

Early Childhood Montessori Curriculum - Ages 3 to 6

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Practical Life

Care of Environment

Sweeps dry beans on tray using small brush and pan.

Dusts an object.

Clamps clothespins, using Clothespin Activity.

Folds napkins along lines, using Folding Activity.

Wipes a water spill with a cloth.

Squeezes a sponge, using Sponging Activity.

Transfers water, using a Sponging Activity.

Rolls napkins and places in napkin rings, using Napkin-Rolling Activity.

Sweeps sawdust or beans as demonstrated.

Folds napkins from laundry and tidies away.

Uses classroom recycling bins correctly.

Hangs a towel on a hook.

Folds classroom clothes.

Tidies shelves.

Opens and closes classroom curtains and blinds.

Empties classroom waste bin.

Dusts a shelf.

Polishes wood.

Polishes metals.

Polishes mirror or glass.

Determines appropriate cleaning materials and methods for different objects.

Washes crockery (plates, cups, etc.).

Washes silverware/cutlery.

Washes glasses.

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Washes china.

Washes pots and pans.

Washes mixed dishes.

Sorts silverware/cutlery.

Stacks dishes.

Washes a mixed collection of dishes.

Washes and dries stainless steel sink.

Loads, sets, and unloads dishwasher.

Waters indoor plants.

Polishes plant leaves.

Repots indoor plants.

Washes a waterproof surface.

Mops (dusts) a dry floor.

Washes an unpainted surface/scrubs a table.

Washes marks and scuffs from walls.

Erases a chalkboard/white board.

Empties carpet sweeper.

Wipes a large water spill, wringing cloth into pail.

Sweeps classroom floor when necessary.

Washes a vinyl floor.

Mops a wet floor.

Sweeps carpet with carpet sweeper.

Vacuums carpet.

Washes a glass surface.

Wipes feet on doormat when entering a building.

Uses a shoe scraper.

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Arranges flowers for classroom.

Cuts flowers for arranging.

Hangs wall decorations (pictures, clock, etc.).

Sorts and folds mixed, dry laundry, and returns to correct places in classroom.

Hangs wet towels and cloths out to dry.

Hand-washes classroom cloths.

Sorts classroom cloths for washing.

Washes classroom cloths in machine.

Rinses clothes that have been washed.

Hangs washed items out to dry.

Irons cloths.

Helps to care for classroom pets.

Holds classroom pet appropriately.

Provides fresh water for classroom pet.

Feeds classroom pets.

Picks up playground toys and stores correctly.

Cleans playground toys and other equipment.

Notifies and alerts staff when playground equipment needs repair.

Fills bird feeder.

Fills birdbath.

Cleans birdbath.

Digs garden beds.

Waters the garden using a watering can - demarcated area.

Spreads mulch in garden.

Harvests fruit or vegetable crops as indicated by adult or older child.

Hoes garden beds.

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Prepares soil for planting.

Plants seedlings in small garden beds.

Plants seeds in small garden beds.

Rakes lawn or beds.

Removes weeds identified by adult or older child.

Picks up litter, discerning what is litter, and appropriate disposal.

Sweeps outside spaces (e.g., pathways or deck).

Pushes a wheel barrow containing garden waste.

Waters the garden using a watering can - unlimited area.

Harvests fruit or vegetable crops from garden, displaying understanding of when fruits/vegetables are ripe.

Waters the garden using a hose pipe - demarcated area.

Waters the garden as required, displaying judgment as to water needs of various plants.

Identifies weeds and alien plants in school garden and understands why they are a problem.

Verbalizes (and follows) fundamental safety rules regarding eating of plants: "Don't eat any plant material unless you know exactly what it is and have been told by an adult that it is safe to eat."

Identifies herbs in school garden and understands their use.

Identifies other plants in school garden and understands their use.

Identifies fruits and vegetables in school garden and understands their use.

Identifies various insects found in school garden and understands their role.

Identifies indigenous plants in the school garden and understands how to preserve them.

Utilizes a variety of tools and skills to actively participate in maintenance of furnishings in classroom.

Actively participates in maintaining floor surfaces by using appropriate methods.

Actively participates in using a washing machine and tumble dryer to maintain classroom items.

Actively participates in sanitizing dishes or loading and operating a dishwasher.

Utilizes a variety of tools and skills to actively participate in maintenance of the classroom materials on the shelves.

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Actively participates in monitoring personal property and classroom property for neatness.

Actively participates in maintaining community supplies.

Actively participates in conserving the classroom materials, such as paper, water, and so on.

Actively participates in caring for domestic or non-domestic animals if appropriate.

Actively participates in caring for indoor plants.

Actively participates in arranging flowers for the classroom.

Uses a variety of tools and skills to actively participate in caring for the outside areas of the classroom.

Uses a variety of tools and skills to actively participate in caring for the school campus.

Actively participates in the planting of a vegetable garden.

Actively participates in the planting of a wildlife-friendly garden.

Actively participates in the maintenance of classroom gardens.

Actively participates in harvesting of vegetables from classroom garden.

Care of Person

Carries bag to cubby.

Places own bag in correct cubby.

Keeps cubby tidy.

Hangs coat on hook or hanger.

Packs a lunch box.

Pairs and rolls socks.

Uses bathroom under supervision.

Uses bathroom unsupervised.

Lifts seat when using toilet (boys).

Flushes toilet after use.

Uses toilet paper (judges correct quantity) and flushes.

Replaces toilet-paper roll when necessary.

Covers mouth when coughing or sneezing.

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Washes hands after using the toilet, handling classroom pet, gardening, playing outside, and before preparing food or eating.

Packs a suitcase.

Polishes shoes.

Opens and closes Velcro fastening on Dressing Frame.

Opens and closes snappers on Dressing Frame.

Opens and closes zippers on Dressing Frame.

Opens and closes buttons on Dressing Frame.

Opens and closes hooks & eyes on Dressing Frame.

Opens and closes buckles on Dressing Frame.

Unties and ties bows on Dressing Frame.

Unties and ties laces on Dressing Frame.

Opens and closes safety pins on Dressing Frame.

Puts on socks without assistance.

Puts on jacket without assistance.

Puts on a sweater without assistance.

Puts on shoes (Velcro or no fastener) without assistance.

Puts on shoes (ties laces) without assistance.

Changes from outside to inside shoes without assistance.

Puts on trousers without assistance.

Puts on an apron without assistance.

Puts on gloves and mittens without assistance.

Manages all own dressing/changing needs without assistance.

Helps other children with dressing/changing needs.

Sensitizes fingers for Sensorial activities.

Washes own hands and nails, and applies hand-cream (full activity).

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Cares for own nails.

Brushes and combs own hair.

Braids/plaits nylon cords using Braiding Activity.

Braids/plaits hair (own, other child, or hairdresser's dummy).

Uses a clothes brush to remove lint from coat.

Chooses appropriate clothing for various types of outings, as is age appropriate.

Performs manicure on another.

Is aware of and takes pride in own appearance, appropriate to circumstance and occasion.

Cleans a wound (minor cut or graze) on self or another.

Puts a Band-Aid™ on a wound (minor cut or graze on self or another).

Asks for help when caring for an injured person.

Shows empathy and consideration for an injured person.

Takes temperature using a safety thermometer.

Is aware of dangers of touching blood; uses latex gloves whenever helping an injured person.

Cares for a bug bite or sting.

Brushes own teeth after meals.

Displays an understanding of necessity for hygiene in classroom and public contexts.

Waits to be accompanied by an adult or much older child before crossing a street.

Is able to safely cross a street unaccompanied.

Safely escorts younger child across street.

Chooses appropriate clothing for varied weather conditions and safety considerations when going out.

Understands and respects school security protocols.

Displays an awareness of the dangers inherent in speaking to strangers.

Applies sunscreen, when prompted, before going outside.

Applies sunscreen, when unprompted, before going outside.

Wears sun hat or cap when going outside.

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Displays an understanding of the dangers of going out in the sun without adequate protection.

Uses goggles & gloves, when appropriate, for safety reasons when engaging in woodwork and science projects.

Carries a knife, pair of scissors, pencil, or other sharp object safely.

Passes a knife, pair of scissors, pencil, or other sharp object safely.

Handles potentially dangerous objects safely, under age-appropriate supervision.

Classroom Skills

Handles books carefully, turning pages in a way that will not cause damage.

Arranges books neatly on shelf.

Returns book to shelf, moving other books in order to replace it.

Handles CDs and DVDs carefully, not touching surface.

Plays CDs and DVDs.

Arranges books on the shelf: according to Dewey, alphabetical, or some other classification.

Sharpens pencils when necessary.

Handles scissors effectively and safely.

Uses paper clips or bulldog clips effectively and appropriately.

Uses a stapler effectively and appropriately.

Uses tape effectively and appropriately.

Uses glue or paste effectively and appropriately.

Puts a rubber band around a stack of cards.

Refills stapler.

Control of Movement

Carries, unrolls, and rolls a rug.

Works on a rug.

Handles delicate objects with care and precision.

Returns materials to correct place in environment.

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Walks slowly and calmly.

Walks avoiding people and objects.

Walks carrying a tray with an object on it without dropping or spilling contents.

Lifts and puts down a chair quietly and with control.

Carries a chair carefully without bumping into people or furniture.

Sits on a chair, upright, with feet on floor.

Lifts, carries and puts down a table together with another person.

Opens and closes a faucet/tap.

Fetches water in a pail.

Opens and shuts various latches on frames.

Matches nuts and bolts.

Matches keys and locks.

Opens and closes boxes.

Opens and closes tins and jars.

Opens and closes bottles.

Pours dry ingredients from one pitcher to another.

Pours water between two identical pitchers.

Pours water from one large pitcher into two smaller identical pitchers.

Pours water from one large container into two different-sized containers.

Pours water to a specified level in a graduated container.

Pours water through a funnel into a narrow-necked container.

Sieves dry ingredients to separate: example, rice and flour.

Uses a spoon to transfer dry ingredients from one container to another.

Uses a spoon to transfer liquid from one container to another.

Transfers water using a baster.

Transfers water one drop at a time using a dropper or pipette.

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Uses tongs to transfer items from one container to another.

Uses hand whisk to create bubbles in water and soap mixture.

Hammers using Hammer Boards.

Assembles a flashlight.

Lifts small items with tweezers: (example: dry peas) /pincer grip.

Uses fingers and moves them individually in various combinations appropriate to object being manipulated.

Uses precise movements of fingers for various activities.

Uses precise movements of fingers to control a pencil for writing.

Uses correct pincer grip when grasping a pencil.

Holds scissors correctly and uses small movements of thumb and middle fingers to control the opening and closing of the blades.

Walks around a maze built from the Red Rods without touching.

Walks around furniture without bumping.

Ascends and descends stairs safely and gracefully.

