

Kindergarten Program



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Overview of the MSOSV Kindergarten Series





A PEEK INTO THE FIRST DAY OF KINDERGARTEN:

The students have spent the previous two years preparing for this day. They now have the maturity, development and academic readiness to begin to work as a team as well as follow their individual plans. They now begin meeting together in the Kindergarten classroom for 1.5 hours of academic work with targeted subject areas each day of the week. At first, they are a bit timid, with their new responsibilities of writing in their daily journal, creating their daily work plan, however excited to take their very first field trip!

A PEEK INTO THE LAST DAY OF KINDERGARTEN:

This group of students who started out a bit awkward and unsure of themselves are now confident leaders, many who are excelling in all academic areas. The leadership skills they gained during the year have them holding their heads high with assurance. They are ready to begin their journey in the 2nd plane of development.



Overview of the MSOSV Kindergarten Series Continued



In this 12-topic series, we will cover the following areas:

- What the kindergarten students do each day to develop good academic habits and become leaders
- An in depth look at each subject area
- How families can see the growth throughout the year
- Comparative analysis of Public Kindergarten vs. MSOSV Kindergarten – cost and curriculum
- Comparative analysis of other Private Kindergarten vs. MSOSV Kindergarten

Montessori Work Plans MSOSV Kindergarten Year



Montessori Work Plans MSOSV Kindergarten Year Continued



Purpose: To instill a sense of personal responsibility and accountability.

Skills Taught: Using a Daily Work Plan, the Kindergarten students begin to take personal responsibility for their education. The students choose work that fits with their own academic growth and development. The Montessori Guide checks the Work Plan to ensure the students are not either moving too quickly through the work – or choosing work that is too easy. In the Montessori philosophy, we would call the above “The Direct Aim” for learning. The “Indirect Aim” includes continued practice with writing, spelling and reading well.

What to Expect: Each day, during the uninterrupted morning work period, students will be completing a Montessori Work Plan. This work plan will consist of 4 tasks which will need to be completed throughout the day. The work plan is decided through a collaborative discussion between the Lead Guide and the individual student. The tasks will consist of language, math, geography or cultural, and a free choice (for example, it could be an art activity).

Montessori Work Plans MSOSV Kindergarten Year Continued

When the day begins, the kindergarten students collect their clipboard with the Work Plan for the day. They might start out having a quick snack and thinking about the day ahead. Once they have chosen their work, the Montessori Guide will check to ensure the work is on task with their learning. As the K students complete each of the listed activities, they check off the Work Plan and show it to the Montessori Guide. Once they complete their work for the day, they can choose from any area of the classroom. They may choose to paint at the easel or complete a math equation booklet.

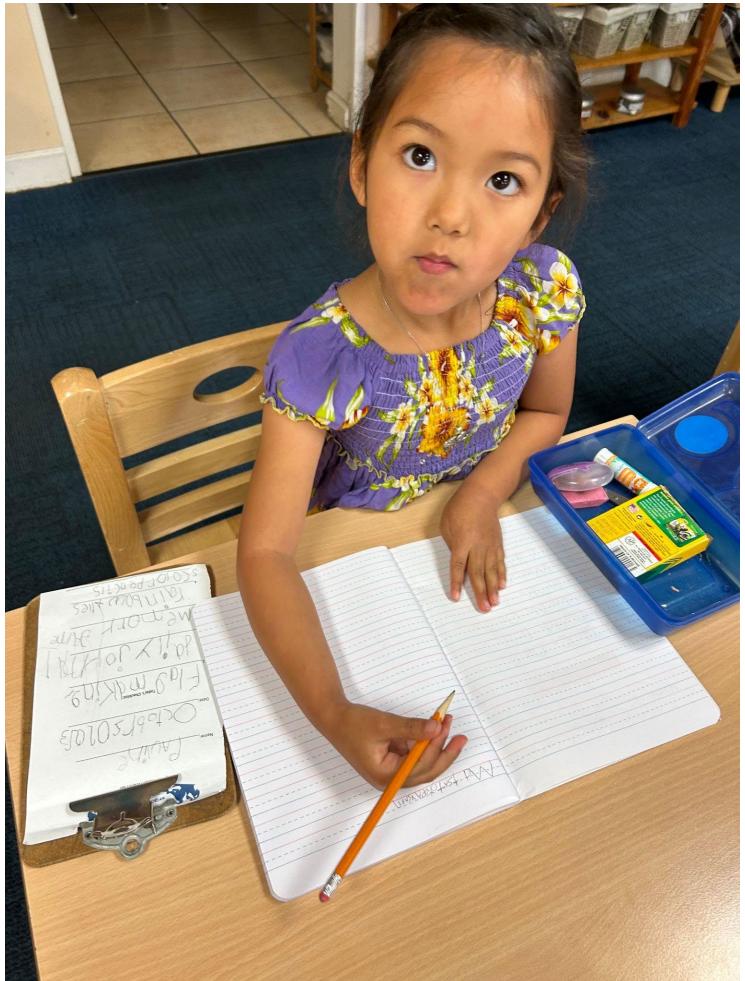
Montessori Work Plans are designed to keep each student on track and accountable for the work they are choosing and completing throughout the morning work period.



