

*“One test of the correctness
of educational procedure
is the happiness of the
child.”*

— Maria Montessori

2011-2012

Lagunitas Public Montessori Program Handbook



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For more information please visit: <http://www.lagunitasmontessori.org/>





The child has one intuitive aim: self-development. He desperately wants to develop his resources, his ability to cope with a strange, complex world. He wants to do and see and learn for himself, through his senses and not through the eyes of an adult. The child who accomplishes this moves in harmony with his world. He becomes a full person. He is educated.

- Dr. Maria Montessori

PREFACE

WELCOME TO THE LAGUNITAS SCHOOL DISTRICT

The Lagunitas School District is composed of two campuses, San Geronimo Valley School and Lagunitas School. The district offers parents a unique opportunity to choose between three progressive educational programs for elementary-aged children. The Public Montessori Program and the Middle School are located on the lower Lagunitas School campus. The Open Classroom and Waldorf Inspired Program operate from the upper San Geronimo Valley School campus. Students from all three programs continue their education at the Middle School at the Lagunitas School campus.

The District Governing Board is responsible to the community at large and meets regularly at the Lagunitas School campus. Meetings are open to the public and agenda notices are posted via email.

The district employs an administrative staff for the combined four programs including a superintendent, principal, and business manager. Together the superintendent and principal represent school and staff concerns to the District Governing Board. The school principal is available for conference appointments and encourages parents to freely communicate their ideas and concerns.

This handbook was designed to familiarize families with the structure, responsibilities, and philosophy of the Montessori Program. Should you have further questions, please feel free to contact any member of the Montessori staff or Steering Committee (see the contact page at the end of this handbook for information).

SECTION I

INTRODUCTION

The Montessori Program, situated on the Lagunitas School campus, spans grade levels kindergarten through fifth with the potential for developing a sixth grade. The program derives its philosophical base from the teachings of Dr. Maria Montessori, and is committed to her educational precepts and practices. Montessori believed that learning is an exciting process of discovery, leading to concentration, motivation, self-discipline, love of learning and peace.

The actual curriculum reflects a fusion of the teachings and materials supported by Montessori and the educational requirements delineated in the California State Frameworks. Through the cultural subjects of—history, geography, and the sciences—students are encouraged to see themselves as the citizens of the world, and they learn to recognize the interrelationships of all living things. It is our goal that children develop a lifelong sense of responsibility for themselves and for the earth.

MONTESSORI PROGRAM HISTORY

Convinced that the Montessori method of education suited their children, a group of parents committed themselves to the task of creating a public Montessori program within the Lagunitas School District. Thus, in November of 1981, Marin Parents for a Public Montessori (MPPM) was founded in San Geronimo. By the fall of 1982, this dedicated group realized their dream. After surmounting the political and financial obstacles inherent in implementing such a program, MPPM proudly opened the doors of Marin County's first public Montessori kindergarten through grade two classrooms at the San Geronimo Campus. The growing needs of the program required the yearly creation of a new classroom—furnished, financed, and staffed—and parents and staff successfully met these challenges.

Parents and staff, throughout the program's history, have worked to embody the principles of community, cooperation, respect, responsibility, and individual as well as group effort. Making education an adventure has contributed greatly to the Montessori program's success.



Maria Montessori (1870 – 1952) was an Italian physician, educator, philosopher, and humanitarian



STAFF

All teachers hold a California teaching credential and, pursuant to Lagunitas School District Board policy, training as a Montessori instructor. Newly hired teachers and any teachers being considered for reassignment into the Montessori program are required to hold specialized Montessori training such as, at minimum, a Montessori Upper Elementary Diploma through NAMC. Candidates with full Montessori Certification are preferred and all training should be complete before teaching in the program. In the classroom, a part-time teacher's aide and parent volunteers support each teacher. District resource specialists provide consultation and additional instruction for children with special needs in reading, math, and language. Teacher education and staff and curriculum development are ongoing processes. Staff participation in workshops, in-service training, and continuing education courses enhances the curriculum and keep teachers in touch with current developments in education. These trainings also enable integration of newer approaches into the Montessori sequence.

THE CLASSROOM ENVIRONMENT

The Montessori classroom is a very engaging place where children learn through experience. Two fundamental aspects are observed—the child-centered-environment and the effort to maintain a low student-to-teacher ratio achieved with teachers' aides and volunteering parents. The teacher establishes and prepares the environment and presents a variety of lessons. Beginning in the earliest years, students are gradually expected to manage their own time in light of the work to be done. Thus they learn to focus their attention on a wide variety of project-based activities that allow for the application of knowledge and skills to real world situations. Activities provide purpose, procedure, closure and opportunity for success.

This sort of curriculum is designed to promote independence, a love of learning, and increasing levels of responsibility for planning work time. To address the needs of the whole child, the curriculum also specifically nurtures cognitive, physical, social-emotional, spiritual, and psychological development. The overall goal is that children experience the joy of self-development and mastery and that they perceive themselves as the source of their own learning and growth.

Teachers

Our program's teachers embody the core beliefs of Montessori philosophy, such as respect for the individual learner, preparation of the classroom environment, respect for each student's emotional and developmental



needs, and recognizing intrinsic motivation in each individual student. Teachers encourage students' spontaneous intellectual activity, support self-teaching, provide opportunities for community building and give clear and meaningful individual and small group lessons.

Multi-age Grouping

Integral to the Montessori philosophy is the implementation of multi-age classroom groupings. The rationale is that leading, sharing, and modeling peers in a developmental range offers a maximum opportunity for interactive learning. It allows the child to accelerate, review past lessons as needed and reinforce concepts at progressively abstract levels. The Montessori curriculum, coupled with wide age groupings, challenges each student to excel.

A pure Montessori configuration would place children from three to six years of age together, those from six to nine together, and those from nine to twelve together. These groupings (based on child development research) are not always possible in our small public school setting. The program strives to maintain class configurations to include two or three grade levels in which children spend those years in the same class. Parents are allowed to present a group document offering their feedback on the proposed class configurations for the following year.

Physical Environment

The Program's classrooms are equipped with as full as possible range of Montessori materials to support the curriculum. Materials are easily accessible to students and are displayed in an aesthetically pleasing manner. The Program regularly inspects and evaluates materials for completeness and good working condition and keeps an inventory of instructional materials and furnishings. Key features in the Montessori classrooms are cleanliness and order, logical organization of materials, appropriately sized furnishings,



Montessori students counting in groups of 10's during 100's day.

areas allowing for varying activities (individual/group, floor/table, noisy/quiet, and active/sedentary), and a provision for the display of students' work.

Independence

Development is the result of an individual's own work and experience. As Montessori stated, "My vision is of individuals passing from one stage of independence to a higher, by means of their own activity through their own effort of will, which constitutes the inner evolution of the individual." The Montessori program respects and encourages the child's ability to work independently, taking care not to pamper, patronize, or overprotect. Children are assigned real responsibilities and they are expected within reason to act for themselves. Nurturing of the child is directed toward increasing independence and self-sufficiency. Large blocks of uninterrupted instructional time support focused student learning. The Program schedules enrichment activities and transitions as often as possible to accommodate these blocks.

