

# Montessori LOTE Kit

Intercultural Language-Other-Than-English Mastery in Primary School



# Teacher's Guide

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## 1. What is this Kit for?

The book and CD of the mainstream “Talking to the Whole Wide World” resources already enable generalist primary teachers to learn and teach a whole new language - Esperanto - at the same time.

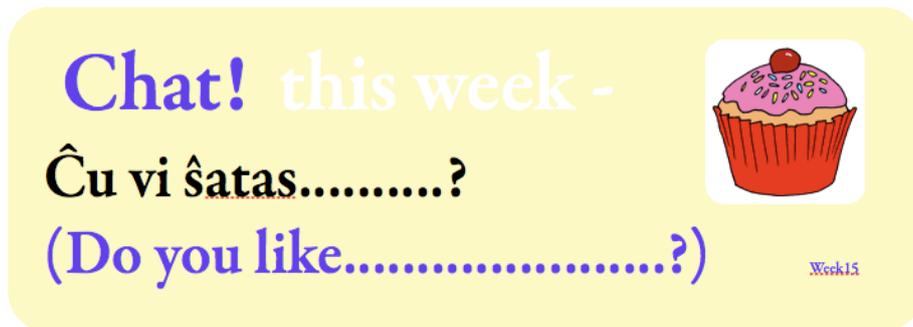
Mastering this easy “apprenticeship” language provides motivation, understandings and skills which boost the learners potential to learn any other language, whenever it is needed.



This Montessori LOTE kit provides supplementary resources that encourage Montessori-style independent learning between lessons for even better results!

## 2. What is in this kit?

### a. 40 “Chat” banners



These are designed to be printed out, laminated and displayed for a week each throughout the school year.

The phrases were chosen to reflect the kinds of things children are likely to say often.

During the week, the class is challenged to use the phrase, instead of its English equivalent, wherever possible.

The class, pairs or small groups can also use the chat banners as flash cards to gain fluency in these high-frequency expressions.

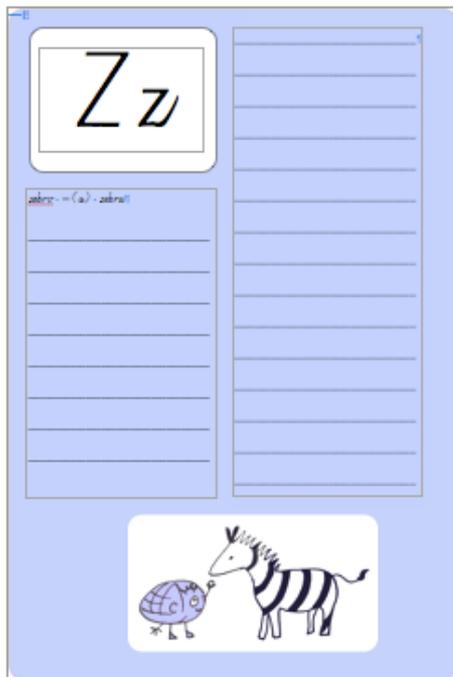
The book suggests introducing a phrase of the week into your teaching routines too. The “Teacher Says...” set of chat banners will soon be available on the website too, they are already in your book.

## b. Blackline “Plenigota Vortaro”

This “to-be-filled word-collection” can be printed out for each of your students , both to encourage them to revise their new learning and to use as a reference.

You could use an exercise book, of course, but this alternative has an illustrated starter word on each page and provides extra motivation to take pride in a job well done.

Australian Esperanto cursive is used throughout this book.



A coloured version of the Plenigota Vortaro is coming soon for those who might prefer it.

# Plenigota Vortaro



de \_\_\_\_\_

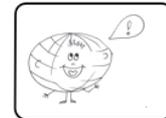
Designed and illustrated by Penelope Vos

LEARN...



WRITE...

READ...

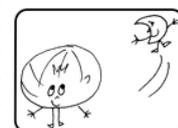


...REMEMBER!

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Aa

aaokaj - friends



## c. 40 Intercultural Explorations

These shelf materials are weekly invitations to explore a particular aspect of any culture you choose.

