



## **School Objectives for Toddlers 36 months to 48months.**

We at Montessori Learning Center follow literally the Florida Office of Early Learning (OEL) developmental standards.

“Children 36 months to 40 months of age are evaluated following eight developmental domains that reflects a child’s expected age appropriate progress” (OEL).

The following standards and objectives are copied directly from the Florida Office of Early Learning.

Domains:

- I. Physical Development
- II. Approaches to Learning
- III. Social and Emotional Development
- IV. Language and Literacy
- V. Mathematical Thinking
- VI. Scientific Enquiry
- VII. Social Studies
- VIII. Creative Expressions through the Arts

For each one of these domains we have prepared lesson plans to help the child accomplish each developmental standard. We have also developed a class assessment instrument based on these developmental domains.



### **Physical Development:**

Children will practice and master the following skills:

**Gross Motor Skills:** Participates in active Physical Play

1. Demonstrates use of large muscles for movement, position, strength, and coordination.
2. Begins to balance on one leg or beam.
3. Jumps and hops.
4. Coordinate or combine two movements: runs moving with arms and legs in opposition.
5. Climbs playground ladders.

### **Perceptual Motor Skills. Gross Motor Perception.**

Is a child developing ability to interact with his environment by combining the use of the senses and his motor skills.

Uses perceptual information to guide motions and interactions with objects and other people.

1. Identifies left from right.
2. Adjust movements to environment.
3. Does not bump into others.
4. Uses “near” and “far”.

5. Uses “next” and “under”.
6. Moves forward or backward when someone enters their personal space.

### **Fine Motor Skills:**

Uses art and drawing tools with developing coordination.

1. Draws using markers and crayons.
2. Colors using markers and crayons.
3. Rolls clay.
4. Makes identifiable shapes and images.
5. Coordinates hand and eye movement:
  - a. Fit small objects into holes.
  - b. Throws and catches with increasing accuracy.
  - c. Builds towers of five blocks or more.
  - d. Opens and child scissors to cut paper.
  - e. Turn pages of a book one at a time.
  - f. Orient the book in the right direction.
  - g. Points to pictures in the book.



## Health and Well Being:

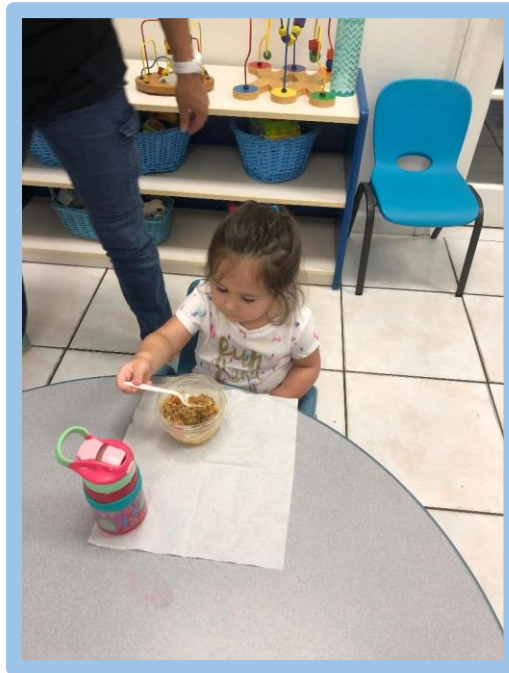
1. Active Physical Play:
  - a. Engages in physical activities with increasing balance, coordination, endurance and intensity.
    - 1) Hop forward on one foot.
    - 2) Throw a ball overhead.
    - 3) Uses two hands to catch a large ball.
    - 4) Pedal a tricycle with alternating feet.
2. Safety: Follows basic safety practices with adult supervision.
  - a. Waits for the child ahead of them to get off slide before going down.
  - b. Participates in Emergency Drills.
  - c. Informs when they dangerous behaviors in other children.
3. Personal Care Routine:

Carries out familiar hygiene routines.

- a. Uses a tissue to wipe their nose
- b. Throws the used tissue in the trash.
- c. Performs tooth brushing procedures.
- d. Knows how to manage buttons and zippers.



4. Feeding and Nutrition:
  - a. Feeds self with increasing efficiency.
  - b. Begins to help prepare snacks.
  - c. Choose healthy food vs unhealthy ones.
  - d. Is able to scoop and pour from one container to another.



## **Approaches to Learning**

Is how children deal with new environment, interactions and discoveries. It describes children's attitude and disposition towards learning.

### **Eagerness and Curiosity:**

1. Notices new items in the classroom.
2. Ask information about new things in the environment.
3. Asks "why?"
4. Asks adult to read new books.

### **Persistence**

1. Asks an adult for help to finish a task.
2. Tries to rebuild a block tower after it tumbles down.
3. Focus on a task that interest them.

### **Creativity:**

1. Shows creativity in their daily work.
2. Plays "Pretend".

### **Planning and Reflection.**

1. Shows initial planning and learning from their experiences.

## **Social-Emotional Development**

The child's ability to establish relationships with peers and with additional adults influences how they view themselves and the world.

