches objects to their initial consonant sounds.

**Activity Example:** A child takes a box of objects where only the initial letter changes, and uses the Moveable Alphabet to spell out the words “cat, rat, mat, hat, bat”.

7. Associate short vowel sounds with graphemes.

**Activity Example:** A student sorts objects by short vowel sounds labeled ‘a’ and ‘o’.

8. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

**Activity Example:** A teacher sits with a child and says, “I’m going to say a sentence, and I will clap one time for each word I say: ‘My house is small.’” (She claps.) “Now, clap it with me.” (She
repeats the sentence and they clap once for each word.) "Now, you try it by yourself." (She
repeats the sentences as the child claps.)

9. Recognize and produce rhyming words.
   Activity Example: A teacher sits with a child and says, “I’m going to say two words and ask you if
   they rhyme. Listen carefully. ‘fan’-’man.’ Do these words rhyme?”

   Activity Example: Children sit at Circle with a teacher and play a rhyming game. The teacher goes
   around the Circle and invites each child to think of a word that rhymes with “dog.”

10. Count, pronounce, blend, and segment syllables in spoken words.
   Activity Example: A teacher sits with a child and says, “I’ll say the parts of a word. You guess what
   the word is. What word is this? ‘ta-ble’?”

   Activity Example: Students sort picture cards by clapping the number of syllables in the pictured
   object (mouse, piz-zaz, di-no-saur).

11. Blend and segment onsets and rimes of single-syllable spoken words.
   Activity Example: At Circle, a teacher challenges the group to come up with as many words as
   they can that rhyme with “cat.” [suggest a word that rhymes with “cat.” ]

   Activity Example: At Circle the students sing “Down by the Bay,” and suggest new rhymes for the
   verses (“Have you ever seen a whale going on a sail” instead of “Have you ever seen a whale with
   a polka dot tail”).

12. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in
   three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not
   include CVCs ending with /l/, /r/, or /x/.)

   Activity Example: A teacher sits with a child. She says the word “mat,” and the child slides one
   chip for each of the phonemes: /m/, /a/ and /t/.

13. Add or substitute individual sounds (phonemes) in simple, one-syllable words
   to make new words.

   Activity Example: A teacher sits with a child and says, “If I say ‘mat’ and then I change the /m/ to
   a /c/, what word do I have now?”

Conventions: Grammar & Usage

14. Use frequently occurring nouns and verbs.

   Activity Example: Children use a Verb Box with simple commands to act out verb commands.

   Activity Example: Two children play a Noun Game. They take out objects from the Continent Box
   and name them to each other.

   Activity Example: A child places small noun and verb labels with the objects of The Farm indicate
   their names and their activities.

   Activity Example: Two children draw triangular noun symbols and use invented spelling to write
   names on small slips of paper. They take these labels and place them on objects ("tabl") around
   the school to name them.
Activity Example: Using an outline drawing of a frog, a child colors a specific part of a frog’s body. He then labels each drawing with the name of the highlighted body part.

Speaking & Listening

15. Participate in conversations with peers, teachers and in small and large groups, using agreed-upon rules for discussions.

Activity Example: Children become quiet and still in response to a subtle bell signal that tells them that someone has a public announcement. They respond similarly to soft music or a blinking of the lights.

Activity Example: Children take turns orally sharing memories of the fire truck’s visit to school. They pass a Peace Stone to identify the person whose turn it is to speak.

Activity Example: Children participate in a group discussion of something that happened on the playground. When they want to speak, they raise a hand and wait to be recognized by the teacher facilitating the discussion.

Activity Example: When children have a disagreement, they use a Peace Flower, or they invite each other to sit at the Peace Table. In this way they signify to each other—and to themselves—their intent to listen to each other and solve the problem amicably.

16. Confirm understanding of text read aloud or information presented by asking and answering questions.

Activity Example: At a class meeting, a child volunteers to share a seashell she has brought in for “nature show-and-tell.” Classmates raise a hand to signal that they have a question to ask the presenter.

Activity Example: At a classroom community circle, a teacher reads the book, *What’s A Family?* Afterwards, during a discussion, she answers questions about differences among family structures.

Activity Example: As a teacher prepares to read a chapter book, a kindergarten child volunteers to remind everyone what was read the previous day.

Activity Example: At a kindergarten circle, a child begins a story, “Once upon a time...” and each child in turn recalls what has been said previously and adds a next line to the progressive story.

Activity Example: Three children participate in a conversation about something that happened on the playground.

Activity Example: Three children work together at a table, each mixing colors to match the color of his or her skin. They talk about how skin colors are different, but they are all shades of brown.

17. Ask and answer questions to seek help, get information or clarify something.

Activity Example: While reading to a teacher, a child stops and asks, “What’s a ‘hut’?” after reading the word on the page.

Activity Example: While reading a book about reptiles, a child stops and asks, “Do we have webbed feet?”

18. Describe familiar people, places, things, and events, giving additional detail when prompted.
Activity Example: A child celebrates her birthday by bringing in pictures of herself from birth to her current birthday. She describes the other people in the photos and tells what is happening.

Activity Example: The class community is comprised of children and teachers from various cultures and traditions, and who speak various languages at home. Together the class learns songs about holidays and other subjects in a variety of languages that represent the community.

Activity Example: A child brings in a scrapbook she put together on a trip to Ecuador and shows it to her classmates as she talks about her trip and answers her friends’ questions.

19. Speak audibly and express thoughts, feelings and ideas clearly, in complete sentences when appropriate.

Activity Example: A five-year-old explains to a younger child the pattern he is following as he assembles the Binomial Cube.

Activity Example: While facilitating the resolution of a conflict between two children, a teacher models effective language for each child, in turn, giving each the opportunity to use the language to clearly express a perspective.

Activity Example: A child draws a picture and asks her teacher to write at the bottom of the paper a title and an explanation of what is happening.

20. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).

Activity Example: A teacher sits with a child. She places a small cat on the rug and composes, “cat” with the Movable Alphabet. She then adds two more little cats, and adds an “s” to make “cats.”

Activity Example: A child uses the Moveable Alphabet to compose the names of single objects in a box that also contains a pair of dogs. The child points out to the teacher there are two dogs, and adds an “s” at the end of “dog.”

21. Understand and use question words (e.g., who, what, where, when, why, how).

Activity Example: When a teacher has finished reading a picture book, she asks the children, “Why was he sad?” and “Who ate the ice cream?”

Activity Example: During a discussion after a read-aloud, the teacher explains the difference between asking a question and making a statement. She then points out whether a child is asking a question about the book or making a statement.

22. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).

Activity Example: While working with the Montessori Farm, a child chooses a pig and follows commands printed on a card to place the animal in various positions in relation to the barn: “in the barn,” “on the barn,” “above the barn,” “behind the barn,” etc.

23. Produce and expand complete sentences in shared language activities.

Activity Example: At Circle, the children decide to write about the snow that has fallen. A child suggests, “It snowed.” The teacher asks if it was windy, and whether they should write about that. A child suggests, “The wind blew the snowflakes.” They continue discussing and sharing ideas as the teacher records the sentences on a flip chart.
Conventions: Mechanics & Spelling

24. Print many upper- and lowercase letters.

Activity Example: A child practices tracing the formation of an “s” with the Sandpaper Letter. Later, he will practice forming the same letter free-form in the Sand Tray.

Activity Example: After a lesson, a student practices forming the letter m with pencil on paper labeled with a “sky line,” a “plane line,” a “grass line,” and a “worm line.”

Activity Example: A child draws a picture of her friends playing her favorite game and writes about it on the lines below. A teacher points out that it is conventional to use uppercase letters for the beginning of people’s names.

25. Capitalize the first word in a sentence and the pronoun I.

Activity Example: As a child writes in her journal, a teacher points out that when talking about oneself it is conventional to use an uppercase letter for “I.”

Activity Example: A child writes in her journal about what she did during the weekend. A teacher points out that the first letter of the first word of any sentence must be uppercase.

26. Recognize and name end punctuation.

Activity Example: A child has composed a sentence with the Movable Alphabet. A teacher notices that he has written a question, and she shows the child how to use the question mark from the Movable Alphabet box.

Activity Example: As a child writes in her journal, a teacher points out that it is conventional to end most sentences with a period and to leave space before starting a new sentence.

Activity Example: During read aloud the teacher asks the group what kind of punctuation they think ends a sentence that a child yells.

27. Write a letter or letters for most consonant and short-vowel sounds (phonemes).

Activity Example: A child uses the Movable Alphabet letters to construct words that name pictures of objects that have the same ending sounds, but have varying beginning sounds. (/r/.../ock/, /s/.../ock/, /cl/.../ock/, /l/.../ock/.

Activity Example: A four-year-old uses the Movable Alphabet letters to construct words composed of the same beginning sound and different ending sounds (i.e. /c/.../at/, /c/.../an/, /c/.../ap/).

28. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

Activity Example: A child uses the Movable Alphabet to compose a story. He spells out, “botl” (bottle) and “ce” (key).

29. Insert appropriate spaces between letters and words.

Activity Example: A child using the Moveable Alphabet uses a glass pebble or other “word-spacer tool” to measure an appropriate space before beginning a new word.
**Vocabulary**

30. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).

    *Activity Example:* While practicing a set of sight words, a child reads “which,” and the teacher responds with a smile, “Right! But not the kind that rides on a broom, right?”

31. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

    *Activity Example:* A child sorts objects into categories such as living/non-living, fruit/vegetable.

    *Activity Example:* A child lays out pictures of “air”, “land”, and “water.” She then sorts animals, birds and fish from a basket under the appropriate living environment.

    *Activity Example:* A child sorts picture cards of vertebrates and invertebrates and constructs two charts on paper by cutting out line-drawings of the organisms and gluing them under the different categories.

32. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).

    *Activity Example:* At circle time, a group of children sings a song that commands them to perform opposite actions: “Open your hands; Shut your hands.”

    *Activity Example:* At the end of circle time, a teacher dismisses children by asking them to think of the opposite of her given adjective: “big” (little); “long” (short); “in (out); “up” (down), etc.

33. Identify real-life connections between words and their use (e.g., note places at school that are colorful).

    *Activity Example:* During Circle, a teacher reads a book about feelings and comes across the word “regret.” A child asks what “regret” means, and the teacher explains, then asks the children when they might have felt regret.

34. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march)

    *Activity Example:* At circle time a group of children sing “The Bear Hunt,” matching their movements to those included in the song.

    *Activity Example:* Children use a Verb Box with simple commands. These commands ask them to perform variations on a movement: “walk,” “stomp,” “march,” “tip-toe,” etc.

35. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

    *Activity Example:* Teachers routinely read *On the Day You Were Born*, by Deborah Frazier, as part of children’s birthday walk. Children often repeat the language from the book, talking about the “spinning world” and about how “gravity holds you to the Earth.”
Literature

Key Ideas and Details

36. With prompting and support, ask and answer questions about key details in a text.

   **Activity Example:** Children read small books from the Primary Phonics series. For example, a child reads “Mac Gets Well”, and a teacher asks questions to assess the child’s comprehension of the plot.

   **Activity Example:** While reading “A Sick Day for Amos McGee”, a teacher stops and asks questions about the characters and events.

   **Activity Example:** During an interactive read-aloud, children identify rhymes in “Cat In A Hat”, and they predict upcoming words.

37. With prompting and support, retell familiar stories, including key details.

   **Activity Example:** At Circle, a teacher tells a popular story from memory, and asks the children what happens next.

   **Activity Example:** At Circle, a teacher talks about slippery ice outside her house, and children recall seeing ice on the playground and around their homes.

38. With prompting and support, identify the main topic and retell key details of an informational text.

   **Activity Example:** After a teacher reads a book about harvesting apples, children recall the kinds of apples they heard about, tools they need for apple-picking, and ingredients for apple pie.

39. With prompting and support, identify characters, settings and events in a story.

   **Activity Example:** A teacher reads *The Giving Tree*, and children answer questions about the main characters and timeline of the story.

   **Activity Example:** During an interactive read-aloud, children predict what will happen on the next page of *Caps for Sale*.

   **Activity Example:** During an interactive read-aloud of *Frog and Toad Are Friends*, children discuss the characteristics of a good friend.

40. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

   **Activity Example:** During a read-aloud of *Mrs. Wishy Washy*, a teacher asks why Mrs. Wishy Washy put the animals in the tub.

Craft and Structure

41. Ask and answer questions about unknown words in a text.
**Activity Example:** While reading a *Bob* book to a teacher, child stops and asks what an unfamiliar word means.

**Activity Example:** A teacher reads a book about the life cycle of bees. A child raises her hand and asks what the word “pollinators” means.

42. Recognize common types of texts (e.g., storybooks, poems).

**Activity Example:** A teacher prepares to read *Chicken Soup with Rice*, and she reminds the children of a previous conversation about how poems sometimes rhyme. She explains that the book is a rhyming poem about the year, and she asks the children to notice the rhymes in the poem.

43. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

**Activity Example:** Before reading *Caps for Sale*, a teacher reads out the title, name of author, and illustrator. She asks the children to identify what an “author” and an “illustrator” do.

44. With prompting and support, ask and answer questions about unknown words in a text.

**Activity Example:** While reading a book about animals, a teacher stops to ask, “What does the word ‘hibernate’ mean?”

45. Identify the front cover, back cover, and title page of a book.

**Activity Example:** Before reading a book a teacher points to the cover and says, “Notice the front cover of this book. It tells us the title of the book, and it has a picture that gives us a hint about the story.” She then shows the back of the book, saying, “The back cover of the book is pretty plain. It has some drawings, but not much writing.” Opening the book, she says, “Look, this is the title page. It tells who wrote the book, who drew the pictures and who printed it.”

46. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

**Activity Example:** Before reading a story the teacher reads the title of the book and explains how the author tells the story with words, and the illustrator tells the same story with pictures.

**Integration of Knowledge and Ideas**

47. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

**Activity Example:** Before reading a picture book aloud, a teacher takes “a picture walk” through the pages and asks the children what they think is happening.

**Activity Example:** During an interactive read-aloud of “Charlotte’s Web” with kindergarteners, the children discuss characters in the story and how they are similar and different from themselves.
48. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

**Activity Example:** During a Circle discussion the group talks about the story of the *Three Little Pigs*. They note how different the houses were that were build by the three brothers, and how only the sturdy house protected them.

49. With prompting and support, describe the relationship between illustrations and the informational text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

**Activity Example:** During Circle time, a teacher reads a biography of Martin Luther King, Jr, sharing the pictures in the book. Children ask questions and discuss the story of his life.

**Activity Example:** As the kindergartners prepare for their year-end Planet Play, a teacher reads a book about the solar system. Children ask questions about the conditions on the various planets and about their moons.

50. With prompting and support, identify the reasons an author gives to support points in a text.

**Activity Example:** When reading *Julius, The Baby of the World*, the teacher asks students how they think Lily feels about her little brother, and how they know this.

51. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

**Activity Example:** During a shared reading activity, children compare *Caterpillar To Butterfly* with *Farfallina*, noticing that both are about butterflies, but they are very different types of books.

**Range of Reading and Level of Text Complexity**

52. Actively engage in group reading activities with purpose and understanding involving both stories and informational texts.

**Activity Example:** Before hearing a story about Chanukah, children share their own experiences and they comment on the menorah in that the teacher shows them.

**Activity Example:** A teacher reads *Reusing and Recycling* from the Helping the Environment Series, and the children discuss the connection between the text and the classroom’s recycling bin and compost bucket.

**Activity Example:** When reading *Amazing Grace*, students discuss why Grace’s classmate said she could not be Peter Pan, how it made her feel, and what she could say or do in response.

**Print Concepts**

53. Demonstrate understanding of the organization and basic features of print.

**Activity Example:** At Circle, a teacher displays an oversized picture book that all of the children can see together. Opening the book, she points to the first letter, noting that it is a capital letter and it marks the beginning of a sentence. She follows the sentence with her finger to the end,
where she points to the period, explaining that it is marking the end of the sentence. Finally, she
notes that the sentences is made up of words, and the words are composed of letters.

**Activity Example:** A teacher sits with a child to read a book together. Before beginning, the
teacher opens to the first page and reviews with the child, asking, “Can you show me a whole
sentence? Show me some of the words that make that sentence. How about showing me some
of the letters that make one of the words in that sentence?”

**Activity Example:** As a child reads a book, he moves his finger, pointing to each word in turn as he
reads it.

54. Follow words from left to right, top to bottom, and page by page.

**Activity Example:** At Circle, a teacher displays an oversized picture book that all of the children
can see together. Opening the book, she points to the first word, explaining that she will start
reading at this point. She traces the text left to right, top to bottom, showing the direction of
reading. When she reaches the end of the text on that page, she turns the page excitedly and
exclaims, “Now we start up here again!”

**Activity Example:** A teacher sits with a child to read a book together. Before beginning, the
teacher reviews with the child, asking, “Where will you start reading? Can you trace the words to
show me how you will read this page and the next page?”

55. Recognize that spoken words are represented in written language by specific
sequences of letters.

**Activity Example:** Two children carry a note upstairs to the office, where someone reads the
request and gets some supplies from a closet for them to take back to their classroom.

**Activity Example:** A teacher sits with a child and silently writes a secret message on a small slip of
paper. She carefully folds it and places it in a small envelope, asking the child to deliver it to the
teacher on the other side of the room. On receipt, the other teacher opens the message, reads it
aloud and does as asked, hugging the messenger, for example.