The choosing can be done as a whole class, in groups or pairs or individually. You can stick with one culture for a week or a year or anything in between.

The research can be based on internet research, library books, AV resources shared with the class, or interviewing parents.

Class will gain more benefit if the research is regarded as a journalism task to report to the others what has been learned. Developing a culture of sharing information and receiving it tactfully- but discerningly- provides perspective through comparison of cultures as well as promoting sound research and referencing skills.

Challenges in the later weeks are presented also in Esperanto to encourage students to answer the challenge in Esperanto.

Students may do their research in English and then translate their findings or use pen-pals, vikipedio (Esperanto wikipedia) or other Esperanto sources, to do the research in Esperanto all the way.

Information about finding pen-pals can be found in the back of "Talking to the Whole Wide World".

**Esploru!**



Is your chosen country capitalist ? communist? socialist?  
What does that mean for the people?  
Ĉu via elektita kulturo estas kapitalisma? komunisma?  
socialisma? Kion tio signifas por la homaro?

Week 33

**Explore!**



Does your culture respect elders?  
What are the customs about ageing in your chosen culture?  
Ĉu via kulturo respektas maljunulojn?  
Kio estas la moroj pri pliagiĝo en via elektita kulturo?

Week 35

**Think!** 1

The Esperanto alfabeto (alphabet) looks like this ->

You can hear and practise the sounds at this site:  
<http://en.lernu.net/lernado/ckzero/flash/alfabeto/index.php>



What do you notice about the Esperanto alphabet compared to English?

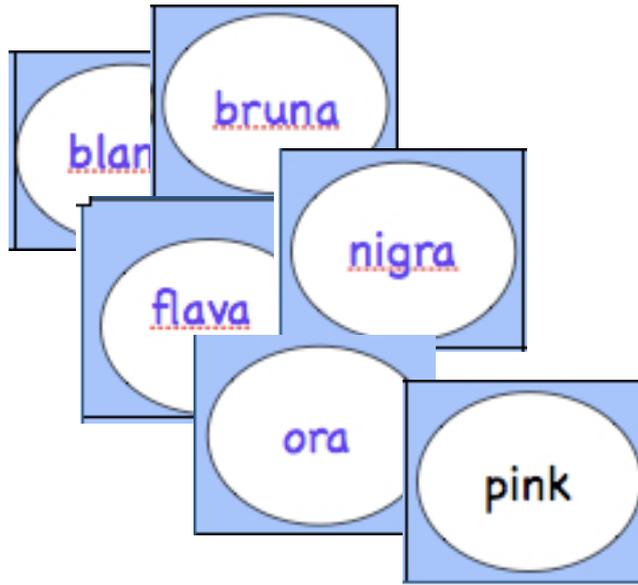
1. The Esperanto alphabet has \_\_\_\_\_ letters representing 28 sounds.
2. It follows the same \_\_\_\_\_ as English.
3. \_\_\_\_\_ and \_\_\_\_\_ are missing.
4. Extra letters with accents \_\_\_\_\_ the familiar ones they most resemble.
5. The accent on \_\_\_\_\_ is upside down and rounded compared to the others.

The proper names for ^ and ˇ are "circumflex" and "breve" but many people call them "hats" and "dips".

The vowels look the same as in English and appear in the same order.

6. They are: \_\_\_\_\_
- but in Esperanto they are always pronounced as in the sentence:  
 "Are there three or two?"  
 How would you spell your name in Esperanto so people will read it correctly?

7. Knowing the alphabet is important so that you can use a \_\_\_\_\_ to find the meanings of words.

## d. Blue Shelf Materials

These are revision and practice materials for the lessons in general linguistics and Esperanto in particular.

There are two main kinds: Revision Quiz, to consolidate learning from the main lesson, and Matching Cards.

Laminated Revision Quiz cards can be written on with whiteboard marker, checked (photocopied for a record, if needed) and wiped. Or they may be printed out to be written on and kept.

Matching cards can be used in classic Montessori style. You may like to print and laminate two copies- one to cut up and one to keep for checking the work.

