



## **School Objectives for Toddlers 24 months to 36 months.**

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

“Children 24 months to 36 months of age are evaluated following eight developmental domains that reflects a child’s expected age appropriate progress” (OEL).<sup>24</sup>

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. Can jump in place and off low objects.
2. Stops and turns while running.
3. Walks up/down stairs independently, using alternating feet and without using the rail.
4. Rides a tricycle.
5. String beads onto a piece of yarn.

### **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.

- a. Moves from tummy to up on hands and knees.
- b. Sitting to standing without support.
- c. Pick up toys from the floor without falling.
- d. Follows directions, like in “Follow the leader”, “Simon says”, “Freeze tag”.

- e. Moves around obstacles without bumping into them or knocking them over.
- f. Change direction while running.
- g. Identifies body parts: HEAD, SHOULDER, KNEE, TOES, BACK, LEGS, ARMS, FINGERS.  
“Head, Shoulder, Knees and Toes”  
“The Hockey Pokey”
- h. Sing songs with smaller hand motions  
“Itsy Bitsy Spider” and “Where is Thumbkin”.

**Fine Motor Skills:**

- 1. Demonstrates increasing precision, strength, coordination and efficiency when using hand muscles for play or functional tasks.
- 2. Coordinates the use of hands and fingers.
  - a. Holds crayon with thumb and fingers (no fist)
  - b. Uses one hand consistently in most activities.
  - c. Roll, pound, squeeze and pull playdough or other similar material.
  - d. Eat without assistance
  - e. String large beads onto a piece of yarn.
  - f. Stacks containers
- 3. Coordinates the use of arms, hands and fingers to accomplish task with hand-eye coordination, when participating in routines.
  - a. Turn pages of a book one by one.
  - b. Imitates circular, vertical, horizontal strokes.



### **Health and Well Being:**

1. Children participate in active physical play.
2. Safety Awareness: shows awareness of safety and increasingly demonstrates knowledge of safe vs unsafe choices during play time.
3. Children will learn different safety measures: Don't run in class, Don't climb on furniture, holds adult hand to go outside.

### **Personal Care Routine:**

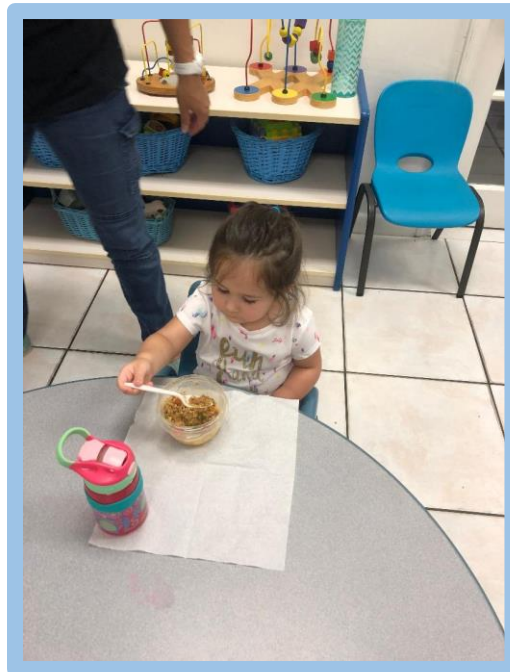
Carries out some steps of own personal hygiene with adult guidance.

1. Puts pants down.
2. Washes and dries hands independently.
3. Brush his teeth with help.
4. Brushes hair.
5. Drinks from open cup.
6. Wipes nose.



### **Feeding and Nutrition:**

1. Responds to feeding or feeds self with increasing efficiency, using developmentally appropriate utensils.
2. Uses a spoon to feed self.
3. Uses a fork to feed self.
4. Expresses preferences about food, what likes or dislikes.
5. Communicate when is hungry.
6. Communicate when is thirsty.
7. Communicate when has had enough to eat.



### **Approaches to Learning**

Is how children deal with new environment.

**Eagerness and Curiosity:** Shows increased eagerness and curiosity as a learner to discover how things work.

**Persistence:** Prefer to feed themselves. Repeat activities or games over and over. Attempts to use scissors. String beads. Complete simple puzzles.

