

LANGUAGE

LISTENING - THE CHILD

Long before the child expresses herself clearly in language she has been listening and absorbing everything she hears. Often we are not even aware that the child is doing this but once she begins to speak it becomes very clear. Three times in my life, with each of my three children, I have purposefully polished my language—as they repeated everything I said!

We can talk to the child from birth on, not in baby talk, but with respect and with a precise vocabulary. If we want to help our children be well-spoken we must model this long before we might have previously thought necessary.

A SECOND LANGUAGE

The acquisition of all languages spoken in the environment of the child begins in the womb before the child is born, and continues to be an important part of the child's experience in the first months and years. At this age



A one-year-old matching tools to pictures, just one stage in the wonderful discovery of human language

children show an uncanny ability to absorb language in all its complexities, and not just one language! Here is some advice that supports the learning of more than one language at a time:

The language must be used in the child's environment in the first years of her life, in the sense that one or more persons should speak the 'extra' language to the child and in her presence.

If we could have two, three, four or five different persons speaking different languages around the child, she could easily absorb all of them without any particular effort, provided that each person speaks to her ALWAYS AND ONLY in their



HEADS, SHOULDERS, KNEES, AND TOES

It is through the combination of words and actions, repeated over and over, especially along with fun and laughter, that children learn much of language. Acting out nursery rhymes, songs, and poems, have been a valuable part of childhood forever.

In this book more than fifty childhood favorites in the English language, many taught during my Montessori training, are presented along with little illustrations of the accompanying actions—very important for the adult who doesn't yet know how to act them out.

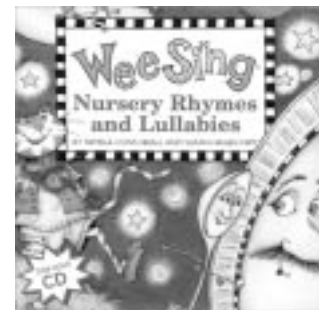
Some favorites I have shared with children over the years are: I'm a Little Teapot; Heads and Shoulders, Knees and Toes; Round and Round the Garden; There was a Little Turtle; One Step, Two Step; Two Little Dickie Birds. Hardcover, humorous colored illustrations, 10" x 10," 60 pages.

CL220 \$16.00

WEE SING NURSERY RHYMES & LULLABIES—CD & booklet

Here are 55 nursery rhymes from the English heritage, and 22 lullabies. There is a wealth of "formal" language in this collection—vocabulary, verbs, sentences, phrases, ideas that one does not encounter in everyday conversation. It is important for the child to *hear* these rhymes for a long time, absorbing them through repetition, before being expected to recite them. It is also enjoyable for the adult to learn them so both can develop a repertoire of the first poetry to enjoy reciting together. The booklets contain guitar chords for the lullabies, and the lyrics for each selection. Approximately one hour in length.

CL125 \$10.00



NURSERY RHYME BLOCKS

As the child learns more and more nursery rhymes you will notice that the need for repetition, essential for learning a new skill, is very present. She will want to be able to tell you exactly which nursery rhyme she would like you to read to her! That is where these great blocks come in. Instead of having to find the favorite of the moment in a book, the child will recognize this image on the block and let you know immediately. Imagine the excitement of a young child when she discovers that whenever she hands her mother the block with the cow and the moon on it, her mother chants a nursery rhyme about the cow jumping over the moon—every time! This puts the child in charge of the situation, which is very good for a developing self image.



Later these blocks may be the first thing that a child learns to read on her own. There are two sets of nine wooden blocks, each with a completely different set of nursery rhymes and beautifully carved pictures. 1.75" wooden cubes.

CL140 Blocks, Set A \$11.00
CL150 Blocks, Set B \$11.00

AGE 1-3 - LANGUAGE

language. But this is possible only in the first years of life.

In Japan, a course was recently developed, consisting of playing English-language cassettes three times a day to infants from birth to the age of six months. When, at the age of three, four or five years, these children come into contact with an English teacher, they learn the foreign language much more easily than other children.

—Dr. Silvana Montanaro

LISTENING - THE ADULT

The attention we give to a child when he first begins to talk to us is significant. Often a child is so excited about talking about being

able to express himself that he stutters. This is a very natural stage in the development of verbal language and a sign for the adult to stop, look, and listen, NOT to supply the missing word, or to comment on the stutter. When the child is sure that he will be listened to he will usually calm down and learn to speak more clearly.