Opens and shuts all doors and gates, showing awareness of safety implications, checking that all doors and gates are securely latched when necessary.

Opens and shuts classroom door.

Is silent for brief period during introduction to Silence Game.

Is able to remain silent in relaxed position.

Is able to be silent in response to a signal.

Maintains silence, then responds to name when whispered.

Maintains silence, then acts on commands given in whisper.

Watches someone work, in silence, without touching.

Voluntarily chooses to be silent alone or with a small group.

Walks on the line.

Walks on the line - heel to toe.

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Walks on the line with hands at sides.

Walks on the line, hands at sides, head erect.

Walks on the line carrying an object in one hand. (e.g., Pink Tower cubes).

Walks on the line carrying an object in two hands (e.g., a tray).

Walks on the line carrying a bell without ringing it.

Walks on the line carrying a pendulum without swinging it.

Walks on the line carrying a glass filled to the brim with water.

Walks on the line, adjusting tempo to that of group.

Walks on line in step with rhythms played on an instrument.

Walks on a balance beam or low wall.

Makes choices showing an ability to suppress impulse and follow guidance.

Going Out

Thanks host after trip.

Takes part in trip planned by another person.

Grace and Courtesy

Uses a quiet voice when appropriate.

Makes eye contact when speaking to someone.

Uses appropriate language when passing another in a doorway.

Uses appropriate language when asking for a turn.

Uses appropriate language when asking for something to be passed.

Waits for turn in various circumstances.

Makes a request using "please."

Politely refuses an offer.

Accepts "no" graciously when appropriate.

Picks something up for someone.

Asks for an item.

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Asks to borrow something.

Gives way to another in a doorway.

Holds a door to let someone pass.

Knocks on a door before entering.

Walks around a group.

Covers mouth when yawning.

Apologizes or expresses regret when appropriate.

Asks someone to pass something.

Displays respect for others' workspace.

Asks for assistance when appropriate.

Writes informal notes in appropriate contexts.

Displays polite assertiveness when disagreeing with another person.

Expresses gratitude beyond ritual "thank you."

Expresses needs clearly and assertively.

Owens responsibility and expresses regret.

Expresses own feelings.

Shakes hands in greeting.

Judges when to use formal or informal greeting.

Welcomes a guest.

Introduces self to visitor or new child.

Introduces others.

Remembers name of newly introduced person.

Knows names of children in class.

Displays spontaneous sharing.

Encourages another child or adult.

Compliments another child or adult.

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Deals with meanness or conflict assertively and politely.

Avoids hurting feelings.

Responds appropriately to invitation to join a group.

Joins a group quietly without interrupting.

Interrupts politely and when necessary.

Asks permission to join a group.

Sits in group.

Asks to be excused.

Asks to speak, or waits for turn to speak, as appropriate to context.

Listens with respect while others speak.

Replies appropriately to others in a group.

Shares ideas and feelings as appropriate.

Demonstrates a sensibility to individual and cultural differences.

Stands in a queue.

Stops to listen when bell rings/announcement made.

Participates in conflict resolution processes.

Makes requests.

Participates in discussion.

Questions new suggestions.

Waits for everyone to be seated at mealtime.

Folds crumbs into a napkin.

Cleans own place before leaving the table.

Conducts pleasant conversation at table.

Cleans a spill at table.

Offers food to another.

Politely asks for food to be passed.

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- Politely refuses an offer of food.
- Asks to be excused from table.
- Chews with mouth closed while eating.
- Serves others at mealtime.
- Waits for turn and helps self in buffet queue.

Meals and Food Prep

- Prepares a picnic basket for self and one or two others.

Meals and Food Preparation

- Sets table for informal meal/snack.
- Follows procedures for individual snack.
- Washes hands before preparing food.
- Follows procedures for group snack.

Personal Responsibility

- Understands the dangers of using electrical implements and handles electrical tools and implements safely - while under adult supervision.
- Participates in activities that pertain to personal grooming and hygiene.
- Actively participates in maintaining clothing through proper hanging, brushing, mending, hemming, button sewing, shoe cleaning, and polishing.
- Uses a pattern and cloth to make items by hand or by sewing machine.
- Is able to take care of different fabrics and understands how to remove stains.
- Understands that different social events have different dress expectations and is able to choose appropriate clothing for these occasions.
- Is able to pack appropriately for a trip.

Social Skills

- Demonstrates belief in democratic process.
- Initiates group discussions.
- Follows rules of order depending on method being used.
- Suggests agenda items.

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Votes on matters in meeting.

Raises points of order.

Considers and suggests amendments to procedures.

Participates in formulating classroom and school rules / guidelines and protocols.

Addresses chair in formal meeting.

Makes responsible choices in varied contexts.

Accepts responsibility for own behavior.

Explains role of planning in solving problems.

Participates as an audience member with respect and courtesy.

Actively participates in upholding the classroom contract and encouraging others to do so.

Actively participates in own work plan and develops according to teacher guidance and own self-interests.

Prioritizes time wisely to meet own and others' needs.

Displays self-reliance when working independently.

Follows through on commitments towards both work and others.

Shows satisfaction in meaningful work.

Respectfully justifies choices made in various contexts.

Uses an objective approach towards problem solving.

Actively participates as a positive team player in small- or large-group settings.

Displays a commitment to ethical behavior.

Time Management

Is able to work within expected guidelines and does so appropriately.

Is able to follow through on directions given one on one.

Is able to work on a short-term project and successfully complete the task, either individually or in a group.

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Sensorial

Color 1

Works with materials as presented, to pair red, yellow, and blue tablets.

Identifies and describes colors in Color Box 1.

Color 2

Works with materials as presented, to match primary, secondary, black, white, gray, pink, and brown color tablets to one another.

Identifies and describes colors in Color Box 2.

Works with materials as presented, to match various shades of eight colors.

Color 3

Grades tints and tones of various shades, as presented, one color at a time.

Grades tints and tones of various shades, as presented, multiple or all colors together.

Uses art materials (pencils, paints) to recreate grades of color (e.g., with design insets).

Uses materials to mix tints, tones, and secondary colors.

Combines and uses material in novel ways.

Identifies and describes grades of light or dark.

Uses extended language of color in relation to tablets in Color Box 3.

Uses language to describe color in context.

Discrimination of Size 1

Works with materials as presented, placing cylinders in correct sockets using visual and stereognostic sense: Block 1.

Places cylinders in correct sockets using visual and stereognostic sense: Block 2.

Works with materials as presented, placing cylinders in correct sockets using visual and stereognostic sense: Block 3.

Works with materials as presented, placing cylinders in correct sockets using visual and stereognostic sense: Block 4.

Works with any two blocks together, placing cylinders in correct sockets using visual and stereognostic sense.

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Works with any three blocks together, placing cylinders in correct sockets using visual and stereognostic sense.

Works with all four blocks together, placing cylinders in correct sockets using visual and stereognostic sense.

Combines and uses material in novel ways.

Discrimination of Size 2

Works with materials as presented, placing cubes in relation to one another to demonstrate visual discrimination of size in three dimensions.

Uses smallest cube to indicate unit of difference.

Combines and uses material in novel ways.

Identifies and describes cubes according to size.

Uses language to describe size in context.

Discrimination of Size 3

Works with materials as presented, placing prisms in relation to one another to demonstrate visual discrimination of width.

Uses narrowest prism to indicate unit of difference.

Combines and uses material in novel ways.

Identifies and describes prisms according to width.

Uses language to describe width context.

Discrimination of Size 4

Combines and uses material in novel ways.

Discrimination of Size 5

Works with materials as presented, placing prisms in relation to one another to demonstrate visual discrimination of length.

Uses shortest rod to indicate unit of difference.

Combines and uses material in novel ways.

Identifies and describes rods according to length.

Uses language to describe length in context.

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Discrimination of Size 6

Works with materials as presented, one set at a time, ordering sets of cylinders based on ability to discriminate size in three dimensions: yellow set.

Works with materials as presented, one set at a time, ordering sets of cylinders based on ability to discriminate size in three dimensions: red set.

Works with materials as presented, one set at a time, ordering sets of cylinders based on ability to discriminate size in three dimensions: blue set.

Works with materials as presented, one set at a time, ordering sets of cylinders based on ability to discriminate size in three dimensions: green set.

Combines any two sets of cylinders demonstrating an ability to relate the sets to one another.

Combines any three sets of cylinders demonstrating an ability to relate the sets to one another.

Combines four sets of cylinders demonstrating an ability to relate the sets to one another.

Combines and uses material in novel ways.

Uses language of size, length, and width correctly in a variety of contexts.

Form & color

Constructs Binomial Cube as presented.

Classifies prisms of Binomial Cube, laying prisms to represent the binomial equation.

Classifies prisms of Trinomial Cube, laying prisms to represent the trinomial equation.

Retells the story of *The Kings* to another child using the Binomial or Trinomial Cube.

Shape 1

Pairs identical images.

Shape 2

Explores features of Geometric Solid forms using visual and stereognostic senses.

Categorizes Geometric Solids into various sets according to common shapes of their faces.

Matches Geometric Solid forms to plane bases.

Combines and uses material in novel ways.

Identifies and names Geometric Solid forms.

Uses correct vocabulary to name and describe geometric forms in context.

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Shape 3

Explores triangle, circle, and square through visual and stereognostic senses.

Matches geometric figures to solid plane figures.

Matches geometric figures to thick-line figures.

Matches geometric figures to thin-line figures on cards.

Shape 4

Explores circles through through visual and stereognostic senses.

Explores triangles through visual and stereognostic senses.

Explores quadrilaterals through visual and stereognostic senses.

Explores rectangles through visual and stereognostic senses.

Explores regular polygons through visual and stereognostic senses.

Explores curvilinear figures through visual and stereognostic senses.

Works independently with individual drawers and card sets to demonstrate ability to match plane figures to each level of card.

Shape 5

Works with multiple drawers to refine visual and stereognostic discrimination of plane figures.

Works independently with multiple drawers and card sets to demonstrate ability to match plane figures to each level of card.

Matches and sorts geometric figures and cards to form large matrixes classified by shape and type (solid, thick, or thin lines).

Combines and uses material in novel ways.

Classifies shapes according to various categories as represented on Geometric Control Sheet.

Shape 6

Identifies and names geometric plane figures: Presentation Tray.

Identifies and names geometric plane figures: Regular Polygons.

Identifies and names geometric plane figures: Quadrilaterals.

Identifies and names geometric plane figures: Rectangles (including square).

Identifies and names geometric plane figures: Types of Triangles.

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Identifies and names geometric plane figures: Curvilinear Forms.

Uses correct vocabulary to name and describe geometric plane figures in context.

Shape 7

Copies repeating patterns - linear.

Constructs own repeating patterns - linear.

