

# Transitioning to Upper Elementary



What is it like at  
the next level at  
Tobin  
Montessori?

# Agenda

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- Understanding the child/Profile of a 9 year old
- Transitioning to Upper Elementary
  - Supporting your child
- Curricular Areas

# Understanding the child

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In order to meet a child's needs, we must understand who the child is moving from the Lower Elementary environment to the Upper Elementary environment.



# Academic profile of a 9 year old

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- Industrious and self-critical
- Dawn of "bigger world"
- Less imaginative
- Intellectual curiosity
- Longer attention span (sustained work)
- May jump quickly between interests
- Ability to deal with multiple variables emerges
- Trouble with abstractions, large numbers, periods of time or space

# Social profile of a 9 year old

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- Want to be part of a group; fit in
- Individualistic (independent, self-reliant)
- Highly competitive
- Self-aware
- Impatient
- Aloof
- Sees adult inconsistencies and imperfections
- Self-critical
- Can be sullen and moody

# Emotional profile of a 9 year old

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- Worrier; anxious
- Complainer; fairness issues
- Like to negotiate
- Baby-talk sometimes re-emerges
- Use of hyperbole
- Age of negatives: "I hate it," "I can't," "boring," "yeah, right"
- "Dirty" jokes

# Profile of a 9 year old

*"My ninth year was certainly more exciting than any of the others. But not all of it was exactly what you would call fun."*

The enthusiasm of eight often turns into dark brooding and worrying at nine; worrying about world events, about the health of parents, about moving away about losing best friends, about changing schools. Nines complain about their aches and pains, their cuts and bruises and their hurt feelings. Nail biting, hair twisting and other outlets for tension are common. Compared to younger and older schoolmates, nines tend to learn better on their own as they gain mastery of basic skills. An ounce of negative criticism is greatly magnified by the nine year old. An ounce of encouragement is as well.

# *On Turning Ten ~ Billy Collins*

The whole idea of it makes me feel  
like I'm coming down with something,  
something worse than any stomach ache  
or the headaches I get from reading in bad  
light--  
a kind of measles of the spirit,  
a mumps of the psyche,  
a disfiguring chicken pox of the soul.

You tell me it is too early to be looking back,  
but that is because you have forgotten  
the perfect simplicity of being one  
and the beautiful complexity introduced by  
two.

But I can lie on my bed and remember every  
digit.

At four I was an Arabian wizard.  
I could make myself invisible  
by drinking a glass of milk a certain way.  
At seven I was a soldier, at nine a prince.

But now I am mostly at the window  
watching the late afternoon light.  
Back then it never fell so solemnly  
against the side of my tree house,  
and my bicycle never leaned against the garage  
as it does today,  
all the dark blue speed drained out of it.

This is the beginning of sadness, I say to myself,  
as I walk through the universe in my sneakers.  
It is time to say good-bye to my imaginary friends,  
time to turn the first big number.

