
Oak Grove Montessori School

Toddler Curriculum &
Exit Outcomes

2011-12

TODDLER

A Toddler is defined as a child between the ages of 18 months and 3 years. Our imagination should immediately conjure up a picture of a group of delightful one and two year olds each day growing more and more independent. As they maneuver all over the room, they never seem to slow down physically or tire easily. The children can be impatient with others, and, at the very same time curious of others. The challenge for the adult is to find balance the child's need for attention, nurturing, love, and opportunities for self-discovery without smothering the child with too much structure.

A toddler is in the time period of development when the intellect is being constructed, the physical body is developing, and the senses are being refined. Because of the change, understanding how the child's need for order, movement, and language are addressed in a prepared environment is important. Equally as important is understanding the role of the Montessori adult.

A toddler has a unique capability to capture, or "absorb", his experiences and store them in his memory that eventually becomes the child's personality. The child is loading his intellect with facts necessary to adapt and orient himself to his environment. This innate ability of the child can be compared to a sponge as it absorbs water. The child absorbs images and experiences effortlessly as he follows his natural urges toward development.

The child is driven by an inner force to sensorially act on his environment. There are different "blocks of time" in the child's life, which makes learning easier. The sensitive period for order, language, movement, and the interest in small objects are especially marked in the first two years of life and continue to the age of six. Once the child has exited one of these sensitive periods, learning becomes more strenuous as it is against the natural development of the child.

The environment must provide the order that enables the child to, later, be able to mentally both classify and clarify information. Order is what makes the child feel secure, important, and loved as it provides specific guidelines and limitations for use that effectively helps the child become self disciplined. The order of the environment must be clean, exact, complete, and child-sized containing real and purposeful activities that can be sensorially and independently explored.

The word "presentation" has been traditionally used to describe the demonstration or lesson given by the Montessori adult to a child. Some children, as young as 2 ½ years, may be able to sit and watch a presentation if it does not take too long, or if it is a significant interest to your child.

Most children under the age of three will want or need to be involved in the activity to maintain their interest or attention. It is therefore necessary for the adult to be keenly aware and observant of the child's response to activity. If the child watches without getting involved it is important to continue the presentation. If the child begins to show disinterest or is easily attracted to some other activity the adult encourages the child to participate. The adult can help maintain the child's interest through movement and language as both are sensitive periods for this stage.

Young children have a difficulty integrating and performing sequential steps in an activity. They generally focus on the first and last step in a sequence. Therefore, the adult might have to perform those steps they do not integrate. The adult may reduce the number of steps in an activity and/or be available to cooperatively complete the cycle of work with the child. It is important that the child be helped to complete sequences at this young age, as it is difficult for them to stay on task with so many wonderful things in the world to explore.

The attitude of acceptance of the child's interest and ability coupled with the willingness to help the child complete a cycle of activity is a practical example of showing respect for the child. Completion of a cycle of activity is important to the development of order, concentration and coordination. Through our caring assistance, we support the natural unfolding of the child's abilities, rather than enforcing behaviors that train the child and teach passivity. It is extremely dangerous to the developing personality to train a child to over adapt to the adult's needs. Following the child is important to the development of the child's self esteem and develops a thirst for learning.

AN APPROPRIATE CURRICULUM FOR TODDLERS IS ONE THAT CENTERS AROUND:

A. Learning to cope with separation and making new attachments with children and adults. Developing trust.

1. Gradual separation from parent/legal guardian phase in period.
2. Bonding
3. Love
4. Safety and security
5. Orderly environment
6. Help when needed
7. Gradual ground rules
8. Independence
9. Consistency
10. Small groups
11. Reality
12. Choices
13. Dignity and respect
14. Self-worth
15. Success

