



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