

Paper 4

Paper 4 A : Language Development

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DRAWING INSETS

Material description : The drawing insets are presented to give them an opportunity to apply their language. Which they have already acquired. Here the child can unity and consolidate all his motor preparations. Here the child actually uses the writing instrument. There area number of geometrical figures. There are frames in which the figures fit it. The dimension of the figures correspond to the figures of the geometrical insets. The figures are circle, ellipsoid, ovaloid, rosettee, triangle, square, rectangle, pentagon, curvilinear and Trapizium.

There is a tray which is divide into six to eight compartments each measuring 15cm × 15cm. There are papers in various colours measuring 14cm × 14cm. Each paper should be perfect square. There should six pads made of thick card board, size is 20×20 cm. There should be some coloured pencils inthe stand.

Display : You can make a special piece of furniture to accommodate all these materials.

Presentation : The activity must be done as a chocokie. Invite the child by saying, “I shall show you something with colour pencils.” Ask the child to choose a pad, a piece of coloured paper and three pencils. Do not ask the child to choose the figure. You choose a figure. Put the figure with the frame on top of this paper and keep it on a chowkie. Then tell the child, “Now let’s go and get some pincils from the stand. Choose only three pencils of different colours.”

Ask the child to take one individual pencil stand. The pencil stand with the pencil should be at the right top corner of the chowkie.

Now adjust the paper carefully so that it is composite with the frame. No paper should be visible outside the frame, that is the criteria. Put the paper and the frame on the pad.

Now take out the figure and show the child how to trace the frame. Start from the topmost point placing the pencil vertically. The pencil should be straight and facing downwards. Trace the frame in anticlock direction. Stop tracing when you have reached the point from where you have started. Ask the child to lift the frame and see what he can see on the paper. Ask him to put the figure exactly on the boundaries which you have traced. Ask the child which colour pencil he wants to use. Then trace the figure with that pencil and then lift the figure. Draw the child's attention to the lines. The lines are even and equidistant. Tell the child, "We have now to use the pencil which we have not used. Show him how to fill the figure by starting from top on the inner figure. Using vertical lines. Starting from the top left and moving towards their right. The inner figure should be filled in with unbroken vertical lines from the top to the bottom. If the child wants to draw strokes he is free to do so.

If you find that the child cannot do it perfectly, then appreciate his efforts and give him positive suggestions.

Critic for perfection :

- (1) Two lines must be parallel and equidistant.
- (2) The lines with which you fill, must not cross the inner outline of the figure.
- (3) The lines must be vertical and therefore parallel.
- (4) The child's drawing line must be without any break.
- (5) The lines must be so close to each other that the colour of the paper does not show.
- (6) The lines should be such that entire inner figure is of an uniform shade.

Direct Aim : To give the child an opportunity to apply his developed concept of shape and of colour consciousness. Also to help him prepare himself for writing.

Indirect Aim : Prepare the child for drawing and painting.

Age of presentation : 3½ years to 4 years after the child has developed concept of colour and has had plenty of experience in sensorial activities.

Suggestions : (1) When the child has acquired some degree of perfection, permit him to take more than three colour pencils at a time.

(2) Once the child has acquired some degree of dexterity over the vertical stroke, he can use any other stroke to do the shading.

(3) You can also provide papers to stimulate the children to draw any pattern which they wish.

Unit 1 □ Preliminary Activity of Sound Awareness

The teaching of Language to the child usually starts with the alphabets. But they are done in such a manner, that they can not help the child in speech. So the child can not achieve anything in the field of Language.

But one of the aim of Mantessori method is to help the child to develop what he achieved in past. So first we consider what assistance he needs to develop his achievement in the field.

Human beings most important conquest is to speak when he is a child of 2 years. So every child would love a possession in this field of Language.