INCLUDING THE CHILD

Language development begins before birth and continues to be a major part of the child's development for the first three years of life. We can best help a child develop good language by including the child in our conversation from the very beginning. I once learned a beautiful lesson about including children:

One day as I was working in an intensive care nursery for infants, I observed a six-month-old boy who was lying on a floor mat next to three doctors who were seated on chairs discussing his case. The head nurse noticed that the pediatricians were ignoring the child, and she asked them to remember their policy—to include him in a conversation.

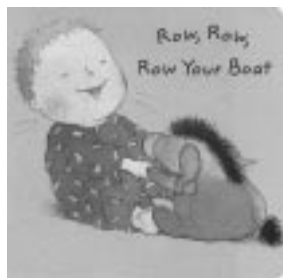
The doctors knew instinctively that she was right. They did not simplify their vocabulary or artificially raise their voices to address the child. They changed their visual focus so that the child was included, as any adult would have been, whether or not he was contributing verbally to the conversation. They continued their discussion, including the child. The self-respect of the child was immediately



FAVORITE SONG BOARD BOOKS

Each of these sturdy and colorful board books from England presents just one favorite song. If you don't know the melody it doesn't matter—make it up and you will still be modeling the soothing art of singing for your child. The whimsical watercolor illustrations of children are very international, dark and light skin, all kinds of hair, enjoyed by children around the world. They are great books for inspiring actions and conversation. Sturdy board books, 8" x 8," full color, 10 pages.

CL300	<i>Heads, Shoulders - Board Book</i>	\$5.00
CL302	<i>Happy and You Know It - Board Book</i>	\$5.00
CL304	<i>Row, Row, Row your Boat - Board Book</i>	\$5.00
CL306	<i>Ring Around the Rosie - Board Book</i>	\$5.00
CL308	<i>Song Board Book Set/4</i>	\$19.80



WEE SING FINGERPLAYS CD & BOOKLET

Here is a useful CD of short, simple, favorite songs and fingerplays for the very young. There are 73 classic songs and fingerplays and a booklet which gives the melody and guitar chords for many and the complete lyrics for all selections. Here are some examples: Eentsy Weentsy Spider, Grandma's Glasses, Where is Thumbkin?, This Old Man, The Alphabet Song, Twinkle, Twinkle, Little Star, The Mulberry Bush, Over the River, Hush Little Baby. Approximately one hour in length.

CL170

\$10.00



L'IMAGIER (TRANSLATION: PICTURES OR THE IMAGININGS OF FATHER BEAVER!)

0-3 Favorite! Since 1949 this French language vocabulary book has been the favorite book for young children. One family we know of wore out two copies by the time their child was two years old. The pictures, almost 500 of them, of objects in the child's environment are the great attraction. Sometimes the French version of the book is in print, and sometimes the English, but the pictures are the same.

There are many vocabulary books published these days, but this one is the best for many reasons: the pictures are realistic, simple, and beautiful watercolor pictures and they show the most common objects in the child's environment—cooking utensils, tools, toys, clothing, plants, animals, objects in the bathroom, bedroom, etc.

There is a white background which makes it clear to the child what he is looking at and naming. Each picture is placed within a colored square, two to a page. Teachers cut the book up for making vocabulary cards.

This book is shipped directly to us from Paris. Hardcover, 4" x 8", full color, 488 pictures.

NOTE: sometimes we can still get the English version; please ask. (CB16 L'Imagier in English \$24.50)

(*) CB165 L'Imagier, French \$24.50



evident by the happy expression on his face and in the way he kept glancing from face to face as though he knew that he was part of this important conversation.

VOCABULARY

There is nothing in the intellect which was not first in the senses.

—Aristotle

The *experience* of real objects should come before *pictures* or *names* of these objects whenever possible. For example, if you have a new book with pictures of fruits and vegetables, take the child to the kitchen and handle, smell, cut up, and taste a piece of fruit; *then* go look at a picture of it, and other fruits, in the book.

Then the intelligence is built upon a wealth of experience.

A child wants to learn the name of every object in his environment, and the meanings of the words he hears others using. He wants so much to be able to communicate about daily life with his family! Give him the names of kitchen objects, toys, food, vehicles, dogs, etc.—anything found in the home and the community.