Daily Journals for the Kindergarten Students



Daily Journals for the Kindergarten Students Continued



Purpose: To practice writing skills as well as critical thinking skills. The kindergarten students develop good academic habits by starting their day with the Daily Journal.

Skills Taught: Keeping this daily journal is one way to boost critical thinking skills in the kindergarten classroom. This is the beginning of teaching students to write in a structured way. By starting with personal daily journals, students can practice different types of writing, such as “narrative storytelling, opinion writing and informative writing”. The students practice word and letter spacing, the use of punctuation and capital letters as well as indenting a paragraph. As the year progresses, the Montessori Guide and the family can see the progress and improvement in the writing structure as well as writing style.

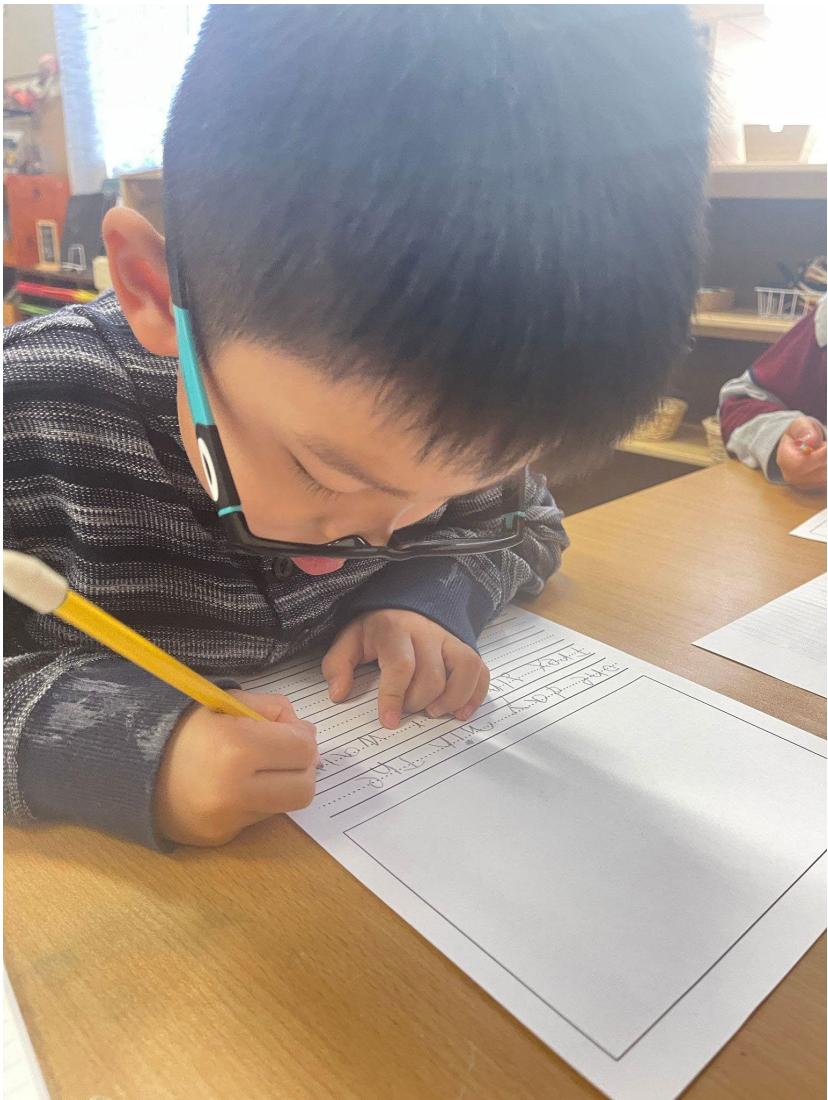
What to Expect: Each day throughout the morning work period, a daily journal entry will be completed. This is a writing exercise designed to help formulate thoughts and ideas around a certain topic. The topic is chosen by the student (for example, zoo animals) and consists of a picture and written description or narrative related to the topic.

The daily journal also includes writing practice of the date both in short and long form. The students also learn to write their home and school addresses and phone numbers.

Language in the Kinder Year



Language in the Kinder Year Continued



The Montessori Language Program is so rich and comprehensive that it is difficult to explain in depth in this short blog. Please see the various photos with short explanations of each work the students complete as they move through the reading, writing and grammar Montessori Language Program.

The 3- and 4-year-olds begin working with phonetic word building once they know the sounds. This leads to the blending of words. By the time the students enter the MSOSV kindergarten program the K students are building sentences. At the same time the 3- and 4-year-olds are busy with practical life, building the skills to hold a pencil as well as developing the concentration habits needed for this Kindergarten language work.

READING AND WRITING FOR THE KINDERGARTEN STUDENT

- Sentence building, reading, writing, and comprehension
- Group stories with comprehension questions
- Narrative story building and writing
- Proper holding of the pencil for steady writing as well as good future habits
- Cursive writing as well as print writing with proper spacing

HOW THIS IS TAUGHT IN THE MSOSV MONTESSORI KINDERGARTEN PROGRAM

WASECA READING AND WRITING PROGRAM

The Waseca program uses a four-step approach: after the students have been introduced to the phonetic element, the student uses the movable alphabet to spell, or encode, the word depicted on a picture card. Next, the student decodes the phonetic information by matching a picture card to its label. Then the student further practices decoding by reading the phonogram booklet and doing writing practice.

