

## TRADITIONAL CLASSROOM

## MONTESSORI CLASSROOM

Single-age classrooms

Multi-aged classrooms

Students passive, quiet at desks

Students active, talking with periods of spontaneous quiet, freedom to move

Students fit mold of school

School meets needs of the students

Expectation that the child must follow the norm

Recognition of the individual's developmental needs and interests

Textbooks  
Pencil and Paper  
Worksheets and dittos

Prepared kinesthetic materials with incorporated control of error, specifically developed reference materials

Working and learning without emphasis on social development. Pre-school and kindergarten children are expected to work in groups; grade school children are taught in a group and work individually

Working and learning matched to the social development of the child. Children may choose to work individually (more customary at the primary level) or in groups (more natural to the elementary child)

Teacher centered

Child centered learning environment

Teacher provides the help

Children help and teach one another

Teacher provides discipline

Environment provides the discipline

Teacher structures what needs to be learned and when

Child provides own stimulus to learning

Teacher sets curriculum

Children choose materials and subjects from interest

Teacher motivated

Motivated by self development

Teacher corrects errors

Self-correcting materials

Narrow, unit driven curriculum

Unified, internationally developed curriculum

Individual subjects

Integrated subjects

Block time, period lessons

Uninterrupted work cycles

Work according to a set schedule

Work for joy of working and sense of discovery

Frequent interruptions

Few interruptions

Expectation that the student must follow the norm

Recognition of the individual's developmental needs

Graded

Ungraded

Product focused report cards

Process focused assessment, skills checklists, mastery benchmarks