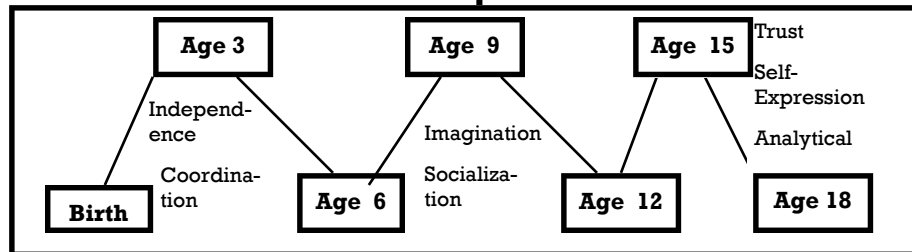


October 5, 2009

MONTESSORI LEARNING CENTER

Montessori Learning Center October 2009

Montessori Planes of Development



Children progress through 4 planes of development as illustrated:

Because the specific characteristics of each plane is different to the others, Montessori referred to a child's development as a series of "rebirths", and she found that children should not be divided by grades, but according to each plane. For this reason, Montessori schools consist of mixed-age groupings.

Child development is not linear. Children do not develop in a continual progression, instead there are predominant years of **attainment** followed by predominant years of **refinement**. There is an overall tendency for attainment during the first three years, followed by a tendency for refinement during the 2nd three year period.

We teach in partnership with the child. It is based on a guiding trust — a trust that each child will show us when she or he is ready to learn the next skill or concept.

A fundamental Montessori principle is to respect each child as a real person. Respect includes expressing regard and esteem. Respect also involves honoring each child's readiness for learning. Children do not usually tell us when they are ready; instead, children respond to specially prepared learning environments. We are trained to prepare these environments and to observe developmental signals that indicate readiness.

The First Plane of Development—

the first six years of life:

During the First Plane of Development, children develop independence, coordination, concentration, order and self-discipline.

This is the age from birth to around 5 years. This is the time for the classroom environment where the child moves about, being introduced to new lessons, and practicing and refining what they have already seen.

Rapid growth and development take place during this time. From considerable dependence to independence, young children learn to feed themselves, walk, run and ride bicycles. There are THREE classrooms in this time frame: The Infants, Toddlers and the Preschool of 3, 4 and turning 5 year olds.

Each activity is a set of age-appropriate materials specifically designed to attract a child's interest and attention. The materials are child sized, permitting success; for example, small pitchers for pouring.

While children work with the learning materials, they satisfy their natural tendency to learn through movement. The child's movements become controlled, precise, ordered and self-disciplined.

MORE TO come on the next levels in future newsletters.

School Pictures

When: Wed., October 7, 2009

Where: At the school!

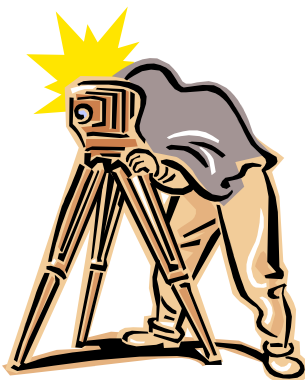
Time: Beginning at 9:30 a.m.

Once again it is that time of year that we take individual and class pictures! You will find the envelopes to pay for your child's pictures.

Mark the packet you wish for your child and enclose your check, MADE OUT TO THE COMPANY ON THE FRONT OF YOUR PACKET! It's that simple.

Dress your child in the uniform you wish want your child's picture

taken in. We will take care of everything else!



TODDLER CLASS BEGINS AT 9:30 — be on time!

The Toddler Class will be the first

class to be taken, for the obvious reasons that they are the most challenging ... AND THE CUTEST!

Preschool Class 10:15ish am.

Kindergarten/Lower Elem. 11:00ish am.

Upper Elem/Middle/High —last!

We will make sure that your child looks absolutely darling! Smile and all!

PLEASE PAY ASAP SO THAT WE WILL HAVE THE CORRECT HEAD COUNT FOR EACH PACKET AND BE READY TO ROLL!

TUESDAY/THURSDAY STUDENTS & PICTURES...

We wish to include everyone in the school pictures. Here's how: if your child is a TODDLER, then bring them at 9:15 and leave the building BUT leave us your cell #. As soon as we are through, we call and you come pick up your child!

PRESCHOOL — you bring your child at 10:00 a.m., leave the

\$\$\$

Fill out
packet &
pay to-
day!

building BUT leave us your cell #. As soon as we are through, we call and you come pick up your child!

DON'T SIGN IN OR OUT. Just come for them as soon as we call. We WILL NOT CHARGE YOU.

WE WANT EACH CHILD TO BE ABLE TO BE IN THE SCHOOL PICTURE WITH THEIR GROUP!

Halloween

Well, it is the time of year for Halloween, a time of fun for children! A time to dress up as someone else and play a part that perhaps they don't often get to play, whatever that part is!