Copies repeating patterns - two-dimensional array.

Constructs own repeating patterns - two- dimensional array.

Copies tessellating patterns.

Constructs own tessellating patterns.

Combines and uses material in novel ways.

Shape 8

Explores how equilateral triangles can be constructed from other triangles.

Explores how various triangles that form a hexagon can be combined to form other plane figures.

Explores how a hexagon is made up from a combination of obtuse triangles and how these are combined to make different plane figures.

Explores how various triangles combine to make other plane figures.

Freely explores how various triangles combine to make other plane figures.

Combines and uses material in novel ways.

Explores congruency, equivalency, and similarity.

Constructs various stars and polygrams.

Shape 9

Explores various permutations of superimposed plane figures.

Combines and uses material in novel ways.

Smell

Works with materials as presented to pair bottles according to aroma.

Combines and uses material in novel ways.

Identifies aromas.

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Names aromas.

Uses language to describe aroma in context.

Sound 1

Pairs cylinders according to sound.

Grades one set of cylinders according to sound.

Combines and uses material in novel ways.

Identifies and describes grades of volume of sound.

Uses correct vocabulary to describe the volume of sounds in context.

Sound 2

Handles bells carefully and appropriately.

Pairs corresponding bells.

Grades bells according to C-Major Scale.

Pairs corresponding bells.

Grades full set of bells.

Sings notes played on the Montessori Bells - either in a single-syllable, tonic sol-fa or naming notes.

Composes own melody on bells.

Copies a random series of notes played by another.

Combines and uses material in novel ways.

Identifies and names grades of pitch.

Identifies and names notes on C-Major Scale.

Identifies and names the notes sounded by the Montessori Bells (tonic sol-fa scale).

Stereognostic

Works with materials as presented, matching objects using stereognostic sense.

Sorts objects, such as large buttons or beans, according to size using stereognostic sense.

Sorts objects, such as small buttons or other Sensorial material according to size using with eyes shut or blindfolded (stereognostic sense).

Combines and uses material in novel ways.

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Tactile 1

- Works with materials as presented, to experience rough and smooth textures.
- Works with materials as presented, to distinguish rough and smooth textures.
- Works with materials as presented, to distinguish gradations of rough textures.
- Works with materials as presented, to distinguish gradations of smooth textures.
- Works with materials as presented to match various rough textures.
- Works with materials as presented to match various smooth textures.
- Works with materials as presented to grade rough textures.
- Works with materials as presented to grade smooth textures.
- Combines and uses material in novel ways.
- Identifies and names grades of roughness.
- Identifies and names grades of smoothness.
- Uses language to describe texture in context.

Tactile 2

- Works with materials as presented, to pair different types of fabric according to textures.
- Names types of fabric.
- Uses language to name various fabrics.
- Uses language to name and describe fabrics in context.

Taste

- Works with materials as presented to pair bottles of liquid according to taste.
- Combines and uses material in novel ways.
- Identifies and describes tastes.
- Uses language to describe tastes in context.

Temperature 1

- Works with materials as presented to pair tablets made of different materials according to thermic qualities.
- Identifies and describes thermic qualities of the different materials.

Early Childhood Montessori Curriculum - Ages 3 to 6

During the years from age 3 to 6, students in Montessori programs will normally work toward developing the following skills, knowledge, and understanding. Many skills are introduced initially at this level, and studies continue at the next level.

Temperature 2

Refines thermic sense by pairing bottles of the same temperature.

Grades bottles according to temperature.

Combines and uses material in novel ways.

Identifies and describes grades of temperature.

Uses language to describe temperature in context.

Weight 1

Works with materials as presented, to match tablets of the same weight.

Works with materials, as presented, to grade tablets of the same weight.

Combines and uses material in novel ways.

Identifies and describes grades of weight.

Uses language to describe weight in context.

Early Childhood Montessori Curriculum - Ages 3 to 6

During the years from age 3 to 6, students in Montessori programs will normally work toward developing the following skills, knowledge, and understanding. Many skills are introduced initially at this level, and studies continue at the next level.

Language Arts

Composition: 1

Child composes one-word answers with a Moveable Alphabet in response to a question asked by the teacher.

Child composes stories with Moveable Alphabet and asks directress to correct spelling before writing the story on paper.

Composes sentences with punctuation.

Creative Writing

Writes logical noun phrases.

Writes captions for pictures.

Writes creative short stories.

Writes 'informal' letters to friends and relatives.

Writes creative poems.

Dictation

Reads words from booklets while another child takes dictation.

Takes dictation from another child reading from the Phonogram Booklets.

Function of Words: 1

Participates in Function Games at a verbal (non-written) level.

Displays an awareness of words which name things through game involving fetching objects.

Displays an awareness of words that name things through game involving fetching objects: "Pick up a pig; give me the dog."

Displays an awareness of words that describe things through game involving objects: "Give me the pink pig; move the brown cow."

Displays an awareness of the use of conjunctions as a means of joining phrases.

Displays an awareness of the use of prepositions: "Move the cow behind the horse."

Displays an awareness of the use of verbs through games with the Farm: "Show me how the dog runs."

Displays an awareness of the use of pronouns through games with the Farm: "There is a pink pig. Please pass it to me."

Early Childhood Montessori Curriculum - Ages 3 to 6

During the years from age 3 to 6, students in Montessori programs will normally work toward developing the following skills, knowledge, and understanding. Many skills are introduced initially at this level, and studies continue at the next level.

Function of Words: 2

Is able to recognize words that are nouns and how they function in a sentence.

Is able to recognize the three articles found in the English language and how they function in a sentence.

Is able to recognize words that are adjectives and how they function in a sentence.

Is able to recognize words that are conjunctions and how they function in a sentence.

Is able to recognize words that are prepositions and how they function in a sentence.

Is able to recognize words that are verbs and how they function in a sentence.

Is able to recognize words that are pronouns and how they function in a sentence.

Handwriting: 1

Has mastered the ability to write in the school's chosen font: lower-case letters.

Has mastered the ability to write in the school's chosen font: upper-case letters.

Has mastered the ability to space letters appropriately within a word when writing in the school's chosen font.

Has mastered the ability to leave appropriate space between words when writing in the school's chosen font.

Handwriting: 2

Has mastered the ability to write in cursive form: lower-case letters.

Has mastered the ability to write in cursive form: upper-case letters.

Has mastered the ability to space letters appropriately within a word when writing in cursive form.

Has mastered the ability to leave appropriate space between words when writing in cursive form.

Handwriting: Preparation 1

Has developed fine-motor control in preparation for handwriting through the various Sensorial preliminary exercises.

Feels Sandpaper Letters using a light, continuous movement of the index and middle fingers of the dominant hand.

Associates the letter sound with the symbol, which represents it through playing an "I Spy Game" or participating in three-period lessons.

Early Childhood Montessori Curriculum - Ages 3 to 6

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Handwriting: Preparation 2

Works with Metal Insets as presented, drawing an outline with the metal frame, then placing the inset over the outline and drawing another identical outline in a different color.

Fills in outline drawn with either frame or inset, using a zigzag pattern or colors.

Draws a design by rotating the inset or frame and shades.

Draws more advanced designs using two or more frames or insets.

Designs a longer pattern with repeating shapes and shades.

Draws a design by rotating the inset or frame on the diagonal.

Creates various shades of colors when shading designs.

Demonstrates control of the pencil when tracing an object and creating designs.

Handwriting: Preparation 3

Returns letters to correct space in the box (this is a preparatory exercise that is simply an exercise in visual discrimination).

Uses Large Moveable Alphabet: to build (encode) words he thinks of himself.

Uses Large Moveable Alphabet: to build (encode) phrases or sentences he thinks of himself.

Encodes words, phrases, and sentences.

Encodes words, phrases, sentences, paragraphs, and short stories.

Handwriting: Preparation 4

Practices writing individual numbers and letters, first tracing the sandpaper symbols.

Writes individual letters with pencil and paper, first tracing the sandpaper symbol.

Writes families of letters with similar shapes, first tracing the sandpaper symbols.

Handwriting: Preparation 5

Places letters of the Small Moveable Alphabet between double lines, correctly positioning ascenders and descenders.

Practices writing individual numbers and letters with correct placement of ascenders and descenders.

Handwriting: Preparation 6

Sorts letters of the Small Moveable Alphabet into three groups according to ascenders and descenders; checks own work by placing the letters in rows on the lined board.

Early Childhood Montessori Curriculum - Ages 3 to 6

During the years from age 3 to 6, students in Montessori programs will normally work toward developing the following skills, knowledge, and understanding. Many skills are introduced initially at this level, and studies continue at the next level.

Sorts the single-letter Sandpaper Letters into three groups according to ascenders and descenders, then writes the letters on lined paper after tracing each letter.

Writes, on lined paper, all twenty-six single letters after tracing the corresponding Sandpaper Letters.

Handwriting: Preparation 7

Traces each of the twenty-six capital letters, associating the letter with the sound it represents.

Traces each of the twenty-six capital letters, associating the letter with its name.

Pairs the Sandpaper Capitals with the corresponding lower-case letters.

Language Enrichment: Speech

Engages in verbal question-and-answer games of increasing complexity.

Shares observations, news, and ideas with the group or individually.

Participates in singing rhymes and song.

Tells short stories in group time.

Participates in word and sound games (rhymes, word play, riddles, etc.).

Language Enrichment: Vocabulary Development

Expands vocabulary through three-period lessons given by adult or through conversation with other children.

Views and discusses cards with adult or another child.

Learns the names of the items depicted by the images by means of a three-period lesson.

Sorts image cards underneath corresponding scene images.

Literature Appreciation

Reads independently with enjoyment and appreciation, selecting titles of personal interest.

Phonemic Awareness

Isolates sounds in words, demonstrating an ability to isolate the initial sound (40/44 key sounds): one object in hand.

Isolates sounds in words, demonstrating an ability to isolate the initial sound (40/44 key sounds): more than one sound, limited space.

Isolates sounds in words, demonstrating an ability to isolate the initial sound (40/44 key sounds): larger unlimited area.

Early Childhood Montessori Curriculum - Ages 3 to 6

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Isolates sounds in words, demonstrating an ability to isolate the initial sound (40/44 key sounds): entire visible area.

Isolates sounds in words, demonstrating an ability to isolate the initial and ending sounds (40/44 key sounds): limited area.

Isolates sounds in words, demonstrating an ability to isolate the internal sounds in words (40/44 key sounds): in entire visible area.

Isolates sounds in words, demonstrating an ability to isolate any sound (40/44 key sounds): entire visible area.

Reading

Reads words using multiple sets of cards, sorted into different categories.

Reads definitions using multiple sets of cards, sorted into different categories.

Reads simple sentences (Command Cards).

Reading Comprehension

Summarizes the plot of a story.

Names the characters in a story.