Respect

Independent thinking is valued and students are encouraged to express their ideas clearly and respectfully. A sense of respect is extended to the use of material objects in the classroom and the campus facility at large.

Class Meetings

In addition to the morning circle that begins each day, class meetings are held on a regular or as needed basis. The students often set the agenda, and either a teacher or a student leads the discussion. In this setting, topics such as class projects, playground issues, and future plans are discussed.

Punctuality

Parents are responsible for ensuring that their children arrive at school on time. It is essential that all students be present at the beginning of class so that they may feel part of the group and oriented for the day's activities. Interruptions by late children take time and energy from the rest of the class as well as the teacher. Parents should hold any morning social conversations in the parking lot away from classrooms and walkways.

Field Trips

The curriculum of study for the elementary-aged child is the world. Whenever possible the world is brought into the classroom. Yet, the interests of the child naturally extend beyond the classroom walls. Students are offered opportunities to explore the community, environment, and other settings outside the classroom. Parents attend field trips as volunteer drivers and chaperones—this is essential to the success of each trip. Some example of 4th-5th grade field trips include:

- Malikoff Diggins California History – 2 days/overnight field trip
- Marin Headlands YMCA – 2 days/overnight field trip
- Environmental living Miwok field trip

SECTION 2

THE HOME-SCHOOL CONNECTION

INTRODUCTION

No educational institution can perform its task nor realize its aims unless it is firmly supported by the parents of the children it serves. For better understanding we suggest using our resource reading materials available through our Montessori Resource materials housed at the Lagunitas School

Montessori Field Trip

HIGHLIGHTS

Spring Equinox Divide Meadows

4th-5th Grade Malikoff Diggins

California Living History 2 night trip

Exploratorium

Academy of Sciences

De Young Museum

Angel Island California History Trip

Point Bonito YMCA Environmental 2 night field trip

Heart's Desire End of Year Field Trip

Petaluma Bird Sanctuary Field Trip

STRAW Creek Restoration

Montessori Tamarancho Campout

Library. By becoming aware of the Montessori philosophy, parents provide a complementary home environment. Ideally, the home and the school reinforce each other.

Montessori education is an approach to human development wherein the school experience is only one aspect of the child's development. Teachers, parents, and all other adults in the child's life, work together to structure varied environments for the child's total development.



Montessori 2nd Grade Friends

PARENT EDUCATION

There are many opportunities throughout the year for interaction between parent and teacher to learn about the school environment. Parents are highly encouraged to attend classroom meetings including: Fall Back to School Night, Spring Open House, and Fall and Spring scheduled parent-teacher conferences.

Parent education workshops focusing on Montessori philosophy and techniques are held periodically throughout the school year. Parents are encouraged to attend these workshops to enhance their knowledge of the benefits of a Montessori education. Eventually, sessions will be videotaped and available for parents to borrow from the Montessori Resource Library collection housed at the Library. There are also plans for the formation of a book club covering educational topics of interest to both parents and faculty.

Opportunities for Parent Education are offered through Back to School night in September and then scheduled a few evenings throughout the year. Topics such as the following may be covered: Basic Montessori philosophy and how parents can support our teachers at home, Montessori math, Montessori language arts, and targeted approaches to positive, intrinsically motivated discipline.

COMMUNICATION

Tuesday Packet/Tuesday News

Every Tuesday your child will receive a "Tuesday Packet," an envelope containing important classroom and school information—e.g., teacher's weekly update letter, field trip permission slips, volunteer requests, and a "Tuesday News" calendar that chronicles upcoming school events. The "Tuesday News" is also transmitted via email to parents by the office staff. Parents are responsible for reading all communications sent home and for keeping abreast of information made available to them. Make it your

child's job to deliver these notes to you. Return any notes requiring signatures inside the Tuesday packet envelope to your classroom's teacher.

Teacher/Administration to Parent

An important aspect of our program is to provide open, honest dialogue between parents, teachers and administration. We encourage you to take any comments, suggestions, or concerns directly to your child's teacher. If further support is needed, the principal can readily schedule a conference.

Because the classroom is a busy place in the morning, it is best to call the school office or leave a note requesting a meeting with the teacher. If, after talking to your child's teacher, you wish to have further communication, please contact the elementary school principal.

Emergency Phone Tree

At the beginning of the school year each class organizes and distributes an emergency phone tree that, when activated, efficiently conveys vital information to all families in a class. The phone tree operates in this fashion:

- A parent volunteer telephones two parents, always the same two parents.
- These two each call two more parents, always the same people.
- These four, in turn, each call approximately five numbers, which completes the class list.

Using this system, no individual parent is responsible for calling an entire class. By always calling the same people, continuity is maintained and a rapport between families develops. Use of the phone tree is usually restricted to critical and emergency situations. A class contact list and school directory are distributed early in the school year for personal communication between students' families.

Email

Notices from the school and community are available via email. Parents are encouraged to sign up for email alerts at the beginning of every school year. Contact the Program's email coordinator for more information.

FINANCES

Funding for our Public Montessori is from a patchwork of sources, each with their own income streams and tributaries. We depend on money from the District, LEAP-the fundraising foundation of the LSD, and the fundraising efforts of Marin Parents for Public Montessori (MPPM).

- The Lagunitas School District pays for a certified teaching staff, facilities overhead and maintenance, administration and management, among other district-wide programs. This money is from state, county and federal sources as well as a district-voter-approved Parcel Tax, designated for Class-size Reduction and Enrichment (Art, Music, Gardening & Nutrition, Physical Education, and Teacher's Aides, among other educational opportunities.)
- LEAP is the fundraising foundation of the Lagunitas School District and raises money for all four programs in the District. LEAP consistently helps to narrow the gap between government tax-based funding and what the four programs actually spend to provide our unique educational opportunities. Most allocations are based on the number of students enrolled in each program. LEAP also administers the Parent Pledge program that is an essential part of our Montessori budget. Each family is asked to contribute at least \$600 per student per year, which is fully tax deductible and can be paid in full, in 2 installments, or through smaller automatic monthly payments.
- Marin Parents for Public Montessori (MPPM) helps bare the costs associated with such programs as: Art, Music, Science/Gardening, Outdoor education, Instructional Aides, Field Trips and other enrichment programs, as well as our specialized learning environment. We raise money for our program's expanded enrichment opportunities and Montessori manipulatives and materials in a variety of ways.
- The Scrip program provides money for our group from participating merchants who donate a percentage of the money you spend at their store or on their services to MPPM. There are Scrip programs available at specific stores (Good Earth and United) where you contribute by showing a card at point of purchase, and many other businesses participate in Escrip which allows you to contribute by using registered credit cards at participating merchants or by opening an Escrip credit card that can be used anywhere credit cards are accepted. This is a great way to contribute to the program with no additional cost to you, but you must sign up and keep your information and cards current. A Scrip coordinator is available to help parents participate in this program.
- We have two major fundraisers during the school year. Montessori fundraisers are fun, family-friendly events that raise money for our program while promoting community and connection. The Fall Festival Fundraiser features seasonal activities, games, music, food and a raffle, and accounts for 50% of the total proceeds raised throughout the year.
- Other fundraising projects include Montessori merchandise (T-shirts and sweatshirts, mugs water bottles, mousepads, etc) and the student Penny Drive that the teachers use as a great hands-on math lesson for the stu-



dents, as well as a successful fundraiser. The Fundraising Committee works on ideas and execution for these and other fundraisers.

