

LANGUAGE

LISTENING - THE CHILD

Long before the child expresses herself clearly in language she has been listening and absorbing everything she hears. Often we are not even aware that the child is doing this but once she begins to speak it becomes very clear. Three times in my life, with each of my three children, I have purposefully polished my language—as they repeated everything I said!

We can talk to the child from birth on, not in baby talk, but with respect and with a precise vocabulary. If we want to help our children be well-spoken we must model this long before we might have previously thought necessary.

A SECOND LANGUAGE

The acquisition of all languages spoken in the environment of the child begins in the womb before the child is born, and continues to be an important part of the

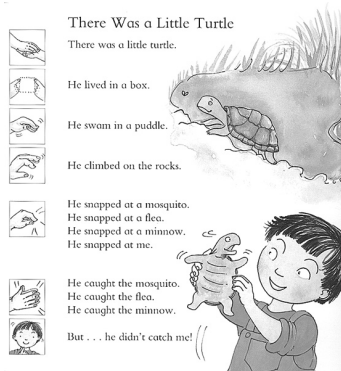


A one-year-old matching tools to pictures, just one stage in the wonderful discovery of human language

child's experience in the first months and years. At this age children show an uncanny ability to absorb language in all its complexities, and not just one language! Here is some advice that supports the learning of more than one language at a time:

*The language must be used in the child's environment in the first years of her life, in the sense that one or more persons should speak the 'extra' language to the child and in her presence.*

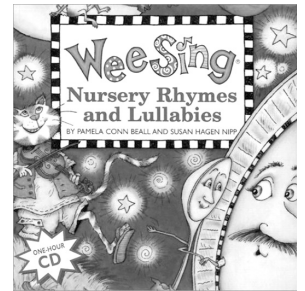
*If we could have two, three, four or five different persons speaking different languages around the child, she could easily absorb all of them without any particular effort, provided that each*



WEE SING NURSERY RHYMES & LULLABIES—CD & booklet

Here are 55 nursery rhymes from the English heritage, and 22 lullabies. There is a wealth of "formal" language in this collection—vocabulary, verbs, sentences, phrases, ideas that one does not encounter in everyday conversation. It is important for the child to hear these rhymes for a long time, absorbing them through repetition, before being expected to recite them. It is also enjoyable for the adult to learn them so both can develop a repertoire of the first poetry to enjoy reciting together. The booklets contain guitar chords for the lullabies, and the lyrics for each selection. Approximately one hour in length.

CL125 \$10.00



HEADS, SHOULDERS, KNEES, AND TOES

It is through the combination of words and actions, repeated over and over, especially along with fun and laughter, that children learn much of language. Acting out nursery rhymes, songs, and poems, have been a valuable part of childhood forever.

In this book more than fifty childhood favorites in the English language, many taught during my Montessori training, are presented along with little illustrations of the accompanying actions—very important for the adult who doesn't yet know how to act them out.

Some favorites I have shared with children over the years are: I'm a Little Teapot; Heads and Shoulders, Knees and Toes; Round and Round the Garden; There was a Little Turtle; One Step, Two Step; Two Little Dickie Birds. Hardcover, humorous colored illustrations, 10" x 10," 60 pages.

CL220 \$16.00

NURSERY RHYME BLOCKS

These are wonderful for the child's independence and language! The very young child will soon have favorites. She can pick the block she wants from the embossed traditional Mother Goose image, and "ask" you to read the corresponding nursery rhyme!

This is important in giving the child the opportunity to think and make an intelligent choice, and to satisfy the child's need to repeat.

The verses of each rhyme is printed on the four consecutive sides so as you turn the block to read all, the child learns that there are different words printed that go along on each side—another valuable concept. These blocks may be the first thing that a child learns to read on her own. There are 27 beautiful, high-quality blocks, made in the USA.



**RHYMES:** Little Jack Horner, Three Little Kittens, Mary, Mary Quite Contrary, Old Mother Hubbard, Humpty Dumpty, Diddle Diddle Dumpling, Little Boy Blue, Baa, Baa Black Sheep, Old King Cole, Tom Tom the Piper's Son, Hickory Dickory Dock, Little Bo Peep, Ladybug Ladybug, Jack & Jill, Pat-a-cake Pat-a-cake, Wee Willie Winkie, Peter Peter Pumpkin Eater, Dickery Dickery Dare, Pussycat Pussycat, Jack Be Nimble, Sing a Song of Sixpence, Mary Had a Little Lamb, Hey Diddle Diddle, Little Miss Muffet, Old Woman Who Lived In a Shoe, One Two, Buckle My Shoe, Little Robin Redbreast

(\* CL155 \$35.00

## AGE 1-3 - LANGUAGE

person speaks to her ALWAYS AND ONLY in their language. But this is possible only in the first years of life.

