



Katy GT Academy Montessori Program

The Katy GT Academy Montessori Program is one that inspires young minds to cultivate a deep love for learning. We focus on all aspects of learning – from practical life and sensorial exercise to mathematics, language, physical geography, writing, cultural awareness, science and nature. Your child is sure to find joy in exercising his/her mind and body in a safe and fun environment.

Our Program

We are firmly committed to Maria Montessori’s approach to learning in our overall program. The Montessori Method strives to arouse the child’s interest; to stimulate and to provide an individualized learning atmosphere. This “Prepared Environment” invites children to get themselves involved and puts their mind in gear. Our environment is for the benefit of the child – their interest, needs and academic success. The Montessori approach lays a solid and “hand’s on” academic and developmental success is fostered.

Goals and Objectives

Our main objective is to provide a carefully planned, stimulating environment, which will help children develop within themselves the foundational habits, attitudes, skills, and ideas, which are essential for a lifetime of creative thinking and learning.

- To develop a positive attitude toward school and learning
- To develop a sense of high self-esteem
- To develop habits of concentration for lifelong study skills
- To develop and foster an abiding curiosity
- To develop habits of initiative and persistence
- To foster inner discipline and sense of order
- To develop sensory-motor skills in order to sharpen the ability to discriminate and judge
- To develop socially acceptable behavior
- To acquire the basic skills necessary for a lifetime of learning
- To help develop each child’s innate, ultimate potential through high self-expectations

Our goal is to furnish excellence in the educational field. We want to help young people grow and develop in a way that is most conducive to a happy, healthy life. Laying a foundation for a love of life-long learning is our goal.

How Montessori Education Helps Brain Development

Whenever an adult speaks directly and personally to a preschool child, cascades of impulses go through the child's neurons (nerve cells), which connect to one another by synapses. The repetition of these kinds of positive early interactions actually helps the brain reinforce the existing connections and make new ones.

By a couple of months of age, babies can process the emotional contours of language (prosody), which means they tune in to the emotional variations in your voice. (In fact, toddlers can memorize nursery rhymes because rhymes have prosody!) As the preschool teacher raises her voice an octave and draws out her vowels, the child's brain responds by sending even more chemical and electrical impulses across the synapses.

Montessori teachers are careful to have small groups for story time so that children are able to get involved and process information. Young children need real interaction in order to learn. As children read, the teacher will use melodic voice tones to ensure children's involvement and learning.

During work time, children interact with one another. As they communicate, whether through beginning language or more sophisticated use of words, the neurons in their brains are making more connections, critical for reinforcing and learning.

Further opportunities for communication lead to the repetition of impulses sent through the brain. The more repetition that goes on, the more the brain grows sure in its understanding. Repetition of language sounds is crucial to brain development.

As the Montessori teacher focuses her attention on each individual child, the child must think about the material presented. The child's brain will be active as he/she retrieves from memory something special in their own personal history that they have learned. Each day children recap the benefits of Montessori education.

Montessori Education**VS****Traditional Education****Emphasis on cognitive structure and social development****Emphasis on role knowledge and social development****Teacher has unobtrusive role in classroom activity; child is an active participant in learning****Teacher has dominate, active role in classroom activity; child is a passive participant in learning****Environment and method encourage internal self-discipline****Teacher acts as primary enforcer of external discipline****Instruction, both individual and group, adapts to each student's learning style****Instruction, both individual and group, conforms to the adult' teaching style****Mixed age grouping****Same age grouping****Children are encouraged to teach, collaborate and help each other****Most teaching is done by teacher and collaboration is discouraged****Child chooses own work from interests and abilities****Curriculum structured for child****Child formulates own concepts from self-teaching materials****Child is guided to concepts by teacher****Child works as long as she/he wishes on a chosen project****Child generally given specific time limit for work****Child sets own learning pace to internalize information****Instruction pace usually set by group norm or teacher****Child spots own errors through feedback from the material****Errors in child's work highlighted by teacher****Learning is reinforced internally through the child's own repetition of an activity and internal feelings of success****Learning is reinforced externally by role repetition, rewards, and punishment****Organized program for learning care of self and environment (shoe polishing, cleaning the sink, etc.)****No organized program for self-care instruction – left primarily up to parents****Child can work where she/he is comfortable, moves around and talks at will (yet disturbs not the work of others); group work is voluntary and negotiable****Child usually assigned seat, required to participate during group lessons****Multi-sensory materials for physical exploration****Organized program for parents to understand the Montessori philosophy and participate in the learning process**

