

Transitioning to Lower Elementary



What is it like at
the next level at
Tobin
Montessori?

Agenda

- Understanding the child
 - Profile of a 6 year old
- Transitioning to Lower Elementary
 - Supporting your child
- Curricular Areas

Understanding the child

In order to meet a child's needs, we must understand who the child is moving from the Children's House to the Lower Elementary environment.



Academic profile of a 6 year old

- Loves to ask questions
- Likes new games; ideas
- Loves to color; paint
- Learns best through discovery
- Enjoys process more than product
- Tries more than can accomplish (Think; eyes bigger than stomach)
- Dramatic play elaborated
- Cooperative nature elaborated
- Representative symbols more important
- Spatial relationships & functional relationships better understood
- Beginning understanding of past when tied closely to present (context)
- Beginning interest in skill & technique for its own sake

Social profile of a 6 year old

- Wants to be first
- Competitive, enthusiastic
- Sometimes a "poor sport" or dishonest; invents rules
- Anxious to do well, but does a lot of testing limits/boundaries
- Any failure is hard; thrives on encouragement
- Tremendous capacity for enjoyment; likes surprises, treats
- Can be bossy, teasing, critical of others
- Easily upset when hurt
- Friends are important (may have a best friend)
- School replaces home as most significant environmental influence

Emotional profile of a 6 year old

- Likes to "work"
- Likes to explain things;
- Show and tell is useful
- Loves jokes & guessing games
- Boisterous & enthusiastic language
- Complainer

Profile of a 6 year old

It is at six that most children begin a major transition in their intellectual growth.

- Begins to approach the world more logically.
- Concepts begin to be organized in a symbolic manner through understandable systems and approaches.
- Shift in cognitive development, accompanied by a shift in reasoning.
- An understanding of cause and effect in the natural world (e.g. what makes the clouds move).
- Sixes can begin to see another's point of view and consider rules and conduct with greater objectivity.

A big transition

— In the primary (3-6 year old) classroom, a child is mostly free to explore the environment. The teachers do a lot of observing, and present materials when they sense that the child is ready, but otherwise they practice “following the child”, believing that the child has an inner sense of what work they need to do.

In elementary, the expectations change. Now the child is required to learn certain things and work with certain materials. The elementary children may be given a contract or work plan that they have to complete in a week or month. Most lessons will be for a group rather than one-on-one.

Sometimes, children find this a difficult adjustment to make. They may have problems choosing appropriate work, keeping track of their work, or finishing their work plan within the allotted time frame.

What are some of the major differences?

- More small group lessons
- More written follow-up
- More collaborative work during follow-up
- Work Planners, and keeping careful track of work
- Different expectations for completing work within a time frame

