LD4: 3 Star:

Our program has *X number* of classrooms at *X levels of age/care groups.* Each classroom is equipped with indoor furniture that is child sized including; low shelves, child sized individual and group tables, child sized chairs, book corner shelves/chair, step stools for reaching hand sinks, bean bags/cushions for relaxing. The infant and toddler classrooms have low toilets, toilet seat inserts and changing tables for their personal hygiene needs. The indoor furniture is made of a variety of materials; mostly natural wood, some painted wood, some wicker and a small amount of various other materials. The wooden furniture is all sealed with a water based sealant and is resealed periodically to ensure that the furniture remains in good repair and is able to be easily cleaned. Any indoor furniture that becomes worn or broken is removed from the classroom and repaired or recycled.

All the classroom activities are available to the children on low child level shelves. The shelves are organized into groups based on the various activity areas applicable for each classroom age range; hand-eye coordination, sensorial exploration, practical life, music, art, language enrichment (spoken and written), mathematics, science, geography and cultural exploration.

LD4: 3, 4 & 5 Star pertaining to "labeling"

At all levels of Montessori education you will not find labeling as per the descriptions in LD4::

- **3 Star:** "shelves or containers with toys, books, etc **labeled with words**"
- **4 Star:** "... including shelves or containers of toys, books etc., **labeled with words in the language of all children in the program** as appropriate"
- **5 Star:** "....labeled with **words in the languages of all the children in the program** as appropriate and...**shelves and containers labeled with pictures**"

It seems that the intent of these indicators for quality (star levels) are twofold:

1. **Classroom organization** as it pertains to a child's ability to independently navigate the classroom and available activities.
    ➔ At all levels of Montessori education a variety of methods are used to support the child's independent exploration of the environment:
       - activity are often **color coordinated** so that children can independently collect the pieces they need to complete an activity (see evidence/photo)
       - activities are often **contained a tray or in a basket/box** so that children can independently collect their desired activities (see evidence/photo)
       - activities are placed on the shelves in **sequential order of difficulty** from simplest to most complicated activity (see evidence/photo)
       - this external order to the activities on the shelves remains fairly stable throughout the year altering only slightly as activities cycles through seasonally or as activities cycle through their sequences based on the groups developmental needs.

2. **Enrichment of spoken language and the development of early literacy**
    ➔ **Personal Areas** (cubbies/coat hook/resting mats) are all labeled with each child's name and picture
    ➔ All levels of Montessori early childhood education use a **variety methods for the enrichment of spoken language**: rich and appropriate adult spoken language,

conversation with the children, poetry, books, songs, the question game, listen and do game, bring me games and the three period lesson (a montessori technique for the development of vocabulary). Examples of these games are available upon request
→ **In the Primary/preschool classrooms** (ages 2.5yrs to 6yrs) specific techniques are used for the **development of literacy** that include:
- above mentioned techniques for the enrichment of spoken language, sound game, sandpaper letters, moveable alphabet, one word phonetic reading, one word reading, phase reading and sentence analysis.
- In the area of one word reading there are a **variety of ways that labels are used in relationship to the environment:** labels written by the child that are then placed around the environment, labels written by the child and objects are brought to the child's work area, prepared labels that the child reads and matches to objects in the environment and prepared labels that the child reads and then brings objects from the environment to their work area. (see evidence/photo)

Note: at the moment our program has no non-English speaking children so all the labels are written in English