56. Understand that words are separated by spaces in print.

**Activity Example:** A child writes a story using the Moveable Alphabet. He uses a finger to
measure the space needed to separate words.

57. Recognize and name all upper- and lowercase letters of the alphabet.

**Activity Example:** Kindergartners use an alphabet workbook to practice recognizing, naming and
writing each letter of the alphabet, both upper and lower case.

**Activity Example:** A student lays out the letters of the Moveable Alphabet in alphabetical order,
naming each letter as she places it on the rug.

**Phonics and Word Recognition**

58. Know and apply grade-level phonics and word analysis skills in decoding
words.

**Activity Example:** A three-year-old uses the “I Spy” box to identify objects that begin with the
same sound.
Activity Example: A four-year-old uses the Movable Alphabet letters to construct words composed of the same beginning sound and different ending sounds (i.e. c...at, c...an, c...all).

Activity Example: After forming words with the movable alphabet (“tr...ain, br...ain, dr...ain”), a child makes the discovery that his words rhyme.

59. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.

Activity Example: A child uses the Sound Objects boxes to match initial sounds to the appropriate letter symbol.

60. Associate sounds with common spellings (graphemes) in the following sequence: letter sounds, consonant-vowel-consonant (c-v-c) words; digraphs; 2-letter blends at the beginning of words; 3-letter blends at the beginning of words; digraph blends; blends found at the endings of words: ld, nd, nk, lp; vowel teams (“When two vowels go a’walking…”)

Activity Example: Motivated by a basket of objects, a child uses the Movable Alphabet to compose C-V-C words like “hat,” “sun,” ”mop.”

Activity Example: A child uses a set of phonogram Movable Alphabet boxes with a basket of objects that start with /sh/. She uses the red letters to highlight the /sh/ part of each name, and she completes the spelling of the word with the blue letters.

61. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).

Activity Example: A small group of children play Sight Word Bingo to learn words that do not follow phonetic rules. When they encounter a word that they do not recognize, they record it in their Personal Dictionary of Sight Words.

62. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

Activity Example: A child has a box of objects that each end in the sound /at/. The child uses the Movable Alphabet to compose words like cat, bat, mat.

Fluency

63. Read emergent-reader texts with purpose and understanding.

Activity Example: A child sits with a teacher to read a book from the Mac and Tab series. She decodes a sentence and then spontaneously rereads it in order to express the meaning and her own feelings.

Activity Example: After a child has read a book from the Mac and Tab series, a teacher explains that he can read it so it sounds like “how you talk,” and in this way he can show the feeling and meaning. The boy rereads the books, making an effort to read “how he talks.”
Composition

Text Types and Purposes

64. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .).
   
   **Activity Example:** A child describes the title and author of a book she selected, and she shows each member of the class the cover of the book. She then shows her favorite page to the librarian and describes to the class why it is her favorite page. All members of the class examine the page and share their opinions with the group.

65. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

   **Activity Example:** A child researches a planet for his part in the Planet Play. He writes a script summary with factual information he has learned from books he has read. He illustrates his planet.

   **Activity Example:** A child chooses an animal of interest and gathers information from books to create his own research booklet. He adds detail by illustrating relevant facts.

66. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

   **Activity Example:** Before Spring Tea, each child writes (or draws) to describe the preparation activities, including how they are creating an invitation, making food items and decorating the classroom. After the event, the children writes (or draws) about how they felt, what it was like to host their guest, and what they enjoyed the most.

   **Activity Example:** A child places storytelling cards in logical sequence. After placing the cards the child tells or writes the story.

Production and Distribution of Writing

67. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

   **Activity Example:** A child researches an animal and writes some facts. A teacher asks questions and offers suggestions to include more details in the story.

   **Activity Example:** A child reads a story that she wrote in her journal, and peers ask questions and offer comments about the story.

Research to Build and Present Knowledge
68. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

   Activity Example: After reading many books by Mo Willems, children watch an informational video about his life and works, then each child makes a page with either facts or an illustration based on his books to put in a group book that is shared with all the classes.

69. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

   Activity Example: A child reads a picture book about tigers. A teacher suggests questions that the child can answer in an animal research project.

   Activity Example: A child builds a collage about Antarctica, and he writes simple sentences that describe the location, weather, animals, and transportation on that continent.

   Activity Example: After a field-trip to the Museum of Natural History, a child draws a picture of a fossil and describes in her journal what it looked like and where it came from.
CHILDREN’S HOUSE CURRICULUM

Math

During the three-year Children’s House program, children move through the preoperational stage of development into concrete operations. Montessori materials allow the beginning of abstract concept formation to parallel operational thought. Children continue to use sensorial materials to isolate concepts such as size, form, weight, and volume, eventually internalizing the abstract concept each represents. The Practical Life materials help children develop the ability to focus and confidence in their ability to reason and make judgments, skills essential to the construction of their mathematical knowledge.

The Mathematics curriculum for three to six year olds is progressively organized in six groups: Introduction to Numbers, the Base Ten System, Teens and Tens, Memory Work (addition, subtraction, multiplication, and division), Passage to Abstraction, and Fractions. Within each area, children use materials that introduce the initial concept and then allow for continued experience and repetition with variety, so concepts can be mastered, expanded, applied, and revised. Through repetition, this sequenced process becomes internalized so the children can “take it with them” into future learning.

Learning Objectives and Activity Examples include:

1. Children develop a working knowledge of the concept of number and quantities from one to ten and then from eleven to ninety-nine
   
   Activity example: A child practices one-to-one correspondence by placing little plastic frogs, one-by-one into the sections of an ice cube tray.

   Activity example: A child places the exact number of spindles (45) in compartments labeled 0-9. When the child sees 0 spindles in the compartment labeled “0”, she understands that the number “0” means “an empty place.”

   Activity example: A child uses the Teens Board and the Short Bead Stair to arrange numbers in sequence from 11 to 19 and show their quantities with the bead bars.

   Activity example: Using numbered tiles from 1 to 100, child sorts them into groups of tens, twenties etc and then puts them in order on a board.

2. Children develop their understanding of symbols and notation to include
   
   - Identifying and reading numerals 1 – 9
   - Identifying and reading “0” as “an empty place.”

   Activity example: A teacher helps a child place her forefinger and middle finger at the beginning of a Sandpaper Numeral “3.” She guides the child as she traces the symbol, saying, “three” as she does so. The child repeats the tracing, saying, “three.”
Activity example: A child lays out the Red and Blue Rods from shortest to longest. He counts the alternately colored sections and placing a number card next to it to identify the rod.

Activity example: A child disassembles and reassembles a puzzle that matches numerals 1-9 with painted objects of those quantities.

Activity example: A child carefully leaves the Spindle Box compartment labeled “0” empty, realizing that zero means “an empty place.”

3. Children develop their knowledge of number theory including
   • Counting sequences
   • Odd and even numbers
      Activity example: At a circle meeting, a group of children repeats aloud the counting sequence as their teacher reads a counting book.
      Activity example: A child stretches the five-bead-chain on a rug, counts each bead then and places the appropriate arrow-label at the end of each link in the chain. Child then skip counts the same chain by the bead bar increments, (5…10…15…20…25), practicing the sequence of the multiples.
      Activity example: A child writes to 100 using squared paper that is rolled up in a cylinder shape held together by a clothespin.
      Activity example: A child uses a box of Cards and Counters to arrange counters in pairs under the numerals 1-10. She notices that “odd numbers” are distinguished by their unpaired, extra counter, whereas “even numbers” have each counter with a partner.

4. Children develop skills for understanding the concept of place value including
   • Units, tens, hundreds and thousands.
      Activity example: A teacher uses Golden Bead Materials to introduce the four hierarchies: a single bead represents a unit; a bar with 10 beads represents a ten; a square of 10 bead bars represents a hundred; and a cube of 10 hundred squares represents a thousand.
      Activity example: A child uses the Golden Bead 45 Layout. He lays out the full set of decimal cards (1 to 9, 10 to 90, 100 to 900 and 1000 to 9000) on a mat, then fetches the golden bead quantities to correspond with the number cards.
      Activity example: A child uses the Tray of Equivalency to count and exchange 10 unit-beads for 1 ten-bar, 10 ten-bars for 1 hundred-square and 10 hundred-squares for 1 thousand-cube.

5. Children develop a vocabulary of mathematical terms including
   • Zero, number, zero, one… thirty, odd, even, greater than, less than, plus, equals, minus, times, multiplication, addition, units, tens, hundreds, thousands, exchange, teens.
      Activity example: A teacher gives a young child a three-period lesson using the Demonstration Tray for Golden Beads. She places a single bead in the child’s hand, saying, “This is a unit…”
      Activity example: A teacher gives each of two children 4-digit numeral cards to guide them in fetching a quantity of Golden Bead materials. After confirming that the quantities match the numerals, the teacher explains that they will “put all of the beads together, or ‘add’ them.” She bundles all of the beads together in the rug to illustrate that they have been combined.
6. Children are introduced to basic operations including addition, subtraction, multiplication and division

   **Activity example:** A child places a Red and Blue “five” rod on a rug. He extends the rod by placing a “three” rod at the end. He then searches for the rod that is the same length as the two that he has combined. Finally, he counts each rod and forms an addition equation, “5+3=8.”