**Creativity:** Explores the environment with purpose and flexibility. Do “pretend” play.

## **Social-Emotional Development**

Young children expand their capacities to recognize and express their own feelings, and to understand and respond to the emotions of others. They accomplish this interacting with others who have different characteristics and background.

### **Emotional Functions**

1. Expresses, identifies and responds to a range of emotions. Can label simple emotions in self and others. They use one word to tell how they feel.
2. Demonstrates appropriate affect (emotional response) between behavior and facial expression. Expands use of emotional words. Shows empathy when a friend is hurt and try to comfort them.

### **Managing Emotions**

1. Demonstrates ability to self-regulate. Uses words or cry to call adult attention. Imitate a classmate in what do and say.
2. Attends to sight, sounds, objects, people and activities. Spends more time in child-initiated activities. Play with other children for short periods of time. Follow simple rules in group activities with reminders.

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

1. Develops positive relationship with adults.
2. Develops positive relationship with peers. Plays with other children but may still engage in parallel play. Begin having 1 or 2 children they prefer to play with.
3. Develops increasing ability to engage in social problem solving. Identifies a problem and request adult support.
4. Exhibits empathy by demonstrating care and concern for others. Share their toys when a friend asks to play or is upset. Recognize when a friend needs help and offer to help them.

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

1. Develops sense of identity and belonging through play with classmates, cooperatively in small groups. Shares with the teacher what they have created. Constantly seek out friends to play together.
2. Develops sense of Identity through exploration and persistence.
3. Develops sense of Identity and Belonging through routines, rituals and interactions.
4. Develops sense of self awareness and independence. Expresses his preferences verbally and tells what he likes or dislikes.



## **Language and Literacy**



Language is critical to children's ability to learn, work and play with others. It is how they communicate with sounds, words, and gestures, and eventually they learn to read and write.

### **Listening and Understanding**

Demonstrates understanding by participation in conversation. Book reading is done daily to help the children understand and express his feelings or thoughts.

The children are able to follow directions, multi steps with reminders.

### **Speaking**

Children at this age speak and are understood when speaking. Can say two words phrase and sing songs.

### **Vocabulary**

The children understand words and their meanings.

- a. Uses pronouns in their sentences: I, YOU, ME, HE SHE HIM, HER.
- b. Uses descriptive words: adjectives: BIG, SMALL, PRETTY,

- c. Uses preposition as UP, UNDER, BEHIND.
- d. Responds to adult request involving multiple steps.

Uses increased vocabulary to describe objects, actions, and events (Expressive Language)

Uses around 500 words, and about 1,000 by 36 months.

Uses three words phrases.

### **Sentence and Structure**

1. Uses age-appropriate grammar in conversation and increasingly complex phrases and sentences.
2. Uses the present progressive “ing”.
3. Connects words, phrases and sentences to build ideas: Asks basic questions and produces three words sentences.

### **Conversation**

1. Uses verbal and nonverbal communication and language to express needs and feelings, share experiences and resolve problems.
2. Asks questions. Uses “WHO?”, “WHAT?”, “WHEN?”, “WHY?”,

### **Emergent Reading**

1. Shows age appropriate phonological awareness. Distinguishes between words that rhyme.
2. Shows alphabetic and print knowledge. Recognize the difference between words and pictures. Identifies their own name.
3. Demonstrates comprehension of books read aloud.

### **Emergent Writing skills**

Scribbles and draws pictures.





## Mathematical Thinking



### Number Sense

Our children will start by experiencing through touch and movement the numbers 1 to 5, using the Montessori Sandpaper Numbers. After mastering numbers 1 to 5, we will introduce the rest of the numbers one at a time. Each child will learn at a different pace, for that reason the lessons are given individually to each child in particular depending on his/her interest and stage of learning.

### Addition

Children will also learn the concepts of “more” and “less”. This is the prerequisite of the concept of Addition. Example: “We have two crayons, but we need another one for your new friend, so now we have three crayons”.

