

	Young Toddler 1yr. to 2 yrs.	Older Toddler 2yrs. to 3yrs.	Child 4yrs. to 5 yrs.
Approaches to Learning:	<ul style="list-style-type: none"> • Use their senses as a primary means to explore and learn from the environment. • Engage in parallel play • Start engaging and participating in activities for longer periods of time. • Learn the sequence of familiar routines • Recognize simple patterns in the environment • Use a variety of materials to create • Solve simple problems independently • Sensorial Montessori lessons • Practical Life Montessori lessons 	<ul style="list-style-type: none"> • Explore characteristics of and ask questions about objects people, activities, and environments. • Explore the environment independently seeking occasional approval from adults. • Engage with others in simple cooperative play. • Focus attention and participate in task-oriented activities. • Attempt to accomplish challenging tasks. • Recognize and create simple patterns. • Retain and recall information from previous experiences. • Sensorial Montessori lessons • Practical Life Montessori lessons 	<ul style="list-style-type: none"> • Explore their immediate environment, as well as solving the challenges of learning about the larger world. • Creativity to adapt familiar materials and activities in new situations and seek new ways to solve problems. • Plan and reflect while testing hypothesis. • Reflect and think through the steps of their varied approaches to learning and begin to plan solutions with increasing competence. • Practical Life, Math, Literacy and Science Montessori lessons
Language and Literacy Development:	<ul style="list-style-type: none"> • Demonstrate beginning book-handling skills. • Demonstrate interest in pictures and text. • Identify and imitate familiar sounds in the environment. • Categorize familiar sounds. • Respond to simple questions about a text. • Relate familiar objects in a text to personal experience. • Identify a favorite book by its cover. • Actively engage in reading activities for short periods of time. 	<ul style="list-style-type: none"> • Recognize familiar environmental print. • Answer simple questions about a text. • Notice details in illustration or picture. • Use expanded vocabulary in everyday speech. • Recall an event from a story. • Actively engage in small group reading activities. • Intentionally make marks with writing and drawing tools. • Respond to questions, comments, or directions. 	<ul style="list-style-type: none"> • Understand, ask and answer relevant questions, add comments relevant to the topic, and react appropriately to what is said. • Age-appropriate vocabulary across many topic areas and demonstrates a wide variety of words and their meanings within each area. • Use of complete sentences of four or more words, usually with subject, verb, and object order. • Interacts appropriately with books and other materials in a print-rich environment. • Recognition of alphabet letters and their sounds. • Combine compound words, syllables into words, onset and rhyme. • Retells or reenacts a story after it is read aloud. • Use scribbles/writing to convey meaning.
Mathematical Thinking and Expression:	<ul style="list-style-type: none"> • Imitate counting using some names of numbers. • Explore simple comparisons of quantity. • Sort manipulatives into sets. • Match identical shapes. • Engage and persist in geometric play. • Engage in measurement experiences. 	<ul style="list-style-type: none"> • Know some number names and the count sequence. • Use comparative language to show understanding of more or less. • Use mathematical processes when quantifying, comparing, and representing numbers. • Recognize and identify basic shapes in the environment. • Classify objects and count the number of objects in each category • Add to and take apart sets. 	<ul style="list-style-type: none"> • One to one correspondence when counting • Count and constructs sets in the range of 10 to 15 objects • Comparison of quantities. • Demonstrate the concept of ordinal position • Counts through 31 by understanding the pattern of adding by one. • Understanding of addition and subtraction using a concrete set of objects. • Duplicates identical patterns with at least two elements. • Recognize two and three-dimensional shapes.
Scientific Thinking:	<ul style="list-style-type: none"> • Explore the basic needs of plants and animals. • Participate in simple investigations to observe living and nonliving things. • Recognize familiar animals and their babies. • Engage with objects to learn about their characteristics. • Engage in activities involving changes in matter. • Recognize and explore how objects move. • Identify and imitate familiar sounds in the environment. • Engage with earth materials. • Engage with water. • Observe and begin to label weather conditions. 	<ul style="list-style-type: none"> • Identify basic characteristics of some living and non-living things. • Identify basic parts of living things. • Participate in simple investigations of living and non-living things to answer a question. • Notice changes that occur in animals. • Communicate about the motion of objects. • Participate in simple investigations of motion and sound to answer a question. • Describe earth materials. • Discuss basic uses of water. • Describe changes in weather conditions and discuss how weather affects daily life. 	<ul style="list-style-type: none"> • Demonstrates the use of simple tools and equipment for observing and investigating. • Explores the physical properties and creative use of objects or matter. • Identifies the characteristics of living things. • Discovers and explores objects. • Explores the outdoor environment and begins to recognize changes. • Identifies the five senses and explores functions of each. • Demonstrates ongoing environmental awareness and responsibility.
Social Studies Thinking:	<ul style="list-style-type: none"> • Demonstrate basic understanding of rules. • Engage with costumes and props that represent community workers. • Make simple choices. • Demonstrate sense of belonging to a group such as a class or family. • Developing awareness of landmarks and familiar places. 	<ul style="list-style-type: none"> • Follow basic rules. • Communicate a sense of belonging to a group such as a class or family. • Communicate about a conflict and seek help to solve. • Recognize community workers through their uniforms and equipment. • Identify and complete the sequence of familiar routines and tasks. 	<ul style="list-style-type: none"> • Begins to recognize and appreciate similarities and differences in people. • Begins to understand family characteristics, roles, and functions. • Shows awareness and describes some social roles and jobs that people do. • Demonstrates awareness of geographic thinking. • Demonstrates awareness of group rules.
Arts and Creative Expression:	<ul style="list-style-type: none"> • Demonstrate an understanding of basic elements of music and movement. • Act out familiar scenarios using objects with intended purpose. • Demonstrate an understanding of basic elements of visual arts. • Combine a variety of materials to engage in the process of art. • Show interest in others' artistic expressions. 	<ul style="list-style-type: none"> • Know and use basic elements of music and movement. • Explore real or make-believe scenarios through dramatic play. • Know and use basic elements of visual arts. • Combine a variety of materials to engage in the process of art. • Comment on characteristics of others' artistic expressions. 	<ul style="list-style-type: none"> • Discusses and responds to the feelings caused by an artwork. • Manipulates clay in different ways. • Makes and combine different shapes, marks, forms, textures, colors. • Correct use and care of the art materials. • Explores music. • Creates creative movement and dance to communicate an idea. • Creates dramatic play to communicate an idea.
Physical Development:	<ul style="list-style-type: none"> • Exhibit balance and strength when moving from place to place. • Coordinate use of fingers, hands and wrists to accomplish actions. • Coordinate eye and hand movements to perform a task. • Use basic tools. 	<ul style="list-style-type: none"> • Combine and coordinate body movement. • Demonstrate balance and strength when performing gross motor activities. • Coordinate use of fingers, hands, and wrists to accomplish actions. • Coordinate eye and hand movements to perform a task. • Use basic tools demonstrating refined skills. 	<ul style="list-style-type: none"> • Demonstrate increasing motor control and balance. • Uses eye-hand coordination to perform fine motor tasks. • Shows beginning control of writing by using various drawing and art tools with increasing coordination. • Demonstrate jumping, galloping, and skipping. • Demonstrate running around obstacles, stopping quickly, pedaling with alternating feet. • Use a pincer grasp to hold writing utensils.