   **Activity example:** A child takes a card on which “7+2” is written. She counts our 7 pigs, then 2 additional pigs. She mixes them together, counts the total of 9 pigs. She may also record the problem on paper or in a notebook.

   **Activity example:** A teacher gives each of three children identical 3-digit numeral cards to guide them in fetching a quantity of Golden Bead materials. After confirming that the quantities match the numerals, the teacher exclaims that they have all brought “the very same thing!” She explains that when the same quantity is added together a number of times, it is called “multiplication.” She bundles all of the beads together in the rug, and they sort and count the product.

7. Children begin memorizing math facts addition, multiplication, division, and subtraction

   **Activity example:** A child places a blue strip with “8” printed on a labeled grid. He takes a red “1” strip and adds it to the end of the “8,” reading above the combined length that the sum is “9.” He records this, removes the “1,” replaces it with a red “2” strip, and continues, recording as he goes.

   **Activity example:** A child places uniform rows of 4 red beads on a Bead Board. As he completes his third row, he counts the total and records the fact, 4x3=12, saying, “Four taken three times makes twelve.”

8. Children pose questions and gather data about themselves and their surroundings, and they will represent this data using concrete objects and pictures.

   **Activity Example:** A child is doing a Sink-Float activity, placing an assortment of objects in a tub of water to see if they float. After each object is tested, he places it on a grid that has a column for “sinks” and another for “floats.” In this way he creates a 3D bar graph.

   **Activity example:** As children arrive in the morning, they notice that the Morning Message board asks them to choose their favorite color from an assortment of circles, and glue it above the matching color. In this way, the class creates a graphic comparative display.

9. Children use relevant information to solve a problem

   **Activity example:** While a child is helping the teacher set up snack for the day, she helps the teacher divide the sack equally among her classmates by guessing and then checking.

   **Activity example:** Children are given the task of sitting in a boy/girl pattern during their group circle time, and they must rely on themselves to figure out where they should sit.

   **Activity example:** Children count how many steps it takes for them to get from their cubby to the classroom. Then, they solve how many steps it takes to get to the classroom and back to their cubby. First the steps are counted and recorded. Then a sketch may be made to calculate the number of steps.
10. Children will understand measurable attributes of objects and units, tools and techniques for measurement, including
   • Recognizing attributes of length, volume, weight, area and time
   • Comparing objects according to attributes
   • Using nonstandard and standard units of measurement

   **Activity example:** A child compares and orders the volumes of the cubes of the Pink Tower to place them in series.

   **Activity example:** A child compares and orders the Red Length Rods to place them in series.

   **Activity example:** A child compares and orders the weights of the Baric Tablets to match them and to place them in series.

   **Activity example:** A child places various objects on a scale, seeking to make them balance.

   **Activity example:** On her birthday, a child carries the globe around a candle signifying the Sun one time for each year of her life. As she makes a rotation, her parents tell stories about events that occurred during that entire year.

   **Activity example:** Children use a shoe as a measure, placing it end to end to count how many shoes it takes to go across the room.

11. Children will be introduced to geometric concepts including
    • Learning to recognize and identify geometric shapes and solids

   **Activity example:** A child takes the circle, square and triangle from the Geometry cabinet and matches them to their corresponding geometry cards. The child then looks around the room and identifies circles, squares and triangles in their environment.

   **Activity example:** A child is given a lesson on identifying the sphere, cube and pyramid. These three shapes are placed into a basket and covered by a piece of beautiful fabric. The child is asked to put her hand inside the covered basket and, without peeking, to find the sphere, cube etc.

   **Activity example:** Children are given a lesson on making the geometric solids out of clay. Using non-hardening clay, the children use their hands to shape the clay into a sphere, a cylinder, an ellipse, a cone and a cube.
CHILDREN’S HOUSE CURRICULUM

History and Geography

Children’s natural interest in parts and the whole informs their introduction to world culture. Their concept of time is developed through sharpening their awareness of their own growth and aging processes, and they are exposed to the defining elements of culture: traditions, symbols, food, clothing, customs and beliefs. As their curiosity about similarities and differences develops, along with their abilities to discriminate, they compare and contrast their own family traditions and those of others in the classroom.

Learning Objectives and Activity Examples include:

1. Children will expand their knowledge of time, seeing it as a linear, progressive process.

   Activity Example: On his birthday, a child walks around the symbolic sun five times to show he has lived for five years. His parents share with the class photographs of him, one (or more) for each year he has lived.

   Activity Example: A teacher announces to the class that the Spanish teacher “will arrive in 15 minutes.” Using a piece of colored tape, she then marks the clock fifteen minutes hence to indicate the projected passage of time. Children watch the clock as they prepare for the beginning of Spanish.

   Activity Example: A child who has heard from the teacher that “When the long hand is on the 6, we’ll clean up”, points out the time when it arrives.

   Activity Example: Children place a numeral to represent the day on the class calendar.

2. Children will develop an understanding of the concept of Culture as including traditions, symbols, food, clothing, customs and beliefs.

   Activity Example: A parent visits the class to talk about Diwali, explaining the meaning of the holiday and sharing foods that are part of its celebration.

   Activity Example: While discussing the different holidays celebrated during December and January, children observe that light, in some form, is part of many traditions. Before the winter holiday break, children gather with the rest of the school to celebrate a “Festival of Lights.”

   Activity Example: A child is introduced to a set of international flags, accompanied by the globe, and learns that different flags represent different countries.

3. Children observe physical differences and similarities among themselves.

   Activity Example: Gathering in a circle and extending their hands into its center, children observe the difference in their skin colors, noting that no two are exactly alike.

   Activity Example: A child uses a mirror to observe his features to draw a self-portrait.

4. Children will make connections between culture and geography to develop a beginning understanding of the interrelationship of these three areas of study.

   Activity Example: Using two geography folders, a child compares photographs of the people, land, shelter, and food of two different continents.
**Activity Example:** During a continent study, children view photographs of a mountainous region on a continent. The teacher asks questions like, “What does the weather look like? What do you notice about what they are wearing?” These questions direct children to notice the differences and similarities among people’s clothing and food in various regions of a continent.
CHILDREN’S HOUSE CURRICULUM

Science

Three to six-year-olds are, by nature, active investigators. “How?” and “Why?” questions dominate their interactions with adults as they seek to understand their physical environment. Through interaction with Sensorial materials, they learn to discriminate between sensory impressions and to use these impressions to guide their own learning. Through manipulation of materials, they internalize concepts of size, dimension, color, weight, form, smell, taste, sound and texture and, eventually, are given the language to verbalize them. Because of the nature of the materials, which isolate sensorial dimensions and are self-correcting, children also develop the strong sense of order that underlies clear, logical thought. Since the materials also lend themselves to variations, children’s experiences with them also encourage versatility and experimentation. (Since the Sensorial materials also contribute to mathematical concept development, they are further described in the Mathematics Curriculum.)

The child’s natural interest in parts and the whole informs her introduction to world geography. Children assemble puzzle maps of oceans and continents and learn how to identify land and water forms.

Learning Objectives and Activity Examples include:

1. (Physical Sciences) Children learn that matter has physical properties and laws that govern it.

   Activity example: A child works with ten objects. Testing with a magnetic wand, the child classifies each object as either “magnetic” or “non-magnetic.” Later, a friend joins, and the two children move through the classroom with a classroom magnet, testing and making a list of attracted objects in their environment.

   Activity example: A child dismantles a classroom flashlight arranging the separate pieces. He then reassembles the flashlight with the batteries aligned correctly. The child turns on the light to confirm that the light works. The child replenishes the battery on a charger.

   Activity example: A child pours colored water from a small glass pitcher into vessels of various shapes, each of which has the same capacity.

   Activity example: A child works with a basket containing ten familiar objects. She tests each object, shaking, squeezing, etc. to determine whether it makes a sound. She sorts them into two groups, one that makes sounds, and the other which does not make sound. At a later time, she will explore both her classroom and the outdoors, searching for sound-makers and silent objects.

   Activity example: A child works with four pairs of “thermic tablets:” felt, wood, slate and metal. Comparing the apparent temperatures of each pair of tablets, the child makes matches.

   Activity example: A child works with three pairs of wood “baric tablets:” cherry, ash and pine. The child would discriminate between the of the tablets to find a match. (tablets) Comparing the differing weights of the identically sized, the child makes matches.