Identifies a character's traits or behaviors.

Identifies the cause of an event.

Identifies the speakers in a dialogue.

Reading of Words: 4

Reads words in Noun Box and brings related objects to the work mat.

Reads words and places the labels next to objects in the environment.

Reads words and performs the actions.

Reads words and moves to place own body in relation to an object (e.g., card reads "over" - child stands on mat; card reads "under" - child goes under a table, etc.).

Reading: Alphabet

Can say the names of the letters of the alphabet in order.

Names a letter of the alphabet when shown the corresponding symbol.

Reading: Alphabet

Displays a knowledge of the names of the letters of the alphabet.

Early Childhood Montessori Curriculum - Ages 3 to 6

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Reading: Books

Silently reads little handmade books.

Reading: Key Sounds

Recognizes symbols on outside of Key Sound Folders as being represented by Sandpaper Letters and double letters; can say corresponding sounds.

Reads booklets in Key Sound Folders.

Sorts card from any two folders to show that he has memorized the various families of phonograms.

Sorts cards from all fourteen folders to show that he has memorized the various families of phonograms.

Writes all fourteen key sounds and corresponding phonograms.

Uses Dictionary of Phonograms when he encounters unknown words in parallel reading activities.

Reading: Words 1

Begins to decipher words that have been built with the Large Moveable Alphabet or in a book, etc.

Silently reads word as they are written by directress and places them next to the correct object.

Works independently with Object Box 1, reading simple words, which are phonetically spelled with sounds represented by only one letter.

Silently reads words as they are written by directress and performs the correct action.

Works independently with Activity Words Set 1, reading the words and performing the actions.

Silently reads words containing twelve key sounds, as they are written by the directress, and places them next to the correct object or picture.

Works independently with Object Box 2; silently reads words containing twelve key sounds and places them next to the correct object or picture.

Silently reads words containing twelve key sounds, as they are written by the directress, and performs the appropriate action.

Silently reads words containing double- letter phonograms and performs the appropriate actions.

Silently reads Puzzle Words after receiving three-period lesson.

Silently reads Puzzle Words after receiving three-period lesson and being made aware of especially interesting aspects; demonstrates interest in and awareness of these points of interest.

Research Skills

Correctly applies rules of alphabetization: by first letter only.

Early Childhood Montessori Curriculum - Ages 3 to 6

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Speaking and Listening Skills

- Is able to express ideas logically, succinctly, and politely.
- Recites short poems, songs, and rhymes from memory.
- Tells stories in logical sequence.
- Participates in informal dialogue.
- Reads a dramatic part in a play.
- Follows oral instructions.
- Follows simple one- to two-step commands.
- Follows complex three- to five-step commands.
- Listens purposefully and responds appropriately in conversation.
- Listens for details and answers questions about information presented orally or in a story.
- Names the characters in a story.
- Identifies a character's traits or behaviors.
- Identifies a character's feelings.
- Retells a story or restates directions.
- Indicates the chronological order of events.
- Identifies the cause of an event.
- Explains the problem that a character faces and how he/she resolves it.
- Makes reasonable predictions about what will happen next in a story.
- Identifies the speakers in a dialogue.
- Identifies to whom a pronoun is referring.

Word Study: 1

- Reads and matches the names of animals with their homes.
- Reads and matches the names of animals with their sounds.
- Reads and matches the names of animals with their young.
- Reads and matches words to create compound words.

Early Childhood Montessori Curriculum - Ages 3 to 6

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Reads and sorts words into corresponding sets of positive, comparative, and superlative.

Reads and pairs collective nouns with the corresponding noun.

Demonstrates an understanding of concept of singular and plural.

Reads and categorizes words according to singular and plural.

Reads and categorizes words according to masculine and feminine.

Word Study: 2

Identifies and uses compound words.

Identifies and uses suffixes.

Identifies and uses antonyms.

Identifies and uses synonyms.

Early Childhood Montessori Curriculum - Ages 3 to 6

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Mathematics

Associative and Commutative Properties of Addition

Using the Bead Bars, demonstrates that, when adding any two numbers, the order of the addends can be changed and the total remains the same ($2 + 4 = 6$ or $4 + 2 = 6$).

Decimal System: Introduction to Place Value: 1

Identifies and names numerals for 1, 10, 100, 1,000 using the Color-Coded Number Cards.

Associates numeral to quantity 1, 10, 100, 1,000.

Identifies and names quantities from 1 to 9,999 using the Golden Beads.

Identifies and names numerals from one to 9 999 using the Color-Coded Number Cards according to place value.

Associates numeral and quantity one to 9,999 using the Golden Beads and Color -Coded Number Cards.

Demonstrates awareness and understanding of Zero as a place holder.

Decimal System: Introduction to Place Value: 2

Constructs, identifies, and names the quantity (naming correctly from left to right), up to 9,999, represented by an assembly of Golden Beads.

Constructs, identifies, and names the numerals (naming correctly from left to right), up to 9,999, represented by the Colored Numeral Cards.

Decimal System: Number Concepts

Associates the numeral to the quantity using the Red and Blue Number Rods and Numeral Cards.

Decimal System: Number Concepts

Counts to 10 by units using the Red and Blue Number Rods.

Recognizes numerals from 0 - 9 using the Sandpaper Numerals.

Exercises Leading to the Memorization of Math Facts: Addition: 1

Demonstrates knowledge of addition facts for two addends between 1-10, using the Snake Game.

Exercises Leading to the Memorization of Math Facts: Addition: 2

Demonstrates knowledge of addition facts for two addends between 1-10, using the Colored Bead Bars.

Exercises Leading to the Memorization of Math Facts: Addition: 3

Demonstrates knowledge of addition facts for two addends, the sum of which is no larger than 10, using the Addition Strip Board.

Early Childhood Montessori Curriculum - Ages 3 to 6

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Exercises Leading to the Memorization of Math Facts: Addition: 4

Demonstrates knowledge of addition facts for two addends between 1-10, using the Addition Charts.

Exercises Leading to the Memorization of Math Facts: Subtraction: 1

Demonstrates knowledge of subtraction facts for two quantities between 1-18, using the Subtraction Strip Board.

Exercises Leading to the Memorization of Math Facts: Subtraction: 2

Demonstrates knowledge of subtraction facts for two quantities between 1-18, using the Subtraction Charts.

Exercises Leading to the Understanding of Fractions: 1

Recognizes fractions using Fraction Circles and Symbols.

Exercises Leading to the Understanding of Fractions: 2

Recognizes fractions using concrete materials other than the Fraction Circles and Symbols.

Exercises Leading to the Understanding of Fractions: 3

Recognizes equivalent fractions equaling one whole, using the Fraction Circles.

Fraction Operations: Common Denominator: 1

Adds fractions that share a common denominator, using the Fraction Circles.

Fundamentals of the Decimal System: Introduction to Place: Value

Identifies and names quantities 1, 10, 100 and 1,000 using the Golden Beads.

Fundamentals of the Decimal System: Number Concepts: 1

Counts to 9 units using separate units with the Spindle Boxes.

Demonstrates an understanding of Zero as an empty set using the Spindle Boxes.

Represents individual spindles as sets by binding each quantity together with green ribbon, tied in a bow, to form a set of 2, 3, 4, 5 . . . 9 spindles.

Counts to 10 by units using the Cards and Counters.

Lays out loose numeral cards 1-9 in correct sequence without the use of a control.

Lays out counters to indicate the concept of odd and even.

Identifies and names odd and even quantities.

Early Childhood Montessori Curriculum - Ages 3 to 6

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Fundamentals of the Decimal System: Number Concepts: 2

Associates quantities 1 - 9 with the bars of the Colored Bead Stair.

Constructs, identifies, and names the quantities from 11 to 19 (using correct names eleven, twelve, etc.) by using the Golden Bead Ten Bars, and the Colored Bead Stair.

Constructs, identifies and names the numerals from 11 to 19 by units using the Teen Board.

Associates quantities and numerals 11 - 19 using the Teen Boards, Golden Bead Ten Bars, and Colored Bead Stair.

Constructs, identifies, and names the quantities from 11 to 99 (using correct names eleven, twelve, etc.) by using the Golden Bead Ten Bars and the Golden Unit Beads.

Identifies that one more than nine takes the number to the next ten.

Associates quantity with numerals, using correct names, 11 to 99 by using the Ten Boards, Golden Bead Ten Bars, and the Golden Unit Beads.

Demonstrates an understanding of the concept of change between hierarchies, using additive quantities with Golden Bead Materials.

Fundamentals of the Decimal System: Number Concepts: 3

Counts from 1 to 100 by units, recognizing the printed numerals on the Number Straws, using the 100 Chain.

Recognizes that 100 is the square of 10.

Counts from 1 to 100 by units, recognizing the printed numerals, using the Hundred Board.

Recognizes patterns in numbers that are not in linear formation.

Counts from 1 to 1,000 by units, recognizing the printed numerals on the Number Arrows, using the 1,000 Chain.

Counts linearly by units, using the Bead Chains of the squares of the numbers 2, 3, 4, 5, 6, 7, 8, 9, and 10.

Skip counts by 2's, 5's, and 10's using the Bead Chains.

Skip counts by 3's, 4's, and 6's using the Bead Chains.

Skip counts by 7's, 8's, and 9's using the Bead Chains.

Geometry: Construction of Various Figures

Demonstrates line symmetry in a given shape by folding along its center line.

Early Childhood Montessori Curriculum - Ages 3 to 6

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Geometry: Constructive Triangle Boxes

Identifies congruent, similar shapes by matching sensorially.

Geometry: Geometric Solids

Identifies a cube, sphere, cylinder, pyramid, and cone.

Identifies a rectangular prism, triangular prism, ovoid, and ellipsoid.

Identifies the faces, edges, and surfaces of solid geometric objects.

Geometry: Lines

Identifies types of lines.

Geometry: Plane Geometric Shapes

Introduction to recognition and nomenclature of geometric figures using the first presentation tray of geometric shapes.

Identifies basic geometric shapes using the shapes in the Geometric Cabinet.

Identifies types of triangles by their sides using the shapes in the Geometric Cabinet.

Identifies all of the quadrilaterals using the shapes in the Geometric Cabinet.

Identifies irregular polygons through the decagon using the shapes in the Geometric Cabinet.

Identifies circles using the shapes in the Geometric Cabinet.

Identifies the curved-edged shapes using the shapes in the Geometric Cabinet.

Differentiates between a circle, ellipse, and oval using the shapes in the Geometric Cabinet.

Matches shapes from the Geometric Cabinet to geometric cards with completely colored interior.

Matches shapes from the Geometric Cabinet to geometric cards with thick colored outline.

Matches shapes from the Geometric Cabinet to geometric cards with thin colored outline.