- Funds are reserved for and allocated to teachers and aides engaging in continuing education conferences and courses to enhance the quality of our school's Montessori curriculum and environment.

The Montessori Treasurer manages the finances, reports to the parent group and works with the District Business Manager to keep budgets current. The Budget Committee is responsible for making each year's budget, which is approved by the parent group.

Everyone works together to provide the unique and wonderful education that our children receive in the Lagunitas Public Montessori.

PARENT TEACHER ASSOCIATION (PTO)

The Parent Teacher Organization (PTO) consists of parents and teachers working together to provide enrichment experiences and opportunities for our children. This group helps make things happen by organizing fundraising and allocating those raised funds to selected projects. By joining the PTO and attending monthly meetings, parents make a tangible contribution to the quality of our program.

The meetings are a good place to ask questions, get acquainted with other parents, and volunteer for a project. At a typical meeting, a teacher representative informs the group of recent and upcoming student projects and the staff's needs. Sub-committee heads report on the status of his or her group's ongoing projects. Parents discuss pressing program issues or



offer up ideas for improvement. Expenditures are discussed then voted upon. Information regarding upcoming events and programs is conveyed. Volunteers are often recruited for upcoming fundraisers and projects.

STEERING PROGRAM COMMITTEE

The primary function of the Steering Committee is to take responsibility for providing recommendations, alternatives, and/or resolutions to the PTO membership for further discussion and/or vote. The Montessori Program Steering Committee will accept items brought by the PTO membership to review in accordance with the program written standards, goals, and procedures.

The Steering Committee provides a stabilizing influence so current Montessori concepts are maintained and visionary goals are established. The Steering Committee provides insight on long-term strategies in support of the Montessori Program. Members of the Steering Committee ensure that Montessori specific curriculum objectives are being adequately evaluated and the program retains its integrity and agreed upon focus.

Steering Committee meetings are held monthly and all parents are always welcome to attend. We encourage you to contribute your time and ideas by attending meetings or becoming a member of the Steering Committee. The Steering Committee is a vital, moving force behind the program.



SUB-COMMITTEES

All committees (e.g., curriculum, finance, communications and fundraising) are formed through the PTO and Steering Committee. Each of these committees is chaired by a Steering Committee or active PTO member who seeks participants from the parent body and staff according to interest, ability, consistency, and commitment. Committee work is a great way to get involved, make friends, and have fun while contributing to your child's education.

PARENT VOLUNTEER PROGRAM

Since the quality of our program is strengthened by the involvement of its members, families are encouraged to volunteer at least one hour per week to the program. This requirement can be satisfied in a variety of ways:

- Direct involvement in the classroom, garden, or on field trips
- Construction of classroom instructional materials

- Serving on the Steering or other task committees
- Helping with fundraising

Each classroom has a Room Parent who communicates regularly with the teacher to assess current classroom needs, solicit and coordinate all parent participation accordingly, and maintain a sign-up schedule. This coordinator is selected at the beginning of each school year. Let your child's teacher know if you would like to assume this vital role.

There are many other ways in which you can contribute your time. Please don't hesitate to contact your child's teacher or Room Parent.

SECTION III

ASSESSMENT PROCEDURES

STUDENT EVALUATION PROCEDURE

Parent Teacher Conferences/Student Progress Reports

Twice a year, in fall and winter, your child's teacher will schedule a parent-teacher conference to discuss your child's academic and social progress. In addition to a verbal assessment, you will receive a written progress report evaluating your child's strengths and challenges. Viewed year to year, these written assessments provide a consistent tool for teachers and parents to monitor a child's progress from K-5th grades (coming in January).

The administration is always searching for new, innovative, and valid ways to assess student progress. The Program's teachers continually review the landscape of current practice regarding student evaluation in Montessori education and strive to work with administration to improve assessment and reporting procedures from year to year.

PARENT FEEDBACK

The Lagunitas Montessori Program supports an open dialogue of best practices among parents, teachers and administration. Parents may address their concerns and personal feedback of the program to the administration directly or during formal parent meetings. Joining the Steering Committee also provides parents with an excellent forum to discuss the reigning philosophical and pedagogical practices within the program.

An semi-annual parent survey gathers feedback and informs the Montessori program and the administration. There is also in development a specific,

regularly occurring system of self monitoring procedures to ensure program integrity and ongoing accountability to the guidelines herein.

TEACHER EVALUATION PROCEDURE

According to school board policy teachers are evaluated by the school's administration (principal and/or superintendant) according to California State Teaching Standards and the Standards of the Program laid out herein.

SECTION IV

UNDERSTANDING MONTESSORI EDUCATION

It is not enough for the teacher to restrict herself to loving and understanding the child; she must first love and understand the universe.

- Maria Montessori

BIOGRAPHY OF MARIA MONTESSORI

Maria Montessori was the first female doctor to graduate from the University of Rome Medical School. This was in 1896 when children who could not succeed in the traditional school system were ostracized from school and placed in institutions where they were labeled by society as "mentally deficient." Dr. Montessori, being a true pioneer, recognized the capabilities of these children; she discovered through the invention of manipulative materials, that the children were able to learn to read and write. She became devoted to the goal of using her sensorial materials with all children, and this became her lifelong work in education.

In 1907, Dr. Montessori established a daycare center, Casa dei Bambini, in a slum tenement in Rome. There, where she could test her equipment and methods on a general population, she was amazed by the way the children concentrated on some of the exercises. The materials appealed to the children so much that they would repeat an exercise with a particular apparatus many times and would seem to be content and happy when finished.

One day she forgot to lock the cabinet in which the materials were kept and the next day the children, having arrived before their directress, were found to be happily working on the materials of their choice. This "accident" led to the basic Montessori practice of having all the materials on low open shelves, readily visible and available for individual choice of

activity. Some of the materials were ignored so she removed them. To her surprise, the toys she had placed in the environment were also neglected so she eventually removed them, too. Over a period of time, new materials were developed and tested.

Montessori believed that these sensorial materials appealed to an innate desire that children have for learning. She was to state years later that “Because the child under six learns chiefly through the senses, this equipment is ingeniously conceived to improve (the child’s) perceptions in touch, smell, sight, sound and balance. Early training of the senses leads to more active perception of reality and roots imagination and intelligence in reality.”

It is interesting to note that the widely accepted work of the Swiss psychologist, Jean Piaget, closely parallels Montessori’s. Perhaps this is because he also used observation of children to develop his theories. In 1942, Piaget wrote, “Sensory-motor intelligence lies at the source of thought, and continues to affect it throughout life.”

Other surprising things happened in that first Casa dei Bambini. The children were found to be indifferent to rewards or punishments related to their work. They were proud of their work and demonstrated a great deal of personal dignity. They had a sense of community and concern for each other. The most striking thing that was observed, however, was the self-discipline, concentration, and spontaneity of the children. This impressed the frequent visitors.

