



## **Michigan Islamic Academy Montessori Program**

### **Typical Daily Montessori Program Schedule**

**8:20 am – 8:30 am ..... Arrival Time & Bell Work**

**8:30 am – 9:00 am ..... Morning Circle Time:**

**Greeting, Attendance, Morning Dua, Weather, Days of  
the Week Calendar & Presentations**

**9:00am – 10:55 am ..... Morning Work Time:**

**Self-Selection, Small Group, Individual snack time**

**10:55 am – 11:00 am ..... Clean Up, Join Circle for**

**Arabic/Quran/Islamic Studies**

**11:00 am – 11:20 am ..... Arabic/ Quran & Islamic Studies**

**11: 25 am – 12:00 pm ..... Recess, Indoor/Outdoor Gross Motor**

**12:00 pm – 1:00 pm ..... Bathroom, Lunch, Clean Up after Lunch**

**1:00 pm – 2:15 pm ..... Getting Ready for Nap, Nap Time, wake  
Clea**

**2:15 pm – 3:00 pm ..... Montessori work Time:**

**Small group time/ Snack/ Reading & Writing Practice**

**3:00 pm – 3:15 pm ..... Short Recess**

**3:15 pm – 3:30 pm ..... Finger Play/ Story Time/ Dismissal**

## Michigan Islamic Academy Montessori Preschool



**Practical life**



**Sensorial**



**Language**



**Math**



**Culture**

### Curriculum Overview

The MIA Montessori Pre-K curriculum has been developed to foster a child's love of learning and promote respect for self, others, community and the world. Maria Montessori believed that once the child's basic needs of security, love, food and shelter were met, learning was a natural, inherent and spontaneous activity. The educational process depends on the child, the prepared environment, the teacher/facilitator and the parent. Students learn in different ways and at different rates. Learning is enhanced through direct hands-on experiences rather than from a textbook. Exploration is vital to sustain curiosity, choice is necessary for self-motivation, and discovery requires trial and error. The education process encourages a child to be responsible for themselves and the world, and, consequently, education is dramatically more than simply learning facts.

At MIA Montessori, each child learns to work and play with others in a peaceful, caring community. Tolerance, acceptance and encouragement are embodied within all activities. Students develop and identify a clear sense of values and a social conscience. Everyone is treated with dignity and respect.

The Montessori curriculum is organized to present concepts and ideas appropriate to the child. Initially, lessons are introduced simply and concretely and are reinvestigated throughout future school years with increasing depth, breadth and complexity.

Maria Montessori believed that there are "sensitive periods" in a child's development, and it is the responsibility of the teacher to facilitate these learning opportunities. The curriculum also takes natural advantage of this and has the child make choices regarding the lessons of the day.

### **Specific Objectives for Preschool Students at MIA Preschool**

Preschool students at MIA Montessori study practical life skills, sensorial skills, language skills, math, and culture( science, geography and history).

## **English Language Arts:**

### **Oral/ Auditory:**

At the end of each lesson, the student will be able to:

- hear and manipulate sounds in spoken words
- associate sounds with letters and to use those sounds to read and spell words
- distinguish words in sentences (e.g. I like apples - 3 words)
- compare and decide in determining similarities and difference
- isolate the initial/ middle/ ending sound of words
- hear and understand beginning sound/preparation for total reading
- learn names of objects, emphasizing beginning sounds, colors, shapes of the objects

### **Visual Preparation:**

By practicing all these visual activities, the child will become a good observer. These activities will begin to integrate their skills and lay the groundwork for future reading. Children will:

- develop the concept of classification as well as the concept of same and different  
refine visual discrimination
- prepare for naming words
- increase their vocabulary with exposure to new objects  
be able to think through a series from beginning to end

### **Integration of Skills:**

Sandpaper letters will provide children with three avenues of learning through sight, touch and sound. The symbol can be seen, the sound for which the symbol stands is given, and the shape can be traced with a child's finger. Children will:

- Learn sounds of the letters/develop auditory perception of sounds of specific written symbols
- Develop awareness that different sounds are represented by different shapes
- Associate sounds with symbols
- Develop awareness that different sounds when blended together form words
- Demonstrate knowledge of the alphabet
- Demonstrate understanding of the concept of print
- Enjoy and value reading
- Express themselves using words and expanded sentences
- Understand and follow oral directions
- Answer questions/Ask questions
- Develop broader vocabulary
- Express their thoughts in symbolic form