Math Operations: Dynamic Addition: 3

Adds quantities of up to four-digit addends, with exchanging, using the Dot Board, where the sum is less than 9,999.

Math Operations: Dynamic Subtraction: 1

Subtracts two four-digit numbers, with exchanging, using the Golden Beads.

Math Operations: Static Addition: 3

Adds quantities of up to four-digit addends, without exchanging, using the Small Bead Frame.

Early Childhood Montessori Curriculum - Ages 3 to 6

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Adds quantities of up to four-digit addends, without exchanging, using the Large Bead Frame.

Math Operations: Static Subtraction: 1

Subtracts two four-digit numbers, without exchanging, using the Golden Beads .

Math Operations: Static Subtraction: 2

Subtracts two four-digit numbers, without exchanging, using the Stamp Game.

Math Operations: Multiplication: 1

Multiplies a quantity using a single-digit multiplier, using the Golden Beads.

Math Operations: Multiplication: 2

Multiplies a quantity using a single-digit multiplier, using the Stamp Game.

Math Operations: Static Addition: 1

Adds two single-digit numbers, where the sum is less than 11, using the Red and Blue Number Rods.

Adds quantities of up to four-digit addends, without exchanging, using the Golden Beads.

Adds quantities of up to four-digit addends, with exchanging, using the Golden Beads.

Math Operations: Static Addition: 2

Adds quantities of up to four-digit addends, without exchanging, using the Stamp Game.

Measurement: Length: 1

Is able to recognize units of measure on a straight edge.

Working with Money: 1

Identifies and names units of currency.

Is able to count units of currency.

Is able to make change with money.

Early Childhood Montessori Curriculum - Ages 3 to 6

During the years from age 3 to 6, students in Montessori programs will normally work toward developing the following skills, knowledge, and understanding. Many skills are introduced initially at this level, and studies continue at the next level.

Geography

Climates and Environments

Describes the climate and environment of desert regions around the world.

Describes and names some examples of plants that are typically found in the desert.

Describes and names some examples of animals that are typically found in the desert.

Describes how people dress in the desert.

Describes and names some examples of shelter and housing typically found in desert regions.

Describes and names some examples of traditional modes of transportation in the desert.

Describes the lives of children who live in desert regions.

Describes the climate and environment of rain forest regions around the world.

Describes and names some examples of plants that are typically found in the rain forest.

Describes and names some examples of animals that are typically found in the rain forest.

Describes and names some examples of how people dress in the rain forest.

Describes and names some examples of shelter and housing typically found in rain forests.

Describes and names some examples of traditional modes of transportation in the rain forest.

Describes the lives of children who live in rain forest regions.

Describes the climate and environment of tundra regions around the world.

Describes and names some examples of plants that are typically found in tundra regions around the world.

Describes and names some examples of animals that are typically found in tundra regions around the world.

Describes and names some examples of how people dress in tundra regions around the world.

Describes and names housing typically found in tundra regions around the world.

Describes and names some examples of traditional modes of transportation in tundra regions around the world.

Describe the lives of children who live in tundra regions around the world.

Describes the climate and environment of grassland regions around the world.

Early Childhood Montessori Curriculum - Ages 3 to 6

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Describes and names some examples of plants that are typically found in grassland regions around the world.

Describes and names some examples of animals that are typically found in grassland regions around the world.

Describes and names some examples of how people dress in grassland regions around the world.

Describes and names some examples of shelter and housing typically found in grassland regions around the world.

Describes and names some examples of traditional modes of transportation in grassland regions around the world.

Describes the lives of children who live in grassland regions around the world.

Describes the climate and environment of temperate forest regions around the world.

Describes and names some examples of plants that are typically found in temperate forest regions around the world.

Describes and names some examples of animals that are typically found in temperate forest regions around the world.

Describes and names some examples of how people dress in temperate forest regions around the world.

Describes and names some examples of shelter and housing typically found in temperate forest regions around the world.

Describes and names some examples of traditional modes of transportation in temperate forest regions around the world.

Describes the lives of children who live in temperate forest regions around the world.

Describes the climate and environment of mountainous regions around the world.

Describes and names some examples of plants that are typically found in mountainous regions around the world.

Describes and names some examples of animals that are typically found in mountainous regions around the world.

Describes and names some examples of how people dress in mountainous regions around the world.

Describes and names some examples of shelter and housing typically found in mountainous regions around the world.

Describes and names some examples of traditional modes of transportation in mountainous regions around the world.

Describes the lives of children who live in mountainous regions around the world.

Early Childhood Montessori Curriculum - Ages 3 to 6

During the years from age 3 to 6, students in Montessori programs will normally work toward developing the following skills, knowledge, and understanding. Many skills are introduced initially at this level, and studies continue at the next level.

Describes the climate and environment of wetland regions around the world.

Describes and names some examples of plants that are typically found in wetland regions around the world.

Describes and names some examples of animals that are typically found in wetland regions around the world.

Describes and names some examples of how people dress in wetland regions around the world.

Describes and names some examples of shelter and housing typically found in wetland regions around the world.

Describes and names some examples of traditional modes of transportation in wetland regions around the world.

Describes the lives of children who live in wetland regions around the world.

Cultural geography 1

Identifies flag of own country.

Matches pictures of flags of various countries.

Matches the countries of North America with their flags, using the corresponding Puzzle Map, Pin Map, or blank outline map.

Matches the countries of South America with their flags, using the corresponding Puzzle Map, Pin Map, or blank outline map.

Matches the countries of Europe with their flags, using the corresponding Puzzle Map, Pin Map, or blank outline map.

Matches the countries of Africa with their flags, using the corresponding Puzzle Map, Pin Map, or blank outline map.

Matches the countries of Oceania with their flags, using the corresponding Puzzle Map, Pin Map, or blank outline map.

Identifies and matches the flags of the states or provinces of the country in which he or she lives with the corresponding Puzzle Map or blank outline map of the country.

Cultural Geography 2

Explores contents of the various Treasure Boxes containing artifacts.

Identifies different styles of dress, housing, transport, and foods as belonging to a specific country of study.

Mapping 1

Identifies and names the continents on the Continents Globe.

Early Childhood Montessori Curriculum - Ages 3 to 6

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Sensorially explores the World Puzzle Map, removing and replacing the pieces.

Demonstrates a beginning understanding that the flat maps represent the same land and water features as a globe, using a globe, a flattened rubber ball, and the World Puzzle Map.

Identifies and names the continents using the World Puzzle Map.

Identifies and names the oceans using the World Puzzle Map.

Demonstrates a deepening understanding that the flat maps represent the same land and water features as a globe using a globe projection map.

Mapping 2

Makes own map of the continents tracing the pieces of the World Puzzle Map

Using the World Puzzle Map, matches the pieces from the Puzzle Map to their outline shapes on the corresponding Outline Control Map.

Given a continent puzzle pieces from the World Puzzle Map, can find the corresponding Puzzle Map for each continent.

Using the Puzzle Map of North America, matches the pieces from the Puzzle Map to their outline shapes on the corresponding Outline Control Map.

Using the Puzzle Map of South America, matches the pieces from the Puzzle Map to their outline shapes on the corresponding Outline Control Map.

Can identify the puzzle piece for the State in which they live on the Puzzle Map of the United States.

Using the Puzzle Map of Europe, matches the pieces from the Puzzle Map to their outline shapes on the corresponding Outline Control Map.

Using the Puzzle Map of Asia matches the pieces from the Puzzle Map to their outline shapes on the corresponding Outline Control Map.

Using the Puzzle Map of Africa matches the pieces from the Puzzle Map to their outline shapes on the corresponding Outline Control Map.

Using the Puzzle Map of Oceania matches the pieces from the Puzzle Map to their outline shapes on the corresponding Outline Control Map.

Mapping 3

Constructs the Puzzle Map of North America without using the Outline Control Map.

Using the Puzzle Map of North America, identifies and names the countries.

Makes own map of North America, using the pieces of the corresponding Puzzle Map to trace each country.

Constructs the Puzzle Map of the United States without the use of the Outline Control Map.

Early Childhood Montessori Curriculum - Ages 3 to 6

During the years from age 3 to 6, students in Montessori programs will normally work toward developing the following skills, knowledge, and understanding. Many skills are introduced initially at this level, and studies continue at the next level.

Constructs the Puzzle Map of South America without using the Outline Control Map.

Using the Puzzle Map of South America, identifies and names the countries.

Makes own map of South America, using the pieces of the corresponding Puzzle Map to trace each country.

Constructs the Puzzle Map of Europe without using the Outline Control Map.

Using the Puzzle Map of Europe, identifies and names the countries.

Makes own map of Europe, using the pieces of the corresponding Puzzle Map to trace each country.

Constructs the Puzzle Map of Asia without using the Outline Control Map.

Using the Puzzle Map of Asia identifies and names the countries.

Makes own map of Asia using the pieces of the corresponding Puzzle Map to trace each country.

Constructs the Puzzle Map of Africa without using the Outline Control Map.

Using the Puzzle Map of Africa identifies and names the countries.

Makes own map of Africa using the pieces of the corresponding Puzzle Map to trace each country.

Constructs the Puzzle Map of Oceania without using the Outline Control Map.

Using the Puzzle Map of Oceania identifies and names the countries.

Makes own map of Oceania using the pieces of the corresponding Puzzle Map to trace each country.

Mapping 4

Using the Puzzle Map of North America, reads country names and relates them to the corresponding puzzle pieces.

Makes own booklets with outlines of countries traced from the Puzzle Map of North America and adds their printed names.

Using the Puzzle Map of South America, reads country names and relates them to the corresponding puzzle pieces.

Makes own booklets with outlines of countries traced from the Puzzle Map of South America and adds their printed names.

Using the Puzzle Map of Europe, reads country names and relates them to the corresponding puzzle pieces.

Makes own booklets with outlines of countries traced from the Puzzle Map of Europe and adds their printed names.

Using the Puzzle Map of Asia, reads country names and relates them to the corresponding puzzle pieces.

Early Childhood Montessori Curriculum - Ages 3 to 6

During the years from age 3 to 6, students in Montessori programs will normally work toward developing the following skills, knowledge, and understanding. Many skills are introduced initially at this level, and studies continue at the next level.

Makes own booklets with outlines of countries traced from the Puzzle Map of Asia and adds their printed names.

Using the Puzzle Map of Africa reads country names and relates them to the corresponding puzzle pieces.

Makes own booklets with outlines of countries traced from the Puzzle Map of Africa and adds their printed names.

Using the Puzzle Map of Oceania reads country names and relates them to the corresponding puzzle pieces.

Makes own booklets with outlines of countries traced from the Puzzle Map of Oceania and adds their printed names.

Mapping Skills - Introduction to Compass Directions 1

Identifies the North and South Poles on the Continent Globe and distinguishes between 'movement' on the globe in a northerly or southerly direction.

