



# Montessori at-a-glance

## MONTESSORI Classroom

- Three year span
- Motivated by self-development
- Ungraded
- Self-correcting materials
- Children learn by handling objects and teaching themselves
- Individual learning
- Teacher is observer and director
- Child completes “cycles of activity”
- Few interruptions
- Freedom to move and work within classroom
- Emphasis on more cognitive learning
- Quiet by choice and out of regard for others
- Materials used for specific purpose with sequence of steps
- Work for joy of working and sense of discovery
- Environment provides discipline
- Encouraged to help one another
- Child chooses material
- Child sets own pace
- Child free to discover on own, emphasis on concrete
- Reality-oriented
- Specific place for materials, sense of order
- Child provides own stimulus to learning
- Child-centered learning environment
- Self-education through self-correcting materials
- Recognition of sensitive periods
- Multisensory materials to develop specific skills

## TRADITIONAL Classroom

- All one age
- Teacher-motivated
- Graded
- Teacher corrects errors
- Teacher lectures
- Group learning
- Teacher is focal point and dominant influence
- Activity cycles determined by set time
- Frequent interruptions
- Assigned seats and specific class periods
- Postponement of 3R's, emphasis on social development
- Quiet enforced
- Materials used in many ways without previous instructions
- Work because they're told to
- Teacher provides discipline
- Seek help from teacher
- Teacher sets curriculum
- Teacher sets pace
- Emphasis on abstract
- Much role-playing and fantasy
- Random placement, not necessary to return to specific place
- Teacher provides
- Teacher-centered
- Use of reward and punishment in motivation
- All children treated alike
- Play materials for nonspecific skills