

Lower Elementary



“Because our students must develop responsibility for their learning and self-control in order to be able to work independently in class, they are always complimented on their behavior and their communication..”
 –Ms. Jacquie,
 former teacher

There are 3 levels of multi-age classrooms at Montessori Peaks Academy, staying true to the Montessori philosophy. The middle level is Lower Elementary, consisting of 1st-3rd graders. There are 6 lower elementary classrooms with a Montessori-certified lead teacher and a full-time assistant, a unique feature of our elementary programming.

Children in the 6-9 age range are in the second plane in Montessori development, called the reasoning mind. These students are very social beings developing a sense of fairness, a desire to follow rules, and experience many periods of learning. These periods can be very sudden and end as quickly as they begin. During these times children absorb mass amounts of information which becomes stepping stones for further learning. This is not mastery, but helps the child toward building a solid foundation.

Common characteristics of children ages 6 to 9	How MPA nurtures 6 to 9-year-olds
Students begin to show a genuine interest in others and working in groups.	<ul style="list-style-type: none"> Our classrooms allow the flexibility to move freely within the room and certain “works” are best done in small groups to facilitate personal social skill building.
The desire to begin developing a strong moral sense of order and strong interest in role models and heroes.	<ul style="list-style-type: none"> Our students build a strong sense of self and observation of others due to partner work, mentorships and contributing to the student environment. Classrooms are a prepared space with four main areas to help fulfill the need for order and effectiveness in the beginning development of time management.
Children have an innate capacity for great and intense mental growth.	<ul style="list-style-type: none"> The sense of order provides a calmness which opens up the brain to develop rapidly with desire to learn, creating and supporting a self-intrinsic learning motivation. The freedom to explore in our safe environments allows them to further experience their need for sensory stimulation, movement and seeking more complexity.
The brain is developing towards understanding abstraction.	<ul style="list-style-type: none"> The beautiful materials in each environment are specifically designed and presented in a strategic order that leads the brain connections toward abstraction. This is where the hands-on materials evolve into further idea expansion and activate the imagination of what could be next, preparing the student for upper elementary.



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