Identifies the north, south, east, and west walls of the classroom.

On 'command,' the child moves X-steps north, east, south, or west in the classroom.

Identifies the directions north, east, south, and west outside on the playground.

Mapping Skills - Introduction to Compass Directions 2

Understands and demonstrates the concept of moving to the north, south, east, and west on a map.

Mapping skills - Introduction to compass directions 3

Uses a simple compass to identify the directions north, east, south, and west.

Mapping Skills - The Town Game 1

Using the Town Game, the child places specific model buildings on a model layout of a small village in which all streets have been named, using commands that refer only to their placement on a given street:

Mapping Skills - The Town Game 2

Using the Town Game, the child places specific model buildings on the model town, using commands that refer only to their placement at the intersection of two streets.

Mapping Skills - Using a Compass 1

Using a simple compass, on command, the child can move X-steps north, east, south, or west in the classroom or outside.

Early Childhood Montessori Curriculum - Ages 3 to 6

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Mapping Skills 4

Identifies and matches the flag of the state or province in which he or she lives with a corresponding Puzzle Map or blank outline map of the country.

Duplicates a layout from one map board to another, with both boards placed side by side and oriented in the same direction.

Using the Model Town or Farm, the child duplicates a layout from one board to another, with the two boards separated and oriented in opposite directions.

Using the Model Town or Farm, the child duplicates a layout on one board when given a photograph of a layout of the buildings set up on a duplicate board.

Mapping Skills 5

Using a scale model of the classroom, the child duplicates the layout of the furniture in the classroom on a simple scale model.

Using the Model Town or Farm, the child duplicates a layout from one board to another, using drawings of each of the buildings to represent the three-dimensional model buildings found on the other.

Position and Direction

Explores position in space and direction through bodily movement and in the context of the classroom, garden, and playground.

Explores the school, garden, playground, and neighborhood by means of short walks, where he/she develops an awareness of various features (landmarks) and their position in relation to one another.

Demonstrates understanding of the basic terms used to describe an object's position in the environment: top, bottom, low, high, lower, higher, in front of, behind, right, left, etc.

Describes own position and movement with increasing confidence.

Uses the names of points of interest in their environment with increasing confidence and accuracy.

Views various objects (such as Geometric Solids, historical artifacts) from different angles to begin to develop an awareness that objects look very different from different angles; comments on what he/she notices.

Draws solid objects (e.g., Geometric Solids) from different angles.

Looks at an arrangement of simple objects in a limited space and draws them from above, creating a simple map or plan of their relationship to one another.

Regions of the Country in Which We Live

Investigates and gathers, from many resources, information about the region of the country in which we live.

Early Childhood Montessori Curriculum - Ages 3 to 6

During the years from age 3 to 6, students in Montessori programs will normally work toward developing the following skills, knowledge, and understanding. Many skills are introduced initially at this level, and studies continue at the next level.

The Earth: 1

Works with the Land, Air, and Water activity to develop an understanding that the Earth is comprised of three major constituents (air, land, and water); matches images to corresponding containers.

Reads the labels associated with the Land, Air, and Water activity and places them in relation to corresponding containers and/or images.

Explores the Land and Water Globe to gain an understanding that the Earth is comprised of large bodies of land and water surrounded by a shallow blanket of air.

Distinguish between the representations of land masses and the oceans on the Land and Water Globe.

Explains that the Earth is shaped like a sphere and is represented in a much smaller scale by a globe, using the Land and Water Globe, the Continent Globe, or a standard school globe.

Looks at albums showing classic images of various land and water forms, discussing obvious features and exploring relevant language.

Sensorially explores the various land and water forms through work with the Land Forms materials.

Matches the Land Form trays to the corresponding graphic representations and images of land forms.

Identifies and names the following major land and water forms: island, lake, bay, cape, peninsula, isthmus, strait, archipelago, and system of lakes using either the three-dimensional trays or the cards which correspond with them.

Locates examples of each of the land and water forms on the Land and Water Globe.

Reads names of Land and Water Forms and places cards next to the models or corresponding cards.

Reads definitions of Land and Water Forms and pairs with the corresponding vocabulary labels.

Reads simple Command Cards relating to the Land and Water Forms and demonstrates understanding by carrying out the instruction.

Makes own models of land and water forms using papier maché or clay.

Notices (in pictures, videos, or while traveling) that there are other land forms and features in the landscape and wants to know their names; develops an interest in the physical features of the Earth.

Traditional American and International Holidays and Celebrations

Participates in and describes in increasing detail the origins and meaning of the traditional Israeli celebration of Succos. (Falls between late September and late October) Observed Annually /Celebrated as part of a unit on Israel in Year B

Participates in and describes in increasing detail the origins and meaning of the traditional German celebration of Oktoberfest. Celebrated in Year B.

Early Childhood Montessori Curriculum - Ages 3 to 6

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Participates in and describes in increasing detail the origins and meaning of the traditional Jewish/American holiday of Rosh Hashanah. (Falls between September 5 and October 5) Observed Annually.

Describes in increasing detail the origins and meaning of the Jewish High Holy Day of Atonement, Yom Kippur. (Falls between September 15 and October 15) Observed Annually.

Participates in and describes in increasing detail the origins and meaning of the traditional Italian-American holiday, Columbus Day. (Mid-October) Optional/Observed Annually in the USA.

Participates in celebration and discussion of the International Day of Peace. Celebrated annually

Participates in celebration and discussion of International Children's Day. Celebrated annually (normally in October)

Participates in and describes in increasing detail the origins and meaning of the traditional American celebration of Halloween. (October 31). Some schools celebrate International Children's Festival instead of Halloween. Optional or observed annually.

Participates in and describes in increasing detail the origins and meaning of Election Day (first Tuesday in November in election years in USA).

Participates in and describes in increasing detail the origins and meaning of the traditional American holiday, Veteran's Day (November). Observed annually

Participates in and describes in increasing detail the origins and meaning of the traditional American holiday, Thanksgiving. (3rd Thursday in November). Celebrated annually.

Participates in and describes in increasing detail the origins and meaning of Native American / Indian Heritage Day. It is celebrated on the day after Thanksgiving Day in the USA. Observed annually.

Participates in and describes in increasing detail the origins and meaning of traditional West African Harvest Festivals. Celebrated annually or in Year C.

Participates in and describes in increasing detail the origins and meaning of the traditional Indian celebration of Diwali. Celebrated in Year C.

Describes in increasing detail the origins and meaning of the traditional Jewish/American holiday, Hanukkah (November or December). Observed annually.

Describes in increasing detail the origins and meaning of the traditional African/American celebration of Kwanzaa. Observed annually.

Participates in and describes in increasing detail the origins and meaning of the traditional Christian/American celebration of Christmas. (December 25). Observed annually.

Describes the origins and meaning of the traditional ways Christmas is celebrated in the Europe. Year B.

Participates in and describes in increasing detail the origins and meaning of the traditional American holiday, Martin Luther King's Day (January 15) and Black History Month (February). Celebrated annually.

Early Childhood Montessori Curriculum - Ages 3 to 6

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Describes the origins and meaning of the traditional Mexican celebration of Three Kings Day (January). Observed in Year A.

Participates in and describes in increasing detail the origins and meaning of the American celebration of Inauguration Day (every four years after a Presidential election; occurs in January).

Participates in and describes in increasing detail the origins and meaning of the traditional American celebration of Ground Hog Day (February). Observed annually.

Participates in and describes in increasing detail the origins and meaning of the traditional celebration of Chinese New Year. (January or February) Celebrated annually in some schools or in Year C.

Participates in and describes in increasing detail the origins and meaning of the traditional American celebration of Abraham Lincoln's Birthday (February 12). Observed annually.

Participates in and describes in increasing detail the origins and meaning of the traditional American celebration of Valentine's Day (February 14). Celebrated annually.

Participates in and describes in increasing detail the origins and meaning of the traditional Brazilian celebrations of Carnival/Mardi Gras (February/March). Celebrated annually or in Year A.

Participates in and describes in increasing detail the origins and meaning of the traditional American celebration of George Washington's Birthday (February 22). Observed annually.

Participates in and describes in increasing detail the origins and meaning of the traditional Canadian Heritage Day. Heritage Day is celebrated in Canada on the third Monday of every February. Observed in Year A.

Participates in celebration and discussion of Montessori Education Week: The story of Maria Montessori. Observed annually in late February.

Participates in and describes in increasing detail the origins and meaning of the traditional Irish/American celebration of St. Patrick's Day (March). Celebrated annually/Celebrated as part of a unit on Ireland in Year B

Participates in and describes in increasing detail the origins and meaning of the traditional Japanese celebration of Boys' and Girls' Days. Celebrated in Year C.

Participates in and describes in increasing detail the origins and meaning of the traditional Jewish/American holiday of Passover. (March/April). Observed annually.

Participates in and describes in increasing detail the origins and meaning of the traditional Christian/American celebration of Easter (March/April). Observed annually.

Participates in and describes in increasing detail the origins and meaning of the traditional spring Egyptian celebration of Sham El Nessim, which means "Smelling of the Breeze." Celebrated in Year C.

Participates in and describes in increasing detail the origins and meaning of the traditional American celebration of Arbor Day. Observed annually.

Participates in celebration and discussion of Earth Day. Montessori schools often celebrate Earth Day and Arbor Day together as one festival. Celebrated annually in April

Early Childhood Montessori Curriculum - Ages 3 to 6

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Participates in and describes in increasing detail the origins and meaning of the traditional Mexican/American celebration of Cinco de Mayo (May 5). Observed annually / Observed in Year A as part of a unit on Mexico.

Participates in and describes in increasing detail the origins and meaning of the traditional American celebration of Mother's Day (May). Observed annually.

Participates in and describes in increasing detail the origins and meaning of the traditional American celebration of Father's Day (June). Observed annually.

Participates in and describes in increasing detail the origins and meaning of the traditional American celebration of Flag Day (June). Observed annually.

Early Childhood Montessori Curriculum - Ages 3 to 6

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History

American Historical Holidays

Participates in celebration and discussion of Martin Luther King's Day and African-American History month. Year A/annually in the USA

Participates in celebration and discussion of Abraham Lincoln's Birthday. Year A/annually in the USA

Participates in celebration and discussion of George Washington's Birthday. Year A/annually in the USA

American Historical Holidays

Participates in celebration and discussion of Native American Indian Heritage Day. Year A/annually in the USA

Participates in celebration and discussion of Columbus Day. Year A/annually in the USA

Participates in celebration and discussion of Veteran's Day. Year A/annually in the USA

Calendars

Uses a Linear (day-by-day) Calendar to record a simple history of the class's year: daily temperature, weather, birthdays, special events. At the end of each month and at the end of the year, they are laid out as a timeline and reviewed.

