



HEADU

ALPHABET PUZZLE 3D Montessori

Children assemble the large illustrated puzzle and learn to recognise their first words and the alphabet, also thanks to the original shaped letters that are inserted vertically in self-corrective manner. The game is inspired by Maria Montessori's method and by her "3 times" lesson, which favours a spontaneous type of learning that is completely natural.

INSTRUCTIONS AND TEACHING SUGGESTIONS

With this teaching puzzle, children learn to recognise words and letters by means of a teaching method that is structured in 3 separate moments:

- they first associate the images of the cards with the corresponding words;
- they next analyse the original letter of each word by recognising the sound, thanks to the small shaped letters;
- lastly, they consolidate their learning by assembling the entire alfabetario presented.

A B C D E F G H I J K L M N
O P Q R S T U V W X Y Z

The first moment is dedicated to associating the word with the image, so as to enable the child to attribute a meaning to the words, which he or she will gradually learn to recognise. As is also done at school, we can begin the alphabet course by analysing first the words that begin with vowels. We then isolate the 5 cards of the vowels (A,E,I,O,U), showing them one at a time, as if they were flashcards, and by pronouncing aloud the name of the corresponding object. We reinforce the image-word association by arranging the five cards on the battle and pronouncing aloud again the name of the object given on the card.

At this point we take the shaped letter and insert them, one at a time, on the corresponding cards, pronouncing aloud first the beginning vowel and then the corresponding word: for example, "A is for APPLE"; "E is for ELEPHANT"; "I is for ICE CREAM"; "O is for ORANGE", and "U is for UMBRELLA". In this way, we shall direct the children towards a first phonetic analysis of the letters that make up the word. To make the learning more effective, we can ask the children these simple questions: "Where is the letter A?" Point to it with your finger. "Where is the ****?" Point to it. "Where is the ****?" And so forth, always inviting them to pronounce in turn the sound of the letter indicated and to observe the corresponding image and word.



We can then repeat the activities just described, this time with the consonants. Also in this case, to make the learning more gradual, we advise working with groups of consonants, in the following manner:

- GROUP 1 : B, C, D, F, G
- GROUP 2 : H, K, J, L, M
- GROUP 3 : N, P, Q, R, S
- GROUP 4 : T, V, W, X, Y, Z

Lastly, when the children have become completely familiar with all the letters of the alphabet, we can encourage them to assemble the entire puzzle. We must remember to guide them with brief suggestions, without doing it for them, however. The corrective inserts will help to realise the puzzle in a completely independent way, thus reinforcing a recognition of the first words and their meanings. By stimulating recognition of the corresponding sound to each letter, the game will also direct the children towards a first phonetic analysis of the words.

All these activities are greatly suitable for children of pre-school age, because they are preliminary to the learning of reading and writing, which normally takes place around the age of 6 years. The game, in fact, is a very first three-dimensional alfabetario that can also be utilised as a teaching instrument both at home and at nursery school, as well as during the first year of primary school.

