

# Sikora Montessori



## Our Philosophy, Goals and Objectives

### Philosophy

Sikora Montessori believes that each child is a unique individual who needs a secure, loving and stimulating atmosphere in which to grow and mature emotionally, intellectually, physically and socially.

We follow the methods and sequence of using the materials developed by Dr. Maria Montessori. Her aim was to help each child develop self-discipline. This is done through the use of an ordered environment where each child learns how to be responsible for functioning in and caring for the environment.

The ordered and prepared environment in a Montessori classroom includes **Practical Life, Sensorial, Math, Language, Science, Cultural Studies (geography) Music, Art and Movement.**

### Goals of the Montessori Classroom

#### Independence of the child

**To provide an ordered and prepared environment**

**To provide an atmosphere that promotes respect for the child, adult and materials**

**To provide an environment that meets the needs of the individual**

**To promote a love of learning**

**To establish a framework of life long education**

### Objectives of the core areas in the Montessori classroom

#### Practical Life Aims

- To develop concentration, coordination, order and independence
- The development of grace and courtesy
- Learning the use of different utensils

#### Sensorial Aims

- Development of visual acuity by size, shape, and/or color
- To develop concentration, coordination, order and independence
- Development of the perception of size through discrimination of gradation of thickness and height (children grade cylinders from thinnest to thickest, smallest to biggest, shortest to tallest)
- Development of visual perception by width and length (children grade wooden cubes, prisms, and rods by size, width, and length)
- Refinement of the child's ability to problem solve
- Development of the tactile sense (children use their hands to do work)
- Development of memory

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- Preparation for writing (the child's fine motor skills needed for writing are developed through the use of the materials)
- Preparation for reading (child's eyes are trained to move left to right in preparation for reading words on a page)
- Preparation for math (children are introduced to geometric solids, plane figures and later, the binomial and trinomial cubes which represent mathematical equations)
- Development of language (as children are introduced to geometric shapes they are taught the appropriate word for each shape for ex.: equilateral triangle, scalene triangle, isosceles triangle)

## **Math Aims**

- Development of basic mathematical concepts such as linear counting and numeration (concept of quantity, concept of numbers and the association of the two concepts. For example, \* \* \* represents the quantity of three, 3 is the number symbol that represents this quantity)
- Development of the concept of the decimal system (children are given beads as a concrete example of the decimal system)
- Introduction of operations such as addition, multiplication, subtraction, and division.
- Development of memorization skills (memorizing multiplication tables)

## **Language Aims**

- Continued development of the senses through the use of sandpaper letters
- Sandpaper letters also aim to teach the child the phonetic sound of each letter
- Development of the concept that phonetic sounds, when blended together, form words
- Development of reading skills and concepts
- Development of handwriting skills through the use of metal insets and later writing with pencil on lined paper
- Development of creative expression in written language as well as spoken language (creative writing projects and vocabulary development)

## **Science Aims**

- To develop an appreciation of the interrelationship between all elements of nature
- To be exposed to a large variety of scientific activities
- To develop skills of observation
- To become familiar with scientific questioning
- To develop a feeling for the role of man as the caretaker of the environment

## **Geography Aims**

- To gain a greater respect for other cultures (children do cooking, art and discuss other holiday celebrations around the world)
- To develop the concept of the physical world we live in (children study globes, maps, and land and water forms)