Language is a spoken speech which is made with various sounds and reaches our intelligence in two ways. Through the ear we listen and speak with our mouth. The basis of learning spoken Language is firmly implanted in the child at a very early age, when his intelligence is building up and this process is entirely dependent on the environment. Thus the child has gifted by nature to acquire Language. It is through the child's capacity to learn and retain that we owe our speech today. Spoken Language is not an analysis of sounds but a total impression of many sounds. To achieve Language in both forms, written and spoken, the child is dependent on adults from whom he receives the sounds and later he produces these sounds in concrete form. After the age of two and a half years, while the child is still in embryonic period, he can build up his spoken Language (by hearing sounds). Spoken Language is not enough, so we have to materialise it through written Language. We have concrete letters which symbolise the different sounds in the environment — the collection of letters are called Alphabets.

The cave men of ancient times express himself by means of picture. Man try to express and convey his idea not only to the people who are in his environment, he also wants to convey his idea across the space and age. He wants to convey his ideas to the coming generation. Man felt the need to express, to fix the ideas of spoken language by means of signs.

The child is a human being, so he also will start to feel the need to express himself. He also needs to prepare himself for writing with the help of graphic arts.

- (1) In a 'House of Children' child should enjoy the freedom to speak to consolidate his spoken language. So when the child comes to us, speak to us, then we receive him, that he gets spontaneous interest to speaking. This is actually stimulate him for speaking.
- (2) We stimulate him by experiences. Experience will be so greater that child feels to urge to give expression of experiences in order to speak.

So every time we should to speak with him with some new thing, always telling new thing.

(3) We also help him by name-lesson, by which he can expressed himself by more satisfactory. So it helps him for vocabulary expression.

(4) For develop of his spoken language, child also needs good spoken language. It helps the child for spoken language in perfection. Child gets it from us.

So adult should be use words in careful minds. Sounds and throwing words will be polite and gentle. Never use any wrong words.

(5) We also do some narration of stories for children. We carefully choose the words and the manner so that the children want to repeat the story. So we use some language when we repeat the story.

(6) We also recite rhymes. It also helps him in he field of language.

From this he can habituated of sounding the difficult pronunciations. Child choose the difficulty of anything and he exercise for perfect this. So we choose beautiful rhymes.

(7) We should speak full sentence which is complex and composed of various group of words. He needs to analyse the sentences in various groups in relation to other groups and in relation to the verb. This activity is called analysing of sentences logically.

Our spoken language is composed of articulation of two sounds — Vowel and Consonants.

First the child uses two letter words as a means of exploring sounds of words in the environment. He also learns to break-up the words in separate sounds and he put them down in concrete form — that is writing. This method is called analysis of sounds.

Sounds are produced in our vocal chord and have to pass our lips which control the sound we utter. The child has to learn all the co-ordinated movements which are required to produce a single sound. The vowels are the most important, some consonants also have a single sound, but they are not very pure or clear as the vowels are.

We offer sand paper letters to the child as a symbol of sounds. He feels the master association with the help of his four organs. His eyes take the visual impression for reproducing it. Vocal chord pronounce the sounds and his ears hear the sounds to record it in mind and consciousness.

The child needs to become conscious of the structure of our spoken language specially of the sentences. In order to become conscious, he needs to analyse the sentence. It may be analysed in various ways into words, group of words around a verb. We call it grammatical analysis which deals with parts of speech. We help the child to enrich his language (vocabulary) on an even ascending level.

First the phonetic help is given with alphabets which are phonetically composed.

We offer vowel first — because;

- (1) They are pure sound. So it is easy to the child to pronounce them clearly.
- (2) There cannot be any single word without at least one vowel.
- (3) The number of the basic vowel sound is less than the number of the basic consonant sounds. So the child can become conscious with them much quicker. He also can distinguish among the sounds clearly. So the child can recognise them easily and spontaneously because they are few in number.

Check your Progress :

Q.1. What is Alphabets?

Ans. We have concrete letters which symbolise the different sounds in the environment — the collection of letters are called Alphabets.

Q.2. In a ‘House of Children’, why child needs freedom to speak?

Ans. It helps the child to consolidate his spoken language. He gets spontaneous interest to speaking. This is actually stimulate him for speaking.

Q.3. What are the two sounds that composed our spoken language?

Ans. The sounds are Vowel & Consonants.

