



Montessori Academy of Owasso

Preparing Our Children to Change the World

Language Arts

Curriculum Scope and Sequence for Primary Classroom (ages 3 - 5)

<u>Sub Category</u>	<u>Lesson</u>	<u>Description</u>	<u>Element</u>
Oral Language Development	Conversation Pictures	The goal of Montessori language development is to support the child's natural process for acquiring and perfecting language. For the young child, language is something to be discovered and created, rather than learned. Adults can support this natural development by providing language rich environments. Conversation cards encourage conversation and extends a child's use of language. The pictures are usually of a child or animal doing an activity. A variety of open-ended questions are asked in order to initiate and support conversation. The questions progress from "What is this a picture of?" and "What are they doing in this picture?" to more thought provoking questions such as "Where do you think they are?" "What makes you think that?"	Element 1. Answers specific questions about the pictures. "What is the girl doing in the picture?" Element 2. Gives a description of the picture in the absence of a specific prompt. "Tell me about this picture." Element 3. Gives logical responses to questions such as "Where do you think they are?" and "Why do you think that?"
Oral Language Development	Picture Story	Picture Stories introduce young children to the concept that "talk" can be written down in the form of words. Pictures are presented to the child and the child is asked to describe something in the picture. The guide carefully repeats the child's statement and writes each word down on a piece of paper. The guide then reads the statement, pointing to each word as it is read. The child is then invited to "read" the statement as well.	Element 1. Understands that "talk" can be written down. Element 2. Reads dictated words from a page.
Auditory Discrimination & Phonemic Awareness	Rhyming: Singing Songs	This type of activity often occurs in circle time and is used to assist in memory development and to encourage the child in developing language by using fun, easy to remember songs.	Element 1. Participates in singing songs. Element 2. Identifies and/or provides rhyming words when singing songs.
Auditory Discrimination & Phonemic Awareness	Rhyming: Discussion	Rhyming is an important pre-reading skill. In this lesson, the guide presents two rhyming words and says "hat, bat...these words rhyme." Then students are asked if they can provide more rhyming words.	Identifies and/or provides rhyming words in discussions.

Auditory Discrimination & Phonemic Awareness	Rhyming: Reading Books	Rhyming is an important pre-reading skill. In this lesson, students notice rhyming words in text that are read to them, or that they read themselves in the classroom. The guide can prompt the child to provide rhyming words related to the text, or the child may do this own his own.	Identifies and/or provides rhyming words when reading books
Auditory Discrimination & Phonemic Awareness	Rhyming: Matching Objects	Rhyming is an important pre-reading skill. In this lesson, students match objects with other objects that rhyme.	Matches two objects that rhyme (such as shell and bell)
Auditory Discrimination & Phonemic Awareness	Word & Sound Games	This activity often occurs in small groups as well as at circle time. This is yet another way to enrich the child's vocabulary and to engage the child in a fun expression of language. The goal is for the child to develop a love of language and to encourage further speech development and a fuller vocabulary, which ultimately encourages self-expression and self-confidence within a child. Word and sound games at this level involve rhyming, riddles, and word play.	Element 1. Participates in sound games. Element 2. Is able to identify rhyming words within sound games.
Auditory Discrimination & Phonemic Awareness	Naming Objects in the Environment	The purpose of this activity is to help children develop their skills in phonemic awareness (recognizing the individual sounds in a word, identifying, isolating, and manipulating - blending, etc - individual sounds in a word). Phonemic awareness activities involve listening and speaking without visual representation of letters. These skills are essential prerequisite skills for decoding (reading) and encoding (spelling) words. In this activity, a child hears the names of various objects and repeats the name. Young children work with a guide, older children work in pairs with peers.	Element 1. Works with guide to name various objects in the basket. Element 2. Works independently to name various objects in the basket. Element 3. Works with a partner "What is this?" "Apple"
Auditory Discrimination & Phonemic Awareness	Initial Sounds	The purpose of this activity is to help children develop their skills in phonemic awareness (recognizing the individual sounds in a word, identifying, isolating, and manipulating - blending, etc - individual sounds in a word). Phonemic awareness activities involve listening and speaking without visual representation of letters. These skills are essential prerequisite skills for decoding (reading) and encoding (spelling) words. This activity challenges students to identify the initial, ending, and middle sounds of words with varying levels of visual and object cues. Students work with objects in their hands, on a mat, or in their environment.	Element 1. Isolates the initial sound in words while holding one object in his hand. Element 2. Isolates the initial sound in words when using more than one object (all w/same initial sound) on a mat. Element 3: Isolates the initial sounds in words when using objects with more than one initial sound on a mat. Element 4: Isolates the initial sounds in words when using objects with more than one initial sound in the environment.