B. Self-Care Activities

1. Eating
 - a. Food Preparation/Practical Life
 - i. Pouring milk, water, juice
 - ii. Spreading
 - iii. Slicing/cutting
 - iv. Setting the table
 - v. Washing dishes
 - vi. Washing tables/chairs
 - vii. Peeling
 - viii. Serving self snack
 - ix. Snack/lunch clean-up
 - x. Manners
2. Dressing/ Toileting/ Practical Life
 - a. Taking off coat/clothes
 - b. Putting on coat/clothes
 - c. Hanging up coat/sweater
 - d. Toilet learning
 - e. Washing hands
 - f. Brushing teeth
 - g. Brushing hair

- h. Blowing own nose
- i. Dressing frames- button frame, pulling up zipper
- 3. Sleeping/Practical Life
 - a. Putting away mat
 - b. Folding blanket
- C. A Clean and Safe and Interesting Environment for Free Play.
 - 1. Care of the Environment/Practical Life
 - a. Dusting
 - b. Sweeping
 - c. Raking leaves
 - d. Watering or spraying plants
 - e. Washing plant leaves
 - f. Washing or polishing mirrors
 - g. Window cleaning
 - h. Folding or rolling napkins/washtcloths
 - i. Rolling rug's
 - j. Putting mats away
 - k. Mopping
 - l. Floor and table clean-up with sponges
 - m. Feeding animals
 - n. Returning activities to their places
 - o. Carpet sweeping
 - p. Laundry
 - q. Taking out the garbage
 - r. Recycling
 - s. Vegetable or fruit washing
 - 2. Large Motor Activities
 - a. Crawling tunnels
 - b. Carrying and pushing heavy objects
 - c. Climbing (climber/steps)
 - d. Jumping (trampoline)
 - e. Rocking (horse, chair, boat teeter totter)
 - f. Spinning (sit-n-spin, tire swing, saucer)
 - g. Swinging (tire)
 - h. Riding toys/pushing
 - i. Balls (bouncing, rolling, throwing)
 - j. Movement (tumbling, dance)
 - k. Sliding (slide)
 - l. Balancing
 - m. Running
 - n. Large blocks
 - 3. Language
 - a. Learning names
 - b. Children's names (photographs)
 - c. Adult's names
 - d. Names of everything in the environment (indoors and outdoors)
 - i. Parts of the room
 - ii. Furnishings
 - iii. Activities/toy equipment

- e. Special objects
 - i. Real
 - ii. Artificial (fruits, vegetables, flowers, animals, tools, etc.)
 - iii. Pictures (fruits, vegetables, flowers, animals, tools, etc.)
- f. Matching sequences (large assortment of categorized pictures animals, flowers, birds, trucks, food, clothes, etc.)
 - i. Object to object
 - ii. Object to picture
 - iii. Picture to picture
 - iv. Word to word
 - a) Idea/ cards
 - b) Lotto cards
 - c) Book/magazine collections
- g. Finger plays/songs/music
- h. Stories/picture books/simple reading/ simple clear illustrations emphasize reality.
- i. Esthetic appointments
 - i. Attractive pictures
 - ii. Posters
 - iii. Flowers
 - iv. Plants
 - v. Color
- j. Flannel board
 - i. Nursery rhymes
 - ii. Poems
- k. Objects for a mystery bag
 - i. Things of nature
 - ii. Rocks
 - iii. Shells
 - iv. Shapes, etc.

D. Sensorial Manipulatives (discrimination of size, shapes, smells, taste, odor, and textures)

- 1. Visual sense
 - a. Stacking/nesting toys
 - b. Posting boxes
 - c. Simple puzzles
 - d. Sorting (shapes, color, pictures, etc.) puzzles
- 2. Tactile sense
 - a. Rough and smooth boards
 - b. Fabrics
 - c. Mystery bags (for various objects)
 - d. Sand
 - e. Dirt
 - f. Water
 - g. Pasta pool
 - h. Bean pool
- 3. Olfactory sense
 - a. Smelling foods
- 4. Auditory sense
 - a. Music
 - b. Common environmental sounds