Q.4. Why we offer Vowel first in a ‘House of Children’?

- Ans.** (i) Vowels are pure sound.
(ii) Not a single word without at least one vowel.
(iii) Vowels are least in number i.e. five where as consonant are 26 in numbers.

Unit 2 □ Sand Paper Letters

Material Description :

The letters are cut-out from sand paper and pasted on a plaques. In English we have 26 letters. The vowels are on the blue background and the consonants are on pink backgrounds. The letters are on the right side of the plaque. The dimension of the plaques depends on the dimension of the letters.

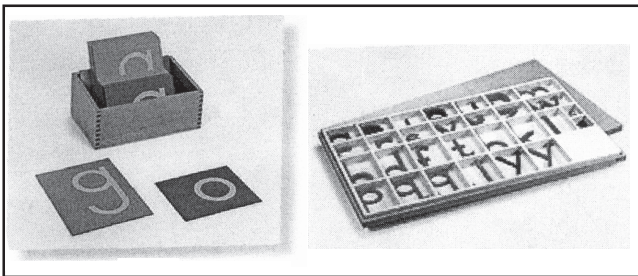
When we teaching the letters of the alphabet, we start with vowels and going on to the consonants, which are pronounced according to their sound. Among the vowels a, e, i, o, u, we start with 'a' sound which is familiar and interesting to the child.

Presentation of the activity : (I.A. – I.P.)

1st Part of the Presentation :

Invite the child and ask him to clear his finger tips by 'finger tips bathing activity'. Then say the child, "Come, today I show you a new activity with sand-paper letter : This activity will be done on chowkie. Please, go and bring a chowkie."

Then bring a letter (a) and keep it on chowkie and hold it with your entire left palm and trace it with the right hand only with your right index and middle fingers.



When tracing the letters, and at the end of the tracing the pronounce the sound clearly so that it helps the child to hear the sound of the letter.

2nd Part of the Presentation :

After tracing the letter ask the child, "I will tell you some words; Can you recognise the sound of the letter which are you trace?"

Tell him some familiar words like, RAT; CAT; FAN etc.

● Control of error :

As far as tracing and sound is concerned it is in the child's tactile sense.

Direct Aim :

To help the child become conscious of his spoken language.

Indirect Aim :

To help the child prepare himself directly for writing and reading.

Age of Presentation :

Between 3 and 3½ years.

● Presentation of Consonants

Presentation :

In consonant, 17 sounds child needs to become conscious of his spoken language.

We never presents all of them at the same time and follows some rule to present them.

At the second stage — with some of the hard explosive sounds and at the third stage — with some of the soft explosive sounds.

The presentation will be the same as with the vowels.

We don't present c, j, q, x. Because 'c' is not always represent the same sound (ক) symbol and again we have another symbol (স).

We don't present 'j', 'Q', 'X', which we have also two sounds. X (ক+স); Q (ক+উ) etc.

The sounds are :

'b'	as	in	Tub (ব)	Short	Explosive Sound
'd'	as	in	BED (ড)	"	"
'g'	as	in	LEG (গ)	"	"
'f'	as	in	PUFF (ফ)	"	"
'h'	as	in	MOHAN (হ)	"	"
'l'	as	in	STILL (ইল)	"	"
'm'	as	in	RAM (ম)	Prolong	Sound
'n'	as	in	HEN (ন)	"	"
'v'	as	in	VAN (ভ)	"	"
'y'	as	in	YELLOW (Prolonged ই)	"	"
'z'	as	in	LAZY (জ্য)	"	"
's'	as	in	GLASS (স)	Prolonged	Sound
'r'	as	in	RAT (র)	"	"
'k'	as	in	NAPKIN (ক)	Hard	Explosive
'p'	as	in	POPCORN (প)	"	"
't'	as	in	CAT (ট)	"	"

● Control of error :

Social Control of error :

Direct Aim :

To help the child became conscious about his Spoken Language.

Indirect Aim :

It helps the child to prepare himself for writing :

- (a) by acquiring sound consciousness.
- (b) by getting to know symbol for the sounds.
- (c) by moment pattern involved in reproducing the shapes of the letters.
- (d) by his muscular memory.