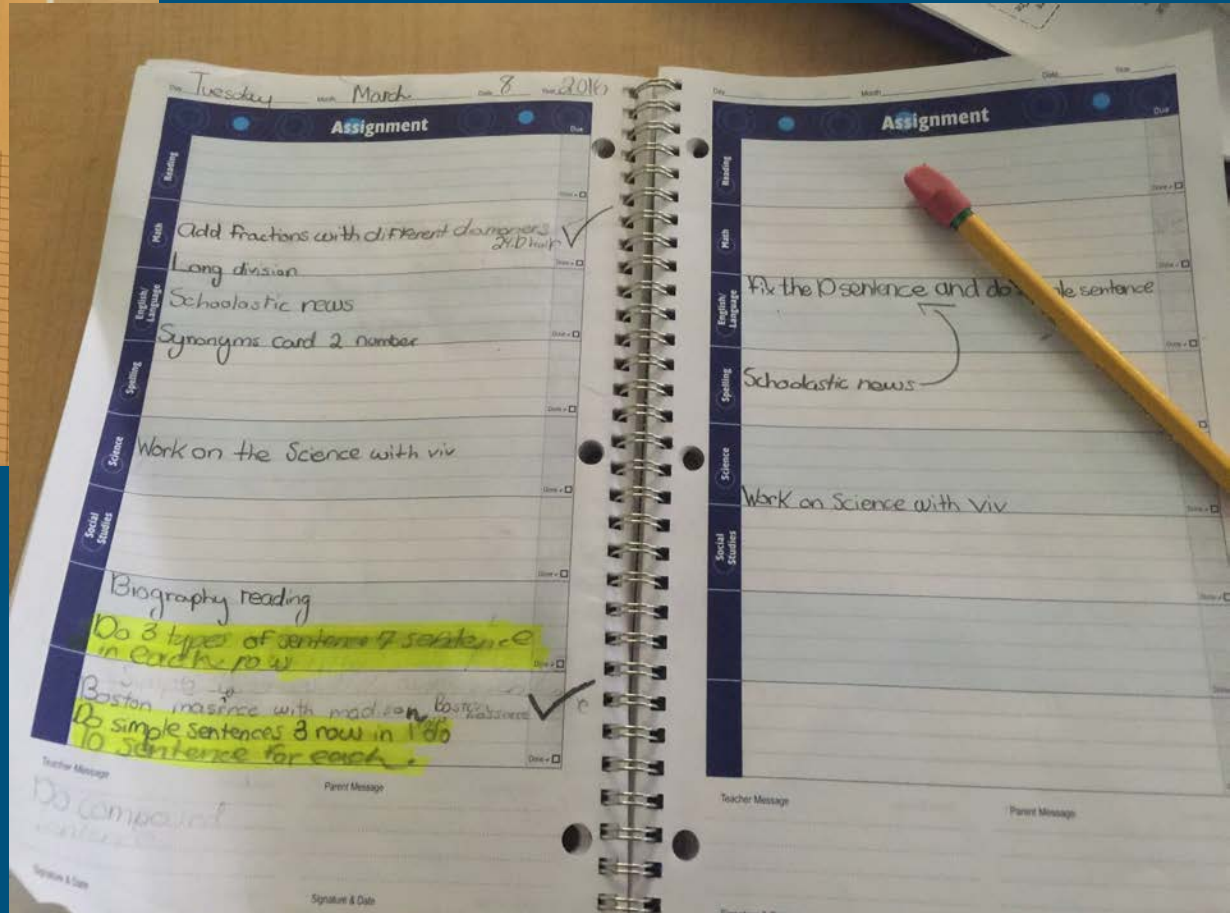
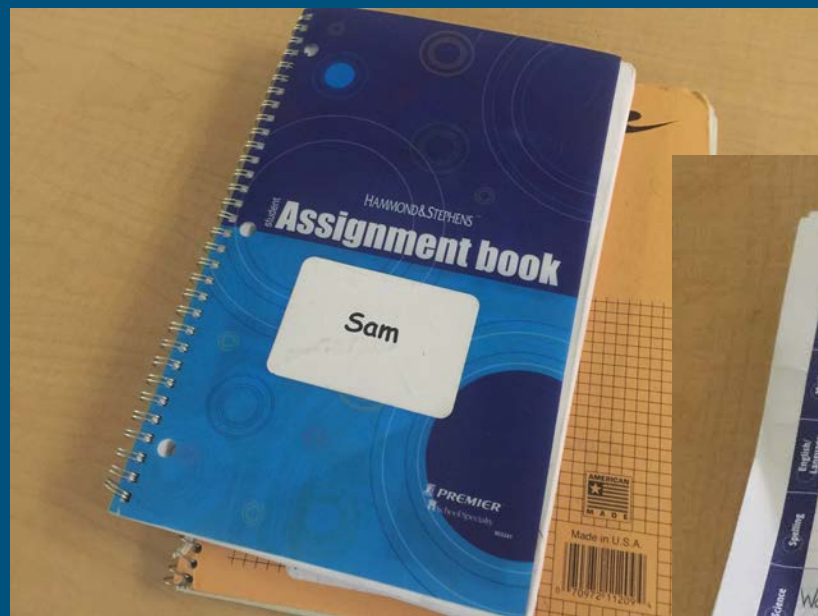
It seems only yesterday I used to believe  
there was nothing under my skin but light.  
If you cut me I could shine.  
But now when I fall upon the sidewalks of life,  
I skin my knees. I bleed.