If desired, cards can also be used to play "Memory", "Snap", "Kim's Game" and "Flashcards". Game rules are in "Talking to the Whole Wide World" if you are not sure.

Students can race their own best time to arrange the cards correctly.

Blu-tacking the pairs of cards back-to-back for a while, allows for quick quizzing with or without a partner.

This vocabulary should all find its way into the dictionary!

## e. Purple Shelf Materials

These materials are about Singing, Speaking and Listening.

As British Montessori Trainer Helen Wheatley told Montessori teachers at Plenty Valley in 2000, Esperanto is ideal for students to practice on their own because pronunciation is so consistent in relation to the spelling.

The “Talking to the Whole Wide World” audio CD demonstrates the 28 sounds of the language and a few samples of speech along with 28 poems and songs.

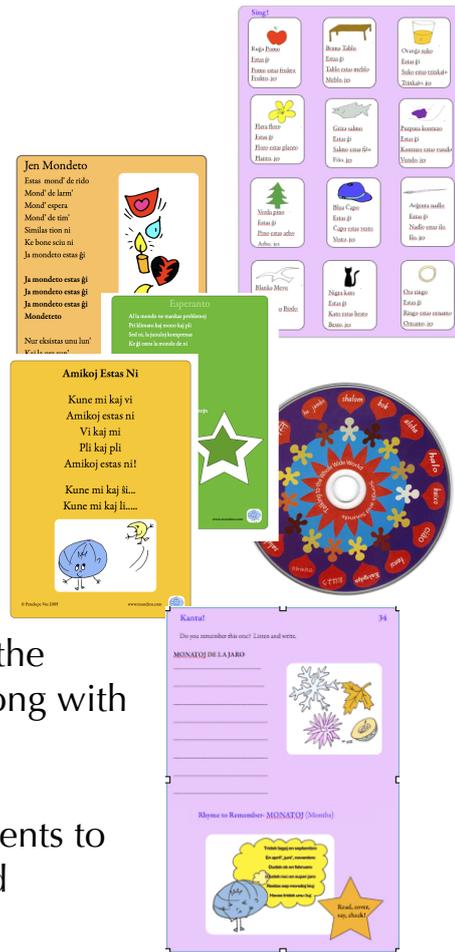
The purple shelf materials encourage students to listen to, learn and record these songs and poems.

If you can integrate some of the singing into music lessons or classroom routine, that would help greatly too.

Whether your recording process is digital or cassette-based doesn't really matter but it is good to emphasize that the auditory part of language learning is as valuable as the written part by being clear about how it is done, stored and reported.

As with other learning activities, your example matters. If you model willingness to speak and sing (probably a bigger challenge for you than them!) you give them confidence to accept learning a song as a legitimate learning activity, and recording it as responsibly keeping track of your achievement.

A2 Song posters designed for wall display are not included in this kit but are available from the website [www.mondeto.com](http://www.mondeto.com) , as is the CD “Unu Voĉo” which includes all of the Australian bush ballads presented in six of the shelf materials, in Esperanto.



## f. Pink Shelf Materials

These are fun opportunities to apply new learning.

The three usual categories are Play! Joke! and Create!

(The Headings used throughout the materials are provided in English for the first 15 weeks, bilingually for the next 10 and in Esperanto only for the last 15.)

Games chosen for shelf materials are usually ones that two or three students could do without disrupting others.

Jokes are provided with their answers but you can black them out if you prefer. Students will need access to either paper dictionaries or [www.lernu.net](http://www.lernu.net) for translation tasks.

Creative tasks may often contribute to the achievement of objectives in English and HISE as well as LOTE.

**Play!**

**Kino's Game**  
Cover a word or phrase from the vocabulary list or the song. Challenge your partner to identify the missing word to score a point. Take turns and race to twenty.



**Create!**

**AHA bana**  
Convey the meaning of each adjective you have learned by writing the word in a style which illustrates it. The more people who can understand the meaning from your work, the better you did it!