Auditory Discrimination & Phonemic Awareness	Ending Sounds	The purpose of this activity is to help children develop their skills in phonemic awareness (recognizing the individual sounds in a word, identifying, isolating, and manipulating - blending, etc - individual sounds in a word). Phonemic awareness activities involve listening and speaking without visual representation of letters. These skills are essential prerequisite skills for decoding (reading) and encoding (spelling) words. This activity challenges students to identify the initial, ending, and middle sounds of words with varying levels of visual and object cues. Students work with objects in their hands, on a mat, or in their environment.	Element 1. Isolates the ending sound in words while holding one object in his hand. Element 2. Isolates the ending sound in words when using more than one object (all w/same initial sound) on a mat. Element 3. Isolates the ending sounds in words when using objects with more than one initial sound on a mat. Element 4. Isolates the ending sounds in words when using objects with more than one initial sound in the environment.
Auditory Discrimination & Phonemic Awareness	Middle Sounds	The purpose of this activity is to help children develop their skills in phonemic awareness (recognizing the individual sounds in a word, identifying, isolating, and manipulating - blending, etc - individual sounds in a word). Phonemic awareness activities involve listening and speaking without visual representation of letters. These skills are essential prerequisite skills for decoding (reading) and encoding (spelling) words. This activity challenges students to identify the initial, ending, and middle sounds of words with varying levels of visual and object cues. Students work with objects in their hands, on a mat, or in their environment.	Element 1. Isolates the middle sound in words while holding one object in his hand. Element 2. Isolates the middle sound in words when using more than one object (all w/same initial sound) on a mat. Element 3. Isolates the middle sounds in words when using objects with more than one initial sound on a mat. Element 4. Isolates the middle sounds in words when using objects with more than one initial sound in the environment.
Auditory Discrimination & Phonemic Awareness	Any Position Sounds	The purpose of this activity is to help children develop their skills in phonemic awareness (recognizing the individual sounds in a word, identifying, isolating, and manipulating - blending, etc - individual sounds in a word). Phonemic awareness activities involve listening and speaking without visual representation of letters. These skills are essential prerequisite skills for decoding (reading) and encoding (spelling) words. This activity challenges students to identify the initial, ending, and middle sounds of words with varying levels of visual and object cues. Students work with objects in their hands, on a mat, or in their environment.	Isolates and pronounces a sound from any position (initial, middle, ending) in words.

Auditory Discrimination & Phonemic Awareness	Matching Word Sounds to Pictures	The purpose of this activity is to help children develop their skills in phonemic awareness (recognizing the individual sounds in a word, identifying, isolating, and manipulating - blending, etc - individual sounds in a word). In this activity, a word is pronounced and the child identifies the corresponding picture depicting the word.	Matches a pronounced word to a picture depicting the word.
Visual Discrimination	Matching Object to Object	Visual discrimination is necessary for the mechanics of seeing and recognizing letter shapes and word patterns. It involves the training of the eyes for left to right tracking necessary for both writing and reading. In this activity, the child identifies the corresponding match to each object and arranges the objects on a mat in a left to right manner.	Matches corresponding objects to each other.
Visual Discrimination	Matching Object to Picture	Visual discrimination is necessary for the mechanics of seeing and recognizing letter shapes and word patterns. It involves the training of the eyes for left to right tracking necessary for both writing and reading. In this activity, the child matches an object (real or replica) to a picture of the object and arranges the pairs on a mat in a left to right manner.	Matches objects to corresponding pictures.
Visual Discrimination	Matching Picture to Object	Visual discrimination is necessary for the mechanics of seeing and recognizing letter shapes and word patterns. It involves the training of the eyes for left to right tracking necessary for both writing and reading. In this activity, the child matches a picture to an object (real or replica) and arranges the pairs on a mat in a left to right manner.	Matches pictures to corresponding objects.
Visual Discrimination	Three Period Lesson: Objects or Images	It is recognized that children are in a sensitive period for learning language from birth to age 6. During this stage, we encourage vocabulary development and reading and writing skills. The basic introduction to language is done with a Three Period Lesson - the three stages being Naming, Recognition, and Recall.	Demonstrates vocabulary growth by identifying and naming various objects or images through Three Part Lessons. "This is a"/"Show me the"/and "What is this?"
Visual Discrimination	Matching Parts to a Whole	The skill of discriminating between parts and whole is associated with pre-reading skills such as recognition of letters and words. In this activity, the child arranges parts to form a whole.	Matches the individual parts to the whole to complete a picture
Visual Discrimination	Patterning with Beads	The child is presented with a pattern template of beads arranged in a specific sequence. The child arranges beads in same sequence as on the template. Child initially works independently w/this, progressing to work with a partner, creating original patterns and following the other child's pattern. Primary purpose of this activity is to support the development of logical thinking skills that will help prepare the mind for reading comprehension.	Element 1. Correctly sequences the beads to match the pattern given. Element 2. Creates pattern for partner

