

Lien Elementary School  
Amery, Wisconsin  
2024-2025

# Montessori Children's House Curriculum Handbook



Dear Parents,

Welcome to 4K/K Montessori Children's House! We hope this booklet will help you better understand what your child will be learning and how to help your child succeed. Please refer to this throughout the school year.

We invite you to share your expertise or interest in an area we are studying. Simply call or email us at school to arrange a time.

Please feel free to contact us throughout the school year with your questions and concerns.

Sincerely,

Mr. Grant Miller



# D.K. Lien Elementary School Philosophy School District of Amery

## BUILDING FOR TOMORROW



We believe children are individuals and every child is unique. We believe our primary program strives to accommodate the broad range of children's needs, their learning rates and styles, their knowledge, experiences, and interests, to facilitate continuous learning. We believe continuous learning is best achieved through an integrated curriculum incorporating a variety of instructional models, strategies and resources. We believe by creating a nurturing, child-centered environment, a child's learning and self-esteem will flourish.

We believe the school, family, and community must be partners in the education of children. We believe children should live in a healthy, stimulating, safe and caring environment. Together we can enhance a child's respect for self, others and learning. Together we can create a climate for success and joy necessary for lifelong learning.

### **Vision Statement:**

Amery Montessori School provides an innovative education built on the Montessori philosophy that fosters curiosity, creativity, and critical thinking skills. Within this community of learners, teachers follow students' individual needs to achieve personal academic excellence and to become life-long learners who respect themselves, others and their environment.

### **Mission Statement:**

Amery Montessori School is dedicated to providing an enriching and challenging environment where each child is encouraged to grow to his or her fullest potential academically, emotionally, and socially in a safe, supportive, and culturally diverse environment.

### **Values:**

- Each child is valued as a unique individual.
- Students are part of a close, caring community.
- Children's House is comprised of two multi-age classrooms with students in 4K and Kindergarten.
- Students participate in spontaneous, self-paced, independent/small group learning with hands-on materials.
- Students are motivated intrinsically by a natural desire to learn.
- Students develop order and concentration through exploration of research-based Montessori materials.
- Montessori materials allow for self-correction and self-assessment.
- Students experience freedom within limits.

# Montessori Children's House Schedule

- Learning through five senses in uninterrupted three hour work block.
- Students are free to choose from the following work areas:
  - \* Practical Life
  - \* Sensorial / Music
  - \* Reading / Language Arts
  - \* Math
  - \* Culture & Science
  - \* Snack Time & Bathroom Breaks as students choose
- Morning Meeting
- Lunch
- Noon Recess
- Specials: Art, Library, Phy. Ed., Music, as scheduled throughout the week at different times
- Continued Work Block / Quiet Time / Rest at the beginning of the year
- Story Time / Closing
- Afternoon Recess / Dismissal



## Connecting Learning to Home

- Children learn best through play and hands on activities.
- Read to your child daily and ask questions.
- Encourage independence in your child.
- Talk to your child and listen attentively as you go about your daily tasks.
- Make use of opportunities in everyday living to practice skills.
- Take your child to new places:
  - \* Library
  - \* Zoo
  - \* Parks
  - \* Farm
- Each child must learn at his/her own pace.
- Praise and encouragement promote the desire to learn more.



*"Help me  
help myself."*

Maria Montessori

# SCHOOL INFORMATION

**SCHOOL HOURS:** 8:10 a.m. - 3:15 p.m.

## **Supplies Your Child Will Need:**

- 1 Large back pack with zippered pockets
- Small Adult (Medium) sized t-shirt for painting
- 4 boxes of 24 Crayola crayons \* Water bottle labeled
- 4-5 pencils (best: DIXON TICONDEROGA) #2 Soft (not oversized)
- 8 Elmer's glue sticks
- 1 Fiskar's scissors labeled
- 1 regular, 1" width sized folding rest mat labeled (oversized do not fit in our lockers)
- 1 spiral notebook (K only!)
- 1 plastic hard pencil box
- 2 pink erasers
- 2 Black EXPO dry erase markers (small—pencil sized)
- 1 pair of tennis shoes for Phy. Ed. (Velcro are okay for 4K)
- Set of headphones (no earbuds please) \* 1 Bottle of hand soap refill
- 1 Regular sized boxes of Kleenex \* 1 Package of napkins
- 1 Box of Crayola large size markers
- Box/bag of 3-5oz. Paper or plastic cups
- \* Extra set of labeled clothes (include underwear, socks, pants, and shirt)



## **LABEL:**

Please put your child's first and last name on all supplies (totebag, folders, etc.) that are brought to school as well as any clothing that your child might take off (boots, jackets, etc.).

## **SPECIAL CLASSES:**

Children attend Art, Physical Education, Music, and Library, weekly.

## **MILK BREAK:**

Students will prepare a snack each day during their work block. Families will be asked to provide items throughout the year for snack..

## **BIRTHDAY TREATS:**

Treats are acceptable for birthdays but are not required. If you would like to send a birthday treat with your child, **purchased treats** are preferred. If you are having a birthday party for your child, **please send invitations through the mail or telephone.**

## MUSIC



Your child will be taught to enjoy singing and learning rhythms.