   Activity example: A few children build a structure using slanting wooden blocks and channels. One of them places a marble in one of the holes, and they watch the marble roll downward along the channel.
2. (Life Sciences) Children learn to differentiate living (having a life-cycle) and non-living.

   **Activity Example:** A child sorts various picture cards into groups of living and non-living things. While checking the work, the teacher engages the child in a conversation about the common characteristics of living things.

3. (Life Sciences) Children learn to apply correct nomenclature to animals and plants and their parts and characteristics.

   **Activity Example:** A child assembles a puzzle to practice the names of the parts of a tree. Later, he will label pictures of these and make a booklet. He will do similar work to learn parts of a leaf, roots, fish, frog, turtle, bird, and horse.

   **Activity Example:** A kindergartner traces the outline of her friend's body. Together, they create cut-outs of major organs and glue them in the appropriate places on the body.

4. (Life Sciences) Children learn that all living creatures experience a life cycle.

   **Activity Example:** Children in a class observe a chrysalis in their room, watching to see when the pupa inside has changed from a caterpillar's body to emerge in a butterfly's body.

   **Activity Example:** A child sequences pictures to show the life cycle of a pumpkin seed.

5. (Life Sciences) Children learn that organisms live in ecosystems.

   **Activity Example:** In the fall, a group of kindergartners goes on a “habitat hike” to the site of a vernal pool. They move a decomposing log to explore the community of organisms that lives there.

6. (Earth And Space Sciences) Children develop a beginning concept of the universe and their place within it.

   **Activity Example:** Kindergartners prepare for their culminating “Planet Play.” Each child chooses a planetary object to learn about. They choose facts to use as their lines for the play, and they work with an art teacher to make paper mache models. Through music and movement the children show the order of the solar system and how the planets revolve around the sun.

   **Activity Example:** A child colors a 2-D image of each planet, selecting the corresponding color of the planet. The child cuts out each planet and pastes them in linear order starting from the sun.

7. Children will develop a beginning understanding of the changes in the earth and sky.

   **Activity example:** A group of children examines the world globe, while the teacher holds a flashlight which represents the sun, over the continent of North America. The children observe when the sun shines over North America, it is night time in Asia. The teacher slowly spins the globe demonstrating the changes in the sky.

   **Activity example:** A child who is the “meteorologist for the week” attaches a symbol indicating the day's weather to a blank calendar on display in the classroom.

8. Children will acquire geography vocabulary and a general understanding that the earth is made up of land, air and water.
Activity example: A child feels the surface of the sandpaper globe. A teacher identifies the water and land masses and sweeps her hand around the globe saying, “The air is all around.”

Activity example: A group of children is shown three containers, one filled with water, a second filled with air and a third filled with land. The children name the contents of each container. They match labels to each container. Eventually, they will sort models of animals according to their predominant habitat.

Activity example: A child pours blue water into a brown depression in pan, forming a model of a lake, surrounded by land. She also pours water around an island that sticks up in a sea of water. She matches labels to the models.

9. Children will develop an understanding that three-dimensional elements of geography can be represented in two-dimensional form.

Activity example: A child pours blue water into a brown depression in pan, forming a model of a lake, surrounded by land. She also pours water around an island that sticks up in a sea of water. Later, she will cut paper to form 2D models of a lake and an island.

Activity example: A small group of children examines the world globe, working together to identify where on the globe they live.

Activity example: After identifying both land and water masses on the globe, a child is drawn to a continent puzzle map that uses the same colors. He takes it apart and reassembles it, noticing that its land and water masses match those on the globe.

10. (Science in Personal and Social Perspectives) Children learn to care for themselves, including many different aspects of personal health and hygiene.

Activity Example: A group of children listen to a book about personal hygiene, stressing the importance of hand washing to prevent the spread of germs. They then observe a lesson demonstrating how to effectively wash their hands, using soap on front and back of hands, in-between fingers, rinsing soap off and drying hands. They will receive similar lessons on nose blowing, as well as sneezing and coughing into the elbow.

Activity Example: A child puts on an “apple slicing apron,” chooses an apple from a bowl and carries the work to a table. Using an apple slicer, he chops the apple, placing the segments on plate and the core in a dish. He then carries the plate around the classroom asking, “Would you like a piece of apple?”

11. (Science in Personal and Social Perspectives) Children learn about differences and similarities in their immediate class population.

Activity Example: Children gather data relating to their peers such as gender, family size, number of siblings, town of residence, eye color and hair color. They display the collected data on a wall chart and update it annually to “take a census.” The arrival of new family member, or a family’s move to a new house is evident at each census.

Activity Example: Children work with oil pastels and paint, mixing shades of brown to create portraits of themselves and their friends. They use a mirror to see themselves, and they engage in spontaneous conversations about their differences and similarities in skin color, hair color and eye color.
12. (History and Nature of Science) Children learn definitions and examples of scientists and their role in society. They learn words such as experiment, hypothesis, data, prediction and conclusion.

*Activity Example:* During morning circle, the class meteorologist observes the weather. She selects the appropriate weather symbol (sunny, cloudy, partly cloudy, snowy or stormy) and places it on a Velcro weather chart. She also predicts what she thinks the weather will be later in the day. The group sings a song about weather to accompany this activity.

*Activity Example:* Kindergartners serve as weekly group-meteorologists, predicting rainfall or snowfall. They measure daily rainwater to test their hypothesis and record the information on a simple bar chart. At the end of the week, they report their predictions, display the weekly rainwater collected and present their data.
CHILDREN’S HOUSE
Spanish Curriculum

Our long term goal is for all of our students to embrace language learning and to appreciate its role in multicultural understanding. In the early years, we aim for children to be exposed to Spanish in an integrated way and as part of their daily activities and to have fun while learning a second language.

In each of the four Children’s House classrooms there are weekly Spanish circles. Children enjoy stories, songs, and games from Spanish-speaking countries. Some of these Spanish activities are practiced during the week to reinforce Spanish vocabulary and to boost the children’s confidence. We also promote an appreciation of the diverse cultures of Spain and Latin America in order to widen children’s global perspective. There is a Spanish speaking teacher in each of the full day classrooms interacting and practicing conversational phrases with the children.

Following are the Learning Objectives with examples of the types of activities used to accomplish them:

Listening Comprehension

1. Students will follow simple directions in Spanish.

   **Activity example:** Children accept the invitation, “Nos sentamos en círculo,” to come to circle and quiet down.

   **Activity example:** A child understands and responds to a command given in Spanish, “Ponte los zapatos, por favor.” (Put on your shoes, please.)

   **Activity example:** At the beginning of Spanish circle, a child responds to a greeting, “Buenos días. ¿Cómo estás?” (Good morning. How are you?)

2. Students recognize, learn, and sing songs in Spanish.

   **Activity example:** A teacher teaches children the song “Cabeza, hombros, rodillas, pies” in Spanish, and the students notice that the song is a translation of the familiar English song “Head, and shoulders, knees and toes.”

   **Activity example:** A teacher leads children in hand motions as she teaches the song, “Saco una manito.” (I take out one hand.)

   **Activity example:** A teacher teaches children “Buenos días. Buenas tardes. Buenas noches,” a song originating from a Spanish speaking region.

3. Students play games that utilize Spanish vocabulary.

   **Activity example:** A teacher leads the children in a game of “Simón dice,” and the children know to follow the rules of “Simon Says.”
Activity example: A teacher leads children in a game in which the children change their motion from time to time in response to commands in Spanish. Spanish clues from teacher and peers to participate in game. A teacher says, “Lo vamos a hacer muy despacio como una tortuga.” (We are going to do it slowly, like a tortoise.)

Activity example: A teacher describes a game that a group will play, and then announces in Spanish that it is time to start, saying, “Comenzamos!” After a time, she asks them to stop, saying, “Terminamos.”

Reading Comprehension

4. Students recognize repeated Spanish vocabulary in books that are read to them.

Activity example: A teacher reads the book “¿Cómo cuentan hasta diez los dinosaurios?” and a child recognizes that the book is a translation of “How Do Dinosaurs Count to Ten?” At another time, the same occurs when the teacher reads “¿Dónde está Spot?”

Activity example: A teacher reads a book that is written in Spanish, and children recognize and understand the word “vamos” (Let’s go.) that is repeated throughout the story.

Activity example: As a teacher reads “Oso pardo, oso pardo ¿Qué ves allí? (“Brown Bear, Brown Bear, What Do You See?”), the children guess the content of the story by recognizing and understanding the vocabulary pattern.

Speaking

5. Students learn to speak by singing together during Spanish circle.

Activity example: A Teacher leads children in singing “¿Estrellita dónde estás?” (“Twinkle, Twinkle, Little Star”) and other translated familiar English songs.

Activity example: A Teacher leads children in singing “Chocolate” and other traditional songs from Spanish-speaking countries.

6. Students respond to and use Spanish words and phrases that they hear frequently in class, including common courtesy phrases.