There is a 'sensitive period' for naming things . . . and if adults respond to the hunger for words in an appropriate way, they can give their children a richness and precision of language that will last a lifetime.

—Dr. Silvana Montanaro

PICTURES & BOOKS

When the child has learned the names of many real objects, we can extend this vocabulary with pictures. Vocabulary books and cards are valuable educational materials for the children at home—and they love them!

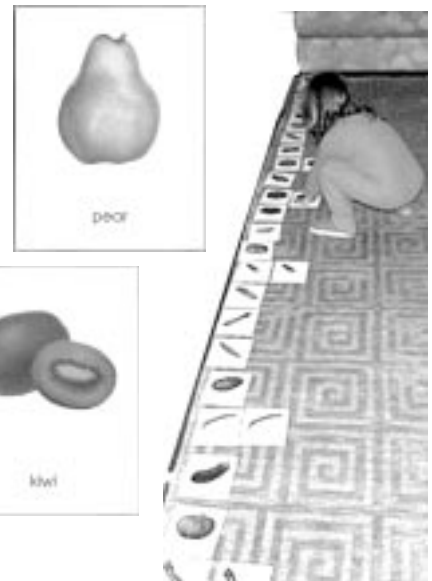
The selection of books is as important as that of toys. Library visits are very important, but there should also be favorite books in the child's own library. Sometimes a child in this critical or sensitive period for language will want a book read over and over again. At other times he will just want to hear about the pictures and talk. A child also loves to be shown how to turn pages carefully, to pick up, hold, carry and put away a book.



MICHAEL OLAF FULL COLOR FRUIT CARDS & VEGETABLE CARDS

For years we have looked unsuccessfully for picture cards of these important food groups. Unable to find them we made them. Susan made the *vegetable cards* from her original oil paintings, and the *fruit cards* from her photographs. Great care was taken to include examples from around the world, and a great variety of colors. *Vegetable* is a culinary classification of a food group that is made up of roots, flowers, stems, leaves, bulbs, etc. These cards not only interest children in a very important food group, but they also present a broad classification to lay the groundwork for later biology studies. For identical matching or 3-part cards please order TWO sets, as each set contains 24 different images. 4.25" x 5", full color. Set/24.

- DL055 Vegetable Cards, Set/24 \$12.00
- DL250 Fruit Cards, Set/24 \$12.00



Above: child matching two sets of vegetable cards at home. She then matched real vegetables from the kitchen!

FRUIT & VEGETABLE MODELS AND STAGES OF THEIR USE WITH CARDS

Whenever possible give the child experience of an object before teaching the name, let him handle it, see and smell it. There is nothing like cutting open the orange, seeing the designs of the segments, handling the seeds, squeezing and tasting the juice and the pulp.

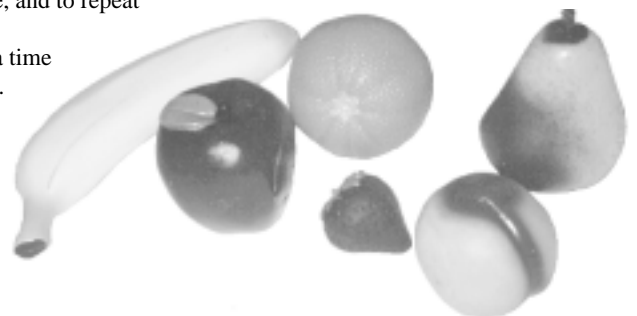
A favorite activity at this stage is to match the real fruits or vegetables with the pictures.

Since it is not practical to have a daily supply of real vegetables and fruits for matching to pictures, this set of models provides the child with the opportunity to do this activity any time, and to repeat over and over.

The final stage is to use the pictures alone as flash cards, just a few of them at a time at first, and then the whole set. This gives the child an amazing practical vocabulary.

These attractive plastic replicas are between 3" and 9" in length. Vegetables, Set I: carrot, tomato, green pepper, cucumber and corn. Vegetables, Set II: cabbage, potato, onion, celery, and asparagus. Fruit: apple, pear, banana, orange, peach, strawberry.