- Ask your child to teach songs to the family.
- Listen to and talk about different kinds of music and musical instruments.
- Choose objects for your child to tap, so he/she can hear different sounds and rhythms.

## ART

In school as well as at home, art activities allow your child to be creative, express ideas and learn to control small muscles.

- Provide materials for your child to color, paste and cut with a scissors.
- Enjoy and encourage your child's experiments. Try combining food coloring or watercolors to make new colors.
- Show your child how to draw basic shapes and then turn them into objects.
- For instance: A triangle on a square looks like a house.
- Allow for exploration -- not always a finished product.
- Display your child's work.



## PHYSICAL EDUCATION AND HEALTH

Your child will participate in simple exercises, play organized games, and discover different ways the body can move. Good health habits will be emphasized. At home you can:

- Run, hop, skip, jump, throw and catch with your child.
- Give your child opportunities to play with groups of children. Encourage your child to share toys and games.
- Help your child learn good health habits, such as washing hands and brushing teeth.



# LIBRARY

Students will have library check out every week. They are exposed to computers, iPads, and other technology sources directed by their classroom teacher.

## LANGUAGE DEVELOPMENT

By age five, a child is able to identify and label concepts like "behind," "on top of," "near" and "far," has a vocabulary of approximately 2000 words, carries a plot in a story, uses future, present and past tense in a story and questions for information. A child continues to get better at expressing himself and using more and more sophisticated sentences throughout the elementary grades. Language development is dependent on practice and the opportunity to talk to an available listener.



### **Ideas to encourage expressive language abilities:**

1. Encourage your child to create stories and use language in an imaginative way. Even create silly sentences, etc. (e.g. I saw a silly dog driving Mrs. Smith's car to work.)
2. Have your child describe objects, people and pictures as you guess what objects are being described.
3. Set aside a special talking time to discuss the happenings at school and the things your child may have experienced throughout the school day. Let him/her know that you want to hear what he/she has to say.
4. Talk to your child in an adult-like manner in most situations. Be a model of good language.
5. Teach your child correct use of the telephone or practice talking on a play telephone.

### **Comments to parents:**

1. View your child's "talkativeness" as a sign that skills are being developed.
2. Allow him/her the opportunity to listen to your talking.
3. Do not expect absolute perfection in his/her speech and language at this time.
4. Remember that your child can understand more than he/she can say at this point.



## ACTIVITIES TO DEVELOP LANGUAGE SKILLS

1. The experiences of daily living provide unlimited opportunities to develop language. Everything has a name. Ask, "What's this? Tell me about it." Encourage your child to talk and ask questions. Listen attentively and encourage him to listen to others.
2. Help your child learn many nursery rhymes and stories. Have him/her retell them. If your child cannot, model sentences for him/her to repeat.
3. Help your child express feelings (happy, sad, angry, tired, etc.). Help him/her describe things (colors, shapes, sizes, textures, uses, etc.). Help your child make comparisons (bigger than, tallest, small, etc.). Help him/her position words (on top of, beside, over, etc.).

## ACTIVITIES TO FOSTER SOCIAL AND EMOTIONAL GROWTH

1. Accept your child as he/she is, with patience and affection. Help develop the best that is in him/her. Accept his/her personal timetable for growing and learning. Avoid comparing him with others.
2. Provide regular routines for sleep, meals, play, etc. Be consistent with rules and discipline. The child feels secure when he/she knows what to expect.
3. Provide opportunities for playing with other children away from the family. Encourage his/her growing independence.
4. Let your child know he/she can talk to you about anything, and you really care about him/her and what he/she is saying. Love and security in early childhood are the foundations upon which future successes and self-confidence will be built.



# ARTICULATION SKILLS

The ability to make correct speech sounds in proper sequence continues to develop throughout the preschool and kindergarten years. By age 5, a child should use all speech sounds correctly with the possible exception of "t, r, l, s, z, v, and th." Sounds in longer words (e.g. spaghetti) or in blends (e.g. blocks) may still be difficult. By age 8, all sounds should be made correctly. Children who misarticulate sounds in words and sentences do so as a result of learning or a less developed motor system. There are two important factors in enabling a child to make correct speech sounds:

1. Maturation of the ability to use the tongue, lips and teeth to make the speech sound.
2. Exposure to the correct production and use of the sound.

## Ideas to expose children to a variety of speech sounds:

1. Play sound games by making the sound while the child watches you make it. Have your child do it with you.
2. Use a mirror at bath times to make faces and sounds.
3. Have your child imitate words containing the sound after you say each word. Use nursery rhymes, songs and sentences as well as word lists.
4. Read a story containing the specific sound. (e.g. /f/ sound in a story about fishing, /s/ sound in a story about a snake.)
5. Encourage listening for a sound by having your child identify when you make a different sound than the one being worked on.
6. Think of words that begin with the sound and pretend to pack them in a suitcase, shopping bag or school bag.
7. Ask your child to make a choice of 2 words containing the sound. Would you like a fan/fish, soup/seal, lion/lemon?