**Joke!**

Kiu estas nigra kiam ĝi estas pura, kaj ĵalanka kiam ĝi estas malpura?  
Nigraĵo!



**Create! / Joke!**

Mondeto diris al mamo: "Kiu estas tiu malganda?"  
"Nu" respondis la Mamo. "Mi estas malganda."  
Tell the story in English.



**Ludu!**

**Verba Teniso (Verb Tennis)**  
This game was explained in the last unit. Now that you know passive participles too, add them to the mix!

**Sercu!**

Kiu estas sur la tablo kaj tranĉita kaj restas enmorgita?



Karazo

**Kreiu!**

1. Translate a simple recipe from your chosen culture using passive participles.  
2. Scientific reports are conventionally presented using the passive tense: "...the liquid was stirred..." rather than "I stirred..." the liquid..."  
Try writing a report of a real or imaginary experiment using plenty of passive participles.



**Play! / Ludu!**

**Whose family?**  
Each player thinks of a family from TV or literature, and chooses a role within that family. Players take turns asking "Kiu...?" questions such as: "Becky, kiu patrino estas vi?" (Whose mother are you?)  
Becky might answer: "Nenia!" (None!)  
or she might answer: "Bart, mi estas la patrino de Bart". (Bart, I'm Bart's mother!)  
Each player may have only one guess at the identity of each other player.  
The first to correctly guess wins.



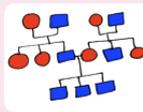
**Joke! / Sercu!**

Kiuj monatoj enhavas ŝtadok ok tagojn?  
Cinj!



**Create! / Kreiu!**

Make a family tree using pictures cut from magazines. Name the people with Esperanto spelling. With a partner, ask and answer questions about who is who (e.g. "Kiu estas ĉi?" "Ĉi estas ĉi"), and who is tall, blond smallest etc.

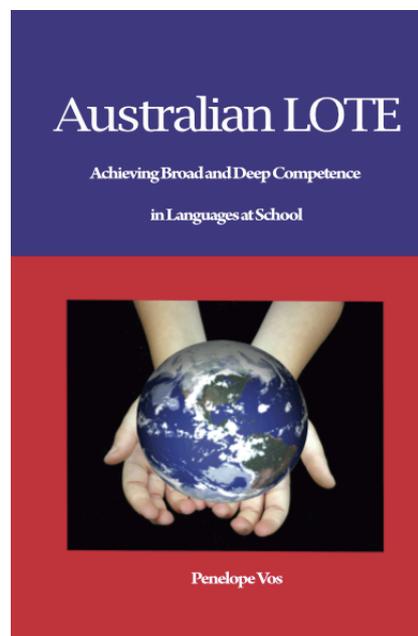


## g. Evidence that this program is a very good thing for your students

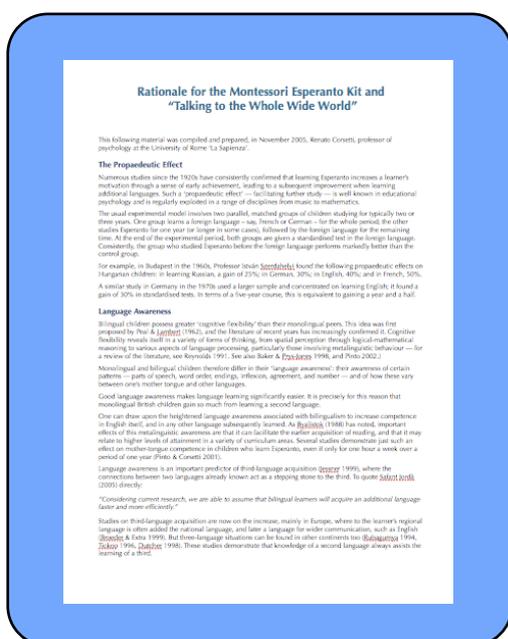
Some parents will accept your judgement easily, others will want to be sure that a language apprenticeship program is an effective strategy, that Esperanto is a suitable apprenticeship language, and that you are the ideal person to guide the apprenticeship.

(You are!)