Activity example: A teacher reminds children returning from time outdoors, saying, “Lávate las manos, por favor.” (Wash your hands, please.)

Activity example: A teacher gathers children after a time on the playground, saying, “Ponte en fila, por favor.” (Line up, please.)

Activity example: A child responds to her teacher’s greeting in the morning, saying, “Buenos días!”

Activity example: A child asks a teacher to help him with his jacket, and the teacher coaches him to say, “Por favor.” (Please.) “After receiving assistance, he says, “Gracias.” (Thank-you.)
7. Students apply Spanish vocabulary to their usage of Montessori materials.

   **Activity example:** A child uses the Cards and Counters material to practice counting up to ten in Spanish.

   **Activity example:** A child uses Rough-Smooth sensorial materials to practice saying “áspero …suave.”

8. Students learn Spanish vocabulary.

   **Activity example:** A teacher arranges a collection of plastic animals on a rug. He says, “Kikiriki,” imitating a Spanish animal sound, and a child identifies the rooster as the animal that makes that sound. She says, “Gallo,” naming it in Spanish.

   **Activity example:** A teacher takes a shirt from a suitcase, and a child names it in Spanish, saying, “Una camisa.”

   **Activity example:** A teacher has used Color Tablets to teach the Spanish names of colors. He places a collection of objects of different colors on a rug and asks a child, “¿Puedes encontrar todas las cosas que son amarillas?” (Can you find all of the things that are yellow?)

**Culture**

9. Students recite rhymes and songs that carry traditions from Spanish speaking communities.

   **Activity example:** Children use hand motions that emulate making tortillas as they sing, “Tortitas de manteca.”

   **Activity example:** During circle time, a teacher reads a bilingual story, “Marisol McDonald No Combina.” The story is read in both languages.

   **Activity example:** During circle time, a parent from Ecuador visits and shows traditional clothing from her native country.
CHILDREN’S HOUSE CURRICULUM

Anti-Bias

LMS aims to nurture in each student the construction of a knowledgeable, confident identity as an individual and as a member of multiple cultural groups (such as gender, race, ethnicity, or class). We enable children to have comfortable, empathetic interactions with people from diverse backgrounds. We also foster each child’s ability to recognize bias and injustice, and cultivate each child’s ability to stand up, individually and with others, against bias or injustice.

Learning Objectives and Activity Examples Include: (The four objectives listed below are adapted from the goals proposed by “Start Seeking Diversity,” Redleaf Press)

1. Nurture the construction of a knowledgeable, confident identity as an individual and as a member of multiple cultural groups (such as gender, race, ethnicity, or class).
   a. We create conditions (prepare environments) so that all children are able to like who they are without needing to feel superior to anyone else.
   b. We challenge “internalized superiority” and “internalized oppression”?
   c. We help children of non-dominant cultures develop abilities to operate in both their home culture and the dominant culture.
   d. We help children develop the ability to negotiate and problem solve when issues arise from difference between home cultures and the dominant culture.

Activity examples:

- Children in a CH classroom are celebrating the Diwali. A child’s parents join the circle time to talk about their traditions related to the holiday, showing pictures, sharing food, and singing songs.

- A Children’s House teacher reads Sneetches by Dr. Seuss, a story about one group of “sneetches” that shuns another because they are different. The teacher then leads a discussion about differences/similarities, asking the question, “Can you be friends with people who are different? Does being the same as a friend make you better than everybody else?”

- A Children’s House teacher reads Who’s In A Family, by Robert Skutch. She then leads a circle discussion about varieties of family structures. Teachers place books and posters throughout the classroom that represent a variety of cultures and family structures, helping children recognize things that are familiar, and feel represented in their classroom.

- Family pictures from all of the children are displayed in various places throughout the classroom. The children explore these photographs, discuss them with their peers and teachers, and draw pictures of “all the people that make up my family.”
• During conversations with children about home life, teachers refer to “grownups”, rather than “Mom and Dad” to be inclusive of all family structures, ex: “When you get home today, please ask a grownup to sign your permission slip.”

• After reading All the Colors We Are, by Katie Kissinger, Children’s House children discuss where they get their skin color. They then bring their hands all together in a circle, noticing the various shades of brown.

• Each child in the CH classroom uses tempera paints to mix a tint that matches the color of his/her skin.

• Children’s House children use circle templates and tempera paints to create designs that resemble crowds of people in various sizes, in various shades of brown, and with various emotional expressions.

• A CH child uses a peace flower as a tool to help her resolve a conflict with her friend. They take turns holding the peace object and stating whatever is bothering them and is on their minds. The observing teacher remains objective, avoiding declaring which child is in the right. The teacher has modeled how to express feelings, and this process helps children develop listening skills and an appreciation for another person’s point of view and feelings.

• A CH teacher reads The Princess Boy, then leads a discussion about how boys can wear pink, purple, dresses, have long hair and like playing with dolls and princesses.

• Lunchtime in the classroom naturally includes many conversations about the various types of foods that children brought to school. Teachers foster a sense of inclusion and inquisitiveness, by asking questions and admiring everyone’s meals. Teachers model behavior by saying things like “Wow, I’ve never tried that before!” or “That looks different than what I brought to school, but I can tell it’s really delicious!” Some children bring chopsticks to use at lunch, and they enjoy helping their friends practice using the chopsticks on the practical life shelf.

• A child who speaks Spanish at home is asked by a teacher if he would like to help teach his friends the meaning of a Spanish song. While at first he feels shy about sharing his home language, he feels proud after many of the older friends in the classroom marvel that he knows so many words they are just learning.

• A CH teacher brings clothing, food and music from her native home in the Middle East, and she shares stories about growing up there.

• Children are encouraged to speak to each other in whatever language they feel comfortable. Three children speak Korean at home and often speak to each other in Korean in the classroom and on the playground. They are proud to write their name in Korean, to write stories in Korean, and to teach their friends and teachers new words and phrases.

• A child is making a nametag for her mother, who is visiting the classroom for lunch that afternoon. She chooses to write “Omma”, the Korean word for mother. Her teacher is wowed by her ability to read and write in both Korean and English.

• Through the year, many cultures are represented, encouraging children from non-dominant cultures to see that there really is no “norm.” Teachers balance providing experiences and materials from dominant and non-dominant cultures, so everyone can see themselves reflected.

• Teachers are direct in instruction about classroom rules and expectations, being aware that many children need to “code-switch” from their home culture expectations, saying, “At home, you may get up and walk around during meals, but at school, we sit the whole time and eat.”

• CH teachers lead a discussion about the different ways we can help people in Japan, after a devastating earthquake and tsunami. Children fold paper cranes to send to a non-profit organization. Teachers provide a tray of materials to make friendship cards to send to a school in
Japan. While a donation box is available in our hallway for families to donate money, teachers stress that sending our love and thoughts is the most important thing we can do as a school.

2. Promote comfortable, empathetic interaction with people from diverse backgrounds.
   a. We foster children’s interest in and empathy with difference.
   b. We counter children’s fear or judgment of difference.
   c. We help children learn to negotiate day-to-day natural discomfort, tensions, problems or conflicts that can arise from difference.
   d. We engender in children recognition of commonalities that all people share.

   **Activity examples:**
   - A Children’s House teacher notices a child crying. She approaches her and prompts her to share her feelings and the events that upset her. With encouragement, the child approaches another child and expresses her feelings. The Children’s House teacher moderates their conversation until both children are satisfied.
   - Children in a CH classroom are celebrating the Chinese New Year. Parents join circle time to talk about the Chinese New Year, show pictures, share food, and sing songs. Children in a CH classroom are celebrating Hanukkah. Parents come into the classroom to bake latkes and share stories about family traditions.
   - A Children’s House teacher reads *Who’s In A Family*, by Robert Skutch. She then leads a circle discussion about varieties of family structures.
   - Family pictures from all of the children are displayed in various places throughout the classroom. The children explore these photographs, and they draw a picture of “all the people that make up my family.”
   - After reading *All the Colors We Are*, by Katie Kissinger, Children’s House children discuss where they get their skin color. They then bring their hands all together in a circle, noticing the various shades of brown.
   - Each child in the CH classroom uses tempera paints to mix a tint that matches the color of his/her skin.
   - Children’s House children use circle templates and tempera paints to create designs that resemble crowds of people in various sizes, in various shades of brown, and with various emotional expressions.
   - Lunchtime in the classroom naturally includes many conversations about the various types of foods that children brought to school. Teachers foster a sense of inclusion and inquisitiveness, by asking questions and admiring everyone’s meals. Teachers model behavior by saying things like “Wow, I’ve never tried that before!” or “That looks different than what I brought to school, but I can tell it’s really delicious!” Some children bring chopsticks to use at lunch, and they enjoy helping their friends practice using the chopsticks on the practical life shelf.
   - Several CH children have noticed that there is a new teacher-made multicultural poster displayed in the classroom. The poster, which displays photos of a variety of homes from around the world (or various breads, or many different occupations, or spices of the world, or All the Colors Are
We Are), rotate among the classrooms to foster interest and counter children's fear and judgment of difference.