The cards use photo images to illustrate each word and large print that highlights the phonetic element used in the word. The frame around the picture and the highlighting are color-coded for the nine different boxes.

Both print and cursive are introduced.

As a supplement to the hands-on work the students complete during the daily work period there is a workbook that provides even more practice for each drawer and supports the student in working independently. A list of sight words for each drawer prepares the child to read sentences. This combined phonetic and sight-word approach assures success!

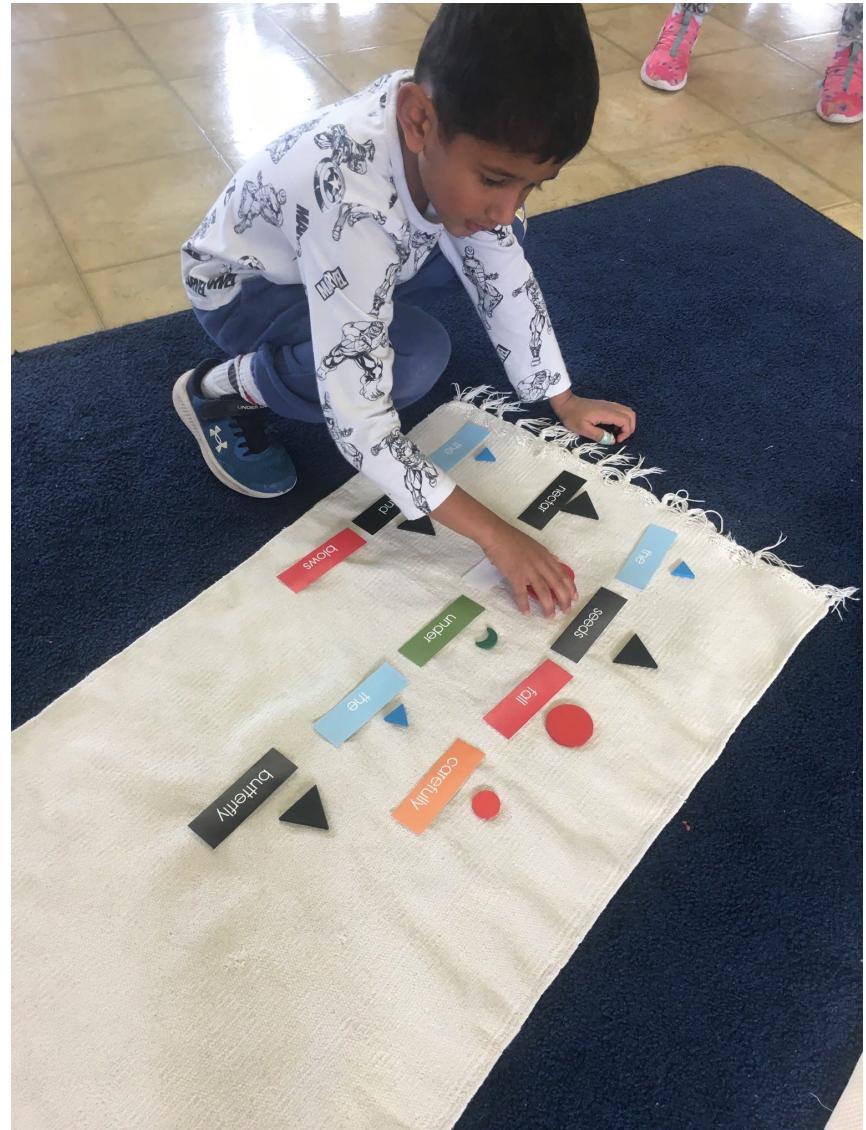


Language in the Kinder Year Continued

While discussing the Montessori Language Curriculum for the 3rd year, let's briefly discuss the Planes of Development. The Montessori 3rd year students are at the end of the 1st plane is Birth to age 6. The 2nd Plane of Development is children ages 6-12 years. This 2nd Plane is filled with creativity and imagination. The Montessori 3rd year student (kindergartener) is headed toward this very different time in their lives. It is the job of the Montessori Guide to prepare the kindergarten student for this next phase of development. The Montessori kindergarten students enter this 2nd plane with all the skills necessary to take off with their creativity as well as imagination.

It is only in the Montessori classroom where you will find the 3rd year students writing in cursive, in full sentences with punctuation. These students have had grammar lessons with concrete materials, they are able to move to this very abstract concept of beginning to understand and implement the different rules of writing.

To take a deeper look into the [Waseca Reading and Biome Curriculum](#).



Math in the MSOSV Kindergarten Year



Math in the Kindergarten Year



Maria Montessori's use of the term, 'The Mathematical Mind,' refers to the unique tendencies of the human mind, such as order, exactness, exploration, and orientation. Humans also have the unique abilities to imagine, create, and think abstractly. Montessori designed her math materials to incorporate the natural capabilities of a child's mathematical mind.