With the help of supportive adults, young children expand their capacities to recognize and express their own feelings, and responds to the emotions of others.

### **Emotional Functions**

1. Is able to identify emotions in a book or person's face.:  
Frustrated.  
Confused.  
Angry.  
Sad.  
Happy.
2. Demonstrates appropriate emotional response between behaviors and facial expressions.

### **Managing Emotions**

1. Verbalize their emotions.
2. Can sit quietly in circle time.
3. Participates in group songs and finger plays.

### **Building and maintaining relationships with adults and peers**

1. Separates from their parent with support of caregiver.
2. Seeks out a trusted adult for comfort when feeling sad or angry.
3. Offers to help the teacher.
4. Builds social relationship and becomes more connected to other children.
5. Develops increasing ability to engage in social problem-solving.
6. Exhibits empathy by demonstrating care and concern for others.

### **Sense of Identity and Belonging**

1. Consistently play with only one preferred playmate.
2. Engages in group project for brief periods.
3. Engages in conversation with classmates during a meal or snack.
4. Join in circle time song or activity.
5. Predicts what will happen next within the school day routine
6. Recognizes preference of other children as different from self.
7. Increasingly uses words to communicate needs and wants.
8. Talks about personal characteristic and makes comparison with other people.
9. Begins to identify self as part of a group (family or class).

## **Language and Literacy**



Is the way children learn to communicate with sounds, words, and gestures.

### **Listening and Understanding**

1. Demonstrates understanding when listening:
  - a. Repeat details of a story.
  - b. Answers questions of an adult.
  - c. Answers some simple “who”, “what” and “where” questions.
  - d. Follows instructions of two or more steps.

### **Speaking**

1. Speaks and is understood when speaking.
2. Uses four to five words sentences.

### **Vocabulary**

1. Shows an understanding of words and their meanings – Receptive Language.
2. Uses increased vocabulary to describe objects, actions and events – Expressive Language.



## **Sentence and Structure**

1. Uses age-appropriate grammar in conversations and increasingly complex phrases and sentences.
2. Produces sentences of two to five words, including subject, verb and object.
3. Ask questions beginning with “is”.
4. Uses regular past tense.
5. Uses conjunctions “and” and “because”.
6. Uses opposites.
7. Asks questions using five to six words.
8. Asks adult for explanation using “Why?”, “How?”, “Where?”, “When?”.

## **Conversation**

1. Uses verbal and nonverbal communication and language to express needs and feelings, share experiences and resolve problems.
2. Asks questions. And responds to adult and peers in a variety of settings.
  - a. Attend to language for longer periods of time.
3. Demonstrates understanding of the social conventions of communications and language use.
  - a. Takes. Turn.
  - b. Does not interrupt.
  - c. Uses appropriate intonation.
  - d. Maintains adequate distance from other children when playing and talking.
  - e. Uses gestures or props to convey meaning.
  - f. Speaks clearly enough to be understood by most listeners.
  - g. Uses appropriate volume to be heard by a group.

## **Emergent Reading**

1. Shows motivation for and appreciation of reading.
2. Shows age-appropriate phonological awareness.
  - a. Finishes rhyming lines in books.
  - b. Claps out the syllables in their names.
  - c. Plays rhyming games.
  - d. Sings songs that leave out a letter or word, replaced by a clap.
3. Shows alphabetic and print knowledge.
  - a. Points to and say words in the environment.
  - b. Sings the alphabet song while following along looking at letters.
  - c. Recognizes their names.
  - d. Recognizes some letters.
  - e. Matches pictures and letter cards.
  - f. Identify letters in own name.
  - g. Recognizes uppercase and lowercase letters.

4. Demonstrates comprehension of books read aloud.
  - a. Retells parts of a story after it is read aloud.

### **Emergent Writing skills**

1. Uses scribbling letter like shapes and drawings to represent thoughts and ideas.
2. Tries to copy letters from their environment.



## Mathematical Thinking



### Number Sense

1. Recognizes the number of objects in a set of four objects or less.
2. Counts and identifies the number sequence “1 to 10”.
3. Begins to demonstrate one to one correspondence up to 10 during daily routines.
4. Identifies the last number spoken.
5. Counts sets to five and beyond.
6. Constructs and counts sets of 1 to 5 and beyond.

### Number Operations

1. Explores how quantities increase or decrease when adding or subtracting objects from a set of numbers, up to five.
2. Changes sizes of a set up to five objects by combining and taking away.

## **Patterns**

1. Notices a pattern with a missing object and completes the pattern by filling in the missing object.
2. Begins to duplicate a pattern from a model.

## **Geometry**

1. Recognizes and names typical shapes: circle, square, triangle, rectangle.
2. Matches a wider variety of shapes and orientations.
3. Introduction of shapes: Rhombus, Trapezoid, Oval, Ellipse.
4. Explores three-dimensional shapes in the environment through play.

