

Montessori Infant Community Alignment to ELOF Coach: [REDACTED]

Approaches to Learning		
Infant/Toddler		
Approaches to Learning		
Approaches to Learning focuses on the skills and behaviors that children use to engage in learning.		
Sub-Domains	What are some examples of how the curriculum materials and/or teaching practices support the skills, behaviors, and concepts of the sub-domain?	What skills, behaviors, and concepts of the sub-domain are not supported by the curriculum materials and/or teaching practices?
Emotional and Behavioral Self-Regulation	The Montessori curriculum provides for children to experience interactions with others and experience taking turns. The environment is prepared so children have space for their own work. The number of each set of materials is limited, generally only one of each set. In this way children learn to value each activity and to take turns.	All ELOF subdomains are covered by The Infant Community Montessori curriculum and teaching practices.
Cognitive Self-Regulation (Executive Functioning)	In the Montessori classroom environment children develop awareness of self and others. The resources are adults and other children in the environment. Children begin to acquire culturally appropriate customs and manners. Children are respected as individuals and are free to choose and complete their own work.	All covered in Montessori curriculum

	<p>Montessori curriculum includes activities of observation and appreciation of nature and care for plants and garden</p> <p>Also:</p> <ul style="list-style-type: none"> - dusting and wiping leaves - arranging flowers - planting and watering plants - growing seeds - raking and sweeping. <p>Care for animals activities include:</p> <ul style="list-style-type: none"> - learning appropriate behavior around animals - feeding animals - caring for animals' habitat. <p>Children listen to the sounds of objects, identify objects by sound, and experience timbre, rhythm and beat.</p> <p>Other activities :</p> <ul style="list-style-type: none"> - singing - Identifying different voices. 	<p>The Montessori curriculum for the Infant Community includes all subdomains in ELOF.</p>
Creativity	<p>Children listen to and play simple instruments consisting of :</p> <ul style="list-style-type: none"> - rattles - balls with a rattle inside - percussion instruments - sounds in the environment. <p>Children also have opportunity to express creativity through preparing food to share with other.</p> <p>Food preparation activities include:</p> <ul style="list-style-type: none"> - making bread - cutting up fruit. 	<p>All subdomains of ELOF are aligned</p>

1. Give some examples of curriculum materials and/or teaching practices that staff use to support the different developmental levels of children in these sub-domains.
2. Do curriculum materials and/or teaching practices provide an appropriate level of challenge to support all children as they reach the next developmental stage in each of the sub-domains? If so, give some examples. If not, what might you do to adjust the level of challenge?
3. What are some ways you can strengthen the curriculum and/or teaching practices in sub-domains that are not fully addressed? (Keep in mind that you can refer to this implementation.)

Subdomains	**Level	Description	*Examples
<u>Emotional and Behavioral Self-Regulation</u>	1 2	Care of Self Social Behaviors a. language b. Presentation c. Following sequence with help d. Following sequence independently	Taking turns-2 Toileting-1b Dressing-1c Greeting-2a