- c. Sounds of musical instruments
 - d. Sounds of animals
 - e. Beginning sounds of the classified pictures
 - f. Sound cylinders
5. Tasting
- a. Snack
 - b. Lunch
 - c. Tasting lesson (small group)
 - d. Tea party (herb teas)
6. Eye-hand coordination
- a. Paper cutting
 - b. Pasting
 - c. Sewing cards
 - d. Peg boards
 - e. Bead stringing
 - f. Play dough
 - g. Chalkboard
 - h. Painting
 - i. Finger
 - a) Paint
 - b) Shaving cream
 - ii. Brush
 - i. Crayons
 - j. Hammering
 - k. Markers
 - l. Polishing
 - m. Spooning
 - n. Pouring
 - o. Clothespins
 - p. Tongs
- E. Math/ Geometry
- a. Counting
 - b. Tom-toy (1-10)
 - c. Number puzzles (1-10)
 - d. Shape puzzles
 - e. Number songs
 - f. Sensorial materials (visual)
- F. Science
- 1. Magnets
 - 2. Magnify
 - 3. Animal care
 - 4. Plant care
 - 5. Nature basket
 - 6. Weather (flannel board)

The children will be called to the environment and will begin to develop appropriate physical, cognitive, social, and emotional goals.

Toddler Exit Outcomes

Name: Click here to enter text.	Teacher/Class: Click here to enter text.
Date of Birth: Click here to enter a date.	Date: Click here to enter a date.

	Choose One
Personal/Social:	
Greet adults using eye contact*	Choose an item.
Express likes and dislike using age appropriate language	Choose an item.
Sit at group for 10 minutes	Choose an item.
Communicate feelings (sickness/wants/needs)	Choose an item.
Exhibit confidence during transitions	Choose an item.
Respect work and space of those around them*	Choose an item.

	Choose One
Care of Self and Environment:	
Dress/Undress- coat, jacket, shoes, socks, pants*	Choose an item.
Use bathroom with little to no assistance*	Choose an item.
Wash Hands	Choose an item.
Wipe runny nose	Choose an item.
Roll Rug	Choose an item.
Put away Materials	Choose an item.
Clean a wet or dry spill	Choose an item.
Fold	Choose an item.
Put on apron	Choose an item.
Serve food/Eat food using utensils	Choose an item.

	Choose One
Language:	
Speak in intelligible, short sentences*	Choose an item.
Know and communicate name, basic body parts	Choose an item.
Follow a one-step directions	Choose an item.
Answer basic question from adult	Choose an item.

	Choose One
Fine Motor	
Put together 10 piece puzzle (coordination)	Choose an item.
Pour wet/dry material (pouring)	Choose an item.

	Choose One
Behavioral	
Able to choose work/ask for a lesson	Choose an item.
Able to make choices*	Choose an item.
Focus on a challenging task for 5 minutes*	Choose an item.
Match picture to picture and item to item	Choose an item.
Accept limitations*	Choose an item.
Demonstrate awareness of order*	Choose an item.
Squeeze Sponge (grasp)	Choose an item.
Transfer material from one container to another (spoon/tongs)	Choose an item.
Use crayons/chalk (grip/grasp/pincer)	Choose an item.
String Beads (Coordination)	Choose an item.
Fill pegboard (grip/pincer)	Choose an item.

	Choose One
Gross Motor	
Carry a tray without spillage	Choose an item.
Walk with purpose with awareness of others (spatial awareness)	Choose an item.
Climb wall climber	Choose an item.
Run across play area	Choose an item.
Catch a ball/bean bag	Choose an item.
Carry weight throughout the room	Choose an item.
Jump so that both feet leave the ground	Choose an item.

Summary Comments

Personal/Social:

[Click here to enter text.](#)

Care of Self and Environment:

[Click here to enter text.](#)

Language:

[Click here to enter text.](#)

Behavioral:

[Click here to enter text.](#)

Fine Motor:

[Click here to enter text.](#)

Gross Motor:

[Click here to enter text.](#)

Other Comments:

[Click here to enter text.](#)