**Reading words:**

Children will:

- develop awareness that written words have the ability to carry messages to communicate thoughts and ideas
- learn ending sounds and vowels
- recognize the relationship or connection between spoken and written words by observing and tracking print during read aloud story times
- demonstrate awareness of print in their classroom, home, and community settings related to object, event, or experience
- have experiences and practice with the learning expectations and can show in some way a complete understanding of learning expectations
- develop an ability to find more than one solution to a question, task or problem
- recognize and solve problems through active exploration, including trial and error as well as interactions and discussions with peers and adults
- develop and expand listening skills

**Motor Preparation Index:**

Children can:

- trace simple curved and straight-line figures
- produce scribbles, shapes, pictures, or letter-like symbols to represent ideas in the writing process
- understand that writing/text is a way of communicating
- identify and write letters in their name
- copy circles and lines as well as draw recognizable people with 4-5 body parts
- identify and write most letters
- draw a story with a beginning/middle/end
- draw pictures to express feelings or communicate a message

**Mathematics:****Numeration:**

Children will:

- learn quantities of numbers 1 to 10
- learn names of numbers 1 to 10
- be able to count one-to-one correspondence in a "fixed" set
- be able to order a set from 1 to 10, in preparation for the concept of the linear value of quantities
- learn the relationship of quantities 1 to 10 to each other (less and more)
- recognize numerals and be able to name them
- understand the sequence of numbers
- be able to associate quantities with symbols

- be prepared for the decimal system, linear counting and abstraction
- recognize the written symbol for numerals 1 to 10 without the aid of muscular tactile input (tracing)
- learn symbols (1-9) in association with spoken language
- demonstrate the symbol that concretely signifies a quantity
- review sequential counting 1 to 10
- review ordering quantities, 1 to 10
- understand the concepts of 10 and zero (empty set)
- receive refined exposure to the concrete relationship of quantities 1 to 10 to each other
- be able to count one-to-one correspondence – refined

### The Decimal System/Golden Beads Materials:

Children will:

- learn the language of the different categories of the decimal system
- recognize the written symbols for the names of the categories of the decimal system (1, 10, 100,100)
- develop an understanding of the place value of numbers
- development memory retention of both quantity and category

Preparation for geometry :

-learn that “one” is a point, like a point in space with no dimension

-learn that “ten” is a line which has one dimension = length

-learn that “a hundred” is a plane surface which has two dimensions= length and breadth

-learn that “a thousand” is a cube which has three dimensions= length, breadth and width

### Linear counting:

Children will:

- be able to understand the value of golden beads and bead stair bars
- recognize the symbols (numerals) and quantities 11- 19
- understand the base ten concept and the progression of sets of numbers by ten( i.e. 20s, 30s, 40s and eventually 31, 41 , 51)
- understand tens and teens
- learn the concept of skip counting
- have an understanding of numerals 1-100

### Everyday Living:

#### Movement and Physical Skills:

Children will:

- develop concentration, coordination, confidence, independence and order
- learn how to perform everyday living chores

- learn sequence of order, left to right, top to bottom, large to small, hand to tools, handles to no handles, unbreakable to breakable and simple to complex

### Care of Person:

Children will:

- develop increasing fine motor control
- develop concentration, coordination, independence and order
- refine their vocabulary
- learn to dress, wash themselves, how to comb and take care of hair, etc.

### Care of Environment:

There will be development of concentration, coordination, independence and order. Children will learn to take care of their environment by taking care of plants, sweeping, dusting, and polishing items like wood, brass, silver and glass. Children will begin cleaning up after themselves and developing a sense of responsibility and care for others around them.

### Nutrition and Food Preparation:

Children will:

- develop concentration, coordination, confidence, independence and sense of order
- develop an appreciation for the value of food and nutrition
- learn to prepare, eat, share and enjoy food
- learn to link food preparation to other areas of learning, e.g. art (decorating food), sensorial (taste, smell, texture, etc.), science (the origin of food, e.g. plant/animal, liquid/solid, etc.) and mathematics (measurement in preparing food half/full one/more than one, etc.)

### Sensorial:

#### Visual Size:

Children will refine their ability to observe, compare, discriminate, reason, problem-solve, as well as gain experience with one-to-one correspondence and the idea of ten in preparation for math.

