How to Build an Effective Language Environment

presented by

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What will you walk away with today?

• Get ideas to incorporate new material in your classroom.
• Create an environment that allows the child to independently progress through the language environment.
• Become energized with your own ideas so you can make a plan to enhance your space.
• Create an effective environment so its easy for everyone moving forward!
What I will NOT be discussing...

• preparation of the hand
• handwriting
Montessori’s “Total Reading” Scheme as presented by Bruce Dow, 1987

**WRITING** – analyze sounds and recreate the symbols that represent those sounds

**READING** – recognize letter shapes, analyze sounds, blend sounds to where words are recognizable

If the goal is “total reading,” then the child must have the ability to understand the meaning (comprehension) and to understand the style and sentiment used to express the thought or feeling.
3 exercises to decode words

- **phonetic sounds** – single words may be read (*cat*)
- **phonograms** – where more than one letter is used in combination to produce sounds different from the basic phonetic sounds (*edge*)
- **puzzle words** – “sight words” or irregular words that often appear frequently in early reading but cannot be sounded out by standard phonetic approaches (*could*)
Enrichment of Vocabulary

- be clear & concise when speaking to a child, as in our lessons, including large group lessons
- remember to use proper names for all objects
- be aware of how we speak to adults in room
- repeat similar language for similar tasks, ie: “sort means put the same together”
- use classifications, opposites, Sensorial materials, sequence photos and games
Speaking from experience...

I love the system because it provides a framework for building a foundation.

The system makes it easy to continuously assess students and provide them with what they need.
Speaking from experience...

The system is not so rigid that the needs of the child who struggles cannot be addressed
Speaking from experience...

The system both allows and demands the teacher to be creative, because variations and extensions are not available commercially and must be teacher made.
Speaking from experience...

The challenge for the teacher is addressing the needs of the academically advanced student with materials on topics that interest a five or six year old.
YELLOW

- sandpaper letters
- beginning sounds
- ending sounds
- middle sounds
- concept that sounds make words
BLUE

• CVC words
• all three-letter phonetic words
PINK

• consonant blends
• phonetic words containing 4-7 letters
GREEN

- long vowel sounds
- some diphthongs
ORANGE

- digraphs
• Function of Words
• Reading Analysis
• advanced enrichment of vocabulary
• alphabetical order / dictionary work
• anything else!
Color-coded ‘system’

• each colored section allows the child to be independent when choosing work
• child feels welcome to explore the environment
• internally motivated to progress
• supports repetition of skills
• supports writing & comprehension skills
NOTE:

MAKE IT YOUR OWN!

change colors
change where diphthong/digraphs live
add / subtract / add again
For each section:

• organize shelves with color-coded containers with consistent content
• have paper support available for all sections
• color-code book bins
• color-code moveable alphabets
• make it attractive!
scdippuorenn
The cat is on the hat.
Interpretive Sentences

- read sentence, get cues from objects
- build sentences using COE
- build sentences and checking work with COE
- make your own sentences
The fan is on top of the rug.
The jet is on the rug.
the rug.

The pig had a box of pops.

the lips.

The leg is next to the log.

The bug is in the net.
The fan is on top of the rug.
Sight word tray
The cat can jump off the sled.
The bell is on top of the sled.
The lamp is on the mat.
The nap doll is in the nest.
The bell is on top of the sled.
The clip is on the string.
Sit the doll on top of the rug.
Put the red disk in the box.
The dress is in the bag.
Put the grass in the pot.
The rock is on top of the leaf.

The pumpkin is on the red tray.

The egg is on the blue plate.

String the beads on the pipe cleaner.

The blue tree is on top of the cube.

Sit the doll inside the tube.
The fish is in the brown net.

The snowflake is on the blue square.

The chain is inside the cup.

The moose is on the couch.

The pepper is on the dish.

The brush is on the seat.
lion, lair, bees, hive, bird, nest, horse, stable, dog, kennel, fox, den, chicken, coop
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Let’s talk about objects!
Hard to find?...
Make it yourself!
How do you store it?!?
(IDEAL)-3 sets of each color
(excluding orange/purple)
Thank you and GOOD LUCK!