## **Spatial Relations**

Children will learn spatial relations concepts imitating the teacher in movements that will teach them what is “IN”, “ON”, “OUT”, “OVER”, “UNDER”, “BESIDES”. They will use puzzles and the Knobbed Cylinders to accomplish this objective.

## **Patterns**

Children will learn to sort objects by size, shape, and color

## **Geometry**

Children will start with basic geometry skills by learning the basic shapes: Square, Circle, Triangle, cylinder, rectangle.

## **Measurements**

Children will learn the measurements concepts by learning the difference between BIG and SMALL, SHORT and LARGE., and is introduced to the comparison of BIGGER, SMALLER.

And is able to sort by different attributes, like color, shape, etc.





## **Scientific Enquiry**

Is the way children start exploring their environment and discovering CAUSE and EFFECT, the Senses, Textures, Smells, Sound.

Children will learn the basic senses: SIGHT, SMELL, TOUCH, SOUND.

Identify senses and the sense organs

Explores, interacts and identify plants and animals.

Living things and their environments: introduction to the Biomes.

Animals and their babies.

Animals and where they live.

Time line of humans.

They will also learn:

Identify five Farm Animals: COW, HORSE, PIG, CHICKEN, TURKESY. If they master these animals, then we will add new ones, like RABBIT, ROOSTER, DUCK.

Identify what is a PLANT and what is an ANIMAL.

Identify familiar animal sounds.

Identify five animals from the sea: FISH, WHALE, DOLPHIN, TURTLE, STARFISH.

Identify five animals from the jungle: LEON, TIGER, ELEPHANT, MONKEY, GIRAFFE.

## **Physical Science:**

Identify the motion notion, like Go, Stop, Slow, Fast

Identify weight operations: Heavy, light.

## **Earth and Space Science**

Identify what is PULL and what is PUSH.

Identify NIGHT and DAY.

Learns the name of the SUN, CLOUDS, MOON, STARS.

Start to learn to identify HOT Weather from COLD Weather, SUNNY from RAINY.

And matches clothes to the weather.

Explores property of water:

Cold – Warm – Hot

Shape of water depending on the container.

Objects that float or sink

Explores property of sand, soil and mud.

Differentiate activities during the day and during the night..

## **Environment**

Discovers familiar people in their environment: Community Helpers.

## **Engineering and Technology**

Builds structures with Legos and blocks.



## Creative Expression

### Sensory Art Experience:

Children will learn at least the three Primary Colors: BLUE, RED, YELLOW.

After mastering these colors we introduce the Secondary Colors: GREEN, ORANGE, PURPLE.

Children use their imagination and creativity to express self.

Is able to weave with string, pipe cleaners, yarn, rope or scarve.

Children will explore different ways to be creative through different art projects, depending on the Holiday or Theme of the Month: finger painting, stamping, etc.

**Music:** Children will be exposed to different types of music and rhythms.

Sing and claps

Dance to the rhythm of music.

Imitates fingerplays

March with musical Instruments.

### Creative Movement

Begins to engage in individual and group movement activities to express and represent thoughts, observation, imagination, feelings, experiences and knowledge.

### Imaginative and Creative Play

Explores and engages in real or imaginative experiences through creative play.

### 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 will learn to explore the world starting by identifying themselves, then their family members, and their community.

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

1. They recognize self in a picture.
2. Identifies himself as “Me” in a mirror.
3. Identifies his physical characteristics: My hand, my eyes are black.....

**Community Belonging: Individuals and Groups** By participating and experiencing group activities with their class friends.

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

Identify the place where they sit in the classroom

Identify the place where they make a line to go outside

Identify the circle time place in the classroom.

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

When they identify, recognize and follow the daily classroom routines. Is like learning the “History” of the day. The teacher encourage this skill asking questions about what they did before lunch, after nap, etc.

They start to work with sequence events in cards: sequence story.

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

Demonstrates emerging problem-solving and decision making skills.

### **Technology and Our World**

Continue to learn about his/her community: HOSPITAL, DENTIST, POLICE, FIREMAN, HOUSE, PARK, SUPERMARKET, CHURCH, SCHOOL, MALL, LBEACH.