Uses a standard calendar to plan and record activities.

Day and Night

Is able to explain the basic concepts of day and night.

Digital Clock

Uses a digital clock or watch to tell time.

Does this exist today?

Explores and discusses images of transport, homes, clothing, etc. from different periods (relating to fundamental needs).

Historical Holidays

Participates in celebration and discussion of a Renaissance Fair. Year B

Initial Experiences with Time

Displays an understanding of concept of a year as the time it takes for the Earth to revolve around the Sun through participation in the traditional Montessori Birthday Ceremony.

Explores the language and measurement of time through various timers and clocks.

Early Childhood Montessori Curriculum - Ages 3 to 6

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Collaborates in compiling a linear calendar for the class, which includes points of interest, such as the weather and special events.

Explores concepts of tomorrow, today, and yesterday.

Places pictures representing the events in a typical school day in correct order on a Timeline of a Day.

Begins to use the names of the days of the week in daily conversation.

Names the days of the week.

Begins to use the names of the months of the year in daily conversation.

Can sing the Months-of-the-Year song.

Reads cards that list the days of the week and places them in correct order.

Reads cards that list the months of the year and places them in correct order, either in a column or in radial format around a central 'sun.'

Works with the Teaching Calendar, placing month names, days of the week, and numerals in sequence.

Sorts pictures of outdoor scenes into the different seasons that they represent.

Relates seasons to months of the year using the Timeline of a Year.

Places pictures representing events throughout the year onto the Timeline of the Year.

Makes a Personal Timeline, placing pictures of events from his, or her, own life in correct order.

Places cards representing individuals of various ages in numbered spaces on a timeline showing how humans age.

Displays an understanding that a year is the time that it takes the Earth to go around the Sun one time.

Displays knowledge that a year comprises 12 months, or 365 1/4 days.

Matching Pictures of Daily Activities to the Timeline of a Day

Lays out pictures of activities in a typical day and matches them to the times indicated on a timeline.

Past and Present Chart

Places pictures on a Past and Present Chart to develop an understanding of the past.

Personal Timelines

Creates a personal history by placing photos of him/herself at various ages on the Personal Time Line.

Telling Time on a Clock

Places number pieces in the face of the Montessori Teaching Clock

Early Childhood Montessori Curriculum - Ages 3 to 6

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Tells time to the hour using the Montessori Teaching Clock.

Tells time to the half-hour using using the Montessori Teaching Clock.

Tells time to the quarter-hour using the Montessori Teaching Clock.

Tells time to within five minutes using the Montessori Teaching Clock.

Telling Time on a Clock

Tells time to the minute using the Montessori Teaching Clock.

Timeline of a year

Discusses how the community in which he, or she, lives typically changes during each of the seasons, including: weather, appropriate dress, traditional activities, and major holidays.

Places a series of seasonal pictures depicting typical outdoor scenes and activities on the Timeline of a Year according to season.

Timeline of History

Collaborates in producing a personal family tree.

Traditional American and International Holidays and Celebrations

Participates in celebration and discussion of the Winter Solstice (NOTE: Some schools adopt simple celebrations of the other seasonal solstices as well.) annually.

Understanding the Past

Compares the ages of people in his/her own family using the Golden Bead 100 Chain.

Listens to stories about people who lived long ago and shows an awareness and interest in what/who came before or after some other event or person.

Understanding the past

Has conversations with older people; listens to stories about what life was like when they were children.

Explores and discusses images and artifacts from the past.

Sorts objects or images of animals according to whether they exist today or are from a time in the distant past.

Vocabulary of Time

Uses vocabulary of time in daily conversation.

What came first?

Looks at and discusses pictures of activities in a typical day, discussing which happen in the morning, afternoon, and evening; and discusses which comes before and after, etc.

Early Childhood Montessori Curriculum - Ages 3 to 6

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Cosmic Studies

Fundamental Needs of People

Expresses own needs.

Displays an awareness of needs of others.

Uses vocabulary of needs confidently and appropriately.

Participates meaningfully in discussions relating to needs (both in class context and in relation to events outside of class).

Categorizes common needs of humans using appropriate materials.

Timelines

Explores different ways of recording the dates on which events occurred (e.g., "Two years before I was born, etc.").

Is able to identify given centuries along the Timeline of History.

Early Childhood Montessori Curriculum - Ages 3 to 6

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Science

Being a Scientist 1

Collaborates in finding and setting up temporary classroom science activities and experiments.

Uses various books, media, and other classroom resources to learn more about topics explored in class.

Being a Scientist 2

Sets up experiments and tests hypotheses using a variety of materials and in different scenarios.

Communicates reasons for hypotheses and displays an interest in exploring why hypotheses were supported or disproved by experiments.

Displays an interest in recording findings in various ways (see "recording" for more details).

Applies principles to practical situations: e.g., sorts iron filings from another material (such as sand or rice) using a magnet.

Works on projects which apply principles: e.g., builds a simple circuit (such as making a flashlight or model lighthouse) using an AA cell, flashlight bulb, and a switch.

Botany 1

Identifies and explains (in different ways) the parts of a flower.

Identifies and explains (in different ways) the parts of a tree.

Identifies and explains (in different ways) the parts of a leaf.

Care of Plants

Actively participates in the appropriate care of indoor classroom plants.

Classifying: First Classifications

Sorts objects in Discovery Basket according to various observed characteristics and communicates the criteria for grouping.

Sorts images into sets of living and non-living.

Sorts images into sets of plant, fungus, and animal.

Sorts images of animals into sets of vertebrates and non-vertebrates.

Sorts images of vertebrates into five major groups: ray-finned fish, amphibians, mammals, squamates, and birds.

Relates vertebrate groups to a simple branching diagram, showing lineage.

Early Childhood Montessori Curriculum - Ages 3 to 6

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Relates vertebrate groups to a simple nesting diagram, showing derived characteristics.

Sorts images according to major lineages of the plant kingdom.

Sorts images of plants according to branching diagram, showing lineage.

Sorts images of plants according to nesting diagram of five important characteristics (lives on land, vascular tissues, true leaves, seeds, flowers, and fruit).

Classifying: First Classifications

Explores natural objects in Discovery Basket or on Nature Table, describes their characteristics, and communicates findings with others.

Classifying: Knowledge of Animals

Works with Classified Card materials to discover and learn the names of animals within each of the five major groups of vertebrates (e.g., types of fish; types of reptiles, etc.).

Works with Classified Card materials to discover and learn the names of species or breeds within the larger classifications (e.g., types of ungulates or breeds of dog).

Works with Classified Card Materials to read the names of animals within each of the five major groups (e.g., types of fish; types of reptiles; etc.).

Works with Classified Card Materials to read the names of species or breeds within the larger classifications (e.g., types of ungulates or breeds of dog).

Works with Classified Card Materials, matching labels to corresponding descriptions.

Works with Classified Card Materials to discover and learn the names of kinds of plants within each of the major lineages (e.g., kinds of flowering plants).

Classifying: Knowledge of Plants

Works with Classified Card Materials to discover and learn the names of kinds of plants grouped by important characteristics (e.g., kinds of trees, herbs, etc.).

Works with Classified Card Materials to read the names of plants within each of the major lineages of flowering plants.

Works with Classified Card Materials to read the names of plants grouped by important characteristics (e.g., kinds of trees; kinds of herbs; etc.).

Works with Classified Card Materials, matching labels to corresponding descriptions.

Exploring Nature

Observes and discusses changes in school garden over the seasons.

Observes and discusses life cycles of plants and animals in school garden, noticing how living things grow, reproduce, die, and decay in a continuous cycle of life.

Early Childhood Montessori Curriculum - Ages 3 to 6

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Collects various natural items, which are added to classroom collections; discusses and explores, either alone or in a small group; uses scientific instruments, such as magnifiers, microscopes, etc., as well as various measuring tools; observes live animals and then releases them back into the place where they

Uses a variety of classroom resources to learn more about specimens that are brought into the classroom.

Measuring: Life Science

Uses a magnifying glass carefully and appropriately to make observations in relation to Life Science explorations (e.g., insects, seeds etc.).

Uses a microscope carefully and appropriately to make observations in relation to Life science Explorations (e.g., life in pond water).

Uses binoculars carefully and appropriately to make observations in relation to life science explorations (e.g., watches birds in school garden).

Uses a thermometer carefully and appropriately in classroom experiments.

Uses scientific scales (and other instruments for measuring mass) carefully and appropriately.

Uses various simple rulers and measuring tapes carefully and appropriately to make observations in relation to physical sciences explorations.

Measuring: Physical Science

Uses a dropper or pipette to transfer liquid one drop at a time.

Uses a magnifying glass carefully and appropriately to make observations in relation to physical science explorations.

Uses a microscope carefully and appropriately to make observations in relation to physical science explorations.

Uses binoculars carefully and appropriately to make observations in relation to physical science explorations.

Uses a thermometer carefully and appropriately in classroom experiments.

Uses scientific scales (and other instruments for measuring mass) carefully and appropriately.

Uses various simple rulers and measuring tapes carefully and appropriately to make observations in relation to physical science explorations.

Observing and Recording: Life Science 1

Verbally communicates observations using common vocabulary.

Verbally communicates observations using increasingly sophisticated scientific vocabulary.

Early Childhood Montessori Curriculum - Ages 3 to 6

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Records observations using drawings.

Records observations from light and color experiments using various art media.

Observing and Recording: Life Science 2

Records observations in writing.

Records observations using digital media (text or image).

Records observations using various graphing techniques.

Observing and Recording: Physical Science 1

Verbally communicates observations using common vocabulary.

Verbally communicates observations using increasingly accurate scientific vocabulary.

Observing and Recording: Physical Science 2

Records observations using drawings.

Records observations from light and color experiments using various art media.

Records observations in writing.

Records observations using digital media (text or image).

Records observations using various graphing techniques.

Reads cards relating to the various instruments used and places labels next to the corresponding instrument.

Reads definitions of various instruments used and pairs with corresponding vocabulary labels.

Parts of Animals 1

Examines the external body parts of a real animal.

Identifies and names the external body parts of familiar animals.

Explores the external body parts of vertebrates by working with the Animal Puzzles.

Parts of Animals 2

Identifies and names the external body parts of various animals by means of separate sets of Nomenclature Cards.

Reads labels relating to various animals, and matches the labels to the corresponding images.

Early Childhood Montessori Curriculum - Ages 3 to 6

During the years from age 3 to 6, students in Montessori programs will normally work toward developing the following skills, knowledge, and understanding. Many skills are introduced initially at this level, and studies continue at the next level.

Parts of Plants 1

Examines the parts of a living plant.

Identifies and names the parts of a plant.

Explores the parts of a plant by working with the Botany Puzzles.

