



BEZOS ACADEMY

Denver Harbor Language Assessment Study Session

Information in this presentation is confidential

Agenda

PART 1

1. Agenda
2. Introductions
3. Bezos Principles
4. Norms
5. Developmental Stages of Language
6. Characteristics of language exercises
7. Areas of Language in the Classroom

PART 2

1. Spoken Language exercises
2. Vocabulary
3. Writing
4. Reading
5. Reading Classification
6. Word Study
7. Function of Words
8. Reading Analysis
9. Interpretive Reading
10. Q & A

Introductions



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As you prepare to engage in this presentation, please consider the following norms:



- Child first ALWAYS.
- Be responsive to topic suggestions.
- Your participation and contributions are important.
- This is a safe space.

Developmental Stages of Language

Each plane has:

1st stage – Receptive and developmental

2nd stage – Consolidation & manifestation

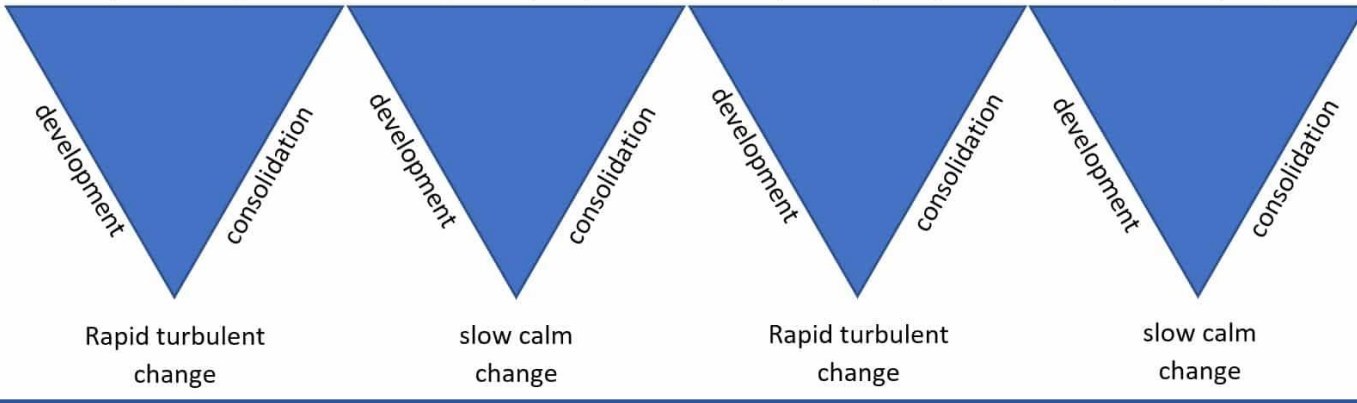
Montessori's Four Planes of Development

Infancy
(0 – 6 years)

Childhood
(6 – 12 years)

Adolescence
(12 – 18 years)

Maturity
(12 – 18 years)



“

Language is primarily something that is spoken; its written counterpart is only a literal transfer of the sounds into visible signs.

”



Language Exercises

Characteristics of Language Exercises

- Usually involve an adult
- Include the Three Period Lesson
- Use picture cards which are realistic and classified
- Introduce objects which are realistic and offer sensory impressions
- Introduce letters by their sound, and not their name
- Materials should be rich and varied, relevant to the child and our culture
- Never use baby words. Instead, try to expand their vocabulary!
- Language exercises grow the child from the concrete to the abstract.

Classification helps organize the information being received.

The Three Period Lesson

- Period 1 is the **Introductory** lesson – The adult introduces the name of the object or picture
- Period 2 – is the **Teaching** period. The teaching period is the longest period in that we work with the child until their interest begins to wane. We engage the child to interact with the object or child. Example, “touch the apple.” Point to the apple. Give me the apple. Put the apple here.
- Period 3 is the **Testing** period. – We test the child’s new knowledge, his or her acquisition of the name. We ask, “What is this? What is this? What is this?”