In Japan, a course was recently developed, consisting of playing English-language cassettes three times a day to infants from birth to the age of six months. When, at the age of three, four or five years, these children come into contact with an English teacher, they learn the foreign language much more easily than other children.

—Dr. Silvana Montanaro

### LISTENING - THE ADULT

The attention we give to a child when he first begins to talk

to us is significant. Often a child is so excited about talking about being able to express himself that he stutters. This is a very natural stage in the development of verbal language and a sign for the adult to stop, look, and listen, NOT to supply the missing word, or to comment on the stutter. When the child is sure that he will be listened to he will usually calm down and learn to speak more clearly.

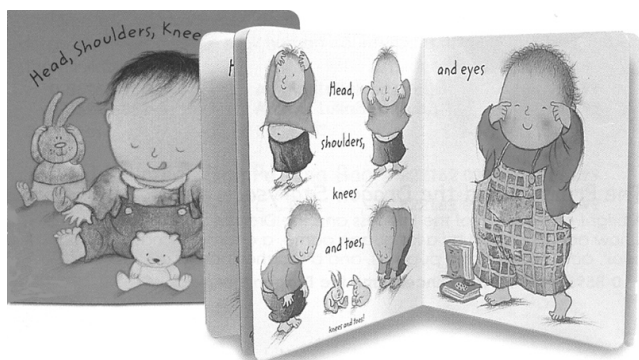
### INCLUDING THE CHILD

Language development begins before birth and continues to be a major part of the child's development for the first three years of life. We can best help a child develop good language by including the child in our conversation from the very beginning. I once learned a beautiful

lesson about including children:

One day as I was working in an intensive care nursery for infants, I observed a six-month-old boy who was lying on a floor mat next to three doctors who were seated on chairs discussing his case. The head nurse noticed that the pediatricians were ignoring the child, and she asked them to remember their policy—to include him in a conversation.

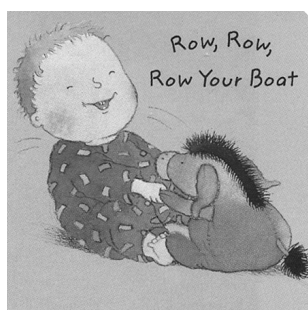
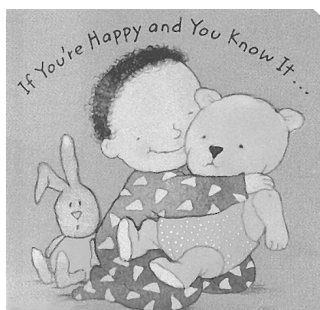
The doctors knew instinctively that she was right. They did not simplify their vocabulary or artificially raise their voices to address the child. They changed their visual focus so that the child was included, as any adult would have been, whether or not he was contributing verbally to the conversation. They continued their discussion, including the child. The self-



### FAVORITE SONG BOARD BOOKS

Each of these sturdy and colorful board books from England presents just one favorite song. If you don't know the melody it doesn't matter—make it up and you will still be modeling the soothing art of singing for your child. The whimsical watercolor illustrations of children are very international, dark and light skin, all kinds of hair, enjoyed by children around the world. They are great books for inspiring actions and conversation. Sturdy board books, 8" x 8," full color, 10 pages.

