



Domain	1 to 2 Years	2 to 3 Years	4 to 5 Years
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.