

Reservoir West Montessori Early Education Centre



Weekly Newsletter

Term 3

Week ending Friday 22nd July 2011



We hope you all had a great holiday
and are ready for the new term!

Congratulations

to **Trinette** and **Jay** on the safe arrival of **Charlotte**, their second daughter, during the break. Also congratulations to **James & Jack** on becoming big brothers and to **Sarah** on becoming a big sister!

We also say **congratulations** to **Nicole** and **Lewi** on the safe arrival of their daughter **Emily** and congratulations to **Zachary** and **Alexander** on becoming big brothers to their little sister **Curly C**.

A big **thank you** to **Yela** for getting the fruit trees and compost for us at cost price and donating the tubs to place them in. We appreciate your time and thought very much. Also don't forget **John** for delivering it all to school. What a great family. 😊

The "Treasure Bag" has been made and each week it will be given to a child to take home for the weekend, to select a treasure they wish to share with their friends. Every Monday or Tuesday that child will be able to show their treasure and express the reason why it is so special to them.

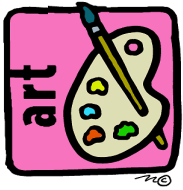
We will also be introducing a 'Teddy Bear with a Journal'. The children will have the chance to take this home and place photo's or write in it about the adventures they and the teddy got up to, sharing the events of the weekend or holiday's with their friends.

These activities will help to build self-esteem, confidence, social interaction, cohesion, de-centering, sharing, turn taking skills and a sense of being, belonging and becoming.

We have put up a display on the "Golden Rules and Words", to reaffirm manners, polite behaviour and codes of conduct needed for us to all work together harmoniously.



This week in cookery the children have made 'Dog Bone Biscuits' and writing their names on them with icing pens.



In art we made finger pet puppets.



Science

In science we looked at how many drops of water can fit onto five, ten and twenty cent pieces. We were able to get 13 drops of water onto the five cent piece before it spilled.

If anyone has an old wheel barrow they would not mind donating to school, we would greatly appreciate it. We are going to plant it up into an adventure garden, for the children to explore imaginative role play and use their senses. Does not matter what condition the wheel barrow is in. Thank you!

FUNNY!



.... Just before the holidays I was sitting at the table with Zachary and he was telling me about his trip in to the City the previous evening. He said, *"We saw lots of lights, it was good"*. I asked, *"Did you see AAMI Park, it has lots of little star lights that change colour?"*. Zachary sat for a while, thinking about this. Then replied *"No, I only have two parks and they only have slides and swings".....*



Have a Great Weekend!



repetition of each exercise has. Like working with the knobbed cylinders, where the child learns how to grade sets of ten, using repetition to develop his/her skills, firstly working with one block, then two blocks together up to working with all four. Exploring and establishing all the different ways that the component phenomena fit together. A way of learning which solidly binds through repetition certain previously absorbed phenomena and draws a clear distinction around them, making a unified concept.

The third stage is the conscious application of the now bound and circumscribed concept to tasks and situations that will give it meaningful place in the child's work. When a concept such as an abstract mathematical relation, has no obvious practical application, the child may create a new application by inventing a game that makes use of a new concept (Piaget termed it as a schema which is assimilated and accommodated). By placing language behind a concept sometimes it is enough to give it meaning in the child's mind. Early exposure to counting song's, rhymes and stories plant the sequence of number lines within the child's mind. Using action songs allow the concepts to be planted through muscular impression as well. Inclusion of songs which add, take away, divide and include zero plant these concepts subconsciously, before giving the child language terminology linking them directly to math.

Using the child's sensitive period for order and giving him/her clear precise guidelines, the building of relationships between objects, connectivity, ideas and allowing the child to problem solve through action, movement and discovery helps the child to develop abstract and logical thinking. Logic is at the base of all mathematical concepts. Montessori believed that we are all born with a

mathematical mind, which is established with in our absorbent mind phase of development between the ages of zero to six.

The mathematical activities are organised into five groups, plus some fraction work which the child will firstly be exposed to through the sensorial area.

These groups are as follows;

Group 1: Introduction to numbers

Number rods, sandpaper numbers, number tablets, spindles, cards and counters, memory game

Group 2: Introduction to the decimal system

Limited bead materials, number cards, function of decimal system, formation of complex Numbers, unlimited bead materials (addition, subtraction, multiplication, division)

Group 3: Introduction of tens, teens and counting

Group 4: Arithmetic tables

Addition snake game, addition strip board, addition charts, subtraction strip board and charts, multiplication tables, bead board and charts, unit division board and charts

Group 5: Subtraction

Short bead frame, hierarchies, long bead frame, simple division.

Group one introduces the child to units of quantity and illustrates their use in several exercises that count up to ten, group two is the introduction of the decimal system., giving

concrete experiences with units, tens, hundreds and thousands represented by beads and showing how these are combined in arithmetic operations. Group three, which is done concurrently with group two gives the child experience with the decimal system beads as applied to counting by units, linear intervals and geometric progression. Group four uses strips, boards and beads to give material demonstration of addition, subtraction, multiplication and division, with results being recorded in tables to help the child remember them. Group five is the transition to abstraction, helping the child internalise the function of arithmetic and gradually disregards the physical manipulation of materials.

Like all Montessori learning the child is taught from the concrete to abstract, giving the child first the quantity, then the symbol and finally both together. Each set of exercises work in this way. Initially giving the child concrete ideas on quantities and finishing with the child writing his own examples and the results through memory. Firmly equipping the child with the logic and laws which apply in all mathematical concepts.

Hopefully by teaching the child maths in a way that is fun and understandable, which the child does not find daunting, we will give the child a love for mathematics.

This area of the curriculum helps the child meet the outcomes and strands 1, 4 and 5.