- CL04 Vegetables, Set I \$8.50
- CL09 Vegetables, Set II \$8.50
- CL05 Fruit \$8.50
- CL100 Set/16 fruits and Vegetables \$24.50



Most children will sit enthralled for hours if we read to them, so this is our chance to pass on the love of literature and of reading, to teach facts, values, and the pronunciation of words, even those not often used in everyday speech.

An effort should be made to provide books that show children from all cultures, and that do not stereotype situations and people. The language of the book should show respect for the child, his emotions, and his intelligence.

Make careful selections of books and provide a bookrack or some other easily accessible place to keep them, so that the child can always find the one she wants, can care for them and put

them away by herself.

Be picky! Even many simple vocabulary books are crowded, full of overbright colors, and too stimulating for the child. It is far better to have only a few beautiful books to be loved and respected, than to have many that are unworthy of the developing mind of a young child.

At this age the subjects in books should be based on reality because the child wants to learn about the real world. When a child is intensely interested in learning everything about the real world, we provide stories and books about reality, saving talking animals, such as in Aesop's Fables for example, till later. Fantasy is very interesting to the older child, but only confusing to the very young. A rich foundation of stories about the real world

is the best preparation for a creative imagination.

We should check that they [books] present reality, since at this age children are trying to make sense of the environment and the life around them. There is nothing more extraordinary and interesting than our own daily life. Fantasy can come later—after reality has been experienced and absorbed.

—Dr. Silvana Montanaro

READING AND WRITING

The foundation for a child's spoken language ability is aided by making eye contact as we listen and speak respectfully to her from birth on, by setting a good example in our speech to



HOME LIFE VOCABULARY CARDS

Large, colorful, interesting, these are the best first vocabulary cards for teaching the child to communicate about his or her home. They give the young child the vocabulary he needs to talk about everyday objects in her home. Children love to learn these words!

Make games of matching the pictures to things in the home, searching together for the objects.

Later, in school, these sets are used as matching cards (you will need two sets to do identical matching), to

improve observation skills and eye-hand control (placing the cards carefully next to each other), and then verbal flash cards. In the 3-6 class children use these same cards, with labels made by the teacher, for reading practice.

Each card illustrates a photograph of an object found in the home, home office, or school. They are 5.8" x 4.75," full color, printed on sturdy cardstock. They were first printed in France, and now here in the USA.

Set I contains 35 kitchen object cards, 35 furniture cards, and 35 everyday objects cards.

SET II contains 35 toys cards, 35 school or office objects cards, and 35 clothing cards.

DL040 Cards, Set I	(105 cards)	\$40.00
DL042 Cards, Set II	(105 cards)	\$40.00
DL043 Cards, Sets I & II	(210 cards)	\$79.00



HOME AND COMMUNITY MATCHING CARDS

These cards of objects familiar to the child are printed in full color, laminated with a heavy plastic, and the corners rounded for safety. They will last a long time and provide a favorite activity of the young child: matching identical pictures. (See page 44.)

Show the child how to slowly and carefully lay out, in a vertical row, the first 12 cards in a set. Then show her how to look through the second set, find the matching card, and place it next to the first. Children love this challenge to be precise.

To help the child sort the cards back into two sets at the end of the work, colored dots have been printed on the back. The child places one color in one pile and the other color in another pile before putting the cards away. All this is very satisfying for the child at this age. There are 12 images, 24 cards, in each set. The cards are 3.75" x 3.75" printed in full color, laminated and corners rounded, which will make them last a long time.

DL500 Around Town Cards	\$13.95
DL501 Around the House Cards	\$13.95
DL502 Transportation Cards	\$13.95
DL503 Utensils Cards	\$13.95
DL504 Tools Cards	\$13.95
DL505 Home/Town Cards, Set/5	\$69.00

each other, and by reading aloud to her from an early age. The child's spoken language is the foundation for her later ability in reading and writing.

It is no accident that some children are good at reading and writing and others are not, that some find joy in this work and for others it is tedious. The joy of exploring language begins early, and is the most intense, throughout the first three years of life.

THE ALPHABET

A very young child whose older sibling is learning to read often becomes interested in learning about the alphabet. In order not to cause later confusion, we offer this child the *sound* of each letter and use only *lower case* letters.

Think about it. When a child learns *capital* letters, and the *names* of the letters he is not at all prepared to learn to read and write. Almost all writing and reading is of lower case letters, "b" instead of "B," and the sounds are what we need to read, "sss" instead of "es," for the letter "s." Learning capitals and names of letters, although taught first for many years, is what makes learning to read and write so difficult for children.

