



Portrait of a Montessori Learner...

Inner drive and desire to be independent

Works collaboratively in small groups

Makes choices and takes responsibility

Has the ability to plan and be self-directed

Appreciates art and music

Enjoys nature and playing outside

Is peaceful and empathetic

Is curious and creative

Learns from mistakes and perseveres

Can handle freedom within limits

Portrait of a Montessori Family...

Values holistic education

Is supportive of academics at home

Values nutrition

Spends time in nature and enjoys being outside

Values sleep for children

Low-moderate screen time for children

Maintains consistency with discipline and parenting styles

Promotes independence in daily life for children

Encourages cooperation rather than competition

Is punctual/on-time



Considering if Walden Green is the “right fit” for your child?

Children at Walden Green Montessori receive a holistic education that challenges them to optimize their full human potential. Each child’s own internal motivation is fostered through freedom of choice, independent activities, and collaborative peer-learning. Rigorous academic content area instruction requires Walden Green students to self-regulate and effectively manage uninterrupted work cycles. In addition, students are expected to engage in lessons with attentiveness and demonstrate respect for everyone in their classroom environment. If a child struggles academically, behaviorally, or socially - a variety of targeted interventions may be implemented in order to help the student grow and flourish. Generally, a Montessori-based education works well for most students. However, it typically works best for students who are self-directed and able to focus on accomplishing tasks independently. Walden Green is also a great fit for families who align with our goals/vision for holistic child development (see “The 4 Building Blocks” document on nutrition, sleep, nature, and screen time). Finally, students who remain committed to Walden Green Montessori partake in the process of becoming:

- responsible and accountable for their actions*
- confident, competent, and reflective learners*
- academically prepared*
- autonomous/independent*
- critical and creative thinkers*
- respectful problem solvers*
- compassionate and considerate*
- peacemakers and justice-oriented*
- able to handle external authority*
- protectors of the environment and its resources*
- receptive towards all people*
- productive, caring community citizens*



THE 4 BUILDING BLOCKS



NUTRITION

- ▶ focus on nutrient-dense food (protein, fruit, vegetables, grains)
- ▶ reduce added sugar
- ▶ reduce processed foods
- ▶ increase healthy fats (polyunsaturated, monounsaturated)

SLEEP

- ▶ Y5/K: 10-13 hours
- ▶ 1st-8th: 9-12 hours
- ▶ keep weekends/breaks within an hour of the usual time
- ▶ sleep improves attention, behavior, learning, and memory

NATURE

- ▶ time in nature is vital to children's health and development
- ▶ nature can reduce stress and increase attention spans
- ▶ nature promotes creativity and imagination
- ▶ nature provides different stimulation and gets kids moving

SCREEN TIME

- ▶ aim for 2 hours or less per day
- ▶ limit devices/technology in bedroom
- ▶ all children require ample face-to-face interaction
- ▶ designate media-free times, such as dinner or driving

NOTE: These are general recommendations based on research, not requirements (parents/guardians decide what's best for their family!)

Sampling of the Research/Recommendations

[Nutrition \(click here\)](#)

[Sleep \(click here\)](#)

[Nature \(click here\)](#)

[Screen Time \(click here\)](#)

For student lunches and snacks, please EXCLUDE the following:

- ▶ **Highly sugared foods with “added sugar” in the first 3 ingredients** (candy, gum, chocolate/ granola bars, sugary cereal, fruit snacks, Go-Gurt, cookies, etc.)
- ▶ **Highly processed foods** (fast food, snack chips such Doritos/Cheetos, Cheez-Its, Pop Tarts, white bread, etc.)
- ▶ **Soda of any of kind and sweetened drinks** (Kool-Aid, Capri Sun, Gatorade, Sunny Delight, chocolate milk, etc.)
- ▶ **“Juice” that isn’t 100% juice** (many students drink water)
- ▶ **Foods with excessive additives and preservatives** (Lunchables, Twinkies, Kid Cuisine, etc.)
- ▶ **Food items difficult to open or use**



Montessori Education & Student Concentration

In one of her final written works, Maria Montessori described **concentration** as “the first essential for the child’s development.” In other words, a child’s ability to focus is the necessary prerequisite for all future learning. The emphasis on this foundational skill can be observed every day in a Montessori classroom, as children choose and interact with carefully designed works that stimulate and maintain engaged attention. Through this process, the executive functioning skills of a child begin to organize and grow, preparing them for the acquisition of more complex skills and concepts as their education unfolds.

Children who struggle with attentiveness can find both support and difficulty in this type of learning environment. The same freedom to choose works, move around the room, and engage with tactile materials can place direct pressure on the executive functioning capacity of the neurodivergent child. Students who face these difficulties may need additional academic or behavior support to function in the classroom setting in order to access and make progress in their learning.

The tools and strategies developed and utilized to support students with attention challenges at Walden Green Montessori are multi-faceted. Academic supports such as modified work plans and content intervention, and behavior support such as individualized free choice plans, are often used to accommodate focus challenges. Ultimately, research shows that a holistic approach that involves home, school, and medical supports can have the greatest impact for children with focus-related challenges to reach their fullest potential.

Maria Montessori quotes on concentration:

“The first essential for the child’s development is concentration.

The child who concentrates is immensely happy.”

“Concentration is the key that opens up to the child the latent treasures within him.”

“Concentration is a part of life. It is not the consequence of a method of education.”