

Dear Families,

I would like to continue our highlights on language in the Montessori classroom. Do you remember when your baby said his/her first word? No doubt you were excited by that milestone, but why? Your child was starting to communicate with you. You were starting to know what they are thinking about and what they want or need. Dr. Montessori designed her materials in the classroom to reflect the natural development of language for children. Oral communication is fundamental for the child. So, what is the first material in the classroom for children to work on oral communication? At school, it's the teacher. At home, it's you! Having meaningful conversations with your child is just as much a part of their language development as learning their ABCs.

In the classroom, having conversations, playing riddle games, asking questions, singing new songs and reading interesting stories all add to your child's breadth of language. All of the children use language cards in the classroom. Some are fairly common, such as fruits and veggies or household items. Some cards are scientific, such as California dogface butterfly or Japanese maple. Some cards relate to something specific that we are studying, such as musical instruments or an upcoming holiday. Children have the chance to see these cards and learn the words, so that their minds begin to see subtle differences between drums: bass drum, bongos, and conga or bears: polar bears, panda bears, and koala bears.

One of my favorite ways to incorporate more language in the classroom is through stories and songs. Over the next few weeks, you'll hear your little one singing Irish songs and learning Irish folktales. Did you notice how much your child loves to sing? Music is a great way for children to pick up new words and different ways of expressing themselves. Remember, the beginning of language development is through communication.

New Book We Read:

Snowballs by Lois Elhert

Lucky Tucker by Leslie McGuirk

Favorite Folk Songs by Peter Yarrow

New Songs we Sang:

Molly Malone

In Dublin's fair city, where girls are so pretty
Twas there that I first met, sweet Molly Malone.

She ...

Chorus: wheeled her wheel barrow, through the streets, broad and narrow

Crying cockles and mussels alive, alive o

Alive, alive, o-o, alive, alive, o-o,

Crying cockles and mussels alive, alive o

She was a fishmonger, and fate twas no wonder,
her mother and father were fish mongers too

They ... (chorus)

She died of a fever, and no one could save her
And that's what became of sweet Molly Malone.

Now her ghost ... (chorus)

Snack: club crackers, avocados, rice cakes, Greek yogurt, green peppers, cheddar cheese, cucumbers, bananas, popcorn, apples, and veggie straws. Thank you to the **Kauer Family** for bringing in snack, flowers, and wipes this week. A special thank you also goes out to **Susan Schwartz** for coming in to bake yummy chocolate chip cookies with the kiddos!



Jaci (age 4.5) is "reading" through the lyrics of Molly Malone. Some words she knows, and some she can take a pretty good guess.



Archer (age 5) writes words with the Moveable Alphabet. He loves this work and asks for more and more words to write! Spelling will gain importance later on. Right now he is trying to identify and communicate through writing.



Isaac (age 6) is beginning to recognize the patterns and parts of speech in the English language by identifying articles, adjectives and nouns with the Grammar Box. If you zoom in on his work, you will see little symbols that correspond with each part of speech.

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