## Comments to parents:

1. Always be careful not to draw too much attention to or criticize a child's speech.
2. Praise him/her for telling you things and for his/her effort rather than performance during games and talking.
3. Remember maturation plays a part in learning a speech sound.



## ACTIVITIES TO DEVELOP MATH READINESS SKILLS

1. Capitalize on everyday living experiences to develop awareness of numbers -- notice prices in stores, the value of coins, the clock, the calendar, the thermometer, and use numbers when playing games.
2. Teach your child to count objects. "Put 5 plates on the table." "Give the clerk 10 pennies." "How many letters did the mailman bring today?"
3. Teach your child songs and nursery rhymes which use numbers.

## ACTIVITIES TO DEVELOP READING READINESS SKILLS

1. READ! READ! READ! Set aside a time every day to read to your child. Hold him/her on your lap; let him/her talk about the pictures; encourage your child to retell the story. Sometimes guide his/her hand across the words. Children who learn to read well come from families that read. Set aside a quiet time each day when everyone in the family reads. One idea would be to learn and say nursery rhymes.
2. Help your child become aware of the many times each day that **you** read -- read the recipe aloud as you cook, read instructions when you make something, read maps and road signs as you drive, read labels as you shop, and read aloud the rules for games.
3. Make regular visits to the library and let your child select books to take home.
4. Let your child draw pictures and tell about them. You can write down his/her stories and make books. He/she will come to realize that reading is "talk written down."
5. Talk with your child continuously, helping him/her increase his/her vocabulary. Reading depends **totally** on the words he/she already knows.
6. Do not try to teach your child to read, but answer his/her questions about words and letters. The initiative should come from him/her. Most children have a natural curiosity about things they see older people do. Just help the preschooler learn to enjoy books. Make story time fun!



## ACTIVITIES TO DEVELOP GROSS MOTOR SKILLS

1. See that your child is active for a considerable time each day -- running, climbing, playing ball, or using playground equipment. Limit passive activities such as TV, computer, video games, in favor of vigorous physical activity.
2. Set up obstacle courses with furniture, blocks, boxes, etc. Your child can jump **over** a block, crawl **under** a chair, skip **around** the table. To extend vocabulary, have him/her describe what he/she is doing.
3. Encourage your child to move to music -- skip, march, jump, run or dance. Sing motion songs like "Where is Thumbkin?," "The Farmer in the Dell," etc. Encourage your child to create with blocks, dress up clothes, empty boxes, etc.
4. Play "Follow the Leader" and pantomime movement -- walk like an elephant, waddle like a duck, fly like an airplane, tumble like a puppy, etc. Give directions using body parts: touch your ankle, put your left leg out, etc.

## ACTIVITIES TO DEVELOP FINE MOTOR SKILLS

1. Encourage your child to use crayons, pencils, paints, clay, scissors, etc. Provide plenty of inexpensive paper -- bags, boxes, or wrapping paper.
2. Help your child learn to tie shoes, use zippers and buttons. Provide old dress-up clothing for practice.
3. Your child can string beads or buttons, work jigsaw puzzles, use simple tools, or help with household tasks. Cut shapes from plastic lids to trace.
4. If your child lacks interest in "school work" set aside a short period each day for supervised activities. There are good activity books and color books available. Buy books with large, simple pictures; avoid forcing a child to try things that are too difficult or setting standards that are so high he/she becomes discouraged.

**MAKE LEARNING AN ADVENTURE TO ENJOY WITH YOUR CHILD!!!**



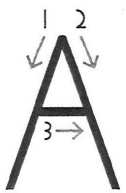
# Printing

We will encourage your child to print the letters of their first name this way.

Only the first letter of your child's name should be capitalized. All letters should start at the top.



## GET SET FOR SCHOOL



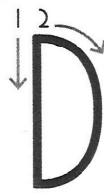
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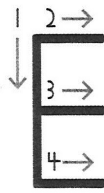
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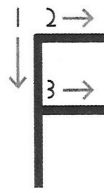
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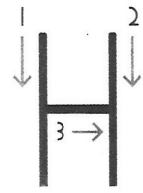
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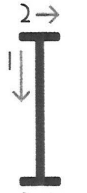
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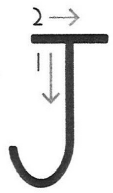
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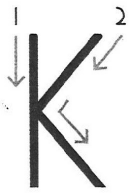
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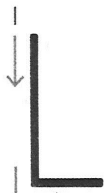
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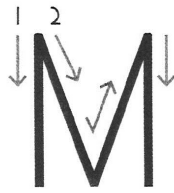
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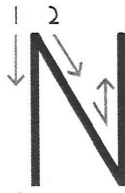
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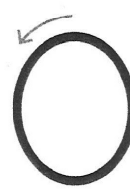
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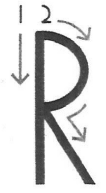
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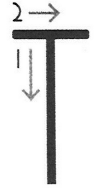
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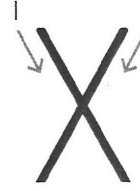
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