Visual Discrimination	Patterning with Pictures	The child is presented with a pattern template of pictures arranged in a specific sequence. The child arranges larger versions of these pictures in same sequence as on the template. Child initially works independently w/this, progressing to work with a partner, creating original patterns and following the other child's pattern. Primary purpose of this activity is to support the development of logical thinking skills that will help prepare the mind for reading comprehension.	Element 1. Correctly sequences the pictures to match the pattern given. Element 2. Creates pattern for partner
Visual Discrimination	Alphabet Roll (Letter Mapping)	Visual discrimination is necessary for the mechanics of seeing and recognizing letter shapes and word patterns. In this activity, the child refines their visual discrimination skills by matching individual letters to an alphabet roll on a mat.	Matches lower case and upper case letters by placing corresponding letters next to each other.
Visual Discrimination	What's Missing?	Development of visual sense is part of the preparation for reading and writing. In this activity, the child uses attention to detail and visual memory to notice missing elements within a set. The child observes a box of objects, and then closes his eyes as the guide removes a single object. The child enjoys the challenge of recalling the missing item. There are many variations on this activity that range from working with objects, pictures, and even students.	Notices the missing object from the set.
Concept Development	Sequencing a Story with Pictures	This activity involves a set of picture cards which when put in order will tell a story. In the initial presentation the child observes as the guide ponders each of the cards and their place in the story. Once the guide has decided on the beginning, middle, and ending cards, the guide tells the story depicted in the pictures. The cards are then mixed up and the child is invited to re-order the cards in sequence and tell the story themselves. As the child progresses at this work, the level of difficulty is increased by mixing the 4 cards of two separate stories. The primary purpose of this activity is to support the development of thinking skills that will help prepare the mind for reading comprehension.	Element 1: Arranges the pictures in the correct sequence to tell a story. Element 2: Arrange the pictures in the correct sequence and retells the story depicted in the pictures.
Concept Development	Matching Opposites with Pictures	In this activity, the child is presented with objects and/or pictures that are opposites. The child examines the items and determines which items form "opposite" pairs. The child arranges the pairs adjacent to each other on a mat. The next step in the activity is for the child to explain the opposite relationship between the two items. For example, the child might pair a picture of a closed box and explain the opposite relationship of open/closed. The primary purpose of this activity is to support the development of logical thinking skills that will help prepare the mind for reading comprehension.	Element 1: Matches each card with its opposite Element 2: Explains the opposite relationship in the pictures.

