

Learning Objectives

Environmental:

- connections to plants, animals and fungi
- recognition of weather patterns
- stewardship of the physical environment
- species identification when it is relevant and of interest to the children

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

Emotional:

- confidence and positive self-identity
- show and understand empathy
- self-regulation, perseverance, and flexibility
- awareness and articulation of feelings
- adaptability and resilience

Ex. Community Reflection Meetings and Sharing Circles encourage children to voice their opinions and feelings while also listening to others.

Physical:

- risk assessment and risk management
- sensory integration, physical coordination
- gross motor (body awareness, flexibility)
- 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:

- verbal and nonverbal communication
- ability to listen, make eye contact, and follow directions
- receptive and expressive language
- reasoning and respectful articulation of 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:

- print awareness and letter recognition

- ability to identify and produce letter sounds
- rhyme
- mark-making (writing and drawing)
- understanding, relating to and communicating 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.

Numeracy:

- shape and color identification
- sorting, sequencing and counting
- number recognition, patterning
- 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:

- ability to recognize social situations
- interpret feelings and intentions, respect differences
- non-violent conflict resolution and collaboration
- show and understand empathy
- 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 Peace 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)