

QRIS - Standard LD7

The program uses basic curriculum activities that support children's learning and development that include:

3 STAR:

1. Adaptations that allow children, including those with disabilities, to participate

MM: The environment is furnished with light, small, child-sized furnishings- tables, chairs and shelves, and child-sized materials in activities.

2. Activities designed to promote understanding of cultures represented in the program

Montessori Geography activities link directly to many cultures of the world.

- Materials in class include large puzzle maps of the world and the individual continents, and corresponding picture folders, as well as a wide selection of books in the children's library on various cultures.
- We regularly invite parents of many cultures to visit class to tell stories/show artifacts and talk about celebrations unique to their culture. E.g. The parent and grandparent of a child of Indian heritage came to show how to make oil lamps for the celebration of Divali. (see below)

3. Opportunities for children to use books independently

In Montessori schools, every environment has a "library" area with books carefully chosen and changed regularly on cultural customs, counting, shapes, poetry, seasons, and nature, which is available at all times to the children.

4. Reading by adults to groups of children daily

In Montessori schools, adults both read appropriate books, and also tell true stories, modeling how to tell a story with a beginning, middle, and end.

5. Opportunities for children to use writing materials

In Montessori environments, children learn that they can communicate in a variety of ways. Materials for writing are in the language area of the environment and are always available to children. Writing is preceded by many activities designed to prepare the muscles of the hand for precision, control of movement, lightness of touch, and a left-to-right pattern of writing and reading.

****Evidence types 9,6,9**

___Written description of activities that demonstrates all the criteria above

1. Adaptations in a Montessori environment which allow access for all children regardless of ability:
 1. Furnishings: light, small, child-sized furnishings- tables, chairs and shelves, and child-sized materials in activities ,e.g., tiny buckets, sponges, short-handled mops, small cloths for washing, drying, and polishing.
 2. Locations: There are a variety of places for children to work : small rugs for working on the floor, some very low chowki tables which do not need chairs, as well as the regular child-sized tables and chairs in various heights, providing access for all abilities.
2. **Materials for cultural understanding through geography :**
 1. **Materials:** *Land and water forms; sandpaper and painted globes; puzzle maps of the world continents and individual continents; geography picture folders* showing shelter, transportation, food, and spiritual components of each culture

2. **Books** on many cultures and cultural celebrations in the children's library
3. **Visits** to class by people of many cultures; songs and dances of many cultures.
3. **Classroom library** area, with small chairs, cushions, a small table with a lamp.
4. **Daily reading of stories and telling stories.** The "*Question Game*" (what did we do, when did we do it, who did it with us, how did we do it) models correct sentence formation, grammar, and beginning, middle, and end of a story.
5. **Writing- preparation of the hand:**
 1. **Sensorial materials**, such as *Knobbed Cylinders*, *Puzzle Maps* use the pincer grip for holding knobs, *Rough and Smooth Boards* develop lightness of touch,
 2. **Overall patterning for writing and reading** comes in working left to right, top to bottom, on washing tables, mats, chalkboards and polishing objects of the environment.
 3. **Writing Materials:** *Metal Insets* for strengthening the muscles of the hand and controlling the pencil.
 4. **Writing practice** is given with chalk and chalkboards that are blank, single lines, shaded lines; then with pencils, pencil holders, erasers, paper of various kinds beginning with blank paper, lined paper, and *shaded-line paper*.

___ Copy of lesson plan or schedule that supports the written description.

-Individual schools may insert their lessons here

____Written description of curriculum activities developed in consultation with the IFSP/IEP team to meet the needs of a child with disabilities.

-Individual schools may insert their activities here.

4 STAR:

1. **Activities designed to promote understanding of cultures_beyond those represented in the program.**

Montessori environments have many geography materials:

- Geography pictures in classified folders
- Pictures and artifacts displayed on the wall and on shelves
- Story books in the children's library
- Materials for studying the music and art of many cultures around the world.

2. **Activities that address content areas (math, science, social studies, etc.)**

- **General Content Areas:** The Montessori environment has didactic materials especially designed for teaching the concepts of math, science, social studies. These were designed by Dr. Maria Montessori. These materials encompass materials for both teaching, introduced by the trained Montessori guide, and independent use by the child.
- **Science:** The Montessori approach to science cultivates children's interest in the universe, comprising both nature and the built world in which we live. Concrete manipulative materials as well as picture cards for learning names and parts of animals are used for exploration, manipulation, investigation and discovery of botany, zoology, chemistry, physics, geology and astronomy.

