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Home / Learning to read / Learning to read with the Montessori Montessori method is based on the idea that a child develops his intellect through feelings and passes through sensitive periods during which he mobilizes all his energy to discover specific learning. Watching the children, Maria Montessori has developed a sensory material that allows you to develop very naturally to reading, respecting the rhythm of the child, from 3 to 6 years. Our range: Reading/Writing In this article, I would like to quickly introduce you to 5 main stages of learning to read according to Montessori Pedagogy. Even if I don't apply it to the letter, I love this method. For Seed 2, I took a short detour through Alpha to recognize the letters, but it was mainly thanks to the Montessori reading method that my seeds learned to read. You should know that this is a multi-sensory phonological method. The child will learn to read using several of his senses: hearing, touch, vision. This method is completely different from the syllabic method. Indeed, before deciphering the child is invited to write. Children can read before they can read, hear all the sounds of the word and thus write it not in pencil, but with adapted material moving the alphabet. 1-It's up to 1 year that everyone plays the title a little provocative ... But at the same time, it's not entirely wrong! One of the skills that children need to develop in order to learn to read is their listening. Before you even think about writing, different methods of reading, book activities, first develop your child's sound perception (stage 1) and then his phonological awareness. Words are made up of sounds. As soon as the child can distinguish them, we can make a connection between the spoken word and the written word and explain to him that each sound has a spelling. You'll find 5 activities on the blog to prepare your child for reading. In fact, it's an activity from 6 months to 3 years. 2-phonological consciousness Then, starting from 3 years, we play with sounds to recognize the sound of the attack (this is the sound of the beginning of the word), then the end and finally the middle of the word. Basically, we work on the phonological consciousness, especially with the game I think. J explains in detail how to play the game I think in a particular article right there. This is a super-efficient Montessorian operation. My seeds are all 3 enjoy this game. You don't need special equipment, toys or household items enough. This is the second step in learning A child who can't hear the sounds can't read. A lot focuses on the study of letters, it comes after! The big step, if not the most important step, is phonological awareness. I put links to games for print (which are not really montessori, at the moment ...): Suitcase animals I hear / I do not hear the phonological consciousness: rhymes Common Phonemes Maps, you are spoiled by the choice on Google 3-Rough letters The third step is to associate sound or phoneme with spelling. That's the whole part with rough letters. Personally, I don't buy rough letters. With Seed 1, I suggested non-Montessorian activity. And for Seed 2, we went through alpha. Rough letters are presented 3 so as not to lose a child. Ideally choose 3 letters that are completely different in shape and sound. The first letter is placed in front of the child. We pass through the finger, in the direction of the letter, uttering a sound that corresponds to it. The child is encouraged to do the same. The exercise is repeated with the other two letters. Then, a little more complicated, three letters are placed in front of the child. He is asked to accept the letter. Show me... each time inviting the child to trace the letter, speaking sound. The third time, we put 3 letters in front of the child, we show him the letter, and we ask him what his sound. As soon as these three letters are assimilated, we move on to three more letters. (Muto to make it rough letters) In recent years there has been a general understanding. The situation is starting to change. But many teachers, parents still make this mistake... Find out the names of the letters... I also did it with seed 1. He's my guinea pig. Very quickly she became interested in letters. She must have been 2/3 years old and had to stop at each license plate to read the letters. Thinking of doing well, I taught him the name of the letters it. B it will be, it's dry ... It's zeit. Not even for three years, she knew the alphabet by heart. I started looking online, continuing. And in fact, there are no follow-up, as there is absolutely no point in knowing the names of letters in the process of learning to read. It even bothers the kids. However, in kindergarten, it is still common. But what to do then? It's really simple. Instead of giving the title of the letter, you should give a sound. B, we're not saying it's going to be, but bbbb, we're talking zzz, not zed C, it's ccc like a pig, not dry. It's much later that we that when it is followed by e or i or y, it is pronounced sss. Children will be able to take responsibility for the sound of letters and play with small scientists. They will realize, more or less quickly and generally without adult intervention, that thanks to sound and their spelling, you can write words when they can't do anything with the name of the letters. After the sounds, there is a logical continuation ... Seed 2 came to me one day, she told me that I know how to exclaim the bag, there is a sss, a and kkk. If a child sees the word bowl written, they know the names of the letters and try to read, it will give boel. He's going to get stuck. I assure you, this is with nothing more than a memory of dictation. It's much more playful!!! That is, I would say a big difference with other methods of learning to read, because before reading, we go through writing. Step 4: silent dictation: write phonologically. Silent dictation is a series of images that are available to a child. The child writes words corresponding to the images. Since the child cannot write manually at this stage, he is offered a mobile alphabet. First we will use the pink series. To better visualize, I refer you to this article Montessoris, in addition, you can download a free series of pink. It was Helen Lubienska, a student and collaborator of Maria Montessori, who invented the silent dictation. In addition to silent dictation, spontaneous children's writing plays an important role in learning to read, whether the words in the picture, on the sand of the beach. Indeed, the child will have fun writing things that go through his head, with great pleasure. He does not know the spelling and therefore will write as he sees fit. I prefer not to fix