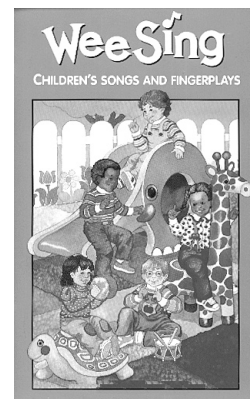
CL300	<i>Heads, Shoulders</i> - Board Book	\$5.00
CL302	<i>Happy and You Know It</i> - Board Book	\$5.00
CL304	<i>Row, Row, Row your Boat</i> - Board Book	\$5.00
CL306	<i>Ring Around the Rosie</i> - Board Book	\$5.00
CL308	Song Board Book Set/4	\$19.80



### WEE SING FINGERPLAYS CD & BOOKLET

Here is a useful CD of short, simple, favorite songs and fingerplays for the very young. There are 73 classic songs and fingerplays and a booklet which gives the melody and guitar chords for many and the complete lyrics for all selections. Here are some examples: *Eentsy Weentsy Spider*, *Grandma's Glasses*, *Where is Thumbkin?*, *This Old Man*, *The Alphabet Song*, *Twinkle, Twinkle, Little Star*, *The Mulberry Bush*, *Over the River, Hush Little Baby*. Approximately one hour in length.

CL170 \$10.00



### TOOLS

Until now, all the tool books we have found have ONLY WOODWORKING tools, giving a wrong idea about the variety of important work done around the home and in the world.

Finally there is a book to correct this omission. There are 60 different tools for the carpenter, tailor, mechanic, doctor, electrician, gardener, chef (family cook!), watchmaker, barber, and painter.

This is a very important vocabulary book for the young child. Children love to learn the exact techniques of handling the real tools they see being used around them. This book gives the child the pictures and names of the tools of a wide variety of work, much of which the child might see being carried out around him, as the adults and older children build, fix, and create. The illustrations are stylized full color picture of the tools and a person using them. They are done by an award-winning Japanese illustrator. Hardcover, 42 pages, 9" x 9", full color.

CL400 \$15.95



respect of the child was immediately evident by the happy expression on his face and in the way he kept glancing from face to face as though he knew that he was part of this important conversation.

**VOCABULARY**

*There is nothing in the intellect which was not first in the senses.*

—Aristotle

The *experience* of real objects should come before *pictures* or *names* of these objects whenever possible. For example, if you have a new book with pictures of fruits and vegetables, take the child to the kitchen and handle, smell, cut up, and taste a piece of fruit; *then* go look at a picture of it, and other fruits, in the

book. Then the intelligence is built upon a wealth of experience.

A child wants to learn the name of every object in his environment, and the meanings of the words he hears others using. He wants so much to be able to communicate about daily life with his family! Give him the names of kitchen objects, toys, food, vehicles, dogs, etc.—anything found in the home and the community.

*There is a 'sensitive period' for naming things . . . and if adults respond to the hunger for words in an appropriate way, they can give their children a richness and precision of language that will last a lifetime.*

—Dr. Silvana Montanaro

**PICTURES & BOOKS**

When the child has learned the names of many real objects, we can extend this vocabulary with pictures. Vocabulary books and cards are valuable educational materials for the children at home—and they love them!

The selection of books is as important as that of toys. Library visits are very important, but there should also be favorite books in the child's own library. Sometimes a child in this critical or sensitive period for language will want a book read over and over again. At other times he will just want to hear about the pictures and talk. A child also loves to be shown how to turn pages carefully, to pick up, hold, carry and put away a book.

Most children will sit enthralled

**COLORS & NUMBERS**

These favorite Montessori vocabulary board books were first published in the '80's and are finally back in print!

"Dazzling in its simplicity, exuberant in its palette" these board books still burst with a freshness and energy twenty years after first published.

Their unique graduated page design encourages the youngest child to discover the joy of counting and color, to see the pages grow in size as the numbers increase. Board books, 10.4" x 6.4" x 1", full color.

- CL340 *Colors* \$10.95
- CL342 *Numbers* \$10.95
- CL346 *Set/2* \$21.90

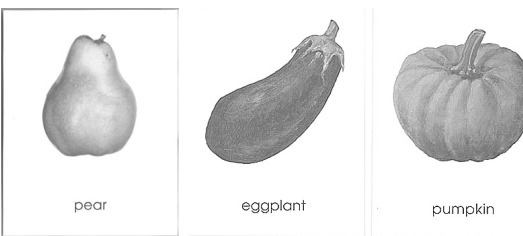
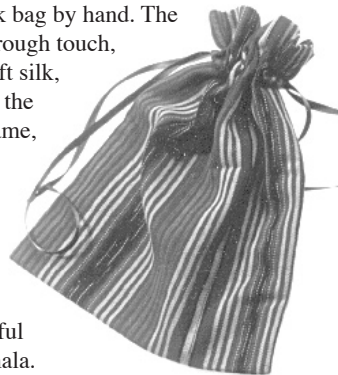


**SILK LINED LANGUAGE OBJECT BAG**

In the Montessori 0-3, Assistants to Infancy course students make this cotton and silk bag by hand. The silk lining enables the child to easily identify, through touch, and by moving the hands and fingers over the soft silk, and picturing the objects in her mind, to identify the objects the adult has placed inside. This is the game, and it is very valuable for senses and language.

