

# MONTHLY NEWS

A school to home educational piece for UMA parents

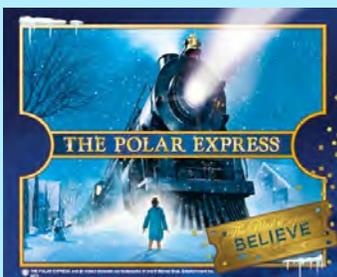
## Line Time Study

This month we will learn about different holiday traditions around the world in preparation for the upcoming Christmas holidays. Children will also be making some homemade items for their families.



## Parent's Night Out ☾

Don't forget that this upcoming **Saturday, December 3rd, from 5-9PM** we will host our first ever Parent's Night Out. Children need to bring their lunchbox for dinner and they may wear their pajamas, if they wish. We will be watching:



## A Child's Self-Discipline

By Jennifer Kelly - UMA OWNER/DIRECTOR

There are certain aspects and conditions of a Montessori classroom that contribute to a child acquiring self-discipline. The Montessori classroom environment is a place where children feel free to explore concepts that peak their interests while also testing their abilities. Through freedom of choice and a self-paced curriculum, students learn how to choose lessons, complete a work cycle, and become self-disciplined. Since children are able to focus on subject matter that appeals to them, they are apt to immerse themselves in their discoveries. Child-sized furniture, concrete manipulatives, and the freedom to express one's self provides the perfect atmosphere for enticing a child's interests and promoting his or her natural talents. Montessori believed that self-discipline in children first begins with their work. As a child spends more time in a Montessori classroom he or she learns how to become absorbed in their lessons, allowing each of them to focus and become avid workers. Mastery of a difficult lesson boosts a child's self-confidence and his or her control-of-error. A child's self-discipline does not happen instantaneously, but over time with the guidance and support of their teacher. Teachers should remove all obstacles that stand in the way of a child's ability to achieve self-discipline and inspire their students to expand upon their abilities. At UMA we pride ourselves with the ability to be able to offer your child this unique learning environment which allows each of them to reach his or her full potential.

**If you can, we would love for you to do one or both of the following:**

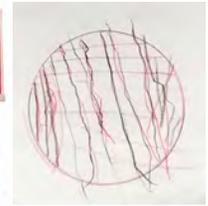
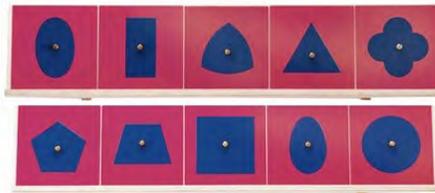


**and/or**



UMA is partnering with Ten Thousand Villages to host a Christmas Shop for students at our school on **Thursday, December 8th.**

Informational flyers about the event went home at the end of November letting parents know what items would be available in their pop-up shop.



## Primary Language Curriculum

Language involves the letters, sounds, and spoken words that are needed to communicate with one another. By the time a child enters the classroom he or she can already communicate verbally with others, but many times he or she cannot identify the specific phonemes that are used to create words and sounds in the English language. The prepared environment in a Montessori classroom plays a major role in the acquisition of language development. Language is taught in all areas of the classroom, and children are given words that enrich their vocabulary. As children progress through the language curriculum they move from letter sounds, to forming words, to writing, then reading.

**Below is a list of several main areas in the language area of a Montessori classroom with an explanation of their focus:**

1. **Phonemic Awareness**- Children work with phonemes by identifying letter sounds and isolating sounds in words. Children also work with rhyming and compound words.
2. **Pre-reading Activities**- Children sing songs, name objects, have conversations, and play word games. Sorting, sequencing, and creating patterns are also important in this area of language.
3. **Writing and Reading Activities**- Children use metal insets, sandpaper letters, and the movable alphabet to begin writing. Word building lessons and 3-part cards expand upon a child's vocabulary.
4. **Structured Reading**- Children work with letter sound boxes and sandpaper letters to start reading. The child moves from matching letters, to sorting letters, to identifying beginning sounds in letters, to word building with the movable alphabet, then the child begins reading CVC words and other labels.
5. **Grammar and Function of Words**- Children are introduced to different parts of speech (noun, verb, article, and adjective).