All children have mathematical tendencies, and all children should be able to enjoy mathematical studies. Dr. Montessori proposed that the introduction of mathematics during the period of the absorbent mind (0-6 years) enables the child to form positive associations with numbers, which can be carried on throughout life. The key is to provide the child with hands-on experiences. For the young child, an explanation is not enough. Dr. Montessori wrote: "Education is a natural process carried out by the child and is not acquired by listening to words but by experiences in the environment." Montessori demonstrated that if a child has access to concrete mathematical materials in his early years, she can come to her own understanding of abstraction concerning the concept. On the other hand, these same skills and facts may require long hours of laborious work if introduced later in abstract forms or simply asked to memorize.

Math in the MSOSV Kindergarten Year Continued

Let's begin with the absolute genius of Dr. Maria Montessori and her son Mario who developed the Montessori math materials.

Over the years, there has been a consistent message from adults, either parents or educators taking the Montessori math component of the Montessori Teacher Education formal training.

"I wish I had Montessori Math when I was a student"

HOW IS MONTESSORI MATH DIFFERENT FROM TRADITIONAL MATH?

Traditional schools offer mathematics in an abstract format with the, group of children moving through the prescribed curriculum together. The MSOSV Montessori Guides present math with concrete, manipulative material. The student is presented the materials, as he or she is developmentally ready.

"In our work, therefore, we have given a name to this part of the mind, which is built up by exactitude, we call it the 'mathematical mind.'"
– Dr. Maria Montessori

THE FOUNDATION – CONCRETE MATERIALS

The Montessori mathematics are taught in a sequence starting at age 3:

- Counting (from 1 to 10, 10 to 90)
- Linear 1 to 100 and 1000
- Skip-counting as an introduction to multiplication)
- Place value to four digits
- Number operations (addition, subtraction, multiplication, division)



MATH WITH THE MONTESSORI KINDERGARTENER



At MSOSV, we maintain mixed-age classrooms. This means that any child who is ready to receive a new, more advanced math lesson, will have the opportunity to do so. This applies to any of the materials listed above. It is not uncommon for an older student to work alongside a younger student showing what they know. Teaching a friend to do a new lesson is a reinforcement of the lesson itself.

There are, however, a few exceptions. We reserve some of the more abstract concepts for the kindergarten year. These lessons are taught in small groups with individual practice to follow:

- Time – introduction to the clock and telling time to the hour and half-hour
- Money – identifying the different coins and bills and learning their value and practice counting money
- Measurement – learning how to use a ruler and tape measure to measure inches and feet
- Temperature – understanding the thermometer and how to track the weather
- Calendar – learning the days of the week, months of the year, and seasons in order

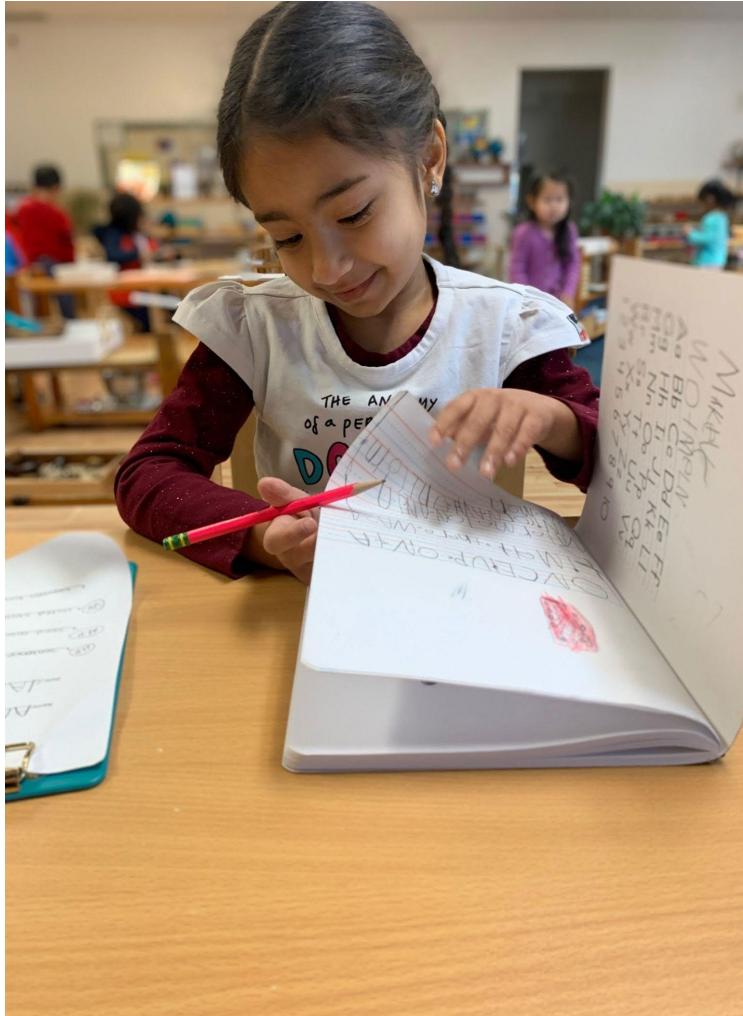
Advantages the MSOSV kindergarten students have upon graduation:

- The MSOSV kindergarten students have learned many mathematical concepts and math facts typically only taught in 2nd or 3rd grade
- There is an enjoyment, a love of learning math, that they will carry with them into their elementary years and more

Weekly Book Bags MSOSV Kindergarten Year



MSOSV KINDERGARTEN HOMEWORK



At the beginning of the school year, each kindergarten student receives a personal journal and book bag. On Monday, students will choose a book from the MSOSV kindergarten library, they bring the book home with their journal in the book bag.