3. Foster each child’s ability to recognize bias and injustice.
   a. We help children develop the knowledge and analytical skills to identify unfair and untrue images (stereotypes) directed at one’s own or another’s identity.
   b. We help children develop the knowledge and analytical skills to identify unfair and untrue comments (teasing and name-calling) directed at one’s own or another’s identity.
   c. We help children develop the knowledge and analytical skills to identify unfair behaviors (discrimination) directed at one’s own or another’s identity.

**Activity examples:**

- CH teachers read books aloud on peace historians - Martin Luther King, Gandhi, Mother Theresa etc.
- CH teachers select and read books aloud that provoke discussion among children. (Examples: Giraffes Can't Dance, by Giles Andreae. I’m Like You, You’re Like Me, A Child’s Book About Understanding And Celebrating Each Other by Cindy Gainer, Robert the Rose Horse, by Dr. Seuss)
- When conflicts occur, CH teachers use “teachable moments” to heighten children’s awareness of different perspectives and how to resolve them. Teachers assist children in using the Peace Table as a site for problem solving.
- CH teachers use multicultural doll puppets to role-play stories of name-calling and unfair treatment to raise children’s consciousness about others’ feelings and perspectives.
- CH teachers display posters that challenge stereotypes.

4. Cultivate each child’s ability to stand up, individually and with others, against bias or injustice.
   a. We help every child learn and practice a variety of ways to act in the face of bias expressed by other children and adults.

**Activity examples:**

- In the Children’s House, the teachers use dolls to show how people act as an “ally,” a “bystander,” or a “bully” / “hurter,” role-playing bullying behavior and contrasting it with appropriate behavior.
- CH teachers read and discuss books (John Nickle’s The Ant Bully, Pat Thomas and Lesley Harker’s Stop Picking On Me, Elizabeth Verdick and Marieka Heinlen’s Words Are Not For Hurting, and Barbara Sprung, Merle Froschl and Blythe Hlinitz’s The Anti-Bullying and Teasing Book.)
- A CH teacher finds two children in conflict. She reminds them to get the “peace flower” so they can listen to each other. This tool provides important help in allowing both children to feel heard and to be able to express themselves. They encourage children to express themselves by saying “I didn’t like it when you...” Children “declare peace” at the end of their conversation.
• CH classrooms have an “Act of Kindness Tree.” When a child carries out an act of kindness (helping a friend put on a jacket, inviting a lonely child to play, giving a lesson to a younger child), that child places a bead into a container. We string the beads and hang the necklace on the Act of Kindness tree.

• A CH teacher reads The Peaceful Classroom to remind the children of being kind and respectful to each other and their surroundings.

• CH teachers use positive reinforcement to encourage behaviors that promote inclusion.

• CH teachers read books and orchestrate role playing (freeze dance, duck duck goose, musical chairs) that shows that sometimes we are included and sometimes we must wait a turn.

• The LMS Diversity Coordinator visits all CH classrooms to read and tell stories of heroes who have stood up to unfairness. Children learn about equal rights from historical models, such as Rosa Parks and Martin Luther King Jr. They talk in a group about what equal rights means to them.

• CH teachers prompt children to acknowledge how a friend is feeling. They ask questions like, “What do you think you can do to make your friend feel better?” and “How do you think your friend feels, and why?” Also, “Is there anything your friend can do to help you to feel better?” Apologies come naturally from the understanding of a friend’s feelings.

• CH teachers ask the children to put themselves in the other person’s shoes to see how he or she feels. We ask, “How would you feel if someone did this to you?”

• When CH teachers correct behavior, they are careful to be sure the child understands that it is his/her actions that are unacceptable, never the person.
CHILDREN’S HOUSE CURRICULUM

Physical Education (Kindergarten & First Grade)

Students at this age level learn about and interpret their environment through play. As children experience personal feelings of success and achievement through movement, they begin to recognize others; acknowledge that others may occupy their space; learn to move about in their space without interfering with others; and begin to learn to take turns and share interactions with others. This can be a first step in becoming and participating in larger group activities.

Kindergarten and First grade physical education focuses on the development of fundamental motor skills and movement experiences. Students explore the different ways their bodies move in relationship to themselves, others, and with a variety of objects. They discover the joy of playing with friends and how social interaction can make activities more fun.

Learning Objectives and Activities Include:

1. Demonstrate locomotor and non-locomotor movements.
   
   Activity example: Children perform a variety of locomotor movements (walk, run, jump, hop, skip, slide, leap, gallop)
   
   Activity example: Children perform a variety of non-locomotor movements (bend, stretch, twist, turn, swing, dodge, balance)
   
   - Perform locomotor movements by varying direction, levels, pathways, and effort.
   - Jump from various heights and over various obstacles
   - Demonstrate moving to various rhythms.
   - Participate in chasing and fleeing activities
   - Perform non-locomotor skills in combination, at varying speeds and levels, and shapes.
   - Play games using locomotor movements (ie. running signals – jogging in place, running on toes, run while clapping, hopping, etc.)
   - Play games using non-locomotor movements (ie. animal imitations – swing like a monkey, wiggle like a worm, bend like an ostrich: parachute activities)

2. Explore manipulative skills.
   
   Activity example: Children perform a variety of tosses and throws (underhand toss, throw to a target)
   
   Activity example: Children catch a variety of objects (ie. bounce and catch a ball, catch a tossed beach ball, balloon, bean bag, etc. with both hands)
   
   Activity example: Children perform a variety of striking skills (ie. kick a stationary ball at a target, strike a balloon keeping it aloft)
   
   - Manipulate objects such as balloons, beanbags, yarn balls, foam paddles)
• Strike a large stationary object with and without an implement
• Strike a large moving object with and without an implement

3. Participate in rhythm and dance activities.

Activity example: moving creatively to various rhythms.

Activity example: Children will demonstrate the non-locomotor skills of stretching, twisting, bending, swaying while creatively moving to music.
• Perform exercises, simple dances, yoga, etc. to the rhythm of music.
CHILDREN’S HOUSE CURRICULUM

Music

The Children’s House music program emphasizes singing and expressive movement. The primary goals are to create a safe and inviting atmosphere in which to move and vocalize as a group, and occasionally as individuals. Technical goals are not made explicit to the children but are contained in the repertoire. Children learn vocabulary, understand narrative, practice memory, improve articulation and notice euphony through the songs that they internalize. Rhythmic and expressive movements accompany the songs and games, and encourage entrainment, concentration and flow. For each child to have a fun, safe and successful musical experience is the main goal.

For many students the Children’s House curriculum represents their first formal exposure to musical education. As such, the primary intention of this course is to present the music class as a time of fun and learning, through movement and singing games and activities. Additionally, this program seeks to broaden the child’s exposure to different timbres (“sound colors”), and develop listening and response skills.

Learning Objectives and Activity Examples Include:

1. To develop aural recognition/listening skills (these activities also encourage appropriate communication/responses and meet the objective of rudimentary ear training).

   **Activity Example:** Students acknowledge “inside voices” and “outside voices,” and learn to distinguish between loud and soft sounds.

   **Activity Example:** Students distinguish between high and low sounds using Boomwhackers (rudimentary pitched percussion instruments).

   **Activity Example:** Students imitate animal sounds, and identify the “characters” of these sounds within the aforementioned expressive parameters.

   **Activity Example:** The teacher reads stories with musical themes (eg. “Abiyoyo”). Students then respond to questions related to this story.

   **Activity Example:** Students develop a sense of routine through “musical cues” or songs/chants that signal specific periods in the class ie. greeting songs, or farewell songs.

2. To encourage group work/participation in a group activity.

   **Activity Example:** Students sing in unison with the teacher.

   **Activity Example:** Students sing in response to the teacher (antiphonal singing).

   **Activity Example:** Together with the teacher, students create new verses to familiar songs.

   **Activity Example:** Students breathe, intone, and enact phrasings of songs together.

   **Activity Example:** Students experience basic ensemble performance: one group sings while another provides instrumental accompaniment.
3. To engage students in kinesthetic movement.
   
   **Activity Example:** Students enact or perform certain movements depicting the text of songs.
   **Activity Example:** Students perform movement games/songs, such as “Charlie Over the Ocean,” and “Jim-along Josie.”
   **Activity Example:** Students enact/dramatize musically-themed stories eg. “The Pied Piper of Hamelin.”

4. To engender a sense of pulse and steady tempo.
   
   **Activity Example:** Students clap, snap, and stomp to the pulse of recorded music, or music performed by the teacher.
   **Activity Example:** Students are familiarized with the relative concepts of “fast” and “slow.”
   **Activity Example:** While listening to recorded music, students use simple percussion instruments to maintain a steady pulse.