Age : when child knows all the vowel sounds.

● **Group Activity of Oral Phonetic Analysis (1st type)**

Presentation :

When a group of children are familiar with two vowels, then we offer this interesting activity. We will have to keep two vowels (say a and i) on a stand at a distance.

Adult ask the child, "I am going to say some words and you have to tell me which sound you have heard. I shall ask one of you and the rest of you must remain silent."

Then adult then pronounces a word like Cat, Hat, Rat etc. and asks the child, "which sound do you hear, 'a' or 'i'?"

The child will say or show the letter. Interesting and familiar words should be given with the sound 'a' and 'i', but never given the word which are beginning with "a" or "i".

● **Control of error :**

Mostly in other children.

Direct aim :

- (i) It helps the child to become conscious about his spoken language.
- (ii) Stock of words are increasing.
- (iii) Learning the difference between 'a' and 'i' sound.

Indirect aim :

It helps the child to prepare for writing by means of sound consciousness.

Age : 3½ years of age.

● **2nd type of group activity for oral phonetic analysis.**

Presentation :

With 10-12 children. Ask the children that I am going to say some words, all of you should listen carefully and find out the last sound of the word.

The child who is asked should give the answer, all others give answers by themselves.

Start with some prolongable sound; then with any sound e.g., PRAM; BOOK; BANANA etc.

● **3rd type of group activity for oral phonetic analysis.**

Presentation :

Invite 10-12 children and ask them to hear the very first sound of the words.

The words should be familiar and interesting noun but never give the words starting with 'ch' sound.

● **4th type of group activity for oral phonetic analysis :**

Presentation :

Invite 10-12 children. Ask one child to hear the first sound of the word and another child to hear the last sound of the word e.g., Pentagon; Popcorn etc.

After some time, we may ask the same child to hear the first and last sound of the same word, e.g., Hexagon.

After that go on asking the child to recognise several sounds in one of the same word.

Control of error :

Social control of error.

Check your Progress :

Q.1. How many parts of the presentation of sand-paper letter?

Ans. There are two parts of the presentation. 1st part we help the child to teach the sound of the letter.

2nd part we say same words where child can recognise that sound in the word.

Q.2. What are the direct and indirect of the sand-paper letter?

Ans. See Direct and Indirect Aim.

● **Movable Alphabet Box. (*Material Description) :**

In English there are two boxes and each box contains 5 rows of compartment. On top row there are 5 vowels (a,e,i,o,u). The letters of the alphabet identical in form and dimensions with those of sand paper letter, though here they are cut out of coloured cardboard. The letters are loose, which can be handled. The vowels are blue in colour and the consonants are in pink colour. The different letters are in different compartment. We have five copies of each letter. Each boxes we find out vowels and prolongable, hand, soft explosive consonants.

Introduction :

Thanks to 2nd, 3rd and 4th type of group activities, which helps the child particularly to recognise the sounds which he has not shown with letter and recognise 1st, last and several sounds in one and the same words. Then we help him to recognise every sounds of a word in succession.

Invitation :

Ask the child, “you have already recognise the 1st and last sound of the words. Are you like to see all the sounds in the words?”

There are something which can help you to recognise all the sounds in the words.

● Presentation :

Ask the child to bring the boxes on the working mat, when child knows at least four vowels and five to six consonants. Keep the box in front and pronounce the words like “Fan”, “Stamp” etc. Then ask the child, “what sound do you hear first when you say “Fan”. When child says ‘F’, then take out the letter ‘F’ from the box and put it in front of the child. Again repeat the word ‘Fan’ and ask the child “what sound do you hear after ‘F’ and go on giving words till the child takes over.

● Control of error :

It is in the adult’s ability.

Direct Aim :

It helps the child to become conscious about his spoken language by making so many words with the help of Movable Alphabets.

Indirect Aim :

It helps the child to prepare himself for writing by listening to all the sounds in a word.

Age : Round about 4 years of age.