Concept Development	Classified/Sorting Objects	The primary purpose of this materials is to help the child begin to see obbjects as being part of different categories while learning new vocabulary. The students are first challenged to identify and name the images represented on the cards within the 3 period lesson format. After they have mastered the vocabulary for the objects, they are asked to sort the objects in groups, such as sets of animals, clothing, and so on.	Element 1: Identifies and names various objects through 3 period lessons Element 2: Sorts objects into various groups
Concept Development	Go Together Objects and Pictures	In this activity, the child is pawsented with objects and/or pictures that "go together." The child examines the items and determines which items form "go together" pairs. The child arranges the paris from left to right on a mat. The next step in the activity is for the child to explain the relationship between the two items. For example, the child might pair a pictures of an orange with a picture of a glass of orange juice and explain that orange juice comes from an orange. The pairs reflect a variety of "go together" relationships, such as lock/key, whole carrot/sliced carrot, bee hive/bee, and chicken/egg. The primary purpose of this activity is to support the development of logical thinking skills that will help prepare the mind for reading comprehension.	Element 1: Arranges the pictures that correspond to each other based on a relationship. Element 2: Explains the relationships between the pictures.
Speaking and Listening	Questioning Game	The goal of these types of games is to enmcourage further language development and stimulate interest in having more advanced conversational exchanges. Children are encouraged to think beyond the initial question asked. For example if students are using wood as part of the work, some questions might be "Where did the wood come from?" "How did the wood become this shape?" "Where was the wood before it came to the classroom?" "How did it get there?"	Element 1: Asks and answers questions about a shared topic. Element 2: Uses question words (who, where, when, why, how, what) when asking questions. Element 3: Generates questions about a shared topic using question words.
Speaking and Listening	Following Spoken Directions	Children are given instructions that allow them to follow simple to complex directions according to their level of development.	Element 1: Follows oral instructions. Element 2: Follows simples 1 or 2 step oral commands. Element 3: Follows 3 to 5 step oral commands.
Speaking and Listening	Listening to Stories: Asking & Answering Questions	Listening to stories helps children develop the habit of listening to an oral presentation, encourages thinking about plot, and helps enrich their vocabulary.	After a story, confirms undersatnding by asking or answering simple questions about general aspects of the story.

Letter Sounds	Sandpaper Letters (lowercase)	The sandpaper letters are a series of alphabet letters which have a rough feels to them so as to stimulate the child's sense of touch and to assist in the development of sound recognition and writing. The child is show how to trace the letter using two fingers, the index and middle finger of the child's dominante hand and the mind for future writing. The muscle memory goes beyond just memorizing how to form the letter, it also helps the child internalize and remember the sound of each letter symbol. In this activity the child is introduced to the lower-case sandpaper letters and their corresponding sounds.	<p>Element 1: Feels the sandpaper letters using a light, continuous movement.</p> <p>Element 2: Makes the corresponding sound for some individual letters.</p> <p>Element 3: Makes the corresponding sound for all 26 individual letters.</p>
Letter Sounds	Letters & Objects (lowercase letters)	In this activity, the child buils their auditory sense by connecting the letter & its corresponding sounds to actual objectd. Initially, the child begins with a single letter and an assortment of obejcts that begin with that letter sound. The child first makes the sound of the letter, and then names the corresponding obejects, understanding that they all begin with the same letter sound (eg. bike, ball, bat). As the child progresses with this work they sort mixed objects beginning with multiple sounds to their corresponding letters. With this activity, the child develops their ability to hear the initial sound in a word and match it to the appropriate symbol.	<p>Element 1: Pronounces the name of an object and matches it to the corresponding letter based on the initial sound of the object for some letters. Element 2: Pronounces the name of an object and matches it to the corresponding letter based on the initial sound of the object for all 26 individual letters.</p>
Letter Sounds	What Sound Does Not Belong?	In this activity, the child continues to build their phonemic awareness as they examine sets of 4 pictures arranged beneath a letter. Three of the 4 pictures begin with the sound represented by the letter at the top of the card, one of the pictures does not. The child says the name of each object out loud and indicates which one does not belong by placing a small object on it (a bead, a rock, etc.)	Identifies the picture with the initial sound that is different from the others in the set.
Letter Sounds	Sandpaper Letters (uppercase)	The sandpaper letters are a series of alphabet letters which have a rough feels to them so as to stimulate the child's sense of touch and to assist in the development of sound recognition and writing. The child is show how to trace the letter using two fingers, the index and middle finger of the child's dominante hand and the mind for future writing. The muscle memory goes beyond just memorizing how to form the letter, it also helps the child internalize and remember the sound of each letter symbol. In this activity the child is introduced to the uppercase sandpaper letters and their corresponding sounds.	<p>Element 1: Feels the sandpaper letters using a light, continuous movement.</p> <p>Element 2: Makes the corresponding sound for some individual letters.</p> <p>Element 3: Makes the corresponding sound for all 26 individual letters.</p>