The most important thing to remember is to follow the child's interests, and to keep learning natural and enjoyable.

BITING

The development of the child comes, not in predictable steady path, but in

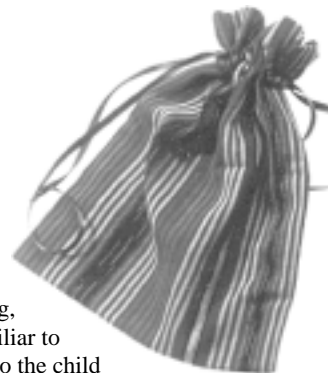
spurts, sometimes called explosions. There is a dormant seemingly inactive period and then bang, a new ability. One of the exceptions can be the explosion into speech. Usually sometime in the second year the child begins to understand many, many words and have a lot to say, but be unable to mouth the words or sentences. This can cause acute frustration that sometimes is expressed in biting—inappropriate use of the mouth! This is not being bad, but we must protect other children as we sympathize with the frustrated child. In order not to cause an aggressor-victim relationship the best thing to do is to give sympathy to both children equally "I'm so sorry you are hurt: I am so sorry you are frustrated." Most of all, one must make

LARGE VOCABULARY PICTURES

Throughout our catalogue you will see a variety of these wonderful large, 11" x 11", vocabulary pictures. Here we have compiled a complete list because they are most often used for vocabulary lessons in infant communities. They are also used for framed art for the home and classroom. Each set contains 10 full color pictures printed on wipe-clean cardstock, and with interesting information printed on the back. The special frame that we have made holds a complete set of ten.

What we suggest is that you keep the sets together and rotate the pictures periodically, casually giving the child some of the details of the picture showing at the time. Some teachers keep the *musical instruments* set near the piano, the *Picasso* and *Van Gogh* sets near the art materials, the *leaves* near the planting table, and the *butterflies and moths*, and *insects* near the window or just about anywhere, because children are always interested in these small creatures. See *frame* on page 60.

DL350	MUSICAL INSTRUMENTS (PAGE 41)	\$24.00
DL351	PICASSO (PAGE 50)	\$24.00
DL352	VAN GOGH (PAGE 50)	\$24.00
DL353	LEAVES (PAGE 54)	\$24.00
DL354	BUTTERFLIES/MOTHS (PAGE 55)	\$24.00
DL355	INSECTS I (PAGE 55)	\$24.00
DL358	INSECTS II (PAGE 55)	\$24.00
DL150	FLOWERS (PAGE 54)	\$24.00



LANGUAGE OBJECT BAG

Language object bags are used in the infant community to give the child practice in recognizing, naming, and categorizing objects. A collection of items that are familiar to the child, or smaller objects that represent objects familiar to the child are placed in the bag. The child explores the language objects as he learns to classify them into categories such as kitchen or bathroom objects, sets of animal models, or small trucks and so on. Several bags, of different categories, are kept on the language shelves at any one time.

The bags are made here to our highest standards, of handwoven ethnic fabric, lined with soft pure silk fabric to make the handling of the objects easy and pleasurable. 10" square with a drawstring.

PE18	\$16.00
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FIRST GRAMMAR BOARD BOOKS

The first words children usually learn in any quantity are nouns, the objects in everyday life. These two board books give practice in conversation and vocabulary of many more useful words.

The book *Busy* is full of fun pictures of children carrying out common activities and it presents an amazingly complete list of *verbs* such as: *wash, dress, drink, eat, walk, climb, jump, reach, pull, draw, carry, sweep,* and many more. The book *Happy* presents more verbs such as *chew, crunch, and nibble,* but also adjectives like *shiny, tiny, snugly, sticky, cosy, salty, soapy* and so on. In both books there is one word next to the picture, and the children are light and dark skinned with all kinds of hair. Boardbooks, 10.5" x 10.5," full color, 10 pages.



CB120	<i>Busy</i>	\$7.00
CB125	<i>Happy</i>	\$7.00

AGE 1-3 - LANGUAGE

every effort to recognize the frustration building and remove the child who might be about to bite.

IMAGINATION? LYING?

