

Learning Objectives

Children will practice skills and develop knowledge at their own pace.

Environmental Science:

- observe and engage with plants, animals and fungi
- practice scientific inquiry
- recognize weather patterns and states of matter
- practice stewardship of the physical environment

Ex. Each day children observe the weather conditions outside through experiencing first-hand how the plants and animals change and adapt throughout the seasons.

Social-Emotional:

- build relationships with others, show and understand empathy
- practice self-awareness, adaptability and resilience
- practice non-violent conflict resolution, advocacy and collaboration
- develop self-regulation, perseverance and flexibility
- listen to others and express feelings safely and productively, especially when dealing with disappointment

Ex. The Montessori concept of a Peace Flower is used regularly when children are experiencing peer conflicts. The process of using the flower allows children to own their feelings and feel empowered by their ability to share their thoughts with others while understanding the importance of listening and respecting others. (See Behavioral Guidance in the Family Handbook for more information on Peace Flowers)

Physical:

- practice risk assessment and risk management
- develop sensory integration and physical coordination
- build gross motor (body awareness, flexibility)
- develop fine motor (grip, hand dominance, object manipulation)

Ex. When children play by pretending to put on a concert using sticks and stumps, they are engaging various senses and practicing physical coordination.

Language and Communication:

- practice verbal and nonverbal expression
- practice listening and following directions
- develop receptive and expressive language
- reason and respectfully articulate feelings and plans with others

Ex. Active storytelling occurs everyday in the program and engages children through asking questions about a story's plot, character and setting along with questions regarding children's predictions and thoughts.

Literacy:

- develop print awareness and letter recognition
- practice identifying and producing letter sounds
- practice rhyming
- develop mark-making (writing and drawing)
- understand, relate to, and communicate oral and written stories

Ex. The Children's Sign-in sheet enables children to explore mark-making and the meaning of print in their everyday routine.

Mathematical Thinking:

- develop shape and color identification
- practice sorting, sequencing, classifying, and counting
- develop number recognition, patterning, quantifying and comparison
- practice one-to-one correspondence

Ex. Collecting acorns and fallen leaves for pretend food among children enables individuals and groups to have an authentic experience with sorting and counting.

Social Studies:

- develop knowledge of self, family, classmates and local community
- develop confidence, positive self-identity and family pride
- express comfort and joy, and use accurate language for human diversity
- recognize unfairness, use language to describe it and understand that it hurts

Ex. Sharing Circles provide opportunities for children to share information about their families. Children bring in a photo(s) and talk about who is in their family.

Creative Arts:

- explore and represent ideas with a variety of visual and performing art
- develop sensory integration
- practice public speaking

Ex. Loose parts are arranged by educators each day and offer opportunities for children to use materials, such as watercolor paints to create a prop for imaginative play or a picture for a family member.

Cognition:

- develop executive functions (i.e. problem-solving, planning and execution)
- practice self-regulation
- develop higher-order thinking

Ex. During morning meeting, children dictate to an educator where they would like to play or what they would like to work on.