We will celebrate Halloween! ON FRIDAY, OCTOBER 30th as

Halloween falls on Saturday. All classes may wear costumes provided they are comfortable and can be worn while here. No face paint please. We will party! Toddlers we will dress & undress!

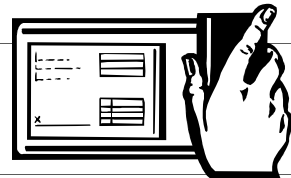
Watch for a treat sign up sheet!



We all learn by playing the parts of us that seldom get to surface...Halloween — a time to experience ourselves in a new way!

MONTESSORI LEARNING CENTER

CREDIT CARDS ACCEPTED!



Closed for UEA

October 15th, 16, & 19th —

Thursday, Friday, Monday

Advantages of Mixed-Aged Classrooms...



- ◆ Since Montessori allows children to progress through the curriculum at their own pace, there is no academic reason to group children according to one grade or age level.
- ◆ In a mixed-age class, children can always find peers who are working at their current level.
- ◆ To accommodate the needs of individual learners, Montessori classrooms have to include curriculum to cover the entire span of interests and abilities up through the oldest and most accelerated

students in the class. This creates a highly enriched learning environment.

- ◆ In multi-level classrooms, younger children are constantly stimulated by the interesting work of the older ones.
- ◆ At the same time, in multi-level classrooms older students serve as tutors and role models for the younger ones, which helps them in their own mastery (we learn things best of all when we teach them to someone else) and leaves them with a tremendous sense

of pride.

- ◆ Working with children for three years, teachers get to know them extremely well.
- ◆ And finally there is a strong sense of continuity in the Montessori class because 2/3 of the children return each fall for either their 2nd or 3rd year with the same teacher(s). Most of the children know one another and understand the culture of the class. This makes it much easier to orient new children into the group.

Parenting Classes

There are many great parenting classes available.. One that I can HIGHLY recommend is the "Love and Logic" courses taught in many schools in the area. One has been Farrer Elementary School in Provo. You can contact the PEEP Secretary, at 801-374-4965. The cost is nominal.

We offer a Parenting Class at Montessori occasionally for a small fee and cover the following topics:

... How to make your child mind without

loosing your mind.

- ... Bedtime — how to make it work.
- ... Siblings wars and how to end them
- ... Discipline — how to do it without losing your cool
- ... Happiness and Self Esteem — how to create an independent child
- ... Saying No and making it stick
- ... Tear and tantrums — the what and

how of manage
ing them!

- ... Praising your child — what works and what doesn't & why!

IF YOUR ARE INTERESTED — LET US KNOW SO WE CAN SCHEDULE A CLASS! Email us at alidances@utahisp.com or leave a note in the payment box.



MONTESSORI LEARNING CENTER

310 S. 400 W.
Phone: 801-796-7672
Fax: 801-796-9974
Email: alidances@utahisp.com
www.montessoriotah.com

Favorite Quotes From Ali Dances

To finish first, you must first finish!

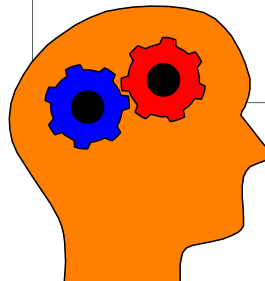
* * * * *

Whatever path of action you find that brings good and

happiness to all,

Follow this way like the moon in the path of the stars.

* * *



The Spalding Method — through the Riggs Institute — Phonics and Why!

The term "phonics" has recently become popular in many educational arenas as the reading and spelling skills of many students have deteriorated under the present haphazard methods for teaching these principles! OUCH!

The essential idea of phonics involves the alphabet. Each letter of the alphabet represents one (or more) sounds which, when combined in specific patterns, form the words of our language.

Italian, the native language of Dr. Montessori, is an extremely phonetically regular language. English, on the other hand, having adopted words and spelling patterns from MANY other languages, is not so phonetically predictable. English owes its vocabulary

richness to many other languages and civilizations. Therefore, speakers and readers of English need to learn the phonetic patterns of many languages for reading and spelling success.

What is called the Orton/Gillingham [or Spalding or Riggs!] approach uses a multi-sensory, structured, sequential and cumulative approach to teaching reading and spelling.

This method was devised by Dr. Samuel T. Orton, a neurologist and psychiatrist, a pioneer in dyslexia research. He became interested in teaching language skills when his youngest son could not learn to read using the "look-say" approach.

The best investment in our future is our children.

As all learning requires retention, teaching methods need to somehow trigger a student's memory. The manner in which a person learns best is called his "learning modality". There are 4 major learning modalities — the verbal, visual, auditory & kinesthetic.

This method addresses ALL modalities through the multi-sensory approach [which Dr. Montessori is famous for instituting].

WE HAVE FOUND THIS METHOD TO BE SUCCESSFUL ... FOR ALL CHILDREN!