

**MHV Mentorship Program
Group Discussion**

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Elements of the Montessori Home Visit

1. Transporting materials

- a. Organize in a carrying case/bag/crate all materials to be used in the visit.
- b. Try to pack them in the order you will use them



2. Greeting the family

- a. You are modeling for the child. Greet everyone in the room in the same way you expect the child to greet other people.
- b. Announce the topic to be covered during the visit.
- c. Invite everyone to wash their hands. Sing this song to establish it as a point of reference for the child: "Talla, talla, talla. Talla tus manitas. Talla entre los dedos. Talla por arriba." Model for the child (and mom) how to wash your hands.
- d. Ask mom for her blue BLCS binder and have it handy to file your handouts as you present them.

3. Setting up activities

- a. Invite mom to read a book to the child while you set up your materials.
- b. If there is a shelf available in the home, set up your materials there, if not, take a bath towel or some other piece of fabric to lay on the floor or the couch as the designated area for displaying the materials.



- c. Arrange the materials in order of difficulty from left to right with the easiest activity on the far left.



- d. Set out at least 2 books for the child to choose independently throughout the visit.



- e. Ziplock bags are good containers to keep things organized in the crates, but to the child, they can be a distraction and an obstacle for repetition. Present your materials in size appropriate baskets/containers/trays and return them to the ziplock bags at the end of your visit.

4. Setting up a work space

- a. Lay out a well-defined work space by using a small area rug.
- b. Set the lap table at one of the short ends of the rug.



- c. Invite child, mom, and siblings (if present) to sit around the rug.
- d. Point out how your legs are crossed and off the rug. "The rug is for our work."

5. Transition to work routine

- a. Establish a routine to begin your work cycle: Sing a song; ask the child to say the names of the people sitting around the rug; count the people sitting around the rug, etc. What is important is that you **follow the same routine every time**.
- b. Suggested song: (Ask the child, "What do we use to do our work? We use our hands. Where are your hands? Mom, where are your hands? Let's sing a song for our hands...") "Mis manos arriba, mis manos atras, mis manos en frente, las vamos a guardar."

6. Inviting the child to work

- a. At the end of the routine, ask "Who is ready to choose work?" If the child is sitting quietly, invite her to get up and choose work. If not, invite mom or one of the older siblings (whoever is sitting quietly).
- b. Give mom a clear presentation of how to use the material before giving the child a turn.
- c. Invite mom to take turns working with the child and give her opportunities to guide and redirect.
- d. Encourage the child to put one activity away before choosing another.
- e. Encourage the child to keep the materials on the work rug and don't allow her to take them anywhere else.
- f. If necessary, hold the child by the hand and walk with her to model how to choose, carry, use, and return materials to the shelf.
- g. Give a presentation on how to carry the materials: using two hands and placing the material against the tummy. When it's time to return the material to the shelf, ask the child to stand up first and then pick up the material.

7. Sharing information with mom

- a. Provide at least one developmental info handout and one activity page at each visit.
- b. Highlight the most important points on each handout.

- c. Sharing this information will happen throughout the visit. Use the time when the child is engaged in independent work to explain the content of the handouts.

8. Transition to end work routine

- a. Establish a routine to help the child prepare for the close of your visit. You may consider some of the same strategies suggested on step 5 or read a story from a book finishing it with the words “The End” to help the child understand that you are approaching the end of your visit.

9. Ending work time with the child

- a. Give mom a book from the lending library and ask her to show it to the child while you put away your materials.
- b. Put away the work space (rug/table) first. This way if the child wants to continue choosing materials when she sees you putting them away, you can tell her that you don't have a work space anymore because it's time to finish the visit.
- c. Put away materials from the shelf

10. Confirming date and topic for next visit

- a. Give a brief summary of topics covered during the visit.
- b. Ask mom what topic she would like to discuss on your next visit.
- c. Confirm date and time of your next visit.

11. Saying good-bye

- a. Remember, you are modeling for the child a socially acceptable way to say good-bye

Remember, we use 4 basic Montessori concepts in the presentation of materials from the PAT curriculum:

- 1) Predictable Routine
- 2) Freedom of Choice
- 3) Possibility of Repetition
- 4) Beauty and Order

NOTE: Discuss modifications for a visit with a young infant (not sitting up yet)