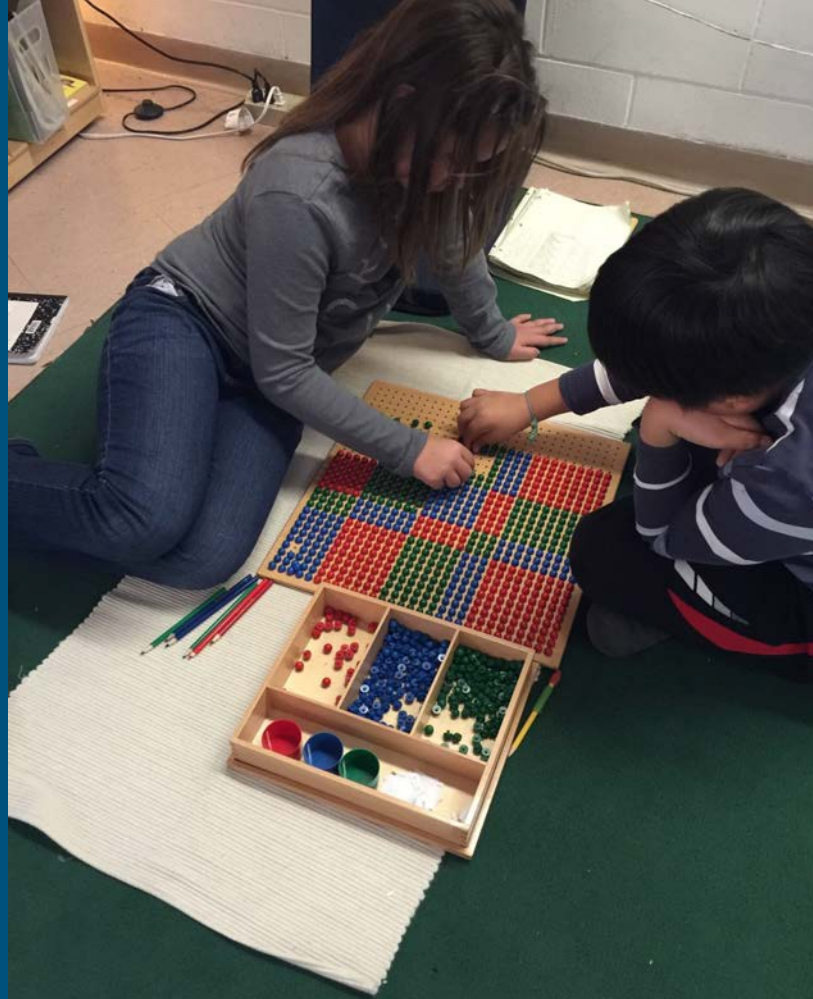


# What are some of the major differences?

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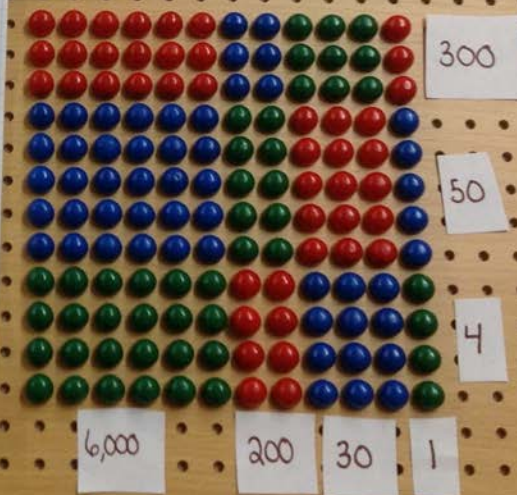
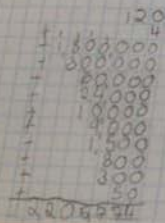
- More time on the computer
- Longer written follow-up
- More independent work during follow-up
- Work Planners look different, and keeping careful track of work
- Different expectations for completing work within a time frame





$$\begin{array}{r} 6,231 \\ \times 354 \\ \hline 2,205,774 \end{array}$$

$$\begin{array}{r} 6,231 \times 354 \\ 300,000 + 20,000 + 300 + 1 \end{array}$$



# How do we support your child?

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- Spend time early to develop routines
- Older students serve as mentors
- Spend time on team building/relationship building
- Provide students with consistent routines and schedules
  - Specialist teachers remain the same when possible
- Monitor student progress and determine interventions by November

# How can you support your child?

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- Let your child express their feelings without judgment.
- Acknowledge that it IS difficult. (Remember your first days on a new job, or in a new home, etc.)
- Do not try to talk your child out of their feelings.
- Show your confidence in your child's ability to succeed. Remind them of past experiences or challenges they have conquered.
- Give them time. Allow them to "pull themselves up by their own bootstraps" rather than trying to "make it all better".
- Take comfort in knowing that if your child does have any special learning requirements, the Montessori classroom is well equipped to meet their needs.



# The Elementary Curriculum

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We use a developmental approach,  
implementing the Montessori Method.

Using a full complement of Montessori materials, we teach concepts first in the concrete and eventually encourage students towards the abstract.

# The Elementary Curriculum

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The division of elementary into two stages 6-9 years old and 9-12 years old, is based on students' developmental needs as they move towards adolescence.

Many materials carry over from Lower Elementary into Upper Elementary, but have a new purpose. In Upper Elementary, students transition away from materials to more abstract thinking more quickly, relying more on books and other resources.



# The four major curricular areas

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1. Math
2. English/Language Arts
3. Science
4. Cultural (Geography/Social Studies)

We use a Montessori approach which incorporates many best educational practices, ensuring that we meet all students needs.

# Lower Elementary



# Upper Elementary



# Peer Teaching and Learning





Wednesday March 9, 2016

Greetings Students,

If you have not  
completed the biography  
assignment that is your  
first work.

Plan your day and  
start your work cycle.

# Extensive Libraries







# Outside Curriculum Resource Opportunities

*For example;*  
Guest  
Science  
Presenters





Ancient  
Civilization:  
Cross  
Classroom  
Projects



# All School Presentations



"Successive levels of education must correspond to the successive personalities of the child. Our methods are oriented not to any pre-established principles but rather to the inherent characteristics of the different ages. It follows that these characteristics themselves include several levels."

~Maria Montessori, from *Childhood to Adolescence*