Fill it with 3-7 objects from the child's environment and let him feel and eventually name the objects: kitchen objects, sets of animal models, or small trucks and so on. Several bags of language objects are kept on the shelves of the Infant Community. The beautiful vertically striped outside fabric is from Guatemala.

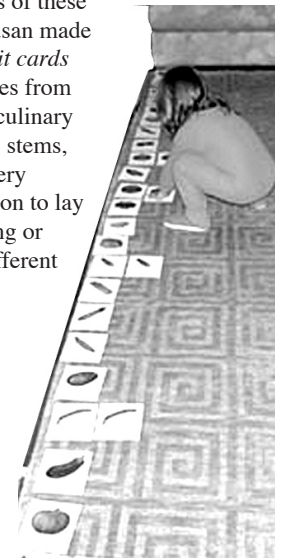
PE18 \$16.00



**MICHAEL OLAF FULL-COLOR FRUIT CARDS & VEGETABLE CARDS**

For years we have looked unsuccessfully for picture cards of these important food groups. Unable to find them we made them. Susan made the *vegetable cards* from her original oil paintings, and the *fruit cards* from her photographs. Great care was taken to include examples from around the world, and a great variety of colors. *Vegetable* is a culinary classification of a food group that is made up of roots, flowers, stems, leaves, bulbs, etc. These cards not only interest children in a very important food group, but they also present a broad classification to lay the groundwork for later biology studies. For identical matching or 3-part cards please order TWO sets, as each set contains 24 different images. 4.25" x 5", full color. Set/24.

- DL055 *Vegetable Cards, Set/24* \$12.00
- DL250 *Fruit Cards, Set/24* \$12.00
- (\* DL251 *Veg and Fruit Set/48 cards* \$23.50



Above: child matching two sets of vegetable cards at home. She then matched real vegetables from the kitchen!

**UNLINED BAG**

This bag is the same size as the *silk lined language object bag*, but it is not lined with silk.

As the child gets better and better at feeling and naming objects, this bag works just fine. Horizontal strips of the Guatemalan fabric allow the child to tell the difference between the two kinds of bags.

(\* PE011 \$10.00



## AGE 1-3 - LANGUAGE

for hours if we read to them, so this is our chance to pass on the love of literature and of reading, to teach facts, values, and the pronunciation of words, even those not often used in everyday speech.

An effort should be made to provide books that show children from all cultures, and that do not stereotype situations and people. The language of the book should show respect for the child, his emotions, and his intelligence.

Make careful selections of books and provide a book rack or some other easily accessible place to keep them, so that the child can always find the one she wants, can care for them and put them away by herself.

Be picky! Even many simple vocabulary books are crowded, full of overbright colors, and too stimulating for the child. It is far better to have only a few beautiful books to be loved and respected, than to have many that are unworthy of the developing mind of a young child.

At this age the subjects in books should be based on reality because the child wants to learn about the real world. Now we provide stories about our own lives, and books about reality, saving talking animals, such as in Aesop's Fables, till later.

Fantasy is very interesting to the older child, but only confusing to the very young. A rich foundation of stories about the real world is the best preparation for a creative imagination.

*We should check that they [books] present reality, since at this age children are trying to make sense of the environment and the life around them. There is nothing more extraordinary and interesting than our own daily life. Fantasy can come later—after reality has been experienced and absorbed.*

—Dr. Silvana Montanaro

### READING AND WRITING

The foundation for a child's spoken language ability is aided by making eye contact as we listen and speak respectfully to her from birth on, by setting a good example in our speech to each other, and by reading aloud to her from an early age. The child's spoken language is the foundation for her later

### HOME AND COMMUNITY MATCHING CARDS

These cards of objects familiar to the child are printed in full color, laminated with a heavy plastic, and the corners rounded for safety. They will last a long time and provide a favorite activity of the young child: matching identical pictures. (See page 44.)