them and let them write in a way that encourages them. 5-Encoder, finally!!! Also with the pink series, the child tries to associate the word with the image. Only then will he be able to read the words, then the short sentences, and finally last longer. This is the fifth stage. After the pink series, we'll have to move on to the blue series and then to the green series. The level of complexity is increasing. You can find the Montessori series for free on sharing land or for sale at the Montessori boutique. Once my seeds are able to read the words of the pink series, I suggest them the first readings of montessori, little books to read alone!!! I spent sleepless nights doing research online and reading to understand the progress of montessori!!! And today I'm proud that taught his children to read ☺☺. If there are moments that are not very clear, feel free to ask me your questions in the comments! Reading knowledge is one of the pillars of learning. If phonemes are usually injected from a large maternal section, the actual start of reading is between 4 and 6 years. It is not uncommon, however, to let children know Montessori pedagogy emphasizes the technique by which students first learn the mechanisms of reading. Understanding these mechanisms helps to decipher words, facilitating the connection of signs and sounds. Why choose one-on-one to learn to read? The importance of developing good reading skills is confirmed by a simple observation: those who have difficulty interpreting what they read or have difficulty deciphering words will find it difficult to interpret their learning journey. Reading is a necessity to study properly. This course begins in kindergarten: at the age of 4, the child discovers sounds, textures, shapes and expressions. The little student explores at his own pace and discovers these new sources of knowledge individually. Under the current system, the methods used by educators do not always meet the needs of individuals. Adopting a syllabic system with the appropriate results continues to be an approach that needs to be democratized. In schools that use traditional teaching methods, the KP teacher invariably begins by presenting collective lessons focused on letters. Learning is grouped, initiating a step forward at the same pace for all students. The memory codes are the same for everyone: the classical system focuses only on the group's goals, ignoring the individuality. This approach does not take into account each child's differences in intelligence, needs or comprehension abilities. However, these barriers are numerous and are particularly visible to a group of children. The diversity of these differences can be seen on several levels: while some students will make it easier to use their hearing abilities, others will need a more visual approach to reach their full potential. Still others will work better using a memorization-based learning system. Students who need more time to learn learning, such as those with symptoms of dyslexia, are still on the same diet as everyone else. For Reading can be assimilated in the best conditions, it must be done individually. This, more personal approach, provides children with a truly favourable learning environment. In addition to assessing each person's individual abilities, learning to read at their own pace also helps to develop other functions necessary for the evolution of the child. Learning to read through more modern processes allows us to appreciate the exploitation of different types of memory, but also of feelings. The educational qualities of each are enhanced to promote a more practical form of learning. Montessori pedagogy uses specific material to learn to read and prepare for writing Preparation through writing Understanding the composition of words is a complex procedure. In order for a child to learn letters and words, he or she must be able to bind shapes and sounds. Analyzing the sounds of each word is an important part in this learning. The Montessori method takes the famous game of riddles to facilitate preparation for reading. The approach is based on a specific model (from specific to abstract), helping the child gradually understand the relationship between symbols and different sounds. With trays depicting animals, objects or food, you encourage your child to name something with a letter to study. Once the trays are controlled, the process is repeated outdoors. Before learning to read in practice, the child understands the necessary connection between the various elements. This learning solution gradually introduces letters to form a word. The Montessori method of approach has been developed through work focused on the conscious and unconscious young students. Integrated knowledge with this method is designed to make it easier to reproduce gestures related to the letter. The use of sensory material offers a practical alternative that will indirectly contribute to the development of coordination. To learn to read correctly, children need to master forms. This criterion not only facilitates the recognition of associations, but also allows for further training. Thanks to the Montessori method, the child has an approach that allows him to develop at his own pace, without unnecessary pressure. Preparing a reading by writing involves various steps. The child goes through: Calligraphy to discover the basics of writing. To make children feel comfortable in this it is generally recommended to use geometric design tools. Rough letters to raise awareness of aspects of words. The teacher follows the evolution of each student and will find the right time for a reading lesson. Using coarse letters, you make it easier to recognize sounds and symbols. The student uses his visual memory to detect the letters and touch to name them by touching them. Sounds: The final step in the 3-step process should allow the child to associate characteristic sounds with a particular letter, word or subject. Spontaneous writing: what are the strengths for learning to read? The Montessori method reminds us that learning to read cannot be learned without practical writing exercises. For a child, the dedication to reading requires touch as well as simple form recognition. As it develops, it discovers the specifics of the graphic language. The speed of learning and skill will vary from child to child. If some of them are more quickly proficient in writing, others will have a natural ease in learning their reading abilities. Word creation occurs naturally: the teacher's role will be to help decipher the subjects that read. Using equipment designed to facilitate this process (mobile alphabet) will help the child move forward in the best possible conditions. 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