



# WRITING

## LAB Montessori

Learn to Read and Write in 3 ways



### Learning to write using the three-period method

*This game draws on the Montessori three-period method, using play-based learning to build a child's language and give them a head start in reading and writing their first words. Maria Montessori used the three-period method to introduce new concepts, like new words, shapes, colours, sounds etc. and it is especially recommended for early learning. Working with very young children, a first approach to the game and the materials is possible because from that age they will already be absorbing information from their environment and the people around them with whom they will be beginning to communicate. In this game, the three-period method aids word recognition, concept memorisation, writing and reading.*

Three different forms of play are possible with the material provided in the box, both individually and in groups. In the first step, encourage the children to play individually to help them progress at their own speed and in a natural way.

## Target

The game is designed for children aged 3 to 6.

## MATERIALS

3 word-building houses

72 letters

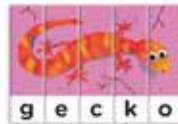
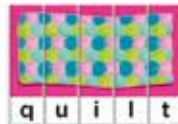
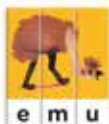
3 whiteboards

1 erasable pen

18 puzzles of different sizes for objects with names of different lengths.

## GOALS

The aim of the game is to teach children to read and write in a play-based way using the different methods provided.



## Preparing to play

For the best results, choose a quiet, intimate space with no distractions which will help the children to concentrate and keep them engaged while they play (for example, on a rug or in a corner of the room with cushions.) The game should be explained clearly and presented as a fun activity.

### THE THREE STEPS OF THE GAME

Using the corresponding houses, the children start by putting together the puzzles to form words; then they “write” the words using the moveable alphabet; and finally practise practice writing using the special pen provided.

There are three macro steps to the game:

Step one — *associating an object to its name* — offer the child all the word puzzles (we recommend starting with the three-letter words, then the four-letter, and finally the five-letter).

Step two — *recognizing an object from its name* — the child uses the moveable alphabet to “write” the name of the object assembled in the puzzles, placing the letters in the spaces provided in the word-building houses.

Step three — *assimilation of the object/name association* — the child practices writing using the special pen provided and forming the letters in the spaces provided in the word-building houses.

### PUZZLES

Give the child all the puzzles to manipulate as they choose. Then, help them to assemble them in the word-building houses, without rushing or pressuring them. Slowly sound out the name of the object pictured in the puzzle in a clear voice, so that the child can hear all the individual sounds in the word. After this, leave the child to play with the puzzles for as long as they need to explore and manipulate them.



## MOVEABLE ALPHABET

Once the child has sounded out the names of all the objects in the game, see if he/she can recognise the object from its name when you say it out loud. Next, ask the child to 'write' the word using the moveable letters placed in the appropriate word-building house.

If a mistake is made, do not discourage the child with negative language eg "no" or "wrong" etc. For example, if the child makes the word "cat" below the seal puzzle, say "This is the word "cat". Can you make the word "seal"? For best results, it is essential that the name of the object and the question are repeated.



## FREE WRITING

Ask the child to write out the word they have formed. To begin with, have them simply copy it then moving forward in the activity, encourage them to recall the word and write it out by themselves. Check and consolidate learning of reading and writing by asking, "What have you written?" If the child says the word correctly, it means they have correctly associated the nomenclature.



A parent playing alongside a child can use the whiteboards to present other words not included in the game, then ask the child to write them down. As a further step, a parent can also draw an object on the whiteboard and make a game out of writing out its name.