## **Spatial Relations**

1. Demonstrates an understanding of basic spatial directions: “in”, “under”, “on”, “over”, “at the top”, “behind”.

## **Measurement and Data**

1. Uses size words to label objects “longer than”, “shorter than”, “longest”, “Shortest”, “bigger”, “biggest”, “smaller”, “smallest”.
2. Explores two objects by making direct comparison in length, weight and size using a single attribute.
3. Participates in group sorting and data collection.
4. Measures the height, weight, and length of objects.
5. Start graphing data.





## **Scientific Enquiry**

Addresses children exploring the world around them.

### **Scientific Inquiry through Exploration and Discovery**

1. Uses senses to explore and understand their social and physical environment.
  - a. Identifies the five senses and the sense organs.
2. Uses simple tools and equipment for observing and investigating.
  - a. Uses magnets
  - b. Uses magnifying glasses.
  - c. Uses balance scales.
3. Participates in science experiments, predicting outcome.

### **Life Science**

1. Demonstrates knowledge related to living things and their environments.
  - a. Notices similarities and differences among various living things.
  - b. Explores basic life cycle: seeds, butterfly, frog, chicken.
  - c. Explores the difference between living things and nonliving things.
  - d. Explores the needs of living things: air, water, food.

### **Physical Science:**

1. Speed
2. Push vs Pull
3. Relationship between size and weight
4. Identifies physical properties and state of matter:

- a. Solid – liquid – gas.
- b. Sink – float
- c. Soft - hard

### **Earth and Space Science**

1. Demonstrates knowledge related to the dynamic properties of earth and sky
  - a. Properties of water
  - b. Properties of rock
  - c. Properties of soil.
  - d. Properties of sand.
2. Investigates about objects in the sky.
  - a. Clouds.
  - b. Sun
  - c. Moon.
  - d. Stars.
3. Describes and identifies daytime and nighttime activities for people and animals.
4. Observes and discusses weather changes day to day.

### **Environment**

1. Describes familiar people and objects in the environment.
2. Participates in activities to protect the environment.

### **Engineering and Technology**

1. Shows interest and understanding of how simple tools and machines assist with solving problems or creating objects and structures.



## **Creative Expression**

Provides children with opportunities to express ideas and feelings, use words, manipulates tools and media and solve problems

### **Sensory Art Experience:**

1. Uses imagination and creativity to express self with intention using a variety of materials.
  - a. Paints with a variety of accessories.
  - b. Paints on surfaces of different textures.
  - c. Print with a variety of accessories.
  - d. Create a collage
  - e. Weave with potholders loops, yarn, fabric, strip of paper, etc.

### **Music:**

1. Explores musical instruments to produce rhythms and tones.
2. Claps as they sing familiar songs
3. Coordinate their finger movements, during fingerplay.
4. Move or dance to recorded music.

### **Creative Movement**

1. Moves spontaneously to music.
2. Imitates movements of a dance.
3. Uses ribbons, scarves and other props while spinning and moving to music.

### **Imaginative and Creative Play**

Explores thoughts, observations, imagination and feelings in a creative way.

### **Appreciation of the Arts**

Every month we will present during Circle Time famous painters and artists. We will also play the music of a different composer during class time and nap time.



## **Social Studies**

Children explore their world and try to make sense of the social and physical environments. Social interactions form the basis of social studies. Each child's basic social understanding begins with self and family, then expands to society.

### **Individual Development and Identity:**

1. Recognizes characteristics of self.
2. Recognizes the ways self is similar and different from peers and others.

### **Culture:**

1. Begins to identify self as a member of a culture.
2. Begins to understand everyone belongs to a culture.
  - a. Participates in holidays of different cultures.

### **Community Belonging: Individuals and Groups**

1. Identifies self and others as part of a group.
2. Identifies a group within a community.
  - a. Community helpers.
3. Demonstrates awareness of group rules
  - a. Family
  - b. Classroom.
  - c. School
  - d. Community.
4. Exhibits emerging leadership skills and roles.

### **Spaces, Places and Environments**

1. Recognizes the relationship of personal space to surroundings.
  - a. Recognizes his place on the circle line and at the lunch table.
2. Identifies own environment and other locations.
  - a. Recognizes his own classroom.



- b. Can place the materials in the correct space on the shelf.
3. Begins to use spatial words.
  - a. Near and Far.
  - b. Uses position words.
  - c. Begins to recognize directionalities Up and Down, Forward and Backward.
4. Begins to be interested in maps and the World Globe.

### **Time Continuity and Change (History)**

1. Recognizes sequence of events to establish a sense of order and time.
  - a. Begins to relate past, present and future events.
2. Explores changes that take place over time in the immediate environment.
  - a. Match pictures of baby animals and adult animals.
  - b. Place pictures in sequence in the Life Cycle of a Butterfly, Frog, Chicken.

### **Governance, civic ideals and practices**

1. Begins to recognize and follow rules and expectations.
2. Begins to recognize national patriotic symbols: Flags of different countries.

### **Economic and Resources**

1. Explores the needs of children:
  - Food
  - Clothing
  - Shelter
2. Explores differences in needs of children in different cultures.

### **Technology and Our World**

1. Children start to use computers and tablets in their daily routine.