Parts of Plants 2

Traces the borders of the leaf shapes in the Botany Cabinet and replaces them in the corresponding frames to learn the various leaf shapes.

Matches the insets from the Botany Cabinet to the three series of cards that correspond to the leaf shapes.

Finds leaves around the school grounds that correspond to the shapes in the Botany Cabinet.

Identifies and names leaf shapes.

Reads labels relating to leaf shapes and matches the labels to the corresponding images.

Parts of Plants 3

Identifies parts of a plant by means of first series of Botany Cards (tree, leaf, flower, root).

Reads labels relating to parts of a plant and matches the labels to the corresponding images.

Physical Principles 1

Creates heat by means of friction, rubbing hands together, and practices using the appropriate vocabulary.

Uses a safety thermometer to measure the temperature of hands before and after rubbing together.

Explores static electricity by rubbing an inflated balloon against own hair; creating static electricity by rubbing a balloon on a wooly sweater; noticing and commenting on static electricity sparks, which occur naturally in cold, dry weather.

Explores electrical current through work with a simple circuit, either closing the circuit using a switch or by closing the circuit using various conductive and non-conductive materials.

Explores types of forces by building "bridges" with straight, arched, and corrugated card materials and testing the load-bearing capacities of each; forms and communicates hypotheses.

Explores structural integrity of structures built with triangular or rectangular shapes.

Explores magnetic polarity working with two bar magnets with N and S clearly marked.

Explores magnetic force working with Ring Magnets on a dowel.

Explores effects of density on buoyancy through working with the Sink and Float activity.

Early Childhood Montessori Curriculum - Ages 3 to 6

During the years from age 3 to 6, students in Montessori programs will normally work toward developing the following skills, knowledge, and understanding. Many skills are introduced initially at this level, and studies continue at the next level.

Explores how different liquids do not mix but form distinct layers through placing syrup, oil, and water in a jar and observing how they always settle into different layers; extending experiment by dropping different objects (berries, pasta, small stones) into the container, observing where they settle; forms

Notices and comments on the effects of density and buoyancy in different contexts and asks relevant questions (e.g., "Why does ice float?").

Physical Principles 2

Explores how oil and water will not mix by making a simple "lava lamp" with colored water and cooking oil.

Physical Principles 3

Uses Color Paddles, held up to a light source, to explore color mixing.

Uses a glass prism to split a beam of white light.

Explores concept of refraction through placing a stick in a bowl of water and observing from different angles to notice that the stick appears broken and/or placing an object in a bowl that is first empty and then filled with water to observe refraction.

Uses a safety mirror to explore reflection and the related concepts of symmetry.

Notices and comments on the effects of looking through a goldfish bowl; why magnifying glasses make things appear larger, etc.

Notices and comments on the effects of light and shadow in different contexts and asks relevant questions.

Physical Principles 4

Uses a "singing bowl" or bell to explore the idea that sound is a wave and relates to the movement of air (child rings bell or sets up vibration in the bowl and feels the vibration with fingers), continues exploration through experiments.

Explores types of waves using a rope (longitudinal wave) and a slinky (transverse wave).

Notices and comments on different types of waves and begins to ask which kind of wave it is (e.g., child may notice ripples in a pond or the sound of thunder being heard after a lightening bolt is seen).

Physical Properties of Substances 1

Sorts objects according to self-chosen criteria.

Sorts objects according to the materials from which they are made (e.g., wood, metal and plastic).

Sorts objects according to whether they are natural or manufactured.

Sorts objects according to whether they are hard or soft.

Talks with adult or other children about sorting activities and practices appropriate vocabulary.

Early Childhood Montessori Curriculum - Ages 3 to 6

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Physical Properties of Substances 2

Explores properties of matter by working with and classifying materials according to solid/liquid/gas.

Explores one of the properties of air by immersing an apparently empty pitcher upside down into a tank of water and then gently tilting to release the air.

Explores the effects of magnetism on various materials through working with the Magnets Activity.

Explores how something can be changed by adding something else. After observing and discussing the experiment, the child is able to either replicate the process alone or present it to another child (mixing ingredients [e.g., water and corn starch]) that results in notable change of state).

Explores how something can be changed by changing the temperature. After observing and discussing the experiment, the child is able to either replicate the process alone or present it to another child (freezing water, watching ice melt, etc.).

Explores viscosity by dropping a marble into jars containing syrup, vegetable oil, and water: After observing and discussing the experiment, the child is able to either replicate the process alone or present it to another child.

Explores conservation of volume by pouring a constant volume of water into different-shaped containers.

Explores properties of rigidity and elasticity by working with and classifying according to rigidity and elasticity. After observing and discussing the experiment, the child is able to either replicate the process alone or present it to another child.

Reads cards relating to the various properties explored and places cards next to objects, images, or materials that represent the property.

Reads definitions of various properties of substances and pairs with corresponding vocabulary labels.

Reads simple Command Cards relating to various properties of substances, carries out the experiments, and places the adjective cards to correspond with the substance/ material that corresponds to the word.

Notices and comments on the physical properties of substances in various contexts.

Study of Animals 6

Explains, in simple terms, the functions of the major organs of our bodies: brain, heart, lungs, stomach, intestines.

Explains, in simple terms, the functions of the major organs of our bodies: brain, heart, lungs, stomach, intestines, as well as our skin.

Early Childhood Montessori Curriculum - Ages 3 to 6

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Visual Arts

Art History

Works with pairing and sorting cards of abstract art.

Studies and discusses representative works from abstract period.

Creates work in style of abstract period using similar techniques.

Developmental Stages in Visual Art

Explores media through uncontrolled or poorly controlled scribbles.

Scribbles become controlled with evidence of composition and intentional use of shapes.

Combines shapes with lines and outlines to build individual line formations.

Uses lines to create designs.

Uses symbols (such as mandalas, suns, and radials), as child moves between non-representative exploration and representative art.

Begins to name elements in art work (sun, mommy, me, etc.).

Begins to draw recognizable human figures, plants, and objects.

Combines symbols to make pictures.

Creates early representative artworks; sky and ground appear.

Creates a picture that tells a story.

Draws from an object – still-life.

Draws a person – portrait.

Draws a landscape using perspective and shading.

Combines media and techniques to produce original work.

Elements of Visual Art

Explores types of lines using different media.

Uses words to describe different types of lines: *thick, thin, diagonal, horizontal, vertical, straight, curly, wavy, scalloped zigzag, long and short.*

Explores lines using different pencils ranging through HB, H, and B types.

Early Childhood Montessori Curriculum - Ages 3 to 6

During the years from age 3 to 6, students in Montessori programs will normally work toward developing the following skills, knowledge, and understanding. Many skills are introduced initially at this level, and studies continue at the next level.

Explores types of lines using different media: strips of paper; thin and thick felt markers; crayons; and paint with different brushes.

Alternates thin and thick stripes with different media.

Creates line designs (complexity increases with age and ability).

Explores types of shapes using different media.

Uses words to describe different types of shapes: *blob*, *outline*, geometrical names where appropriate.

Explores repeat patterns using various stamps (e.g., vegetable stamps).

Explores making square patterns with various media.

Explores making half-drop patterns with various media.

Explores making alternative motifs with a half-drop pattern with various media.

Explores making complex net patterns with various media.

Explores symmetrical and mirror images with various media.

Explores patterns and designs from various cultures and attempts to replicate those styles.

Explores primary colors using various media.

Explores mixing primary colors to produce secondary colors using various media.

Names all primary and secondary colors in context of art media.

Uses more advanced language of color in context of art media.

Explores color value with various media.

Explores effects of contrasting color.

Explores tints and shades with black and white.

Explores tints and shades by adding black or white to a hue.

Produces own color wheel - six part.

Produces own color wheel - twelve part.

Explores textures by making rubbings using different media.

Uses artistic rubbing techniques.

Explores various media to create texture in artwork.

Early Childhood Montessori Curriculum - Ages 3 to 6

During the years from age 3 to 6, students in Montessori programs will normally work toward developing the following skills, knowledge, and understanding. Many skills are introduced initially at this level, and studies continue at the next level.

Makes a collage with rubbings.

Explores composition in art with various media.

Fills space with various shapes and line combinations.

Explores negative and positive images with various media.

Uses shading to represent shadow and dimension.

Becomes aware of shadow and effects of light direction.

Explores shadow/light and shade with various media.

Photography

Uses digital camera to take photos in classroom.

Begins to explore composition in own photos.

Using Art Materials and Media

Uses scissors to perform initial cutting exercises: one snip.

Uses scissors to perform initial cutting exercises: on a diagonal.

Uses scissors to perform initial cutting exercises: two or more snips.

Uses scissors to perform initial cutting exercises: zigzag lines.

Uses scissors to perform initial cutting exercises: cutting on a curved line.

Cuts out a square or rectangle.

Cuts a free-form shape.

Cuts a shape from the middle of a page.

Cuts spirals.

Cuts corners.

Cuts folded paper.

Cuts chain links.

Applies cutting on lines and free hand to produce various items.

Glues mosaics.

Glues super-imposed forms.

Early Childhood Montessori Curriculum - Ages 3 to 6

During the years from age 3 to 6, students in Montessori programs will normally work toward developing the following skills, knowledge, and understanding. Many skills are introduced initially at this level, and studies continue at the next level.

Glues patterns with various media and with increasing complexity.

Creates a collage with different media.

Uses edge-gluing techniques to create three-dimensional structures.

Makes paper chains.

Uses stamping materials effectively.

Explores different media for printing and stamping.

Explores texture, line, and form with one color at a time.

Uses two colors together without mixing (keeping brush clean).

Uses three primaries to mix other colors.

Paints with tempera.

Paints with water colors.

Paints with transparent water colors.

Explores crayon resist painting techniques.

Explores textured painting techniques.

Explores wet-on-wet painting.

Explores elementary origami folds (valley and mountain folds).

Explores various uses of paper to create texture.

Makes paper snowflakes.

Uses double-sided paper to create interesting textures.

Follows simple origami patterns to create objects.

Follows more complex origami patterns to create objects.

Makes chains with various media.

Explores repeating patterns with various media.

Explores kneading, stretching, squeezing, and rolling clay.

Makes simple pinch pot with clay.

Makes coil pot with clay.

Early Childhood Montessori Curriculum - Ages 3 to 6

During the years from age 3 to 6, students in Montessori programs will normally work toward developing the following skills, knowledge, and understanding. Many skills are introduced initially at this level, and studies continue at the next level.

Makes simple slab constructions with clay.

Adds decoration to clay constructions.

Makes plaster of Paris molds.

Uses vocabulary such as *wedging*, *slip*, and names of tools.

Mixes salt dough.

Makes salt-dough figures.

Creates batik effect with wax crayons and ink.

Explores sgraffito/etching with wax crayons.

Explores melted-wax techniques.