Parents are asked to work with their kindergarten student each night, reading the book together and helping the student to write in the journal.

At the beginning of the year, based on the ability of the kindergarten student, the parent is instructed to assist the student with writing in the journal. It might start out with the parent reading the book to the student, asking the student about their favorite page, and having the student draw a picture representing the favorite page. The page in the journal is dated by the parent.

By the middle of the school year, the student will likely read the book to the parent, then write a short paragraph about the book or favorite page.

As the kindergarten year progresses, parents will see the improvement in penmanship, sentence structure and creativity.

Weekly Book Bags MSOSV Kindergarten Year Continued

By the end of the school year, the kindergarten student will have created, narrated, and illustrated their very own book. Another keepsake family treasure from the MSOSV kindergarten year.

Book bags with journal and book are brought back to school on Friday. The kindergarten guide will review the journal before it goes back home the following Monday.

A LITTLE MORE ABOUT HOMEWORK IN THE MONTESSORI CLASSROOM

Rather than sending home workbooks or a series of worksheets, MSOSV believes that parents should include their children in the everyday running of the household. Maybe the children help to set the table. During this time, a discussion about counting, classifying, or helping to stay organized is considered a valuable homework activity. Other ways to work with children at home are to count money to understand what something costs and how to pay for it. These are all teachable moments with math, practical life and life skills necessary to enter into adulthood.



Biomes and Cosmic Curriculum: MSOSV Kindergarten Year



Biomes and Cosmic Curriculum: MSOSV Kindergarten Year Continued



The Cosmic Curriculum and Biome work starts as early as 3 years. The primary students have an introduction to plants animals, water, soil, air, and the sun.

The primary students also work with continent geography with political boundaries. They learn about the countries, culture, food, and flags.

Once the primary child becomes an MSOSV kindergarten student, the curriculum switches from geography with political boundaries to the Biomes.

Working with Waseca (in connection with the Waseca reading program used in the MSOSV classroom), the transition to the Waseca Biomes is easy for the kindergarten student.

MSOSV starts with the Introduction to the Biomes and the North America Biome Study.

Once the kindergarten students finish the Introduction to the Biomes, they transition right into the in-depth study of the North America Biome. Sometimes, the kindergarten group finishes the North America Biome before the end of the school year. When this happens, the kindergarten students decide as a group which continent biome they would like to study next.

Biomes and Cosmic Curriculum: MSOSV Kindergarten Year Continued

With the Biome work the students are presented with nomenclature cards as well as a series of hands-on experiments that introduce the student to the parts of the biomes, vertebrates, plants, climate, and the different biomes found on our planet.

The lessons on energy from the sun, soil, air, water plants and animals are directly linked to the MSOSV and Waseca Reading Program the kindergarten students begin as early as age 4.

As the kindergarteners' progress through the school year, they will begin to label the Backyard Biome Mat with grammar cards and build sentences. Using the Cosmic Nest Boxes the students can better understand their place in the universe.



Biomes and Cosmic Curriculum: MSOSV Kindergarten Year Continued



The North America Readers include 9 readers with stories pertaining to the continent of North America. The continent readers allow emerging readers to read independently for content as they are studying the continent as a biome.: these readers introduce phonetic elements with the same progression and color-coding as the Waseca Reading Program.

First, the student reads the unillustrated book so that she can focus on decoding. Next, the student reads the text on the corresponding text cards to match the included picture cards. Numbers on the back of the cards serve as a control for error. Finally, the student can use the master sheets to demonstrate confidence and comprehension by illustrating a copy of the story to take home.

The MSOSV kindergarten students spend one to two days per week working on the Biome Continent Study. Because this work takes place during the kindergarten work period, the Montessori guide is able to work with the small group and 1:1.

Physical Education MSOSV Kindergarten Year



Physical Education MSOSV Kindergarten Year Continued



In kindergarten, children begin to learn the value of physical activity. They should practice fitness while learning new movements and working to develop key social skills, including good sportsmanship.

MSOSV PHYSICAL EDUCATION

In addition to free play twice per day, the kindergarten students participate in:

- Twice per week PE class
- Daily Yoga
- Weekly Nutrition

PE CLASS

During the twice per week PE class, the kindergarten students learn new activities. As they are approaching the 2nd plane of development, the students begin to organize games with rules and outcomes. They learn to take turns, to get up when they fall and to try again when practicing a new skill.

Some games they kindergarten students participate in include:

- Red Light Green Light
- Four Square
- Relay Racing: galloping, skipping, jumping, running, leaping and different ways of crawling

Some individual physical education activities:

- Jump rope
- Hula Hoop
- Chinese jump rope
- Kicking a soccer ball





DAILY YOGA

Each afternoon during the afternoon group circle, a different kinder student is chosen to lead the Yoga Circle. The rest of the primary and kinder students follow the lead of the kindergarten student, calling out and holding different yoga poses: Each day, all the primary and kindergarten students participate in 20-30 minutes of yoga.