The Environment Learning Areas

From the current lesson being taught, the child chooses activities from a variety of learning areas:

PRACTICAL LIFE
SENSORIAL
MATH
TOY WORK (P.M. Only)

LANGUAGE (Including Spanish)
CULTURAL SUBJECTS
ART AND MUSIC

PRACTICAL LIFE:

These lessons are designed to teach children to function in their environment promoting order, concentration, coordination of movements, fine and gross motor skills. Children gain independence and self-confidence as they learn to function in their surroundings without unnecessary aid.

Practical Life Lessons are divided into four groups:

- Care of the person
- Care of the Environment
- Control of Movement
- Grace and Courtesy

SENSORIAL:

The Sensorial apparatus assists children in giving language to sensory experiences they have received since birth; refining perception through education of the senses and learning to differentiate between sizes, colors, weights, forms, textures, musical sounds, smells, taste; developing skills in thinking, concentrating, comparing, organizing, classifying, and sequencing.

MATH

Children gain the knowledge of quantities and the written number using concrete materials. Children progress according to their ability and developmental level. New lessons with more difficult procedures are introduced when the previous level has been mastered.

Lessons in Math are divided in to 4 categories:

- *Numeration* – One to One Correspondence, Concept of Qualities, Recognition of Numeral, Matching Quantities to Symbols
- *Operation* – Using concrete lessons, Golden Beads and other materials, children learn to compose large quantities with correspondent and numerals and gain an understanding of the Decimal System and the basic operations (+ - x)
- *Facts* – Using concrete materials, children learn and later memorize addition and subtraction facts
- *Linear Counting* – Concrete lessons to learn to count to 1000 and learn to skip counting

LANGUAGE

The language lessons are divided in to three groups:

- *Pre-Reading Activities* – Concrete lessons aim to master basic skills necessary for later reading They are divided into five aim categories:
 - Awareness and use of spoken language, vocabulary, and expressive language
 - Visual discrimination of forms, shapes, and symbol awareness
 - Awareness of visual and auditory discrimination and sequence
 - Isolation of sounds
 - Listening activities

- *Reading and Writing Skills* – These exercises are designed to strengthen and enrich the children’s vocabulary and lead them, through phonics, toward reading and comprehension of printed material and expressing thoughts and ideas through writing
- *Handwriting* – Developmentally appropriate fine motor lessons designed to promote mechanical writing skills.

CULTURAL SUBJECTS

The child is presented with concrete experiences of the world of nature and the physical universe. Lessons encourage exploration, observations and discovery, developing critical thinking skills, problem-solving techniques, and appreciation for the work around them.

ART AND MUSIC

Activities designed to stimulate creativity and expression using a variety of materials, activities, and techniques.

TOY WORK

Manipulative construction toys and activities for fantasy play. (P.M. Only)

Parent Resources on Montessori Education

Websites:

American Montessori Education Parent Resources –

<http://amshq.org/Family-Resources>

<http://amshq.org/Family-Resources/Family-Support-Materials>

Montessori Foundation Parent Information –

<http://www.montessori.org/parents-information>

Association Montessori International –

<http://amiusa.org/montessori-in-the-home/>

Books:

The Absorbent Mind

By Maria Montessori

The Montessori Method

By Maria Montessori

Montessori Play And Learn: A Parent's Guide to Purposeful Play from Two to Six

By Lesley Britton

Freeing Your Child from Anxiety: Powerful, Practical Solutions to Overcome Your Child's Fears, Worries, and Phobias

By Tamar Chansky Ph.D

Girls Will Be Girls: Raising Confident and Courageous Daughters

By Joann Deak

The Six Stages Of Parenthood

By Ellen Galinsky

Montessori: Why It Matters For Your Child's Success And Happiness

By Charlotte Cushman