

# Family Connection

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“The chief symptom of adolescence is a state of expectation, a tendency towards creative work and a need for the strengthening of self-confidence.”

—Maria Montessori, *From Childhood to Adolescence*, page 63

## The Power of the Uninterrupted Work Cycle

By Heather White



A core component of Montessori education is the uninterrupted work cycle which allows children the time to engage deeply with their tasks. This structure honors each child’s unique learning style, providing ample opportunity for them to explore, create, and absorb new information at their own pace.

### The Natural Work Cycle

Just like a sleep cycle, most children, even at a young age, exhibit a natural work cycle. When children know they have a dedicated block of uninterrupted time, they are more likely to engage fully in their tasks. If this time is broken into shorter segments, children may hesitate to start new activities, feeling that it isn't worth the effort.

The extended period of uninterrupted work is crucial for fostering essential skills such as coordination, concentration, independence, and organization. It creates an environment where children can immerse themselves fully in their work without the distractions of a fragmented schedule.

### Rethinking “Work”

To grasp the concept of an uninterrupted work cycle, it's important to redefine our understanding of “work.” In the Montessori context, a work cycle is the process in which a child chooses an activity, engages with it, experiences satisfaction from their efforts, and then transitions to the next task. This cycle instills a sense of achievement, intrinsic motivation, and pride as they develop their capabilities.

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## The Flow State

When children are deeply involved in their work, they often enter a state of flow, seamlessly transitioning from one activity to another and challenging themselves with increasingly difficult tasks. On such productive days, children feel capable and empowered. Conversely, disruptions—such as interruptions, insufficient time, or missing materials—can derail this flow, leaving children feeling frustrated and disengaged.



## Encouraging Deeper Learning

Regularly allowing children three hours of uninterrupted time enables them to experience a cycle of success. After completing familiar, shorter tasks, they are more inclined to tackle more challenging activities, thereby facilitating deeper learning.

## AGE-SPECIFIC WORK CYCLES

### Infant Level

At the Infant level, each child's schedule should be individualized and communicated to both parents and teachers. While there are designated meal times—such as breakfast for older infants—flexibility is key. The guiding principle is to "follow the child," allowing them to move and explore independently, with adult support offered only as needed.

### Toddler Level

For toddlers, the typical morning work cycle lasts about two hours. They explore materials at their own pace, with teachers observing quietly and intervening only when necessary. Toddlers engage freely with activities, have snack options available, and participate in a brief group time, with participation remaining optional.

### Early Childhood

In Early Childhood, the ideal schedule features a three-hour uninterrupted work cycle. Schools provide ample free time for children to engage in self-directed activities. During this time, teachers invite children for brief lessons while predominantly allowing them to choose their tasks. Whole-class lessons, adult-led circle time, and activities involving the entire group should be excluded from this period.

### Elementary Level

At the Elementary level, the goal is similarly a three-hour uninterrupted work cycle. Students work with hands-on Montessori materials tailored to their individual needs, and teachers support them in small groups or one-on-one. Whole-class lessons and outdoor play should take place outside of this designated work period.

### Secondary Level

For secondary students, the uninterrupted work time is shorter, with schedules for core subjects—math, science, social studies, language arts, and additional world languages—lasting at least 90 minutes each. This schedule promotes student choice, concentration, and engagement through mini-lessons, group work, independent tasks, and project-based learning. Teachers facilitate support during these periods while minimizing lengthy group activities and transitions.

The uninterrupted work cycle is essential in Montessori education, providing children and adolescents the time and space they need to engage in meaningful learning experiences. By adhering to this structure, educators can create an environment where students thrive, developing the skills and independence necessary for lifelong learning.



Once Upon a Time in the Montessori Classroom:

# The Art of Storytelling

By Heather White

Every parent has likely heard the bedtime plea, “Can you tell me just one more story?” And for good reason! Storytelling has captivated human beings for thousands of years, passing down lessons, traditions, and simple entertainment. A well-told story does more than just engage our minds; it ignites our imagination, encourages empathy, and strengthens the bond between listener and teller.

In Montessori classrooms, storytelling is not just an occasional treat—it is woven into the curriculum to introduce new ideas, reinforce concepts, and create connections between learning. From cultural history to language skills, storytelling brings the Montessori method to life.

## Stories as Gifts of Imagination

According to Dr. Montessori, storytelling encourages a child’s “great power of imagination,” sparking wonder and curiosity.

The Montessori approach uses storytelling to support language development, listening skills, and creative thinking. Stories expose children to new vocabulary, teach empathy, and provide a framework for exploring complex topics.

## The Role of Stories in the Montessori Curriculum

Storytelling in Montessori education takes many forms, from personal narratives and historical biographies to fictional tales designed to teach specific concepts. One foundational set of stories, known as the Great Lessons, introduces elementary

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students to five major themes: the creation of the universe, the beginning of life, human evolution, the history of language, and the development of mathematics. These stories serve as springboards for further exploration, sparking curiosity and laying a foundation for interdisciplinary learning.

In addition to the Great Lessons, Montessori teachers use stories to make abstract concepts concrete. For example, “The Story of the Noun Family” introduces grammar by likening nouns, adjectives, and articles to family members, each with distinct roles and personalities. These stories, paired with interactive materials, allow children to engage with language in a meaningful way.

### Building a Classroom Community Through Stories



Storytelling in the Montessori classroom is more than a teaching tool; it fosters a sense of community. As children gather to listen, they participate in a shared experience that connects them to one another and to their broader cultural heritage.

In the Montessori classroom, stories are not only unforgettable; they are fundamental to fostering a lifelong love of learning.



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