



### Looking ahead:

**Friday, March 3** - Parent Check-ins - Schedule in Calendly (look for that email in your inbox!)

**Mon, Feb 20: Snack & Laundry** - Teo Argueso

Remember: log-in to [smile.amazon.com](https://smile.amazon.com), click on "Violeta" & Amazon will donate to us!



A neighbor left us this message on our windowsill for us to read!

“Language is an instrument of collective thought.”

~Dr. Montessori



Writing lets me express my thoughts for others to understand without talking!

The continuous movements of cursive handwriting will help the child develop his hand muscles and provide letters that are more easily distinguishable (ie q,b,p,d in print are all very similar in that they all have circles and sticks). By the time the child move on to writing on paper with a pencil, the cursive letters are so imprinted in their memory they rarely need erasers! On the contrary, the children are encouraged to start all over if they do not like what they wrote (this guidance appeals to their intrinsic desire for perfection and appreciation of beauty).

Writing precedes reading in our Montessori environment. Once the child learns ten sandpaper letters (cognitively can identify a letter by its sound) the moveable alphabet is introduced. The box of moveable cursive letters can be manipulated by the child to decode phonetic words and select the letter that represents that sound. The moveable alphabet leads the child to reading but is not meant to be used for reading during the initial introduction to this work.



The prior work in the language area creates a ripe climate for the reading process to spontaneously appear. The child slowly understands that they are building words - “writing” - and these words they have written can be sounded out - “reading”! It is a magical awakening for the child when they “discover” reading. Writing and reading catapult the child into new and higher pursuits: investigating how words work in language (function of the word), how words work in a sentence (sentence analysis), and the interconnections in the world of words (word study).

When the child understands what they have read and can dramatically interpret the nuances and emotion in reading.



We can have snow and we can have man, when we put them together we have a compound word: snowman!



I can transmit my thoughts (desire for a work or happy birthday wishes) for others to read!