Letter Sounds	Sandpaper Letters (uppercase & lowercase)	This activity using the sandpaper letters develops the awareness of the difference in the formation between the capital and lowercase letters of the alphabet. This is developed through both tactile sense and the kinesthetic movement of the formation of the letter.	Element 1: Pairs the corresponding uppercase and lowercase letters for some letters. Element 2: Pairs the corresponding uppercase and lowercase letters for all 26 letters
Beginning Handwriting	Unlined Paper: Free Drawing	This activity uses any unlined writing material (paper, chalkboard, whiteboard). The purpose of this activity is to build proper hold and control over the writing instrument. In this activity, the child is encouraged to draw freely as the primary goal of this activity is not actual "writing" at this stage.	Displays proper hold and usage of the chalk, pencil, or marker and draws freely.
Beginning Handwriting	Pin Punching	The purpose of this activity is to build proper pencil grip and the fine motor control necessary for writing. In this activity, the child uses a large pushpin to poke holes along a line in the form of a shape. Completion of a pushpin activity requires much careful concentration and patience.	Demonstrates control of the pushpin when punching holes into the paper that correspond to a shape.
Beginning Handwriting	Tracing Name/Pictures	The purpose of this activity is to build proper pencil grip and the fine motor control necessary for writing. In this activity, the child uses a tracing paper to draw over preprinted pictures of various items. They also draw over their printed name to work towards learning how to write their own name.	Element 1: Demonstrates control of the pencil when tracing the letters of their name. Element 2: Demonstrates control of the pencil when tracing a simple picture.
Beginning Handwriting	Unlined Paper & Sandpaper Letters (lowercase)	This activity uses any unlined writing material (paper, chalkboard, whiteboard). The use of this material comes only after the child has had extensive work with the sandpaper letters, thereby cementing the muscle motor memory and allowing the child to reproduce the letter form. It is important that this work be presented on a table, so that the child has good balance and will, therefore, be able to have good control over the writing instrument. In the initial activity, the sandpaper letters are used in tandem with the chalkboard. The progression of this activity is: the child starts off on an unlined writing surface, progresses to one with squares for letters, and finally moves to using the writing surface with lines.	Element 1: Writes vertical letters, first tracing the sandpaper symbols (i, t, l, u, j). Element 2: Writes diagonal letters, first tracing the sandpaper symbols (v, w, x, y, z). Element 3: Writes 'c shape' letters, first tracing the sandpaper symbols (c, a, d, g, q, o, e). Element 4: Writes right-arch letters, first tracing the sandpaper symbols (r, m, n, h, b, p). Element 5: Writes left-arch letters, first tracing the sandpaper symbols (s, f).

Beginning Handwriting	Writing Surface with Squares	This material is an unlined writing surface with squares on it that serve as guides for placement of letters. The use of this material comes only after the child has mastered writing letters on the unlined writing surface.	Element 1: Writes vertical letters, in squares (i, t, l, u, j). Element 2: Writes diagonal letters in squares (v, w, x, y, z). Element 3: Writes 'c shape' letters in squares (c, a, d, g, q, o, e). Element 4: Writes right-arch letters in squares (r, m, n, h, b, p). Element 5: Writes left-arch letters in squares (s, f).
Beginning Handwriting	Writing Surface with Lines	This material is a writing surface with wide lines on it. The use of this material comes only after the child has mastered writing letters on the unlined writing surface with squares.	Element 1: Writes vertical letters, on lines (i, t, l, u, j). Element 2: Writes diagonal letters on lines (v, w, x, y, z). Element 3: Writes 'c shape' letters on lines (c, a, d, g, q, o, e). Element 4: Writes right-arch letters on lines (r, m, n, h, b, p). Element 5: Writes left-arch letters on lines (s, f).
Beginning Handwriting	Writing Surfaces & Sandpaper Letters (numbers 0 - 10)	This activity uses any unlined writing material (paper, chalkboard, whiteboard). The use of this material comes only after the child has had extensive work with the sandpaper numbers, thereby cementing the muscle motor memory and allowing the child to reproduce the letter form. It is important that this work be presented on a table, so that the child has good balance and will, therefore, be able to have good control over the writing instrument. In the initial activity, the sandpaper numbers are used in tandem with the chalkboard. The progression of this activity is: the child starts off on an unlined writing surface, progresses to one with squares for numbers and finally moves to using the writing surface with lines.	Element 1: Writes numbers 0 - 10 on unlined writing surface. Element 2: Writes numbers 0 - 10 in squares on unlined writing surface. Element 3: Writes numbers 0 - 10 on writing surface with wide lines.
Beginning Reading: Short Vowels	Moveable alphabet (lowercase): Building Short Vowel Words	In this activity, the child is introduced to building words with the moveable alphabet. They first watch the guide build a phonetic word such as "can." The guide first says the word and then slowly builds the word with the letters from the moveable alphabet. The child is then invited to do the same, and encouraged to build their own phonetic words. Through this process, the child is furthering their phonemic awareness and beginning to encode words.	Element 1: After watching the guide build a word, child is able to build the same word. Element 2: Independently builds these words using moveable alphabet: cat, box, cup, pig, pot, fan next to corresponding picture of each object.

