

Language Activity Manual



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The Prepared Environment

To help the child in his development in language, the Montessori classroom is designed to help the child reach the 3rd period of consciousness. Because the learning of language is not done through subjects as in a normal classroom, the child is learning at his own rhythm. This allows the child to concentrate on the learning of each important step in language so that each progressive step is done easily and without any thought on the part of the child. The special material also plays an important role in aiding the child develop the powers of communication and expression, of organization and classification, and the development of thought.

But the most important tool in the child's learning of language lies within the directress. She must support the child in his learning; give him order to classify what he has learned, to help the child build self-confidence, and to provide the child with meaningful activities. The directress is the child's best source in language development.

Language Completions of the First Plane

As the child leaves the Montessori classroom after the age of six, he will have become an articulate person, being able to communicate his feelings in well-formed sentences and in writing. He will be able to write these thoughts and feelings in a skilful handwriting. He will have the ability to write in different styles and about a variety of subjects. The child will have total reading and a sense of the home language at a level where he will be the master of his words.

Three Period Lessons

The Three Period Lesson is a teaching technique used to give formal vocabulary lessons. Language is given after experience of that which is to be named. The three periods support the three stages of learning.

Presenting Names that are Nouns using color tablets

1st Period: Introduction of the names to be learned

Lay the primary colors in a row on the table in front of the child.

Isolate one and say, "**This is blue.**"

Do the same for each tablet in turn encouraging the child to say the name each time.

Repeat the names for each tablet in turn with the child.

2nd Period: Practice associating the names with the objects

The teacher gives each name in turn asking the child to point out the object named. This is first done without moving the objects.

Then the objects can be moved about to challenge the child and to keep the lesson interesting. Movement helps the child learn.

The teacher can use questions or short commands on which the child will respond by indicating or moving the object named.

Some ways to do this are:

"Where is blue?"

"Point to blue?"

"Show me red."

"Hand me yellow."

"In this corner show place blue."

This is the longest period and must be kept interesting.

When the child can unerringly associate the name with the object, the 3rd period can start. This may be on the same day or on a later day.

3rd Period: Confirmation that the names have been learned.

The teacher indicates one object and asks the child, **"What is this?"** The child says its name. Repeat for each object.

This can be done in any order.

If the name is not known by the child the teacher gives it again and continues with the 2nd period activities until the child is ready for the 3rd period.

Presenting names that are attributes using color tablets (shades of blue)

1st Period: Introduction the terms in the positive degree

Select the two pieces of the series which are the most contrasting. Isolate one and say, **"This is dark"**. For complete course **Enrol Now** @ www.aitta.in or Call 7014322350