Montessori had not planned to introduce reading and writing to children so young (under six) but was persuaded by their illiterate parents. She gave the four and five year olds sandpaper letters to trace with their fingers. They were fascinated with these. They eventually learned the sounds for them and spontaneously started to write words and then sentences. They would read their own written words but were not interested in other words. It took about six months for them to start reading words around them, such as street signs and billboards. After that they discovered books.

This behavior was new to Montessori and significant for three reasons: one, the children spontaneously taught themselves; two, the usual process of reading and then writing was reversed; and three, the children involved were only four and five years old. She went on to test these observations and refine her equipment in other schools she established in Italy and to extend her method for elementary. Visitors from all over the world came to see these “remarkable children” and Maria Montessori started traveling widely to lecture and establish schools and teacher-training centers.

In 1912, Montessori made her first visit to the United States: She was enthusiastically received by prominent scientists and intellectuals and was



Maria Montessori (1870—1952)



Maria Montessori



Maria Montessori with students

even received at the White House. She returned in 1915 to teach a training course in California, at which time she helped to set up a Montessori classroom at the World's Fair in San Francisco. She was given much attention in the press and many articles on her method appeared in magazines. Montessori schools were established in many cities around the country.

The educational establishment at that time was not so enthusiastic however. Professor William Kilpatrick of Columbia University wrote a book called *The Montessori System Examined* which is given credit for successfully deflating the Montessori movement in this country. By 1918 the flame of Montessori education in the United States had flickered and died, and was not to be rekindled for over forty years.

Montessori continued her research in education in Europe and India. Before her death in 1952, she had formulated her ideas on secondary education—the “Erdkinder” or farm school project. It was during this later period that Montessori focused her attention on our human responsibility for the stewardship of the earth and the continued evolution of life on the planet. In the 1960s, Montessori's educational theories and method again received support in the United States, progressing from the early childhood emphasis in the '60s to experiments in elementary education in the '70s and attempts at secondary education in the '80s.

EDUCATIONAL PHILOSOPHY

The Montessori approach to education encompasses more than an educational method. This approach reflects the integration of a philosophy of

life, a psychology of human development, an educational technique, and a distinct body of educational materials and curriculum. Two phrases, also titles of works by Montessori—"the discovery of the child" and "education for peace"—exemplify the primary strands of Montessori's philosophical base.

Discovery of the Child

The discovery of the child refers to Montessori's appreciation, shared by many educators, of the particular needs and sensitivities associated with each developmental stage of human life. Montessori studied the child and through careful observation and experimentation outlined appropriate structures and activities to support children in their development through these stages. Drawing from this research, she formulated an educational method that would work in harmony with the child's natural tendencies. Because prevailing educational approaches did not consider the natural characteristics of children be a basis for their formal education, Montessori described her work as "the discovery of the child." Her observation that children actually preferred "real-life" directed work to frivolous playthings was a new insight about childhood.

The Curriculum: Education for Peace

"Education for peace," as a central tenet of Montessori's educational philosophy, can best be understood through a description of the curriculum she designed to nurture our human responsibility for planet earth and the life it sustains. Montessori combines the cultural studies and is an integration of study in the various disciplines of science and social science—zoology, botany, history, and cultural and physical geography. Montessori designed this curriculum to appeal to the heightened imagination and curiosity of the elementary-aged child, to provide a perspective of the magnificence and mysteries, interdependence and unity of life on the planet.

In this course of study, the elementary-aged child experiences the accumulated knowledge of humankind the sciences and mythologies-and begins to understand how that knowledge was collected: It is through a global, universal approach that each aspect of our world is presented to the child. For instance, in geography, the child does not begin by studying the familiar—his or her home and neighborhood. The study of geography begins with the cosmic whole—the universe and our planet on which each neighborhood is only one of many. This global approach is echoed in all the areas of study. It is a child of the universe we're educating, one who is able to look beyond boundaries to realize the interconnectedness of all life.

The study of history begins with our origin, that primeval explosion that shot the universe out in all directions. Our planet earth is studied from its historical and universal perspective—the unique planet in our solar system





that had the appropriate elemental composition necessary for life to originate and evolve. As they study the evolution of life and its interdependence with the earth's development, children can begin to understand the precarious balance life faces. Evolution is studied as a cosmic process, each species being a cosmic agent that in its own selfish struggle for survival, completes its responsibility to the whole. The mollusk needs calcium to build its shell and by eating up calcium from the seas, it purifies the water for other species to evolve.

As the children study the "People of the world" from the perspective that all people have the same basic needs of life, they realize that differences among us come from the various ways we satisfy those needs, which ultimately depend on the resources available to us. Children study the legacy of knowledge that humans living before us have developed and that we receive as a birthright—a number system, a language, and the natural and social sciences. We are helping them to respect the work of those who lived before us, and to feel their responsibility for contributing to this accumulation of knowledge. The continual integration between the various disciplines and animals are studied not only from a biological point of view but also from a geological and geographical point of reference. Mathematics and language are studied as systems that serve human society and are understood to have a history and a future. The curriculum is sequenced; earlier experience provides the basis for later understanding. For the child to internalize the sophisticated concepts, he or she must work with them in concrete form over a long period of time. Based on the sensorial and attitudinal foundation of the pre-elementary years, the Montessori curriculum continues to build over the six years of elementary education. The Montessori elementary curriculum is more than the subjects studied. As the concrete expression of the philosophical and developmental values from which Montessori worked, the curriculum is most importantly a style of learning.

The Montessori curriculum is:

- A relationship between the teacher and student. The child's independence and self-discipline are nurtured, allowing the child, as much as possible, to direct his or her own learning
- The relationship between and among the students, the formal and informal leaning from each other and from each other's work
- The "prepared environment," an environment ordered with materials that allow students, not only to be active in their learning, but to direct their own work and a personal relationship to work.

THE MONTESSORI APPROACH TO DISCIPLINE

Dr. Maria Montessori held that discipline is “not ...a fact but a way.” True discipline comes more from within than without and is the result of steadily developing inner growth. Surprisingly enough, Montessori found that it was through the very liberty inherent in her classrooms that the children were given the means to reveal their inner or self-discipline. Independence did not diminish respect for authority but rather deepened it. One of the things that aroused her greatest interest was that order and discipline seemed to be so closely united that they resulted in freedom. Freedom is not a word that is traditionally associated with discipline. Parents are often concerned that the Montessori child’s freedom to choose activities presupposes that discipline is something alien to classrooms.

Actually, Montessori is a beautiful blend and perfect balance of freedom and structure. It is on that foundation of freedom and structure that the child builds discipline. But, many people assume that discipline is something that is imposed from without by an authority figure who should be obeyed without question. Discipline in the Montessori environment is not something that is done to the child; nor is it a technique for controlling behavior. The concern is with the development of the internal locus of control, which enables an individual to choose the right behavior because it is right for him or herself and right for the community.