Some of the Yoga poses the children learn:

- Downward Dog
- Rock
- Cobra

NUTRITION

The MSOSV kindergarten students participate in weekly nutrition with food preparation during the kindergarten work period. In the fall, the students may be making bread in the bread maker and churning their own butter. In the summer, the kindergarten student can be found cutting up delicious summer fruit to serve as kabobs. The students try new foods and talk about the importance of keeping a healthy body.



Field Trips MSOSV Kindergarten Year



Field Trips MSOSV Kindergarten Year Continued



During the Primary years, MSOSV brings the fieldtrip to the school. Safety is the biggest concern for young children. When the students reach the 3rd year, the kindergarten year, they are ready to venture out and go on monthly field trips.

REAL-WORLD EXPERIENCES

Field trips are a great way to reinforce the lessons learned in the Montessori classroom. Talking and reading about concepts is one thing, but having the opportunity to experience them firsthand is quite another altogether. By attending a field trip, the kindergarten student is able to solidify their understanding and can now have a real-world experience to refer to.

Some of the best kindergarten memories are made on the field trips. They combine the excitement of exploring new places, participating, and engaging in new activities and experience the joy of education and continue to develop a love of learning.

DEVELOPING SOCIAL SKILLS

With the opportunities for collaborative activities, discussions, and shared experiences that field trips offer, it's no wonder that field trips help students grow their social skills. Field trips also offer the unique opportunity for students to interact with individuals outside of the classroom like tour guides or animal experts providing them with real-world conversation experiences and practice talking to new people. MSOSV staff and parent chaperones are present to keep the students safe and accounted for. Field trips also offer an opportunity to speak with your class about how to stay safe in public, a necessary lesson that can boost confidence and independence.

MSOSV campuses join for monthly field trips. The students get to know other students while on field trips. At the end of the school year, a party at a local park is a great way to wrap up the kindergarten year.



A FEW EXAMPLES OF THE MONTHLY FIELD TRIP:

- Local Library
- Pumpkin Patch
- Museum
- Planetarium
- A trip to the theatre for a play

Leadership MSOSV Kindergarten Year



Leadership MSOSV Kindergarten Year Continued

By the third year of the Montessori journey, MSOSV kindergarten students have been waiting two years to become one of the older students in the class – they are now the “Leaders”.

The Montessori Kindergarten students naturally help the younger children do their work, even presenting Montessori lessons!

Time and time again, research has shown that when one person is teaching another, the “teacher” often learns just as much, if not more, than the person receiving the lesson.

Teaching reinforces learning and creates students who have a deep love of learning.

BEYOND ACADEMIC ACHIEVEMENT

Kindergarten students in the Montessori Primary classroom (3–6 year old’s) play a very important role in the classroom environment, providing guidance to the younger children, as the previous Kindergarten students once did for them.

In this natural leadership role, the Montessori Kindergarteners:

- Are empathetic.
- Have increased self-confidence.
- Display high enthusiasm for the learning process.
- Know the ins & outs of the daily classroom routine.
- Are conscious of being the oldest in the class – a time they have waited for with great anticipation.
- Demonstrate collaboration and a willingness to ask for help.

Leadership MSOSV Kindergarten Year Continued

Having grown up together in a mixed age classroom, the Montessori Kindergarten students look out for one another, regardless of differences in age, gender and cultural backgrounds. All skills and traits they can use to adapt to any new situation throughout their life.

THE EARLY CHARACTERISTICS OF A LEADER

Advanced academics are certainly a great and critical benefit of the Montessori Kindergarten year. However, it is important to understand the kindergarten student is becoming a confident, kind and self-assured person – the early characteristics of a leader.



Transitioning to Elementary from MSOSV Kindergarten



How will my child transition from MSOSV to a traditional learning environment for elementary?

A MONTESSORI ELEMENTARY CLASSROOM MAY BE AN OPTION.

MSOSV recommends the following elementary programs:

- Montessori School of Fremont – Fremont, CA
- Casa di Mir Montessori – Campbell, CA
- Goodwater Montessori – Georgetown, TX

A question regarding this transition may be, 'How will my child adjust?' Parents may ask just that when they need to decide where their child will be continuing their educational journey after years within a Montessori learning environment. Whether it is transitioning from a Montessori preschool to a public kindergarten, or the transition happens later, maybe after 3rd or 5th grade, this same question raises concerns for many parents.

CURRENT STUDIES

Most parents' concerns are focused on two primary areas: academics and socialization. Some children may be bored at first and ready to move onto the next concept before the rest of the class. Everyone in the class doing the same thing at the same time is a new concept and unlike Montessori work, and it definitely requires adjustment for Montessori children.

A longitudinal research study supported by AMI was conducted on 400 students in Milwaukee. Click [here](#) to see the study for your reference.



CRITERIA USED FOR THE RESEARCH STUDY

- 50% of the students received public school education from kindergarten to graduation; the other 50% attended Montessori schools through 5th grade before transitioning into the public school system.
- The two groups were carefully matched in terms of gender, ethnicity and family financial status.
- At the end of the study, which was conducted between 1997-2007, test scores and GPAs were compared.