Beginning Reading: Short Vowels	Decoding Short Vowel Words (lowercase)	This activity marks the beginning of true "reading" as the child learns to decode (break-down) words to read them. The initial activity uses letter tiles to build 3 letter CVC (consonant/vowel/consonant) words such as: man, cat, lap, and so on. First, the child watches the guide build the word with the letter tiles, sounding out each letter. Next, the child is asked to "read" the word. Next, the child is given single CVC words on a card to be sounded out and finally asked to build CVC words after reading them off a card. With this process, the child is decoding words and beginning to read.	Element 1: Is able to decode CVC words after observing them be built. Element 2: Sounds out CVC words on cards. Element 3: Builds CVC words after reading them off a card.
Beginning Reading: Short Vowels	Object Box 1 (short a)	The object boxes include objects/pictures that have a specific CVC pattern. The objects of pictures are taken out of the box and places at the right side of the table or rug.The child reads the corresing word card and places it next to the object or picture. For short a words the objects might be items such as: bag, cab, cat, hat, fan, man, mat, map, pan, rat, van.	Element 1: Match CVC words with objects/pictures. Element 2: Reads CVC words in absense of objects/pictures.
Beginning Reading: Short Vowels	Object Box 2 (short e)	The object boxes include objects/pictures that have a specific CVC pattern. The objects of pictures are taken out of the box and places at the right side of the table or rug.The child reads the corresing word card and places it next to the object or picture. For short e words the objects might be items such as: bed, hen, het, net, pen, web.	Element 1: Match CVC words with objects/pictures. Element 2: Reads CVC words in absense of objects/pictures.
Beginning Reading: Short Vowels	Object Box 3 (short i)	The object boxes include objects/pictures that have a specific CVC pattern. The objects of pictures are taken out of the box and places at the right side of the table or rug.The child reads the corresing word card and places it next to the object or picture. For short i words the objects might be items such as: kid, pig, pin, lid, six, bib, wig, zip.	Element 1: Match CVC words with objects/pictures. Element 2: Reads CVC words in absense of objects/pictures.
Beginning Reading: Short Vowels	Oject Box 4 (short o)	The object boxes include objects/pictures that have a specific CVC pattern. The objects of pictures are taken out of the box and places at the right side of the table or rug.The child reads the corresing word card and places it next to the object or picture. For short o words the objects might be items such as: box, dog, fox, hog, log, mop, pot.	Element 1: Match CVC words with objects/pictures. Element 2: Reads CVC words in absense of objects/pictures.
Beginning Reading: Short Vowels	Object Box 5 (short u)	The object boxes include objects/pictures that have a specific CVC pattern. The objects of pictures are taken out of the box and places at the right side of the table or rug.The child reads the corresing word card and places it next to the object or picture. For short o words the objects might be items such as: bug, rug, mug, bus, sun, jug, mud	Element 1: Match CVC words with objects/pictures. Element 2: Reads CVC words in absense of objects/pictures.