

THE ENVIRONMENT FOR THE YOUNG CHILD



Montessori Children's Foundation Learning Series


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THE PHYSICAL ENVIRONMENT

Material

THE HUMAN ENVIRONMENT

Relationships between people



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PHYSICAL ENVIRONMENT

You will need:

Learning Space

- Outdoor
- Indoor
 - **Phase four** – 3 - 6 years



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OUTDOOR SPACE

- A place where children can be taken to be in nature
- Further develop gross motor development and give them opportunities to categorise known information from nature
- Contribute to taking care of the outdoor environment
- Explore sustainability
- Experiencing nature as a tool for relaxation
- Foster a love of nature



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OUTDOOR SPACE



PRACTICAL LIFE - CARING FOR THE ENVIRONMENT

MOVEMENT - CLIMBING, HANGING, RUNNING, JUMPING, RIDING, BALANCING



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**RESTING/
RELAXATION SPACE** **EATING SPACE**



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INDOOR LEARNING:
PHASE FOUR
 2.5/3 YEARS - 5 YEARS

A selection of:

- Practical Life materials
- Language materials
- Fine Motor Materials
- *Mathematics materials*



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GIVING A LESSON

- A child older than 2.5 can watch a lesson from beginning to end.
- This Young Child will absorb the steps of the lesson.

DO

Present a lesson with SLOW, CLEAR, SINGULAR MOVEMENTS

DON'T

Please do not talk during the lesson UNLESS you are still.
 The rule of thumb is "When Moving, Not Talking".

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GIVING A LESSON!

Steps

1. Introduce a lesson. Use few words
"I would like to show you how to scrub a table. Watch!"
1. Bring material to a table (if it can be moved).
"This is how we carry the table scrubbing work. You try!"
1. Now, show the child in slow, clear steps. Not talking. Let the child watch you until the end.
2. Invite the child to have a turn. Have faith that they will remember the steps.
"Now, you may scrub a table."
1. Fade away, but observe from a distance.
2. When the child is finished, come back to them and show them how to clean up.
"This is how we clean up this work."
1. Complete the lesson
"Now you know how to scrub a table. You can do this whenever you like."

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PRACTICAL LIFE
PHASE FOUR
CARRYING FURNITURE AND MATERIAL



A photograph showing several children in a classroom setting. They are gathered around a light-colored wooden table, appearing to be in the process of moving or rearranging it. One child is pushing the table from behind, while others are positioned around it. The background shows typical classroom furniture like shelves and other tables.

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PRACTICAL LIFE
PHASE FOUR
TEACHING SOCIAL NORMS

- **Teaching social norms to young children:**
 - Make sure the child can sit in a group
 - Roleplay using slow, analysed movements.
 - Provide children with an opportunity to roleplay themselves.



A photograph of a group of children sitting in a circle on a light-colored floor in a classroom. They are engaged in an activity, possibly a roleplay or a social norm exercise. Some children are looking towards the center of the circle, while others are looking towards the camera. The background shows classroom furniture like tables and chairs.

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PRACTICAL LIFE
TEACHING SOCIAL NORMS

EXAMPLES:

- How to greet each other
- How to 'be' in the classroom. ie walk around a mat, quiet voice etc
- How we eat together
- How to offer someone something; for example, water



A close-up photograph of two young children. One child with blonde hair is leaning towards the other child with dark hair, who is wearing a striped shirt. They appear to be in a social interaction, possibly a greeting or an offer of something. The background is slightly blurred, showing other children in a classroom setting.

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LANGUAGE
PHASE FOUR

- In **Raising Happy Kids** we encourage language development in all areas of the room
- Standard Australian English could be introduced as well as the child's home language.



