



Montessori Academy of Owasso

Preparing Our Children to Change the World

Language

Montessori Scope and Sequence for a Pre-Primary Classroom (Ages 2 - 3.5 years)

Sub Category	Lesson	Description	Element
Oral Language Development	Responding to Questions by Pointing	Pointing is an important non-verbal communication skill for very young children. In this activity, children are asked questions that can be answered by pointing to things.	Element 1. Identifies various body parts when asked Element 2. Identifies objects in books when asked
Oral Language Development	Stringing Words Together	The ability to string words together is an important early verbal communication skill. Young children begin stringing words together in order to communicate more complex ideas such as "more juice" and "go outside"	Uses multi-word statements to communicate more complex ideas
Oral Language Development	Enunciating Consonants	The enunciation of consonants is an important early verbal communication skill that occurs in stages. Typically, young children first enunciate the P, B, M, G, and D sounds. At a later stage, they are able to enunciate the H, K, N, and T sounds. Correct pronunciation of the remaining consonants and consonant blends are typically among the last to be mastered.	Element 1. Enunciates consonant sounds at the beginning of words more clearly. Element 2. Familiar adults can understand speech most of the time.
Oral Language Development	Identifying Objects in the Classroom	It is recognized that children are in a sensitive period for learning language between the ages of birth and 6 years. The goal of language at the early level is to encourage vocabulary development. Toddlers are encouraged to identify objects in the classroom even if they are not able to clearly enunciate the object's name.	Has words for most objects in the environment even if they are not all recognizable or correctly pronounced.

Oral Language Development	Asking Questions	It is recognized that children are in a sensitive period for learning language between the ages of birth and 6 years. The goal of language at the early level is to encourage vocabulary development and confidence. Young children are encouraged to ask questions. A young toddler will typically ask one or two word questions combined with pointing and other body language gestures. As a young child's vocabulary continues to grow, they will become more specific with their questions and ask for objects by their names	Element 1. Uses one or two word questions. Element 2. Asks for objects by naming them.
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 encourages 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?"	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."
Oral Language Development	Speaking in short phrases and sentences		Uses multi-word statements to communicate logical phrases and short sentences.
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.	Participates in singing songs.
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 for this activity.	Works with guide to name various objects in the basket.

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	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.	Notifies the missing object from the set.
Concept Development	Classified/Sorting Objects	The primary purpose of this materials is to help the child begin to see objects 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.	Sorts objects into various groups
Concept Development	Go Together Objects and Pictures	In this activity, the child is presented 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 pairs 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 picture 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	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 simple 1 or 2 step oral commands.
Speaking and Listening	Listening to Stories	Listening to stories helps children develop the habit of listening to an oral presentation, encourages thinking about plot, and helps enrich their vocabulary.	Is engaged while listening to a story.