Here are some resources to put them at ease:



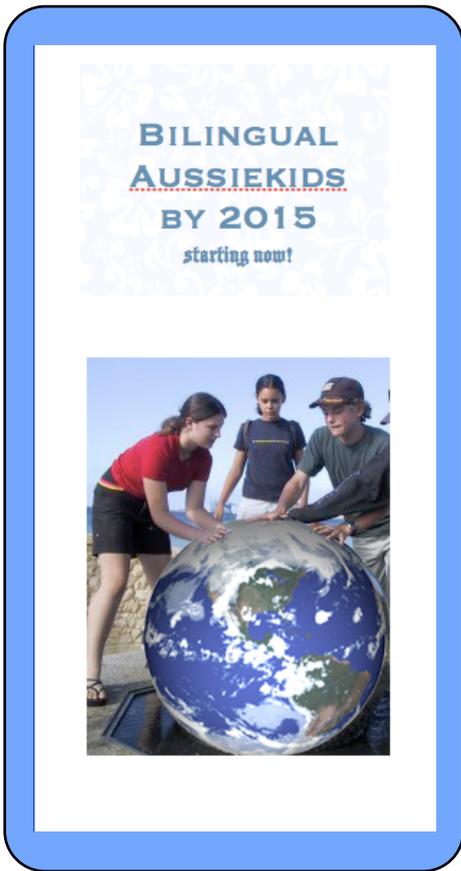
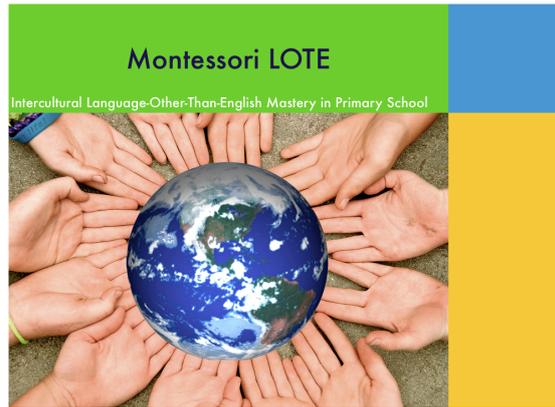
### 1. Australian LOTE



A 50 page fully referenced review of the evidence that the usual model of LOTE provision in Australia and other English-speaking countries is ineffective. This is followed by investigation of the reasons for failure and we can address them in Australian Schools.

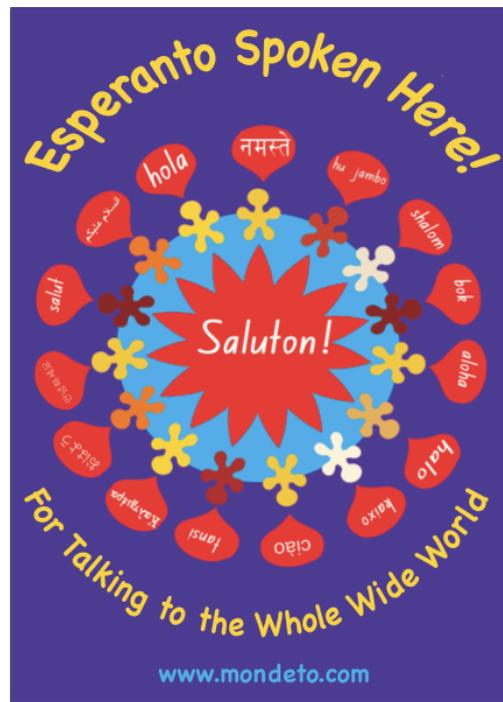
2. Rationale for Montessori Esperanto  
4-page summary of the evidence to 2005 that Esperanto is an effective apprenticeship language.

3. A powerpoint presentation which can be shown to parents and other members of the school community to make sure everyone understands the plan!



4. A threefold brochure that explains the strategy in a more colourful and informal way. (With genuine Esperanto-speaking Australian Montessori kids on the cover).

and



6. A poster for your classroom.

All the very best with your adventure!

# Thanks!



to the wonderful team  
who made this possible:

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