Which is which? For the child at this age there is no difference. Sometime around age 5-7 is the time when the child becomes interested in fairness, morality, truth and she will explore such concepts in depth. But at the end of the period from birth to three and during the fourth and fifth year, a child's attempt at communicating should not be interrupted with questions about truth.

When the child, perhaps because of having a good audience at hand, goes on and on with a story that starts out connected with reality and turns into a

whopper, it is a good idea for the adult to say something like "Wow! What a great imagination you have!" or "What a wonderful story!" In this way you validate the child for using vocabulary, imagination, verbal skills, and at the same time introduce concepts such as *imagination* and *story*, which will eventually help her sort out the difference between imagination and lying.

THE ADULT'S HELP

For success in language a child needs confidence that what she has to say is important, a desire to relate to others, real experience on which language is based, and the physical abilities necessary in reading and writing.

We can help the child's language

development by providing a stimulating environment, rich in sensorial experiences and in language, providing a wealth of experience, because language is meaningless if it is not based on experience.

We can provide materials such as nursery rhyme blocks and books, vocabulary cards, books of subjects that are real and are related to the life of the child. We share good literature in the form of rhymes, songs, poetry and stories, which will greatly increase the child's love of language. This will set the stage for sharing our favorite poetry and great literature with the child as he grows. *This is the time, rather than in school, or university time, when humans really learn language.*

2-PIECE ALPHABET PUZZLES



Here are twenty-four cardboard 2-piece puzzles for the child who is interested in the sounds of letters, and able to carefully handle cardboard puzzle pieces. The letters are lowercase, and the background is white so the child knows

exactly what the picture is (clearly a zebra, not a zebra confused with a background of trees, etc.). The letters are decorated to match the picture to give the child a hint: for example the design on the "z" is similar to that on the picture of the zebra. We recommend giving the child no more than 2-3 puzzles at first, alternating them often. Gradually he will be able to do more and more at one time.

CB50

\$13.00



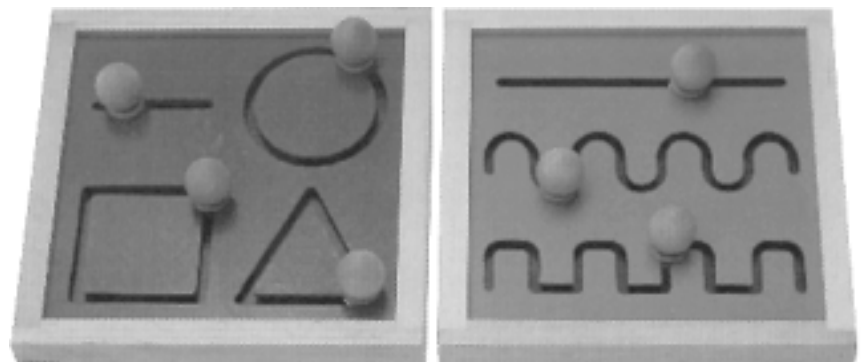
abc BLOCKS

In Montessori communities children are not taught to read and write, but they are instead given beautiful toys and materials that awaken the child's interest in learning—in this case learning about the letters of the English language. They are only introduced to lower case letters until they are reading and writing, and then given capitals.

This is a beautiful alphabet toy, designed by a Montessori family. As the child builds with these blocks, at an age when he wants to examine everything carefully with fingers, and to learn the names of everything, he will discover the letters. Following this interest is the time to offer the lower case letters and their sounds (the short sound "b" as in "tub," instead of "bee"). The letters on the blocks are carved out so the child can trace them with fingers, and Braille letters—of interest to children of all ages—are printed next to the letter. Made of brightly colored basswood. The set includes twenty-seven 1.75" blocks.

CB471

\$33.00



TRACKING BOARDS

To prepare for good handwriting, and enjoyment of writing later in life, these special *tracking boards* are fun for children and provide visual, tactile and kinesthetic experience. The button, grasped by the hand, moves smoothly along the path of the line pattern allowing the child to perform the movement and visually track its path. The patterns of these boards teach the main movements for making both print (the geometric shapes) and cursive letters. The tracking boards are 10.5" square, with natural wood knobs and frames. The Geometric Tracking Board is red with natural wood trim. The Cursive Tracking Board is green with natural wood trim.

CB040 Geometric Tracking Board

\$38.00

CB042 Cursive Tracking Board

\$38.00