- **Seasonal observation:** groups go outdoors on “nature walks” seasonally to observe changes in the natural environment, and have either plants or animals to care for, often both.
3. **Adults reading one-to-one with children daily**
- The richly **prepared Montessori environment** provides a plethora of language experiences from the day the child enters the community. From the beginning, the child is involved daily in games that help increase vocabulary and phonemic awareness. Stories, both from books and true stories told by the guide are daily experiences.
 - **Language Experience:** The guide (teacher) keeps meticulous records of the child’s progress, and uses these to plan further lessons with Sandpaper Letters (tactile, auditory, and visual memory skills to prepare simultaneously for reading and writing).
 - **Independently chosen work:** The child will also be working, independently after introductory lessons, with picture cards to increase vocabulary
 - **Adult-led games** foster awareness of how to form complete sentences and stories. When the adult sees readiness, the child is invited to work with the Moveable Alphabet, a box of letters that can be used to form words and stories of chosen by the child. This enables the further exploration of how sounds form words, words form sentences, and sentences form stories, before mastery of writing instruments has happened.
 - **Direct Language Instruction:** Daily work with language skills for reading, writing and comprehension are part of the child’s experience. The child’s learning typically begins with lessons by the guide, and proceed to independent work. Children often read to one another, and peer tutoring/learning is common as well.

- **Reading:** The child is introduced to a number of exercises with objects and pictures of easy-to-read phonetically spelled words, and then to words with phonograms and sight reading. As reading skills progress, the child is able to explore many subjects from biology, geometry, geography and cultural studies by reading labels and definitions with card materials.
 - **Advanced Reading and Comprehension:** By the time a child is 5 or 6 years old, there are also games for independent and group work to learn parts of speech and grammar, which involve reading aloud to each other as well as individual reading.
4. **Adults writing what children say and taking dictation from children**

In the Montessori environment, children can “write” for themselves using the Moveable Alphabet, a box of letters that can be used to form words that the child chooses. This enables the further exploration of how sounds form words, words form sentences, and sentences form stories, before mastery of writing instruments has happened.

___Written description of activities that demonstrate all the criteria above

1. **Cultural awareness:** When a child works with a **puzzle map**, the guide will teach the **names of various continents** or countries, giving little facts about language and culture. These are augmented further with work with the **geography picture folders**, stories, **artifacts of many cultures** incorporated into the environment (eg, brass pieces from India for polishing; bowls, pitchers and trays from other countries). **Artwork on the wall** may include examples of stitchery, clothing, woodcarving from many cultures.
2. **Didactic Montessori materials** are used for introducing concepts in math, from **linear counting of numbers, introduction and games based on the decimal system**, and many **games and materials to help the child understand such concepts as odd and even numbers, teen numbers, and work with the processes addition, subtraction,**

multiplication and division to the point of memorization of number facts.

3. **Scientific activities** for the discovery of properties of matter: living/non-living, sink/float, magnetic/non-magnetic. Exploration of biology: classified card material for names of fish, reptiles, amphibians, birds, mammals, insects/arthropods, types of plants and flowers, nomenclature for parts of animals and plants, and eventually definitions of parts.

___ Copy of lesson plan or schedule that supports the written description ****type 9,6**

5 STAR:

1. **Interactions with persons who are culturally or linguistically diverse (these can be program staff, parents, or community members invited into the program)**

In Montessori schools the emphasis is first on having the child experience something real, then introducing pictures/books to learn more, and having an experience in which the child's creativity can be expressed. Visitors to the classroom for cultural celebrations, including food, are a regular part of "bringing the world to the child" including parents, staff, and community members

2. Some activities in the children's home languages such as singing or storytelling.

In Montessori classes, songs in many languages are taught, especially as we learn about cultural celebrations.

___ **Written description of activities that demonstrates all the criteria above**

Individual Schools may insert their own examples

Cultural diversity:

Corvallis Montessori School example: A parent from India brought her father (the child's grandfather) to **demonstrate how to make simple oil lamps** to celebrate the festival of Diwali. **She is dressed in Sari and he in Dhoti. She tells stories** of her childhood celebrating Diwali in India and shows children how to make traditional designs with colored rice powder. The **children** each rolled cotton into a tiny wick to use with a clay bowl. They **took their Diwali lamps home to share with their families.** Later that day, the **class learned a song from India in Hindi. We put up pictures of Diwali celebrations on the walls, and have books and geography folders about India and had colored chalks for making designs on black paper on the art shelf.**

Corvallis Montessori School example of Inclusion:

1. When a student with Downs Syndrome was part of our group, her mother came to introduce sign language, which we continued daily for the year.
2. When a child whose father was from Africa was in our class, he brought drums and taught us African rhythms, and his mother came to teach us a song in their language.
2. During exchanges between Montessori schools in Mexico, our elementary students learned songs in Spanish which they taught to the whole school. When the Mexican students arrived to stay with us, we were able to greet them and sing with them in Spanish.

__Copy of lesson plan or schedule that supports the written description *** **type**
9,6-

-Individual schools may insert their examples