5. To engage students in instrumental performance (in these activities, students also learn the value/importance of listening to, and sharing with other groups).
   
   **Activity Example:** Students are introduced to various percussion instruments and instrument classifications: shakers, scrapers (guiros), and beaters (hand-drums)
   **Activity Example:** Students perform instrumental accompaniment to specific songs, or provide “sound-effects” to stories told by the teacher.

6. To promote memorization skills.
   
   **Activity Example:** Students learn to sing songs by rote.
   **Activity Example:** Students learn to recognize basic binary and ternary forms (AB and ABA structures).
   **Activity Example:** Students identify omissions and variations to familiar songs.
   **Activity Example:** Students learn songs associated with specific seasons and spiritual traditions celebrated by the school.

7. To present a diverse repertoire of musical material:
   
   **Activity Example:** Students learn chants and songs from various traditions throughout the world. Students also learn the correct enunciation of these texts.
CHILDREN’S HOUSE CURRICULUM

Practical Life

Practical Life activities in the Children’s House classroom take into consideration the child’s sensitive period for order and build on his developing independence. Children are introduced by the teacher to sequenced activities that can then be freely chosen and repeated as needed or desired. The younger children participate in Practical Life activities for the sheer enjoyment of it; as they grow older, they undertake these activities to accomplish a goal. By practicing independently tasks that have a clear beginning, middle, and ending, children internalize the concepts of sequenced learning and order and develop the ability to concentrate. As he develops these concepts, the child becomes increasingly able to order his thoughts and to express them clearly and prepares for developing language and math skills.

Learning objectives and related activities include:

1) Children develop concentration.

   Activity example: A child scoops beans from one container to another using a scoop. The child continues with the activity until it is completed. She repeats the activity as many times as she wants, until feels confident in her own ability. She then returns the work to the shelf ready for the next child.

2) Children develop a sense of order. They internalize the way activities are sequenced on the shelf: from left to right, and from simplest to most difficult.

   Activity example: A child who has previously poured liquids from large containers without handles and from large containers with handles, uses a funnel to pour from one container into many.

   Other activities that reinforce this include: getting out a rug; getting the needed materials; using the materials; developing the ability to concentrate for a sustained period of time; and putting work away and cleaning up.

3) Children develop independence through care of self and their belongings throughout the day.

   Activity example: In the classroom, there is with snaps A boy uses a dressing frame to practice snapping so that he can snap their own pants and coat and dress himself independently.

   Activity example: A child washes his hands after using the bathroom.

   Activity example: A child places her work into her personal storage drawer. At the end of the week, she will gather the works together in her folder to take home.

   Other self-care activities include: hanging up coats and putting away belongings; changing clothes; and blowing one’s nose.

4) Children develop coordination and spatial awareness by learning how to move their bodies carefully and thoughtfully in the classroom.
Activity example: A child walks carefully on a straight line drawn on the floor in the classroom and learns how to control her movements within the classroom space.

Other activities offer fine-motor work that involves gripping, pouring, squeezing, folding, washing, polishing, buttoning, snapping, tying, lacing, and zipping. These include folding cloth and paper; pouring liquids and grains; polishing metal, wood, shoes, and plants; washing tables, dishes, hands and clothes; dressing; planting and weeding; fruit and vegetable cutting and snack preparation; flower arranging; stringing beads; and using scissors. Other gross motor activities include: balance activities; walking on the line; sitting in circle; sweeping; raking and shoveling; walking around another child’s work; sitting and standing up; standing in a line; carrying a chair or a large material; dancing and jumping; and riding a tricycle.

5) Children learn to care for their environment.

Activity example: A child carefully waters a plant. He then polishes and dries the leaves.

Other activities involving care of the environment include: scrubbing, sweeping, vacuuming, taking out and putting away; and caring for pets.

6) Children learn to care for their community.

Activity example: Two students use a peace object to resolve a conflict. They take turns listening so they can empathize with each other and then declare peace.

Other activities involving care of the environment include: food preparation, like baking and cooking and serving snack.

7) Children will develop social skills, grace and courtesy.

Activity example: A child approaches a boy with a tray of fruit that she has cut up. She asks, “Would you care for a piece?” The boy answers, “No, thank-you.”

Other skills of grace and courtesy that children practice include: covering one’s mouth for a sneeze, cough or yawn; shaking hands; asking for something; offering something; politely accepting and refusing; thanking someone; accepting thanks; excusing oneself; apologizing; how and when to interrupt; and inviting a friend to work together.
CHILDREN’S HOUSE CURRICULUM
Visual Art

The art program at Lexington Montessori School is based on the premise that all children are natural artists and have an artistic voice. By modeling respect for the child and providing developmentally appropriate art activities, children in the 3-6 program are encouraged to experiment with materials, tools, and techniques. They transition from the scribble stage of a three-year-old to the symbolic drawing stage of a kindergarten child able to draw recognizable objects. Children learn that they can express their ideas, feel confident in their ability as artists, and begin to develop a visual literacy.

Children in the 3-6 program explore a range of materials and techniques in the art room. A formal lesson is given each week. Children also have time to choose their own work in the art room. They experiment with paint and color mixing, clay, printmaking, and building. The study of form is based on Montessori geometric solids and helps children visualize objects as they articulate two-dimensional ideas into three-dimensional sculpture. Children use clay to construct organic forms such as spheres, ovoids, cones and cylinders; these become animals, sea creatures, people, and other objects. Cardboard construction provides the child with the ability to make cubes, rectangular prisms, and triangular prisms; these then combined become castles or towns.

Art projects may also enhance special areas in the classroom curriculum and are collaboratively planned by both art and classroom teachers. Additionally the art teacher goes into the classroom to demonstrate artwork that is left for children to do during their own time. Children in their classrooms might explore work such as watercolor, skin-color mixing, self-portraits, easel painting, and work with geometric solids in clay and cardboard. All the kindergarten children make a paper mache planet for the end-of-the year planet play.

We introduce a range of artistic examples from other cultures and times to inspire an appreciation of other artists. When Georgia O’Keeffe was asked “Why paint a flower so big?” she explained, “So that people will be surprised into taking the time to look.” We give the children time to look.

Exhibiting artwork throughout the school allows us to celebrate each child’s creativity and work. The annual LMS Art Show takes place during the month of May and each child in the school is represented. Mural making and other community art projects further enhance our visual arts curricula.

Learning Objectives and Activity Examples may include:

1. **Children will explore a variety of methods, materials and techniques in both two and three dimensions.**

   **Activity Example:** Children learn how to construct basic geometric forms using clay, and then create creatures for a tide pool to complement their classroom study of the ocean.

   **Activity Example:** In our printmaking unit, children draw into Styrofoam, ink the plate using brayers, and then print the images using barens.
2. **Children will experiment with elements and principles of design using color, line, texture, shape and form, pattern and symmetry, and space and composition.**
   
   **Activity Example:** Children use tempera paint to experiment with color, texture, and line. The paintings are then bound together to make Painting Experiment Books.
   
   **Activity Example:** Children create giant flowers using straw-blowing for the roots, brush painting for the stem and leaves, and printmaking with shaped sponges and other tools for the flower and its parts.

3. **Children will create art from direct observation.**
   
   **Activity Example:** Children learn how to draw a self-portrait using basic shapes and then add a background that express their interests.
   
   **Activity Example:** Kindergarten children make a planet of paper mache and use it in their classroom planet play at the end of the year.

4. **Children will brainstorm and create works from their memory and imagination.**
   
   **Activity Example:** Children brainstorm the use of recyclable materials and then construct their own creations at the 3D table.
   
   **Activity Example:** Children paint a composition of people having fun.

5. **Children will express ideas, emotions, and beliefs through their art.**
   
   **Activity Example:** Children use different media to make a picture, and then title their work with words to name their ideas, emotions, etc.

6. **Children will apply essential skills and vocabulary unique to each art form.**
   
   **Activity Example:** Children learn to make pinch pots, add clay pieces by scratching and slipping, and then make creature pots with legs, heads, feet, etc.
   
   **Activity Example:** Children practice mixing primary colors, white and black to match their own skin tones to paint their face or make a handprint.

7. **Children will investigate the cultural and historical contexts of the arts.**
   
   **Activity Example:** After a lesson on Asian brush painting, children make a painting using a bamboo brush and rice paper.
   
   **Activity Example:** Children learn about Aboriginal or Native American symbols and they create a painting telling a story using the symbols.

8. **Children will connect the arts with other classroom curricula.**
   
   **Activity Example:** Children construct a castle using cardboard geometric forms to complement the study of Germany in their classroom.
   
   **Activity Example:** Children cut paper tiles to create a Middle Eastern mosaic.
   
   **Activity Example:** While studying Pacific Northwest Native American culture, children create a totem pole with personal animal symbols.