If discipline comes from within, then what is the job of the teacher? Inner discipline is something, which evolves. It is not something that is automatically present within the child and it can not be taught. The role of the teacher, then, is to be a model and a guide while supporting the child as he develops to the point where he is able to choose to accept and to follow the “rules” of the classroom community. This level of obedience is the point where true inner discipline has been reached. One knows this level of discipline has been reached when children are able to make appropriate behavioral choices even when we are not present.

The classroom should be beautiful, orderly, and so inviting that the child cannot resist exploring. It should be steeped with a sense of wonder. Within this environment the child will be free to explore, but with this freedom comes responsibility. One of the secrets to success in the Montessori classroom is freedom within the limits of very clear ground rules. Every classroom’s rules may vary but the essence is generally the same. 1) Take care of all people and living things in our environment, and 2) Take care of all of the material things in our environment. If you think about it, every “do” or “don’t” one could wish to implore fits in these two rules, or could be narrowed even further to this one simple rule, “be respectful of everyone and everything.”

Our Discipline Policy

The Montessori Program has been exploring positive approaches to discipline that are congruent with Montessori philosophy. Research has recognized that discipline relying on fear and force is ineffective in motivating people in successful businesses, schools and families. As such, using positive discipline methods in the school setting shifts the focus to supporting students’ self-motivation, an ability to foster cooperation in classmates, creating and maintaining close relationships, and working successfully on teams. Parents and teachers in the program encourage peaceful and respectful interactions that rely on kind, logical and firm communications. The goal is for the child to assume responsibility for his or her actions and become motivated from within rather than by imposing external circumstances or events. The program’s emphasis is on mutual respect through connection with others and the world, formulating win-win situations, and

using natural consequences for misbehavior rather than punishment. Seeing children as powerful and empathic collaborators to be respected (versus clay to be molded) is understood as a key element in the development of healthy self esteem and cooperation skills.

Lagunitas Montessori strictly prohibits spanking or any form of corporal punishment, physical or mechanical restraint, the withholding of food or water or any form of emotional abuse. If a child exhibits unacceptable behavior, the following **disciplinary actions** may be taken, according to the severity of the misbehavior.

1. He/she will discuss the unacceptable behavior with the teacher and appropriate disciplinary action will be decided together according to classroom rules.
2. He/ she may be sent to the Principal, who will discuss the behavior issue with the child and may call the parent/guardian to discuss the issue with the child present.

** At any stage of the disciplinary action plan, a teacher may contact the parent/guardian by phone to discuss the student's behavior and work out a home/school plan for improvement.

The teacher or parent/guardian may request a conference at any time to discuss behavior issues.

Conflict Resolution and Emotional Literacy

Learning to resolve conflicts through discussion is a key skill for personal growth and development. When difficulties arise between students they are encouraged to discuss the issue and to arrive at a mutually acceptable resolution. Often this process is facilitated by a teacher and reflects the Montessori philosophy of a harmonious coexistence based on mutual respect.

Emerging from a positive discipline model, the Montessori Program has instituted a recess **Peace Table** staffed daily by parent volunteers. The peace table is a designated place where children can practice the art of conflict resolution, and resolve their differences. Young people often need to be removed from "the situation", find neutral territory, and talk it out themselves. The peace table is a perfect place to do this. At the peace table children are encouraged to resolve problems themselves by taking turns expressing their feelings and engaging in respectful listening.

When one child is upset with the other, he should invite the other child to the peace table. The child who does the inviting begins the conversation, holding the peace stone. He tells the other child how she hurt his feelings and why she was invited to the peace table, then he passes the peace stone to her so she can respond. The children keep passing the stone back and forth, speaking respectfully to each other, until the conflict is resolved. Only the child holding the peace stone may speak. When the situation is resolved, they can ring the peace bell together and say, "We declare peace" (just a suggestion, doesn't have to be that exact phrase).

Some children may require mediation by an adult or another student, especially in the beginning. Adults should demonstrate proper use of the peace table and can model appropriate words and problem solving skills. Adults may also need to interpret each child's feelings for the other one as they are still learning to interpret the feelings of others.**

**** See Appendix for Peace Table Volunteer Guidelines**

REFERENCES

Parents are encouraged to develop their own understanding of Montessori principles and philosophy by making use of materials available from the Montessori Resource Library housed in the school library on the Lagunitas Campus. Various publications from the North American Montessori Teachers Association (NAMTA) and other sources are available on a checkout basis. Also available in the Resource Library is information about the Lagunitas School Montessori Program.

Montessori Resource Library

NAMTA - David Kahn, editor, *Implementing Montessori Education in the Public Sector* (1990).

Maria Montessori

The Child in the Family

Spontaneous Activity in Education

Reconstruction in Education

Childhood Education

Dr. Montessori's own Handbook

The Montessori Elementary Material

From Childhood to Adolescence

The Montessori Method



By Others

E.M. Standing, *Maria Montessori: Her Life and Work*.

E.M. Standing, *The Montessori Revolution in Education*.

Lesley Britton, *Montessori Play and Learn*.

Elizabeth Hainstock, *Teaching Montessori in the Home*

Mario Montessori, *What About Free Expression*.



Readings

Teal Green Binder: Readings on Discipline

Kelly Green Binder: Readings on the Planes of Development

Black Binder: Readings on the Spiritual Basis of Montessori

Pink Binder: Education as Peace

Dark Blue: Binder Miscellaneous Readings



Periodicals

Public Montessorian (pending order)

For more information please visit: <http://www.lagunitasmontessori.org/>

SECTION V

DETAILED CURRICULUM GUIDE

2010-12

This guide was prepared by the 2010-2011 Montessori teachers and Curriculum Coach. Its purpose is for the teachers, yet we felt it may be useful for the parents and administrators as an overview of the curriculum offered to students in the Lagunitas Public Montessori Program. It is considered a “living document” and should be received as such. This document will organically evolve; for example, through changes in our student populations and pedagogical evolution.

MONTESORI PROGRAM GUIDING PRINCIPLES

Curriculum based on cultural studies- history, geography, zoology, botany incorporate these studies into language arts, math promote a sense of humility, world citizenship, personal responsibility, recognize interrelationships of all living things.

CULTURAL STUDIES ACTIVITIES REVISITED EVERY YEAR:

- Five Great Lessons
- Program-wide continent studies
- Program-wide celebrations - Historical Halloween, continent study, culmination, equinox celebrations
- Common needs of people

Student choice- plan sheets and homework (upper grades) offer choices of academic activities that address various levels of difficulty, and students may choose when they want to complete a task.

Varied Instruction of Academics- Depending on the subject matter, the readiness of students, and the class dynamic, and teachers will use either individual, small group, or whole class instruction.

Independence and responsibility- through sensorial activities, classroom chores, time management of plan sheet, child centered classroom environment, multi-graded classrooms



Use of Montessori materials- classrooms have the needed range of materials to support the curriculum, and materials are used to present new concepts.



Education for peace- a central tenet of Montessori education; promoted through the cultural studies and activities of teacher's in their classrooms.

Multi-graded classes- students benefit from their roles as both younger and older students. Distinctions between grade levels are deliberately blurred.



A strong sense of community- activities that bring students at all levels together, and practices that encourage parent involvement in the classroom. Additionally, community service is achieved through interactions with local organizations and communities.