Show the child how to slowly and carefully lay out, in a vertical row, the first 12 cards in a set. Then show her how to look through the second set, find the matching card, and place it next to the first. Children love this challenge to be precise.

To help the child sort the cards back into two sets at the end of the work, colored dots have been printed on the back. The child places one color in one pile and the other color in another pile before putting the cards away. All this is very satisfying for the child at this age. There are 12 images, 24 cards, in each set. The cards are 3.75" x 3.75" printed in full color, with rounded corners.

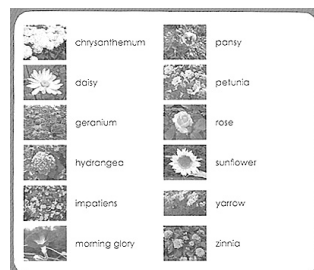
<b>DL500</b> Around Town Cards	<b>\$13.95</b>
<b>DL501</b> Around the House Cards	<b>\$13.95</b>
<b>DL502</b> Transportation Cards	<b>\$13.95</b>
<b>DL503</b> Utensils Cards	<b>\$13.95</b>
<b>DL504</b> Tools Cards	<b>\$13.95</b>
<b>DL506</b> Kitchen Cards	<b>\$13.95</b>
<b>DL508</b> Home/Town Cards, Set/6	<b>\$83.50</b>



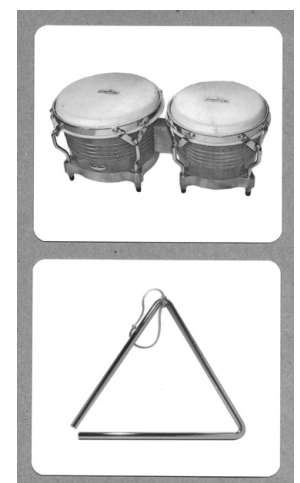
### FLOWERS, ANIMALS, & MUSIC MATCHING CARDS

More sets of these wonderful first matching cards for the very young. They will increase vocabulary, give more practice in eye-hand coordination with the laying out of the cards, visual perception as the child looks for the identical match, and the logic of classifying objects that share similar traits. There are 12 images, 24 cards, in each set. All but the flowers, which are shown with a colored "garden" background, are on a plain white background. The cards are 3.75" x 3.75" printed in full color, laminated, with rounded corners. An information sheet is included.

<b>DL571</b> Wildflowers	<b>\$13.95</b>
<b>DL572</b> Garden Flowers	<b>\$13.95</b>
<b>DL581</b> Music Instr. I (popular)	<b>\$13.95</b>
<b>DL582</b> Music Instr. II (orchestral)	<b>\$13.95</b>
<b>DL590</b> Fish	<b>\$13.95</b>
<b>DL591</b> Amphibians	<b>\$13.95</b>
<b>DL592</b> Reptiles	<b>\$13.95</b>
<b>DL593</b> Birds	<b>\$13.95</b>
<b>DL594</b> Mammals	<b>\$13.95</b>
<b>DL595</b> Butterflies	<b>\$13.95</b>
<b>DL599</b> Nature/Music Set/10	<b>\$139.00</b>



**NOTE:** Each of these sets provides the vocabulary the child at this age needs to express himself or herself. They are all found in the Montessori Infant Community and valuable at home.



ability in reading and writing.

It is no accident that some children are good at reading and writing and others are not, that some find joy in this work and for others it is tedious. The joy of exploring language begins early, and is the most intense, throughout the first three years of life.

### THE ALPHABET

A very young child whose older sibling is learning to read often becomes interested in learning about the alphabet. In order not to cause later confusion, we offer this child the *sound* of each letter and use only *lower case* letters.

Think about it. When a child learns *capital* letters, and the *names* of the letters he is not at all prepared to learn

to read and write. Almost all writing and reading is of lower case letters, "b" instead of "B," and the sounds are what we need to read, "sss" instead of "es," for the letter "s." Learning capitals and names of letters, although taught first for many years, is what makes learning to read and write so difficult for children.

The most important thing to remember is to follow the child's interests, and to keep learning natural and enjoyable.

### BITING

The development of the child comes, not in a predictable, steady path, but in spurts, sometimes called explosions. There is a dormant seemingly inactive period and then bang, a new ability. One

of the exceptions can be the explosion into speech.