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LANGUAGE
PHASE FOUR

- There are two categories of language lessons:
 - **Spoken Language Material/lessons:**
 - Enrichment of language
 - Oral language practice
 - Language appreciation
 - Listening Games
 - **Writing Lessons:**
 - Physical
 - Cognitive

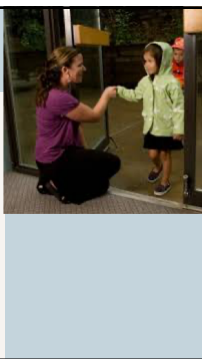


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LANGUAGE
PHASE FOUR

Spoken Language
Enrichment of Language

- The *Three Period Lesson*
- Objects in the environment
- Qualities of environment (comparative, superlative etc)
- Classified picture cards
- Spoken preparation for writing and reading



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LANGUAGE

THREE PERIOD LESSONS (OVER 3 YEARS)

1. **First period = naming period**
 - a. Name of the object clearly.
 - b. Repeat the name several times at the time that the child is exploring or looking at the object.
1. **Second period = identifying period**
 - a. Child has the opportunity to point to the object, pick up the object when we ask
 - b. i.e., "give me the pear", "place the lemon here", "smell the apple", "put the pear in the basket" etc.
 - c. This is the longest period - this is when the child gains experience in identifying the objects and hearing the names repeated many times.
1. **Third Period = recalling period**
 - a. The third period is the **recalling** period. **(NOT TO BE USED WITH TODDLERS)**
 - b. **Only when child is ready.**
 - c. Point to one of the objects, "What is this?"

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LANGUAGE

PHASE FOUR

Spoken Language
Oral Language Practice

- True Stories
- Conversations
- Questions



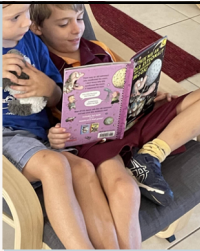
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LANGUAGE

PHASE FOUR

Spoken Language
Appreciation

- Poems, Rhymes and Songs
- Quality Books



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LANGUAGE
PHASE FOUR

Spoken Language
Listening games

- "I spy"
- Bring me

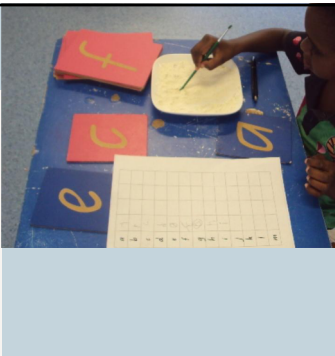


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LANGUAGE
PHASE FOUR

Written Language
Physical

- Metal insets
- Sandpaper letters
- Chalkboard
- Paper

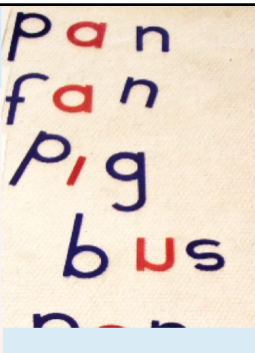


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LANGUAGE
PHASE FOUR

Written Language
Cognitive

- Sandpaper letters
- Movable letters



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FINE MOTOR DEVELOPMENT

Preparation for school

- Cutting - advanced
- Tracing insets
- Clay
- Writing name

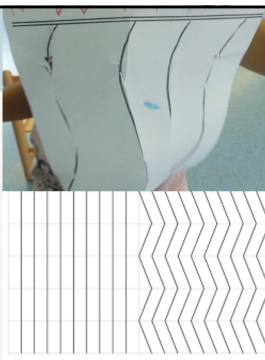


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FINE MOTOR DEVELOPMENT

Preparation for school

- Cutting - advanced



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FINE MOTOR DEVELOPMENT

Preparation for school

- Tracing insets



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FINE MOTOR DEVELOPMENT

Preparation for school

- Clay modelling



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FINE MOTOR DEVELOPMENT

Preparation for school

- Writing Name



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THE HUMAN ENVIRONMENT

Educators will:

- Follow the child
- Be reliable
- Be a link to the materials
 - Slow moving, few words, clear actions, low voice
- Maintain a prepared classroom
- Have a positive attitude
- Practice acceptance
- Emphasise peace
- Communicate and listen well
- Protect concentration
- Set limits



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TASKS



Task 1 - Watch the provided lessons with a Young child

Task 2 - Video yourself 'Giving a Lesson'

- Practical Life
- Language

Task 3 - Draw a map of the young children's area and label