CURRICULUM FOR HUMAN VALUES

Both the state of California and our Montessori philosophical approach achieves to recognize the need for schools to develop and reinforce good work habits in children, teamwork, perseverance, honesty, self-reliance, and consideration for others. The character of the child is influenced by the many messages he/she receives from the adults around him/her. Our goal is to help the child to reach the highest standards of human behavior and interaction.



THE CULTURAL SUBJECTS

In Montessori education botany, zoology, history and geography are referred to as the Cultural Subjects. It is our goal to weave the four subject areas together as much as possible so children understand and appreciate the connections of each area of study on the others. Dr. Montessori pointed out that people everywhere have the same material and spiritual needs which they fulfill according to their particular environment and traditions.



Cultural Subjects Sequence: 2009-2016

YEAR	K-3 FALL	4-5 FALL	SPRING
2009-10	United States	California	Antarctica
2010-11	Canada, USA,	South America	
2011-12	Mexico/Central America,	California,	Asia/Middle East
2012-13	United States, USA,	Australia	
2013-14	Canada, California,	Europe	
2014-15	California, USA,	Africa	
2015-16	Mexico/Central America	California,	Antarctica

LANGUAGE ARTS OVERVIEW

Included in the language arts curriculum are spelling, grammar, genres, handwriting, the writing process, and the development of verbal language.

Reading will be addressed separately despite the fact that it is integrated into all the subjects in this section. Our goal is to give children experience and practice with the skills they will need to be proficient readers and writers. We also strive to enhance their natural love of language.

SPELLING

Our goal in spelling is that children use correct spelling in their written work and that they demonstrate an understanding of phonetic rules and patterns. In the upper grades more formal assessments are included.

GRAMMAR

We follow the Montessori curriculum, which includes presentations that teach the parts of speech, grammar usage, punctuation, sentence analysis, and mechanics of language (prefixes, suffixes, etc.)

HANDWRITING

Our handwriting instruction leads the student from learning to print, to writing in cursive, to keyboarding.

THE WRITING PROCESS

Through a variety of activities, children use the written word to express their ideas and to communicate results of their research. Prewriting, editing, and evaluating their own writing and that of their peers is part of this process in grades 2 through 5. Creative writing and expression of ideas through words are highly encouraged.

VERBAL LANGUAGE

Group discussions, sharing, oral reports, drama, readers' theater, class meetings, public speaking, and many other activities contribute to the child's facility with verbal language.

LANGUAGE ARTS – WRITING

KINDERGARTEN

- Journal writing- dictated to an adult. Later, inventive “best guess” and phonetic spelling
- Letter recognition
- Letter-sound association
- Initial sound discrimination
- Manuscript printing, upper and lower case
- Listening skills- rhyming etc.

FIRST GRADE

- Journal writing, dictation (journals continue through all grades)
- “Best guess” spelling
- Noun family (article, adjective, and noun)
- Vocabulary enrichment (continues through all grades)
- Writing and speaking in complete sentences with standard grammar
- Creative stories and poetry writing
- Introduce spelling patterns and sight words

Montessori Language Arts Manipulatives

Grammar symbols and Boxes

Pictures in a basket

Language Mystery Boxes

Star of the Week

Pen Pals

L.A. Journals

Grammar Boxes

Grammar Symbols

Sentence Analysis Charts & Boxes

Story writing – noun study, themes, plot, setting, characters

Printed Alphabet

Grammar Box and symbols

Handwriting

Journal

Sentence Analysis Charts and Boxes

Grammar boxes and symbols

Moveable Alphabet

Word Labels



SECOND GRADE

- Writing in original complete sentences with correct spelling and grammar
- Correct usage of capital, period, and question mark
- Writing a letter using correct format
- Verb
- Subject and predicate
- Dictionary skills

THIRD GRADE

- Introduction to paragraphs
- Topic-Main Idea-Detail
- Preposition
- Revising and editing
- Letter form
- Introduction to summarizing
- Introduction to research skills
- Direct object
- Cursive
- Putting written information in your own words
- Dictionary skills

FOURTH AND FIFTH GRADES

- Report writing
- Summarizing information
- Adverb, conjunction, pronoun, and interjection
- Correct use of paragraphs
- Editing symbols
- Correct use of comma, quotation marks, and semicolon
- Exposure to techniques and styles of poetry
- Similes and metaphors
- Encyclopedia and computer as resources
- Writing for different genres (e.g. persuasive, expository)

LANGUAGE ARTS- READING

Reading is an integral part of all subject areas. It is taught both as a subject in its own right and in context in the cultural subjects and language arts. In the early years, phonics and whole language approaches are both used to give the child the decoding tools and the literary appreciation that are essential to the enjoyment of reading. Skills are listed at the grade level at which they are introduced. Students however are taught skills based on their individual readiness to learn and be challenged. Once skills are introduced, they are reinforced in subsequent grades in a variety of methods.

KINDERGARTEN

- Letter names
- Sound and letter association
- Word building with the movable alphabet
- Beginning readers
- Phonemic awareness
- Listening to stories read aloud

FIRST GRADE

- Reading for comprehension
- Reading with expression
- Phonetic patterns (silent e, digraphs, blends, long & short vowel sounds)
- Vocabulary development
- Oral reading experience
- Reading different genres
- Silent reading
- Sight words

SECOND AND THIRD GRADES

- Recognition of dialogue
- Root words, suffixes, and prefixes
- Recognizing character development
- Identifying with characters
- Introduction to cause and effect
- Identifying topic, main ideas, details, plot, theme
- Reading for information-research
- Summarization of text

Montessori 4TH-5TH Grade HIGHLIGHTS

5th Grade Autobiography
Spaghetti Bridge Building
Fall and Spring Equinox plays
Monthly Student Newsletters
California Mission Projects
SGV Topography Map Project
4th Grade Continent Report
Biography of a Hero
Toys for Joys Sale and Cafe
Historical Halloween Timelines
Book report with visual aid diagram
Poetry Book
Story Book

- Independent reading
- Reading for pleasure
- Writing about what you read
- Reading groups
- Fables and tall tales
- Dictionary skills

FOURTH AND FIFTH GRADES

- Reading groups use literary readers and novels
- Exploration of themes in literature
- Folk tales, mythology
- Analyzing what you read
- Etymology of words
- Sequencing events in a story
- Group discussions of novels
- Research skills — using the encyclopedia, Internet, resource books

MATH - GENERAL

The Montessori math curriculum relies on the manipulative materials invented by Dr. Maria Montessori. They spark the child's interest and bring a sense of concreteness to a subject that can be quite abstract. New concepts are introduced with a presentation of the appropriate material; then children work with the material until they are ready to move to the abstract level. Teachers supplement the math curriculum with California state texts, workbooks, and materials from a wide variety of publishers. Story problems and math investigations integrate reading, writing, teamwork, and critical thinking skills and are an essential part of the math program. The math sequence presented here will show the grade level at which concepts are introduced. Once introduced, skills are reinforced and expanded using multiple methods in subsequent grades. We value creating confident mathematical thinkers and supporting a positive math mind.



