

Montessori Primary

MONTESSORI PRIMARY

Language Development 2



Addla Montessori

Lesson 2

Remedial Language.

In this Section we will explore Remedial Language because as Maria Montessori puts it, we can sometimes get children in our primary schools who may not be able to read or write yet.

‘The problem often presented itself of children who came to school when already in the second age group. The tendency of the teachers was to make them go through all the successive steps and apparatus used with the first group (nursery). As they lacked the incentive given by the urge of the sensitive periods, the children were bored.’

She was talking about several things missing that makes the common approach to repeating classes damaging. First thing is that the child is no longer a sensorial learner, secondly the child is not in the sensitive period to learn language and absorb it the way a 0 to 6 child would. So repeating a class is not the solution to the child’s inability to read and write as they come into Primary class. It is best to give children what they need to succeed instead.

Provide children with the basic knowledge and tools they need to do the work which corresponds to their plane of development as quickly as possible. If you know what to do they will get it and just move on.



Do the following:

- Make sure that all children are involved in the work that is done in the classroom. Their inability to read or write does not mean they should be excluded. They can still talk, discuss what they are learning, look at pictures in books related to the topic and think and reason. These are the strengths of a child in the second plane. Never let the child feel like they are a failure. Try as much as possible to help these children overcome their problems with reading especially before they move on to Upper Primary.
- Provide them with the information they need quickly so that they can quickly access the work needed to be done. The child does not need the extensive use of the Sandpaper letters or the MAB, the use of tactile materials is not a point of interest. The materials should enable thinking and reasoning for the child so do not insist that the child needs to use it for long lengths of time. Simply provide the information needed let them practice in short time frames.
- Children with reading and writing deficiencies can see for themselves that they have a problem, it is frustrating for them. They do not need the added baggage of people making life difficult for them. So let the child know, instead that you can help them and will work with them to provide the tools needed to gain the skills they need. Gain their cooperation.

Children will need to concentrate on Reading more than on writing to start with at this level. They have a reasoning mind and therefore want to access the written word, the ideas of others, they want to find out about their world, there is so much information to gather from the books about , Volcanoes, the Periodic table, biomes, cultures of different countries. So provide them with the basic tools to access this information.

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Work in short lessons, 5 minutes each several times a day 3 to 4 times, otherwise it becomes boring and frustrating.

Let them know they are making progress.

Ensure they know their sounds

Get them to build words, once they get this move on to reading lists. Work on sight words and start reading phrases.

Make sure you work on the capital letters and the structure of sentences, in terms of its starting with a Capital letter and ending with a full stop.

Then start reading the sentence stripes and pink booklets.

Move on to the blue using the cards to build words then follow the same process as above.

You will need to spend a lot of time working on the phonograms and the child may not need or even want to use the Moveable alphabet box even the Small Moveable Alphabet box at this stage, it shouldn't matter, they may want to write instead of build with the box.

The time you have spent laying this foundation may take from a year to two or more. But a few short lessons each day, consistently, will get you there. Don't give up neither should you let the child do so either.

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Let's break the process down a bit more.

1. Find out what sounds the child knows then tell him that he only needs to know a few sounds to begin to read. Once you establish what he knows use those to build words, if he knows /a/, /b/, /c/, /d/, /f/, /h/, /l/, /p/, /t/ you can use these to start teaching him how to build words and exchange the letters in front and at the end of the words to make new words. Always show him from the letters used that he has been able to build so many different words from these few letters.
2. In case you have a child who knows the letter names more than the sounds, let the child know that that is a good skill but that to read and write he needs to also know his letter sounds. (so what is the use of the letter names, it is used for spelling)
3. Build new words using the same consonants but with a different vowel. You can also work on blue level words as the goal is to quickly give the child access into the tools needed. The blue series are just the consonant blends wrapped around the short vowel sounds. They can cope with this.
4. You can move on to the next activity such as reading word lists of sounds he already knows, but always come back to this basic lesson (1) adding on new sound - letter knowledge and working through the process of building words and exchanging letters to build new words.
5. Write down the new words created on a small sheet of paper or strip and create small booklets for the child to read. Keep going through this process until the child can easily read the words. You can also get them to write the words they have created and draw a illustrate and decorate. It helps to keep their interest.
6. Once they are doing very well with the above then move on to phonograms, and work through each one giving the child enough time to practice. You will notice that the child will continue to improve in their reading ability through this method.

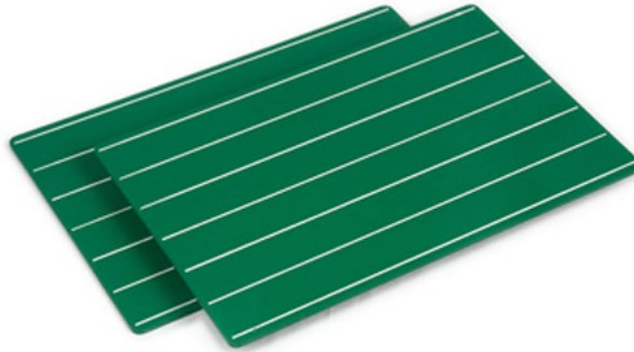
7. If the child is not writing yet then continue to write for them. The important thing is that one part of the job at hand is being accomplished.
8. Let the child work on phonetically sounded words and phonograms alongside each other.
9. Introduce sight words, and common words they will find in the early readers.
10. Mix up letters and invite the child to use them to build dictated words.
11. Later on get the child to read them out and tell you about the words they spelt.
12. Get the child to work with sight words, phonetically sounded words and phonograms together.
13. This will lead to them being able to access short readers quickly. They will achieve success and see that reading is not that difficult. Continue to work on this.
14. Don't ask children to read out aloud until they are ready to do so. Let them spend time with the words first. When they are ready they will read. If they read phrases and sentence strips it is better than giving them a book to read when not ready. They will let us know when ready in the meantime be the good and great model for them.

Writing Skills

When children begin to read they have lots to write about. The difficulty now lies in the process of writing.

How do we work through this?

1. Use the Green boards. First for free hand tracing of the letters following the right letter formation, you may show the child how to do this with their two fingers then they can practice writing in the air and on a sand tray.



1. Next get the child to write the letter on a sheet of unlined paper as large as they want to they can then do smaller takes of it all around the big one and decorate the page if they want to. Let them practice as much as they want to. They can use the MAB to write out their thoughts in the meantime so they can at least access some form of writing.
2. It is after they have done the above that they should start working with wide spaced lined paper. If they tend to struggle with some letters let them use the Green boards first go through the same process with each difficult letter until they have really got a hang of it. Step by step steady wins this race. Write a word at the beginning of the line and get the child to copy across. Use words they have been working on. As they master the letter formation and the use of the pencil/pen you can start working on the regular lined sheets at a later stage. Get them to right their name, commonly used words, like number words, days of the weeks and months etc.