SUMMARY OF THE ACADEMICS

- Students who had received Preschool – Grade 5 Montessori education not only outperformed the other student group in math and science test scores, but also graduated with higher GPAs.
- The study concluded that early Montessori education had a long-term impact on later public school performance.
- Students transitioned excellently on an academic level.

IMPORTANT SKILLS LEARNED AT MSOSV MONTESSORI

- MSOSV educated children have learned the core values of respect for self, respect for others and respect for the environment from an early age.
- Their mixed-age classrooms have allowed them to interact with a more diverse social circle than most other children their age.
- MSOSV children have learned to interact peacefully with others using conflict resolution and social interaction strategies.
- Research studies have also shown that Montessori students demonstrate a greater sense of fairness and justice, and they are more likely to choose positive responses for dealing with social dilemmas.
- These skills serve them extremely well as they move into their new classrooms and begin making new friends.

The kindergarten students are wrapping up the first “plane of development”.

THE “WHAT IS IT?” PLANE

Children between the ages of 0 through 6 are in the “discovery” mode. They are driven as if an internal force to interact with the environment and absorb all the information. They touch everything. This is a naturally self-centered time because little children have an immense task to focus on: building the foundation for life.

As kindergarten graduates, they are now entering the next “plane of development”.

THE “WHY IS IT?” PLANE

Around age 6 or so, we see some striking changes occur: Their bodies begin to change, they no longer become sick as often, their baby teeth are replaced with adult teeth etc. These 6-year-olds begin to reason about and want to understand why does the earth go around the sun, what is right and what is wrong for example. Friend groups emerge and become very important.

In school, students in the second plane begin to work collaboratively and ask “why”. They seek to understand.

As MSOSV kindergarten graduates, these students are ready for this change. The change in environment, working together on group projects, the solving of problems and of course beginning to understand how they fit in socially. This step is very natural moving from MSOSV to a traditional elementary school.



Public vs. MSOSV Kindergarten





Public vs MSOSV Montessori Kindergarten

Head-to-Head Comparison



Summary Overview

- Most families are aware of free Common Core kindergarten programs offered by public schools across the country, and frequently ask “What are the benefits of Montessori kindergarten over public kindergarten programs?”.
- Although many children now start with transitional kindergarten before entering into kindergarten, the public kindergarten programs begin with the introduction of the basic concepts, like learning one “letter” of the alphabet per week. This is done with worksheets and coloring.
- While all children will benefit from Montessori Kindergarten programs, those children enter the “3rd year” of Montessori will realize accelerated benefits from the previous 2 years of Montessori experience – far outpacing the benefit of children entering the public-school kindergarten (or TK program) for the first time, regardless of what kind of pre-school experience the child has.
- The students beginning the MSOSV kindergarten program have generally reached the milestones and benchmarks for completion of public kindergarten **before** entering the kindergarten year.
- To highlight the differences and similarities between public kindergarten and MSOSV kindergarten, we have prepared a side-by-side comparison of the developmental milestones and benchmarks.
- This comparison is provided in both a quick at-a-glance summary matrix followed by more detailed, in-depth side-by-side comparisons by subject area for those who concerned with details of their child's Kinder program options.



Public vs MSOSV Montessori Kindergarten Overall Summary



MSOSV Kindergarten (3 rd Year)	Public Kindergarten
Flexible curriculum	Rigid curriculum
Allows the individual child to learn at their own pace	Progresses at the teacher's pace
Reality oriented	Role-play and fantasy oriented
Specific plans for materials – sense of order	Random placement of material – no specific place
Child chooses activities according to own needs and interests	Teacher decides what the child has to learn
Learning environment is centered on the child	Learning environment is centered on the teacher (adults)
Self-education thru self-correcting materials	Use of reward and punishment in motivation
Recognition of the sensitive periods in each child	All children are treated alike
Employs Multi-sensory materials to develop specific skills	Employs play materials for non-specific skills
Liberty to speak (without disturbing others) as she/he pleases	Silence is frequently enforced
Focus on developing the child's wholesome personality	Focus on imparting maximum quantum of knowledge



Public vs MSOSV Montessori Kindergarten

English/Language Arts



MSOSV Kindergarten (3rd Year)

Reading

- Students read sight words, phonetic words of any length, understand consonant and vowel diagraphs

Writing

- Write original and paraphrased sentences that include a subject and a predicate with inventive spelling, demonstrating knowledge of letter sounds, proper spacing.
- Students in the MSOSV naturally begin to use cursive writing, creating paragraphs with proper indenting, punctuation, and legible writing.

Literary Response and Analysis

- MSOSV kindergarten students are able to discuss stories read together including asking and answering questions.
- Students are able to recall key details of stories as well as ability to identify supporting details of an idea using appropriate vocabulary.

Public Kindergarten

Reading

- Students know about letters, words and sounds.
- Apply knowledge to read simple sentences.
- Students identify the basic facts and ideas in what they have read, heard or viewed.
- They use comprehension strategies to answer questions.

Writing

- Students write words and brief sentences that are legible.

Literary Response and Analysis

- Students listen and respond to stories based on well-known characters, themes, plots and settings
- Students speak in clear and coherent sentences.
- Students develop brief recitations and oral presentations.