Areas of Language in the classroom

1. Spoken Language exercises
2. Vocabulary
3. Writing
4. Reading
5. Reading Classification
6. Word Study
7. Function of Words
8. Reading Analysis

I. Spoken Language

PURPOSES:

Build self-confidence
Build connections
Provide models for how to express him or herself
Provide models for listening, teaches how to listen to others



EXERCISES:

1. Greeting
2. Transitions
3. Whole group gathering
4. Small group gathering
5. Question game
6. Storytelling

Exercises:

1. **Greeting:** Greet each child with a hello, a handshake, a hug
2. **Transitions:** Poems – teaching syllables
3. **Whole group gathering** – sparingly in the beginning or to share a seasonal book, special project, or a change in the day's routine
4. **Small group gathering-** when children are wandering, gather to have a conversation, share a joke, a story, a poem, and then dismiss them one at a time.
5. **Question game** – ask open-ended questions, use and emphasize the functions of words
6. **Storytelling** – tell a story about myself, ask the child to tell a story, write the story that the child told you, ask the child to draw the pictures or choose pictures that correspond to the story. Let the child take the story home, or place it in a book corner of the classroom.

II. Enrichment of Vocabulary

PURPOSES:

- To help the child classify the impressions in his environment into clear and simple categories
- To enrich the child's vocabulary
- To make the child aware of the sounds in spoken language



EXERCISES:

1. Oral nomenclature
2. Classified Nomenclature cards
3. Sound games – I Spy

III. Writing

PURPOSES:

1. To prepare the child for using a writing instrument
2. To associate sounds of speech with their written symbols
3. To show the child that the symbols for the sounds in speech can be used to record experiences.
4. Introduce the art of reproducing the shapes of letters and numbers.



EXERCISES:

1. Metal Insets
2. Sandpaper Letters
3. Moveable Alphabet
4. Chalkboard
5. Writing on paper

Reading

PURPOSES:

1. Associates the sounds with symbols



EXERCISES:

1. Phonetic Object Box
2. Phonetic Cards
3. Phonetic Booklets
4. Phonogram Sandpaper letters (green)
5. Phonogram object box
6. Phonogram Booklets
7. Phonogram Cards
8. Puzzle Words
9. Classification Cards
10. Definition Booklets

Reading Classification

PURPOSES:

1. Associates the sounds with symbols



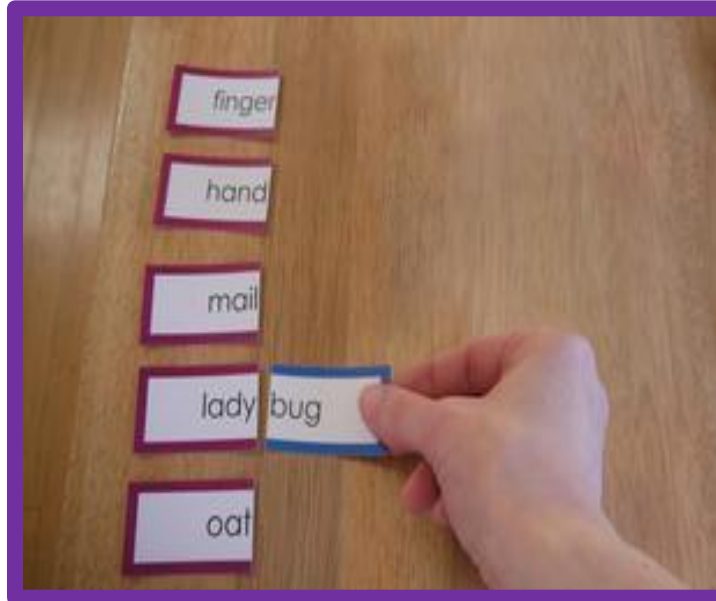
EXERCISES:

1. Names of objects in the environment
2. Names of materials in the environment
3. Language related to the qualities of the Sensorial material

Word Study

PURPOSES:

To practice reading and to explore the language



EXERCISES:

1. Singular & Plural
2. Masculine & Feminine
3. Synonyms
4. Antonyms
5. Animal Sounds
6. Animal Groups
7. Animals & their Young
8. Homographs
9. Homophones
10. Prefixes
11. Suffixes
12. Compound Words
13. Adjective Forms

Reading Analysis

PURPOSES:

1. To show the child the structure of the sentence
2. To help reading skills



EXERCISES:

1. Simple Sentences

Interpretive Reading

PURPOSES:

1. To help reading skills
2. Introduction to dramatic performance



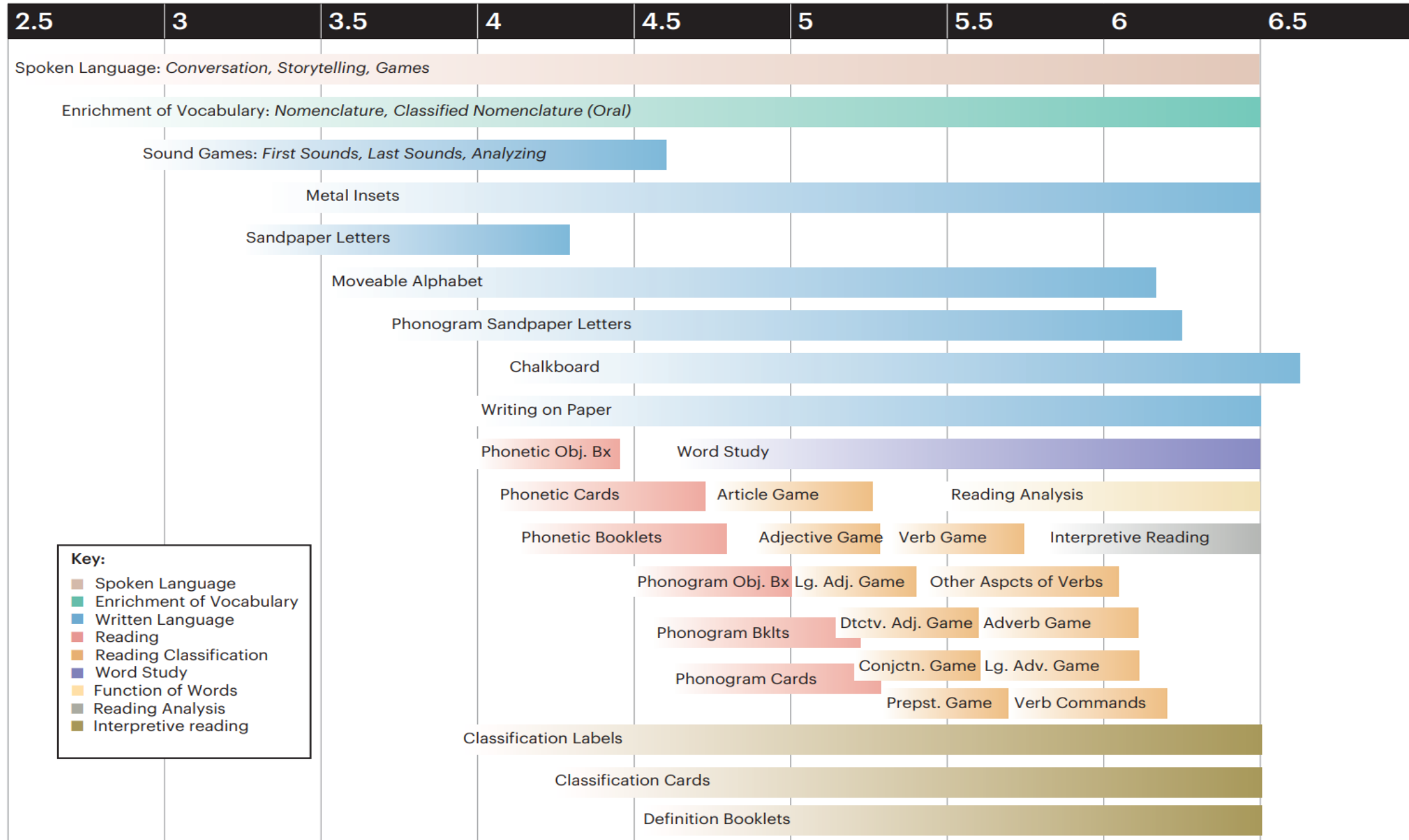
EXERCISES:

1. Child reads the sentence and acts it out.

Children's House Language Timeline



PREPARED
MONTESSORIAN
INSTITUTE



Key:

- Spoken Language
- Enrichment of Vocabulary
- Written Language
- Reading
- Reading Classification
- Word Study
- Function of Words
- Reading Analysis
- Interpretive reading

Study Guide

- Reading Lecture 8 (on page 55) – The Development of Language
 - (The 1946 London Lectures) Maria Montessori
- Review questions (see next slide)

Review questions

1. Describe the activities we do with the children to help them develop their oral language.
2. Why does writing come before reading? How does written language begin? What are the other activities we are going to introduce to the child?
3. How do we introduce reading? What kinds of reading practice do we provide the child to solidify the introduction to reading experience?
4. What is the purpose of the 2nd Object box? How does the child practice these skills after the introduction? How does the child learn the varied spellings of key sounds?
5. What are Puzzle Words? How do we introduce them and how does the child get practice with these words?
6. What is in Classified Reading? What does each activity offer the child?
7. How do Function of Words and Reading Analysis support the child's language development?

Q & A

**What questions or
comments do you have?**