Check your Progress :**Q.1. How many boxes in Movable Alphabet box?**

Ans. There are two boxes.

Q.2. What is the colour of vowels and what is the colour of consonant?

Ans. Vowels are blue in colour and consonant are pink in colour.

Q.3. When we offer Movable Alphabet boxes?

Ans. When child knows at least four vowels and five to six consonants and round about 4 years of age.

● Reading and Writing Cards**Picture Series**

When our child knows all the basic consonants then we offer picture series to the child.

Show the envelop, where we kept at least 10 pictures; because we want to finish each envelope in one sitting. Each of this picture suggest a familiar word which can be reproduce

conventionally. If possible, let this picture classified in subject wise i.e. one set of picture about fruits; one set about animals etc. It helps the child to stimulate to know the another names of fruits and animals etc.

● Seven (7) Activities with ‘a’ and ‘e’

1st help :

Ask the child to trace the sand paper letter ‘a’; then give ‘e’ and said to trace it. So this is ‘a’ and this is ‘e’. The adult will say as usual — give me ‘a’; where is ‘e’ trace ‘e’, show ‘a’ to them etc. So many interesting commands. Then Adult say, “So this is?” Child says — ‘a’ and “This is” — child say ‘e’.

2nd help :

Now another special form of help to distinguish similar sounds i.e. Group activity of oral phonetic analysis (1st type).

Ask the children — showing ‘a’ and ‘e’, “Remember, what is these? Child says, “yes, ‘a’ and ‘e’”.

Then adult will say “Now I am going to say words — you should listen carefully. Whether you hear the sound ‘a’ or ‘e’. I ask one of you. She will answer and others will tell by himself.

e.g. ‘MAN’; ‘BED’

If the child cannot say the word don’t insert him. Let him say the sound. This is one of the most helpful activity. Children listen the words and recognise the sound which is ‘a’ or ‘e’.

3rd help :

“Sorting of Picture”

Invitation :

“Today I am going to show you something interesting with the picture cards.” This activity done on working mat. Now we can use also picture series.

In one envelope number IIA ‘e’ is written in blue and we have also a picture where we find the ‘e’, and we have also some another envelope of IIA ‘a’ and we have 10 to 12 pictures with names of basic vowels for each sound.

On the reverse of the picture we see the letter written in blue.

Presentation :

Adult — “What picture you see here?”

Child — ‘BED’.

Adult — “Now, when you say ‘BED’, you hear the sound ‘e’; don’t you? There are so many pictures in this envelope and their names you hear the sound with “e”.

Look — HEN; RED; PEN etc.

Again show him the envelope of ‘a’ and ask, “What’s this picture show?”

Child — “BAT”.

Adult — “We can hear the sound “a” when we say ‘BAT’. There are so many pictures in this envelope and we hear the “a” sound in all the names of the pictures”. Now we mixed-up all the pictures of the two envelopes.

Kept the empty envelopes of ‘a’ and ‘e’ two sides of the mat. Take any one picture; listen the name of the picture. Put the picture of ‘a’ sound under the ‘a’ envelope and put the picture of ‘e’ sound under the ‘e’-envelope.

This is the “Shorting of Pictures”. After doing this, then ask the child to turn all the pictures and see whether he put the right picture under the right envelope.

So here we have to describe two picture series.

4th help :

Invitation : “To-day I am going to show you new activity with picture cards. This activity will be done on working mat. Ask the child to bring the Movable Alphabet boxes.

Presentation :

Ask the child to take one envelope and listen the name of the pictures of the envelope, then he works with Movable Alphabet. Suppose, the child has taken the envelope of ‘a’ and the picture is ‘MAT’. Then the child will have to analyse the name by saying ‘M’, ‘a’ & ‘t’ and will have to put the letters from the movable alphabet box and keep the letters by the side of the picture.

5th help :

Here, child take one envelope at a time and put the sound ‘a’ or ‘e’ only over the picture.

Presentation :

Child bring any one picture series (here ‘a’) and arrange of all the pictures in one vertical line on the working mat. Then bring the box of Movable alphabet box.

Adult — To show first picture and ask the child, “What is this?”