Pulling it all together: All MSOSV Kindergarten students write and illustrate a narrative story, a wonderful family keepsake for the end of the school year.



Public vs MSOSV Montessori Kindergarten

Math



MSOSV Kindergarten (3rd Year)

- MSOSV Kindergarten students are able to demonstrate the concept of “zero”.
- Success with linear and skip counting from 1 – 9,999,999. (identifying verbally and writing)
- Performs addition, multiplication, division and subtraction with large numbers, writing and recording equation problems.
- Know geometric shape names and able to create patterns with different shapes
- Students can identify and understand the value of money, penny, nickel, dime, quarter, dollar bill.
- Able to solve binomial and trinomial cubes – introduction to algebra.

Public Kindergarten

- Students use objects (counters, connecting cubes, tiles to represent two quantities and compare them.
- Fluently add and subtract within 5.
- By the end of K, students understand small numbers, quantities, and simple shapes into their everyday environment.
- They count, compare, describe and sort objects.
- The students begin to develop a sense of properties and patterns.

STEAM

Elements of STEAM are introduced in the Montessori program with weekly math, science, and art subjects including the study of the impressionists as well as independent art through several different mediums. The STEAM program enables the Kindergarten students to develop the much-needed critical thinking skills which also contributes to one thinking for themselves.



Public vs MSOSV Montessori Kindergarten Science



MSOSV Kindergarten (3rd Year)

Cultural Studies – Cosmic Curriculum

- Students work with the Cosmic Curriculum which combines the Physical, Life and Earth science disciplines into one that includes the study of plants, animals, biomes without political borders such as weather, land and the animals that live there.
- Outcomes: MSOSV students are competent in classifying and identifying as well as writing about different habitats including the past, with dinosaurs and space with the stars and planets.
- MSOSV students understand the monthly and yearly calendar as well as where they live, they know their address in relation to the street city and planet.

Public Kindergarten

Physical

- Properties of materials can be observed, measured and predicted.

Life Sciences

- Different types of plants and animals inhabit the earth

Earth Sciences

- Earth is composed of land, air, and water

History and Social Science

- Students in K are introduced to basic and casual relationships emphasizing geographic and historical connections between the world today and the world long ago.



Public vs Montessori Kindergarten Student Experience



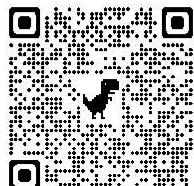
MSOSV Kindergarten (3rd Year)

Students learn at own pace
Students teach themselves and younger children
Based on natural development
Understanding through experiences
Students explore environment
Motivated by intrinsic reward and accomplishment
Uninterrupted work cycles
Multi-age classrooms
Learning matched to social development of student

Public Kindergarten

Students learn from a set curriculum
Students taught as a group with teacher
Based on standardized curriculum
Based on scheduled subject matter
Students assigned to a desk
Motivation based on rewards and punishment
Block time, period lessons
Single grade classrooms
Learning without emphasis on social development

New Meta Study: Montessori Education Leads to Positive Student Outcomes



MSOSV Kindergarten School Year – The Conclusion of the MSOSV Kindergarten



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MSOSV Kindergarten School Year – The Conclusion of the MSOSV Kindergarten Continued

The MOSOV kindergarten students have become the “masters”, and they are now ready to re-invent themselves.

Dr. Montessori believed that children re-invented themselves every six years. The Montessori classroom communities are based on these planes, grouping students into 3-year age groups.

Now the MSOSV kindergarten students will be finishing their 3rd year.

- This was the year of “MASTERY”
- They became the “LEADER”
- They became the “MENTOR”
- They explored the Montessori materials in a very different way, gaining new depth as they took the work from “CONCRETE” to “ABSTRACT”.
- All MSOSV kindergarten students will have been challenged, with high expectations set. This has allowed each student to develop an internalized sense of self-discipline and purpose.

As the MSOSV kindergarten students move into their next plane of development, the “SOCIAL” Plane – ages 6-12, here is what you can expect:

- Notice their friends in a while new way
- Begin to test their roles with their peer groups and families
- Broaden their sense of self – begins to extend to the global community.
- Their imagination develops coupled with real-life experiences and can begin to include lessons in far-off places, culturally specific values, people and scientific ideas.
- An almost insatiable energy drives their great curiosity. Driving them to learn as much as they can.

MSOSV Kindergarten School Year – The Conclusion of the MSOSV Kindergarten Continued

With the MSOSV kindergarten background, the graduated kindergarten students now walk into the elementary classroom remembering their days in kindergarten. As a kindergartener they were the leader of the classroom, they knew where everything was and even helped to lead the classroom community along with their lead guide.

During the first year of elementary school, the world changes.

Now a beginner student in a world of older students.

At first, there may be a hint of anxiety, and lack of self-confidence, but this will not last long.

They begin to interact with the other six-year-olds, who are also experiencing this change. They begin to work together, as peers, as friends and are ready to take on new challenges.

As we conclude our look at the MSOSV Kindergarten Program, you can see the classroom, curriculum, staff and environment is tailored to the student's plane of development. The students truly understand the concepts they were taught, not drills or rote memorization. The students have developed a love of learning and are ready for the next plane of development.