Usually sometime in the second year the child begins to understand many, words and have a lot to say, but be unable to mouth the words or sentences. This can cause acute frustration that sometimes is expressed in biting—inappropriate use of the mouth!

This is not being bad, but we must protect other children as we sympathize with the frustrated child. In order not to cause an aggressor-victim relationship the best thing to do is to give sympathy to both children equally "I'm so sorry you are hurt: I am so sorry you are frustrated."

Most of all, for safety considerations, and to teach the correct response to frustration, one must make every effort

### LARGE VOCABULARY PICTURES

Through our catalogue you will see a variety of these wonderful large, 11" x 11", vocabulary pictures. On this page we have compiled a complete list because they are most often used for vocabulary lessons in infant communities. These pictures are also used for framed art for the home and classroom.

Each set contains 10 full color pictures printed on wipe-clean cardstock, and with interesting information printed on the back. The special frame that we have made holds a complete set of ten.

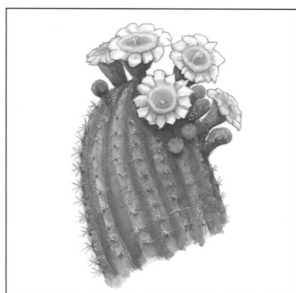
What we suggest is that you keep the sets together and rotate the pictures periodically, casually giving the child some of the details of the picture showing at the time. Some teachers keep the *musical instruments* set near the piano, the *Van Gogh* set near the art materials, the *leaves* near the planting table, and the *butterflies and moths*, and *insects* near the window or just about anywhere, because children are always interested in these small creatures. See *frame* on page 59.



<b>DL350</b>	<b>MUSICAL INSTRUMENTS (PAGE 41)</b>	<b>\$24.00</b>
<b>DL352</b>	<b>VAN GOGH (PAGE 50)</b>	<b>\$24.00</b>
<b>DL353</b>	<b>LEAVES (PAGE 54)</b>	<b>\$24.00</b>
<b>DL354</b>	<b>BUTTERFLIES/MOTHS (PAGE 55)</b>	<b>\$24.00</b>
<b>DL355</b>	<b>INSECTS I (PAGE 55)</b>	<b>\$24.00</b>
<b>DL358</b>	<b>INSECTS II (PAGE 55)</b>	<b>\$24.00</b>
<b>DL150</b>	<b>FLOWERS (PAGE 54)</b>	<b>\$24.00</b>



pictures from  
*Flowers*

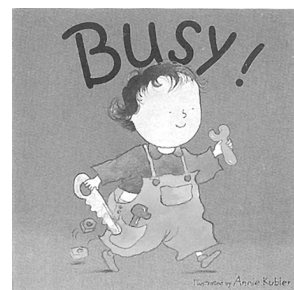


### FIRST GRAMMAR BOARD BOOKS

The first words children usually learn in any quantity are nouns, the objects in everyday life. These two board books give practice in conversation and vocabulary of many more useful words.

The book *Busy* is full of fun pictures of children carrying out common activities and it presents an amazingly complete list of *verbs* such as: *wash, dress, drink, eat, walk, climb, jump, reach, pull, draw, carry, sweep*, and many more. The book *Happy* presents more verbs such as *chew, crunch, and nibble*, but also adjectives like *shiny, tiny, snugly, sticky, cosy, salty, soapy* and so on. In both books there is one word next to the picture, and the children are light and dark skinned with all kinds of hair. Boardbooks, 10.5" x 10.5," full color, 10 pages.

<b>CB120</b>	<b><i>Busy</i></b>	<b>\$7.00</b>
<b>CB125</b>	<b><i>Happy</i></b>	<b>\$7.00</b>



to recognize the frustration building and remove the child before he or she bites!

### IMAGINATION? LYING?

Which is which? For the child at this age there is no difference. Sometime around age 5-7 is the time when the child becomes interested in fairness, morality, truth and she will explore such concepts in depth. But at the end of the period from birth to three and during the fourth and fifth year, a child's attempt at communicating should not be interrupted with questions about truth.

When the child, perhaps because of having a good audience at hand, goes on and on with a story that starts out connected with reality and turns into a whopper, it is a good idea for the adult

to say something like "Wow! What a great imagination you have!" or "What a wonderful story!" In this way you validate the child for using vocabulary, imagination, verbal skills, and at the same time introduce concepts such as *imagination* and *story*, which will eventually help her sort out the difference between imagination and lying.