#### Visual Color:

Children will refine their ability to observe, compare and discriminate, and appreciate the world around them. They will further develop the ability to name and match colors, while also gaining exposure to the degree of color and developing their mathematical mind through one-to-one correspondence.

#### Visual Forms:

These exercises will help develop pre-math concepts, assisting children to learn the names of forms and shapes while helping them to recognize these forms in their environment.

**Auditory:**

Children will:

- explore things that make sound
- explore the lack of sound by playing the silence game
- be able to discriminate different sounds
- be able to grade sound from highest to lowest (gradation of sound)

**Tactile:**

Children will:

- learn to discriminate between rough and smooth
- prepare for handwriting
- explore the gradation of texture rough and smooth
- learn the names of a few fabrics by touch and feel

**Baric or Sense of Weight:**

In preparation for math (weighing and measuring), children will learn to sort by weight and use the language of light and heavy.

**Thermic:**

Children will develop their awareness of different temperatures in the environment and learn to express them using the language of hot and cold.

**Olfactory/Sense of Smell:**

Children will:

- learn to match scents with things
- learn the names of different scents
- develop awareness of good and bad scents in the environment

**Gustatory/Sense of Taste:**

Children will:

- learn to taste the difference between two different foods
- learn the name, texture, taste and color of foods

## **Culture and Science:**

### **Geography:**

Children will:

- learn that earth is a planet and is a sphere
- identify the two elements of the earth's surface, i.e. land and water
- learn the names of the large land masses and water bodies
- recognize the name of continents by color on a puzzle map
- learn about a wide variety of animals and their names
- learn to relate animals to the continents on which they live
- develop an interest in animals and ecology
- become aware of the three elements, i.e. soil/ water/ air
- be introduced to major land and water forms
- learn geographical vocabulary and observe the forms as they exist in reality
- learn the names of countries

### **History:**

Children will:

- learn the names of months /days/ year
- be able to name the seasons and note the sequence in passage of time with an emphasis on cyclical pattern
- learn about the sequence of time
- learn about the life cycle of human beings
- develop a linear and visual understanding of the passage of time
- learn to appreciate the contributions that various people make in our lives
- learn about time (seconds, minutes, hours)

### **Zoology:**

Children will:

- be attracted to and learn about wildlife in the outdoor environment
- learn to respect other living creatures, developing a caring attitude towards animals, birds, and fish. learn to observe living creatures and attend to their needs
- develop new vocabulary and be prepared for subsequent classifications
- learn about the life cycle of animals
- learn the basics about animals with and without vertebral columns
- learn that all living things reproduce
- learn to recognize the young and adults of a species
- learn the different ways that living things reproduce (general)

## **Botany:**

Children will:

- become aware of plants, their needs and their importance to the earth and to us
- learn to care for living plants
- learn about our dependence on plants and develop interest in plant life
- explore the life cycle of a plant and its needs
- be able to classify the plants and trees that are present in their environment
- learn about the parts of the plant/tree/flower/leaf/root, as well as different kinds of roots

## **Human Biology and Chemistry:**

Children will:

- learn about the parts of their own body
- learn to use a magnifying glass, enabling them to study objects at close range
- learn about magnets and discover what they attract
- explore different properties of various materials in their environment
- learn to classify what sinks and what floats
- learn about the difference between “living” and “non- living”
- discover the reaction of salt and vinegar when applied to tarnished copper (experiment)
- observe that plant stems conduct water upward to the leaves
- learn about volcanic eruptions (experiment)
- learn that air is all around us (experiments)

## **Religious Studies:**

### **Arabic:**

Children will:

- Memorize the Arabic alphabet in order
- Recognize the Arabic alphabet randomly
- Trace and write the Arabic alphabet from memory
- Learn and use words and simple phrases by connecting objects/pictures to letters, daily morning routine, conversation, repetition, songs and stories
- Identify the beginning sounds in words
- Learn how to count in Arabic

### **Quran:**

By the end of the school year, the students will have memorized the last 10 Surahs from the 30th Juz':

- Al-Fatiha
- Al-Nas
- Al-Falak

- o Al-Ihklas
- o An-Nasr
- o Al-Masad
- o Al-Kauthar
- o Quraish
- o Al-Feel
- o Al-Asr

**Islamic Studies:**

This includes basic Islamic teachings which are integrated into Arabic, Quran, and Everyday Living lessons.