KINDERGARTEN

- Counting to 100
- Writing numerals 1-9
- 1-to-1 correspondence
- Patterns
- Odd and even numbers
- Graphing
- Estimating
- Calendar
- Place value (unit, tens, hundreds, and thousands)
- Geometric solid shapes
- Names of coins — penny, nickel, dime
- Time (hour)
- Addition facts to 10

FIRST GRADE

- Greater than and less than
- Skip counting, squares, and cubes of numbers
- Mathematical vocabulary (addition, subtraction, and equal)
- Story problems
- Time (hour and half hour)
- Fractions ($\frac{1}{10}$, $\frac{1}{9}$, $\frac{1}{8}$ etc.)
- Addition and subtraction to 1000's place
- Value of coins — penny, nickel, dime, quarter

SECOND GRADE

- Carrying and borrowing to the tens place
- Relating a fraction to a whole number (ie: $\frac{1}{2}$ of 8)
- Telling time (quarter hour and minutes)
- Calculations with money
- Memorization of addition and subtraction facts to 20
- Linear measurement (inches and centimeters)
- Liquid measurement
- Introduction to multiplication as repeated addition
- Bar graphs

Montessori Math Manipulatives

Addition Strip Board
Stamp Game
Snake Game
Subtraction Strip Board
Multiplication Bead Board
Bead Cabinet
Golden Bead Material
Division Board
Colored Bead Bars
Number Symbol Cards
Bead Frame
Checkerboard
Bank Game
Division Board
Test tubes & Skittles and beads
Fraction Circles
Geometric Cabinet
Geometry Sticks
Geometric Cards
Geometric Solids
Constructive Triangles

MONTESSORI MANIPULATIVES LANGUAGE ARTS

Grammar symbols and Grammar Boxes
Sentence Analysis Charts & Boxes
Printed Alphabet
Handwriting Tools
Sentence Analysis Charts and Boxes
Moveable Alphabet



THIRD GRADE

- Carrying and borrowing to the thousands place
- Borrowing across zero
- Mathematical vocabulary (product, sum, quotient, etc.)
- Adding 3 or 4 multiple digit numbers (ie: $243 + 1774 + 79$)
- Beginning multiplication
- Memorization of multiplication tables
- Beginning division
- Introduction to decimals (related to fractions and money)
- Adding and subtracting money
- Linear measurement (US and Metric versions)

FOURTH GRADE

- Division with single and double digit divisor
- Multiplication by one digit.
- Multiplication by two digits
- Equivalence of fractions and decimals
- Measuring in fractions of inches, feet, meters
- Fractions — equivalent quantities, simplifying, addition & subtraction of like fractions
- Decimals- addition and subtraction
- Estimation, rounding off and averaging
- Graphing (all kinds)
- Prime numbers
- Factoring



FIFTH GRADE

- Decimals- to 1000ths place, addition, subtraction, and multiplication
- Fractions — all operations, mixed, like & unlike
- Ratio
- Percent
- Rules of divisibility
- Problem solving strategies

MATH - GEOMETRY

Maria Montessori's geometry curriculum is designed to teach the child the relationships of plane and solid figures to math, architecture, and everyday life and to lead the child to an understanding of the use of geometric prin-

ciples. Through geometry the child can recognize the symmetry of a flower as well as calculate the degrees in an angle. We try to relate the study of geometry to art, botany, and other curricular areas and to make it relevant to the real world. The curriculum is shown in two-year increments and many activities introduced in the early years are revisited later on.

KINDERGARTEN- FIRST GRADE

- Geometric solid shapes
- Constructive triangles
- Geoboards
- Metal insets
- Binomial and trinomial cubes
- Geometry cabinet -- polygons

SECOND-THIRD GRADE

- Learn geometric concepts- point, line, surface, and solid shapes
- Identify types of triangles — equilateral, isosceles, and scalene
- Construct 2 and 3 dimensional figures
- Learn types of lines — parallel, convergent, and divergent
- Introduce area and perimeter
- Types of angles

FOURTH-FIFTH GRADE

- Identify triangles by sides and angles (e.g., acute, scalene, equilateral).
- Symmetry and Scale
- Congruence & similarity
- Measure angles using protractor
- Construct 3 dimensional figures
- Area, perimeter, and volume

SPECIALIST PROGRAMS

Teachers with special training in these subjects are funded by the Parcel Tax, which is a valuable supplement to the District's operating budget, and parent pledge contributions.



ART

Art education is a high priority for parents and staff. Projects are often integrated with the areas of study in the cultural subjects. In addition, students create artistic projects in their classrooms with their classroom teachers.

MUSIC

The music program offers children the opportunity to learn the elements of music, rhythm, melody, and harmony through singing, movement and playing musical instruments. In the music classroom the students engage in creative movement, singing games, traditional folk dances, choral singing, and playing percussive and melodic instruments. Fourth and fifth graders are eligible to participate in the district band and orchestra. Above all else, the music program offers the children the joy of making music.

SPANISH

Rosetta Stone Spanish software is currently being used in the upper grades.

GARDENING AND NUTRITION

The Montessori students participate in weekly gardening projects at the Upper Campus Main Garden as part of the district-wide gardening program. The Garden program is integrated with our classroom Botany, Zoology and Environmental Education curriculum.

PROGRAM CELEBRATIONS AND ACTIVITIES

Classroom celebrations and activities are based on the philosophical and developmental principles of the Montessori curriculum. Philosophically, the cultural studies provide the framework for these rituals. Developmentally, the individual child and community are strengthened through these student-directed experiences of cooperation. Some of our seasonal celebrations include the Autumnal Equinox, Historical Halloween, and Spring Equinox. Each teacher and classroom creates its own celebration to honor the students' birthdays. We discourage handing out party invitations at school unless the entire class is invited.

CULTURAL SUBJECTS

History, Geography, Zoology, and Botany are referred to collectively as the Cultural Subjects, and they form the core of the Montessori curriculum.

At all grade levels students are exposed to and learn about their particular place in a world filled with other creatures and an enormous variety of plants. They explore the interrelationships of people of all cultures and

continents as well as the basic needs of all people. Through the study of zoology, students learn about animal classification, evolution, and adaptation. Each year two continents are studied in depth, giving students a awareness not only of world geography, but also the history and customs of other lands. In the upper grades California and United States history are studied in detail.

Notes for Cultural Subjects (* indicates reference to 6-9 manual)

HISTORY

AUGUST- DECEMBER

Title	k-1	2-3	4-5
Creation of the Earth story	x	x	x
art follow-up	x	x	x
Layers of the Earth		x	x
Time line, calendar	x	x	x
Seasons, equinox	x	x	x
BCE and CE	x	x	
Clock of Eras	x	x	
extensions that give students an understanding of major events of each period		x	x
Common Needs of People	x	x	x

ZOOLOGY

K/1 studies the 5 classes of vertebrates in evolutionary order.

2/3 studies the invertebrates.

4/5 studies the vertebrates in detail in evolutionary order.

Classes are studied using nomenclature cards and extending activities.

Throughout, discuss the relationship between humans and animals.