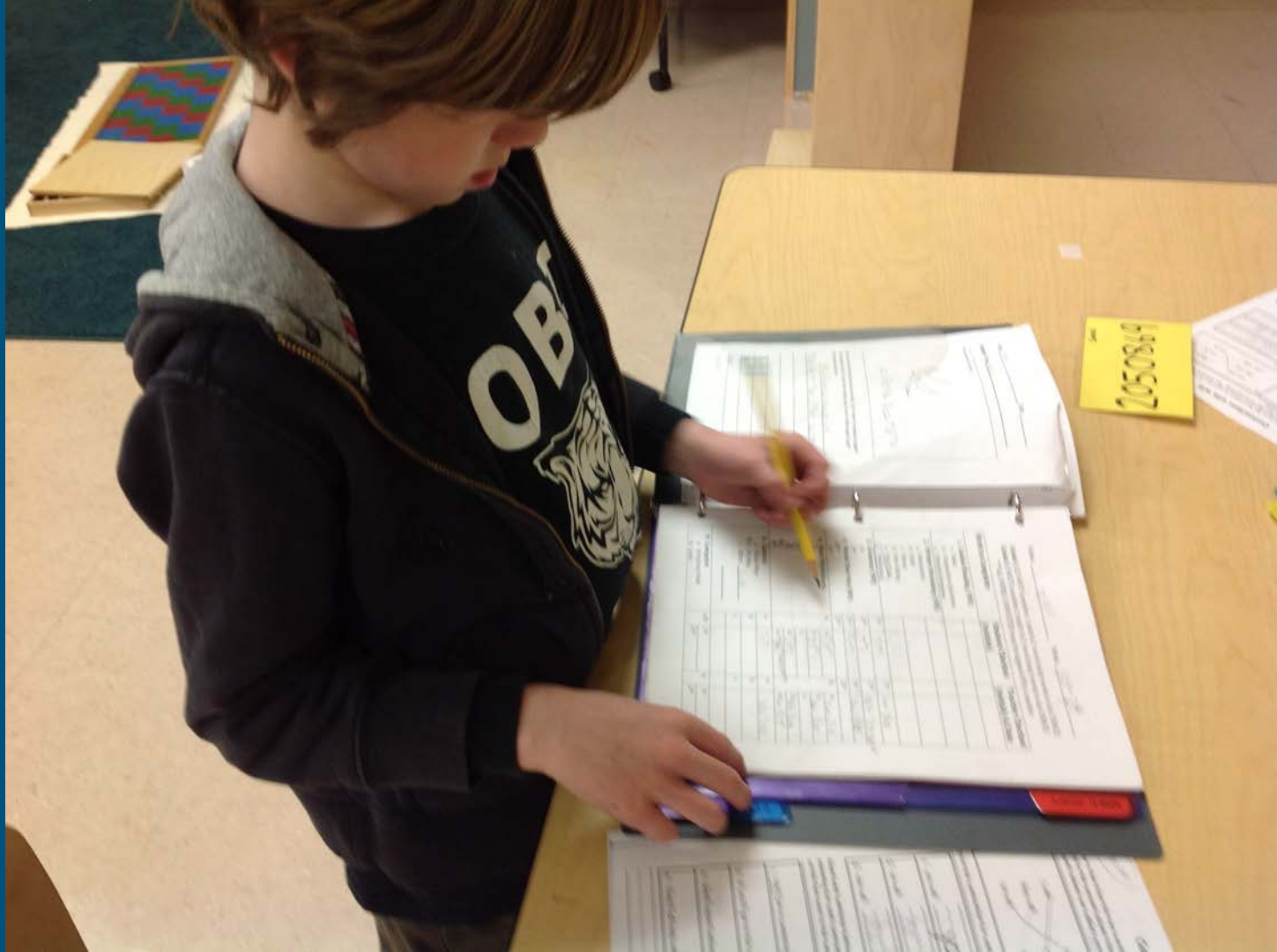
LE-2

Class: LE-2

Teachers: Brittany MacDonald & Pauline Mcgrath

Room # 211

<u>MONDAY</u> --7:40-7:55-- Students Arrive	<u>TUESDAY</u> --7:40-7:55-- Students Arrive	<u>WEDNESDAY</u> --7:40-7:55-- Students Arrive	<u>THURSDAY</u> --7:40-7:55-- Students Arrive	<u>FRIDAY</u> --7:40-7:55-- Students Arrive
INSTRUCTIONAL TIME	INSTRUCTIONAL TIME	INSTRUCTIONAL TIME	<u>--8:00-8:45--</u> Physical Ed. Gym	INSTRUCTIONAL TIME
INSTRUCTIONAL TIME	INSTRUCTIONAL TIME	INSTRUCTIONAL TIME	INSTRUCTIONAL TIME	<u>--9:25-9:55--</u> Gr.1/2 Kodaly 216
<u>--9:55-10:40--</u> Gr.3 Music 216 [CLUSTER]	<u>--10:10-10:40--</u> Gr.1/2 Kodaly 216	<u>--10:10-10:40--</u> Gr.1/2 Kodaly 216	<u>--10:10-10:40--</u> Gr.1/2 Kodaly 216	INSTRUCTIONAL TIME
<u>--10:40-11:00--</u> Recess	<u>--10:40-11:00--</u> Recess	<u>--10:40-11:00--</u> Recess	<u>--10:40-11:00--</u> Recess	<u>--10:40-11:00--</u> Recess
<u>--11:00-11:30--</u> Lunch	<u>--11:00-11:30--</u> Lunch	<u>--11:00-11:30--</u> Lunch	<u>--11:00-11:30--</u> Lunch	<u>--11:00-11:30--</u> Lunch
INSTRUCTIONAL TIME	<u>--11:35-12:20--</u> Physical Ed. Gym	<u>--11:35-12:20--</u> Library 333	INSTRUCTIONAL TIME	<u>--11:35-12:20--</u> Art 129
INSTRUCTIONAL TIME	INSTRUCTIONAL TIME	INSTRUCTIONAL TIME	INSTRUCTIONAL TIME	INSTRUCTIONAL TIME
INSTRUCTIONAL TIME	INSTRUCTIONAL TIME	INSTRUCTIONAL TIME	INSTRUCTIONAL TIME	INSTRUCTIONAL TIME
<u>--1:50-2:05--</u> End of Day Routine/ Dismissal	<u>--1:50-2:05--</u> End of Day Routine/ Dismissal	<u>--1:50-2:05--</u> End of Day Routine/ Dismissal	<u>--1:50-2:05--</u> End of Day Routine/ Dismissal	<u>--1:50-2:05--</u> End of Day Routine/ Dismissal





How do we support your child?

- Ensure that they can “complete a work cycle” before entering Lower Elementary
- Spend time early to develop routines
- Partner first years with older students
- Provide students with consistent routines and schedules
 - Specialist teachers remain the same when possible
- Monitor student progress and determine interventions by October/November

How can you support your child?

- Let your child express their feelings without judgment.
- Acknowledge that it IS difficult. (Remember your first days on a new job, or in a new home, etc.)
- Do not try to talk your child out of their feelings.
- Show your confidence in your child's ability to succeed. Remind them of past experiences or challenges they have conquered.
- Give them time. Allow them to "pull themselves up by their own bootstraps" rather than trying to "make it all better".
- Take comfort in knowing that if your child does have any special learning requirements, the Montessori classroom is well equipped to meet their needs.

The Elementary Curriculum

We use a developmental approach, implementing the Montessori Method.

Using a full complement of Montessori materials, we teach concepts first in the concrete and eventually encourage students towards the abstract.

The four major curricular areas

1. Math
2. English/Language Arts
3. Science
4. Cultural (Geography/Social Studies)

We use a Montessori approach which incorporates many best educational practices, ensuring that we meet all students needs.

The four major curricular areas

Many materials carry over from the Children's House into Elementary, but have a new purpose. Materials are extended for teaching concepts in new ways. This allows students to feel comfortable with the materials while delving deeper into new understandings.

Children's House



Lower
Elementary



"Successive levels of education must correspond to the successive personalities of the child. Our methods are oriented not to any pre-established principles but rather to the inherent characteristics of the different ages. It follows that these characteristics themselves include several levels."

~Maria Montessori, from *Childhood to Adolescence*