Child — “MAT”

Adult — “What sound you hear ‘a’ or ‘e’?”

Child — ‘a’

Adult — Put ‘a’ at the side of the picture.

Child do this.

Adult — ‘Listen all the names of the picture and put the sound only, which you hear, ‘a’ or ‘e’?’

Child finish the work and then he bring another envelope and done the work in same manner.

Here child work one envelope at a time and put only one sound 'a' or 'e', at the side of the picture.

6th help :

Here we suggest that the child bring both the pictures series at a time and mixed-up all the picture of two envelope.

Arrange all the pictures one below other and listen whole words using with the Movable alphabet e.g. Picture 'VAN'.

Child put all the sounds of the picture.

7th help :

Same as 5th help. Take two envelopes and mixed-up all the pictures of two envelopes. Pick-up one picture; listen the name of the picture and put only the sound which he hear i.e. either 'a' or 'e'. He puts the sound at the side of the picture.

There are the seven forms of help which we offer to the child individually.

● **“Phonogrammes”**

There are three types of Phonogrammes :

- (1) 'J' : Single symbol represents a mixture of sound e.g. JAM, JUG, 'JET' and JUDGE; FRIDGE; BADGE
- (2) 'SH' : 'TH', 'NG' — Two letters for a single sound.
e.g. Ship; Shop; King; Ring etc.
- (3) 'Ch' : Two letter shows the combination of different sound ; e.g. Chop; Chun; Chin etc.

● **Presentation of “Sh”**

Invitation :

Today I am going to show you a new interesting activity with the picture cards. This activity will be done on a working mat.

Material description : 'Sh'.

Over the envelope, at right top corner written the serial no. with ROMAN two and Capital B.

At the top of the envelope we see the sound 'Sh' are written. At the middle of the envelope a picture of 'Fish'.

Presentation :

Bring the envelope and hold the envelope in this manner that the thumb is covering the sound of the envelope. This is the process of holding the envelope.

Adult showing the picture over the envelope and ask the child, “What picture is this?”

Child — “Fish”.

Adult — Do you hear ‘Sh’ when you say fish?

Child — No.

Adult — “I haven’t told you how to show ‘Sh’.

Taking away the thumb from over the ‘Sh’ of the envelope and say the child.

“These two letters ‘s’ and ‘h’, together we use to show ‘Sh’ sound.”

“In this envelope; there are so many picture where you can hear this sound ‘Sh’ e.g. shop; shelf; brush; polish etc.

Arrange all the pictures one vertical line.

“Every time you say the names of the picture and hear the sound ‘Sh’. First listen the sound and then putting the letters using the movable alphabet boxes.

The other side of the picture, we find the phonograms ‘Sh’ and ‘Number’ of the series of the envelope.

Same way we present ‘Ch’, ‘Ng’, J etc.

● **Writing**

Our traditional belief is that before six years the child is not teachable for reading and writing. We teach them reading and writing simultaneously. So they have to remember the picture of the letter to draw them.

In a ‘House of Children’, writing is not directly taught, yet writing comes pretty early. Writing comes when child is about 4½ years of age and it comes in its true sense; true function — as a means of graphic self-expression. It comes explosively as any developmental achievement comes for inner development. So it appears spontaneously.

Writing as a means of graphic self expression is a complex activity consists of many components. We can distinguish two main components in it.

(a) Motor technical component and

(b) Intellectual component.

What are the various Motor-technical preparations?

It means one must have acquired technical mystery of the hand over the writing instrument.

What it consists of ?

It consists of prehensile Co-ordination involving in the writing instrument with necessary and sufficient firmness.

● Indirect Helps :

Various sensorial materials helps the child to acquire this co-ordination —

- (1) This technical mastery consists of prehensile co-ordination involving holding writing instrument with necessary and sufficient firmness.

Starting with cylinder blocks and later with geometrical Insets helps the child for holding writing instrument with necessary and sufficient firmness.