Title	k-1	2-3	4-5
*Characteristics of living things, p. 13-14	x (1)	x	x
*Living/non living	x	x	
*Animal habitats, p. 22-44	x	x	x
*Scientific classification (see above)	x	x	x
*Physiology, p. 116-131			x
*Food chains, p. 133-141	x	x	x
*Animal homes, p. 142-149	x	x	
*Adaptation, p. 150-177		x	x





PHYSICAL GEOGRAPHY

3/4/5 continues with extensions

Title	k-1	2-3	4-5
*Maps and globes, p. 10-28	x	x	x
*Solar system, p. 32-47	x	x	x
*Weather, climate, etc, p. 58- 73	x	x	x
*Hydrosphere, p. 74-103	x	x	x
*Landforms (lithosphere), p. 104-130	x (1)		x
*Geology		x	x

BOTANY

AUTUMN	k-1	2-3	4-5
*Parts of a plant, p. 13-14	x	x	x
*Leaves ,p.60		x	x
evergreen, deciduous		x	x
transpiration, p.66		x	
photosynthesis, p. 68			x
WINTER	k-1	2-3	4-5
*Roots, p. 41	x	x	x
edible roots	x		
*function, p. 45		x	
*Stems, p. 49-59		x	x
circulation, p. 54			x
tree rings, p. 58			x
SPRING	k-1	2-3	4-5
*Flowers, p. 75-81	x	x	x
parts & functions		x	x
dissection, p. 79-80		x	
*Seeds and fruits, p. 82-86	x	x	x
plant seeds, observe	x	x	x
grow avocado, p. 84	x		
germinate beans, p. 85		x	
needs of plants experiments, p.92-103			x

* Indicates lessons in teachers' manuals

PROGRAM CELEBRATION CALENDAR: 2011

August

- Welcome to Montessori Potluck – This is a potluck at Samuel P. Taylor Park to welcome new students and their families to the Montessori Program. Everybody welcome!

September

- Autumn equinox- All classes give presentations to the program, and then we spend the day at Heart's Desire Beach.
- Parent Education Night

October

- Parent/Teacher Conferences
- October 31st – District-wide Halloween Carnival
- Montessori Historical Halloween and carnival. Students take their place on the historical timeline.
- The Montessori Program's Fall Festival Fundraiser in Point Reyes Station

November

- Veterans' Day Observed – No School
- Parent Education Night
- Thanksgiving celebrations vary from year to year. Sometimes study buddies get together, Hunger Banquets have been observed by the oldest students, and sometimes single classes or various groupings share some food prepared by the class.
- Thanksgiving Recess – No School

PROGRAM CELEBRATIONS cont.

December

- Reindeer Races – Students race by grade level in the morning. Parents cheer them on and prizes are given to all children
- Winter Solstice – Each class prepares a solstice presentation to share with the other classes.
- Toys for Joys Fundraiser- Scott's 4th & 5th Grade class gathers and sells used toys as a fundraiser for Toys for Joys Charity. Other classes purchase toys and baked goods.
- Winter Recess – no school

January

- MLK Day – no school
- Parent – Teacher Conferences (all programs)
- Staff Development Day – countywide - no school
- Kindergarten & New Student Info Night (for prospective parents to learn more about the Lagunitas School programs)
- Parent Education Night

February

- 100's day – Students bring in a collection of 100 objects to count and share.
- February Valentine's Day
- Mid-Winter Recess

PROGRAM CELEBRATIONS cont.

March

- Staff Development Day — no school for students.
- March Scholastic Book Fair – The multi-purpose room is filled with Scholastic books and games which the children. Another great fundraiser for the whole school.
- Spring Equinox – Each class gives a presentation in the Montessori Amphitheater. After the presentation there is a field trip to Divide Meadow in Point Reyes.
- School read-a-thon – Fundraiser for kids to take home a form and get sponsored. This helps encourage reading.

April

- Spring Recess
- Parent/Teacher Conferences Open Classroom so shortened days for all
- PTA Program meeting focusing on classroom configurations

May

- Valley Visions - This is THE major LEAP fundraiser for the school district and is held at Dickson Ranch
- Open House/Spring Sing
- Memorial Day Holiday – no school

May cont.

- 4th & 5th Grade class – Outdoor Education Trip alternates each year between:
- Environmental Overnight trip to the Marin Headlands/YMCA Camp.
- Gold Country Trip — As a part of the fourth/fifth grade California study, the older students participate in an overnight trip to Malakoff Diggins where they reenact the California Gold Rush days.

June

- Montessori All Program Continent Celebration Day. Much of our curriculum and many activities revolve around the continent studies which are explained in the Montessori Curriculum Guide.
- Montessori all program trip to Heart's Desire Beach
- Last Student Day — Breakfast potluck and 11:00 a.m. Montessori 5th Grade Graduation
- Kindergarten Graduation - Dismissal at noon.



CONTACT INFORMATION

The Montessori parent group would like to welcome your family to our wonderful Montessori program and the Lagunitas School District. If you have questions before your child starts school feel free to call or email your parent buddy below.

Other important info:

Montessori Secretary — Linda Craig: 488-9437
email: lcraig@marin.k12.ca.us

Montessori and Lagunitas School Email list — If you are not receiving emails with the subject starting with [Montessori] then please contact Dave Rosen to make sure you are on the Montessori Program email list.: 488-1068 nicole@redheadart.com

Montessori Web Site — <http://www.lagunitasmontessori.org> Visit our site for an overview of the program and what to expect in the coming year.

Zoila's Aftercare — 488-9344 (K – 3rd Grade after School care in Community Center)

San Geronimo Valley Community Center — 488-8888 (After school classes start the 2nd week of Sept. Email: admin@sgvcc.org web site: <http://www.sgvcc.org/index.html>)

SGVCC Loft Teen Center, Gym and after school care
\$135.00 pays for your membership through June 2010. Scholarships ARE available. Loft members enjoy unlimited after school time in the Loft and GYM during regular Loft hours. The Loft is open Mondays, Tuesdays, Wednesdays and Thursdays after school until 5 on regular school days. Heather 415.488.8888 x 209, or visit sgvcc.org

School Readiness for Children 0-5 — School Readiness Program — Events, resources, classes for families with children ages 0-5 years old. Alex Cusick: 488-8888 #209 or email: qsix@comcast.net

San Geronimo Valley Playgroup — Thursdays 10 a.m. Room 9 – Heather Richardson & Jennifer Breen Justice: 488-8888 ext. #209 or email heatherrichardson@comcast.net or jjusticeca@hotmail.com

For more information please visit: <http://www.lagunitasmontessori.org/>

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APPENDIX

Peace Table Instructions for Parent Volunteers

- Child who is upset invites the other child to the peace table.
- The child who does the inviting begins the conversation, holding the peace stone.
- This child tells the other child how she hurt his feelings and why she was invited to the peace table.
- He passes the peace stone to her so she can respond.
- The children keep passing the stone back and forth, speaking respectfully to each other, until the conflict is resolved.
- Only the child holding the peace stone may speak.
- When the situation is resolved, they can ring the peace bell together and say, “We declare peace.”



Indian Beach Overnight Fieldtrip



Malakoff Diggins - California History Fieldtrip



Divide Meadow - Fall Equinox Celebration