### THE ADULT'S HELP

For success in language a child needs confidence that what she has to say is important, a desire to relate to others, real experience on which language is based, and the physical abilities necessary in reading and writing.

We can help the child's language development by providing a stimulating

environment, rich in sensorial experiences and in language, providing a wealth of experience, because language is meaningless if it is not based on experience.

We can provide materials such as nursery rhyme blocks and books, vocabulary cards, books of subjects that are real and are related to the life of the child. We share good literature in the form of rhymes, songs, poetry and stories, which will greatly increase the child's love of language. This will set the stage for sharing our favorite poetry and great literature with the child as he grows. *This is the time, rather than in school, or university time, when humans really learn language.*

### 2-PIECE ALPHABET PUZZLES



Here are twenty-six cardboard 2-piece puzzles for the child who is interested in the sounds of letters, and able to carefully

handle cardboard puzzle pieces.

The letters are lowercase, and the background is white so the child knows exactly what the picture is (clearly a zebra, not a zebra confused with a background of trees, etc.). The letters are decorated to match the picture to give the child a hint: for example the design on the "z" is similar to that on the picture of the zebra. We recommend giving the child no more than 2-3 puzzles at first, alternating them often. Gradually he will be able to do more and more at one time.

**CB50 \$13.00**

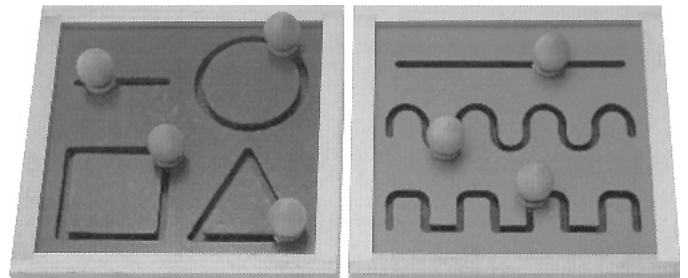
### TRACKING BOARDS

To prepare the hand for writing, these special *tracking boards* are fun for children and provide visual, tactile and kinesthetic experience.

The button, grasped by the hand, moves smoothly along the path of the line pattern allowing the child to perform the movement

and visually track its path. The patterns of these boards teach the main movements for making both print (the geometric shapes) and cursive letters. The tracking boards are 10.5" square, with natural wood knobs and frames. The Geometric Tracking Board is red with natural wood trim. The Cursive Tracking Board is green with natural wood trim. Made in the USA.

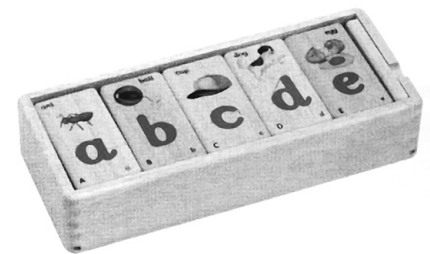
**CB040 Geometric Tracking Board \$38.00**  
**CB042 Cursive Tracking Board \$38.00**



### 2-PIECE WOODEN ALPHABET PUZZLES

The child will absorb the connection between the picture, lower-case italic letter, and word as she puts together these little puzzles. 3.7" x 2" wooden puzzles in a wooden box. This alphabet leads to recognition of both print and cursive letters later. Made in Thailand.

**(\*) CB025 \$25.00**



### abc BLOCKS

This is the age for detailed sensorial exploration with the hands and fingers. As the child builds with these blocks, with no effort at all, he will begin to learn the shapes of the lower case letters, facilitating the more formal steps of reading and writing later.

In Montessori communities children are not taught to read and write, but they are instead given beautiful materials that awaken the child's interest in learning—in this case learning about the letters of the English language. They are only introduced to lower case letters until they are reading and writing, and then given capitals.

This is a beautiful alphabet toy, designed by a Montessori family. Following this interest is the time to offer the lower case letters and their sounds (the short sound "b" as in "tub," instead of "bee"). The letters on the blocks are carved out so the child can trace them with fingers. Braille letters—of interest to children of all ages—are printed next to the letter. Made of brightly colored basswood. The set includes twenty-seven 1.75" blocks. Made in the USA.

**CB471 \$37.00**