- (2) A light hand means moving the writing instrument over the writing surface lightly. Any tactile material help him to acquire this capacity, to develop this capacity. This lightness of touch further develop when he tracing the figure of geometrical insets.
- (3) At the same time form the shake on hand i.e. agility of hand. Noise boxes; tracing the figures and frames of geometrical insets; all helps the child to acquire the agility of wrist movements.
- (4) It also means the capacity of the hands holding with writing instrument which is capable of moving in control manner, in horizontal direction and also to move within bound in vertical direction.

2nd touch board helps the child to movement of writing instrument along a horizontal and vertical direction within bound.

- (5) This light hand also means a capacity of hand to move along well-determine shapes. In particular geometrical insets — it also involved a well-determine muscular memory for shapes (i.e. capacity to remember movement pattern involved in reproducing well-determine shapes.)

All these preparation child finds when he performs sensorial activities. He finds indirect help from these material for writing on for Motor-technical mastery.

Direct help :

He acquire Motor-technical Mastery over the writing instrument directly from drawing insets. The potential capacity becomes actualise.

● What are the indirect and direct Intellectual preparations?

Indirect :

The child gets thee forms of helps from the First day of his 'House of Children', e.g.

- (1) Freedom of Speaking helps him for graphic self-expression.
- (2) Rich experiences which help him to feel the urge of expression.
- (3) Stimulation for speaking.
- (4) Pronunciation for sounds from various parts of mouth.
- (5) Name-lesson — All serves him as an indirect intellectual preparation for writing.

Direct Aim :

In order to be able to with alphabetic script one has to be aware of the facts that our spoken language is composed of articulation of sounds. He also needs to know the symbols for the sounds.

With the help of tracing the sand-paper letters, the child gets to know the symbols of sounds in enduring manner.

It also helps him to know how to guide his writing instrument to produce well-determined shapes.

● Other Intellectual Preparations :

The child must also have to recognise all sounds of a word in succession and reproduce the sounds with their symbols in the same succession.

With the help of movable alphabet he gets the full help to reproduce the sounds in succession.

So all these indirect and direct intellectual preparation are drawn together in fusion with the help of human need; when human being not only satisfied with vocal self-expression — he also needs graphic self-expression — the urge within him to do that work. Dr. Maria Montessori discovered that human being at 4½ years of age experience that urge to self-expression. He needs to express himself beyond the time and space. He also wants to think about something and to develop his thoughts and to keep records to that thoughts.

Then he needs a gentle explosion i.e. example of others writing in the environment — particularly the writing of other children.

● Adult's duties to his child's urge :

Adult's have many duties before the child begins to write :

The duties are :

- (1) To prepare; maintain and develop the environment.
- (2) To ensure that child finds freedom which he needs so.
- (3) To ensure all the indirect and direct Motor technical and Intellectual preparations with he needs.
- (4) We wait expectantly to receive that explosion as it needs to be received.

As a rule we have had all preparation of writing but if a child of 4½ years of age does not start writing, we should not be anxious. There is an individual variation of time. So we make allowance for this individual variation.

● **Direct Aim of Writing :**

To help the child become get familiar with certain non-alphabetic sound symbols which still have certain phonetic significance and thus to keep the child's indirect alive in graphic sound analysis.

Indirect Aim of Writing :

To help the child prepare himself writing conventionally and also prepare himself for reading.

Check your Progress :

Q.1. When we offer picture series?

Ans.When our child knows all the basic consonants then we offer picture series to the child.

Q.2. How many activities are there with 'a' and 'e' sounds?

Ans.There are seven activities with 'a' and 'e' sound.

Q.3. Say the names of activity with helps the child for holding writing instrument with necessary and sufficient firmness?

Ans.Cylinder blocks and Geometrical Insets.

Q.4. Which activity helps the child for moving the writing instrument over the writing surface lightly?

Ans.Any tactile material help him to acquire this capacity. The lightness of touch further develop which he tracing the figure of geometrical insets.

Acknowledgements :

I am particularly grateful to the under mentioned books :

- (1) The discovery of the child — Maria Montessori
- (2) The Absorbent mind — Maria Montessori
- (3) Helping one helping All (II) — A. M. Joosten.