

Montessori-Infant Community Alignment with ELOF
Cognition

Coach: [REDACTED]

Infant/Toddler

Cognitive development includes reasoning, memory, problem-solving, and thinking skills. These skills are the foundation young children use to understand and organize their world.

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?
Exploration and Discovery	<p>Children explore and discover while cleaning and caring for the indoor environment. Activities include:</p> <ul style="list-style-type: none"> - Dusting; cleaning mirrors and windows - Polishing wood; washing cloths - Washing and drying dishes; sweeping; beating rugs - Scrubbing tables <p>All activities are role-modeled by adults and by more expert children.</p> <p>Sensorial exploration. Discriminate objects using the senses. Visual discrimination activities include:</p> <ul style="list-style-type: none"> - observing and batting mobiles - observing and grasping varied objects - matching. <p>Children gain impressions of color, shape/form, weight, length, dimension, texture, taste, sound</p> <p>Sensory-motor materials.</p>	<p>All Cognition subdomains' goals and teaching practices are supported by The Montessori curriculum (The Infant Community)</p>

<p>Memory</p>	<p>Children begin to classify objects Activities in which children are given the names for general categories of items in their environment -Resources include: -<i>nomenclature</i> objects -<i>nomenclature</i> cards and objects -<i>nomenclature</i> cards.</p>	
<p>Reasoning and Problem- Solving</p>	<p>Reasoning and Problem Solving Activities include all <i>practical life</i> and fine motor movement activities including puzzles and hand/eye coordination activities. Sort objects. Resources include collections of three-dimensional objects for sorting. Food Preparation: Specific activities include: - seeking assistance-waiting-taking turns - helping another child or an adult - preparing food</p>	
<p>Emergent Mathematical Thinking</p>	<p>Children sort and classify objects. Resources include collections of three-dimensional objects for sorting. Children gain impressions of color, shape/form, weight, length, dimension, texture, taste, sound Sensory-motor materials</p>	
<p>Imitation and Symbolic Representation and Play</p>	<p>Children acquire appropriate language and develop awareness of self and others. Children are respected as individuals and are free to choose and complete their own work. Develop the skills to express themselves. Activities involving self-expression in music, movement and drama, including singing; movement and dancing; playing percussion instruments; movement games; and finger plays. Begin to acquire culturally appropriate customs and manners. Imitate the social norms of society, with a supportive adult to observe, model and with whom to interact.</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 guide for more ways to strengthen the curriculum.)

Cognition

1.*Examples of curriculum materials and/or teaching practices

2. ** Level of challenge to Support all children

<u>Cognitive (Development of the Senses)</u>	1 2 3 4	Visual Discrimination Auditory discrimination Olfactory discrimination Stereognostic sense a. Language b. Presentation c. Following sequence with help d. Following sequence independently	Food preparation- 1c Musical instruments-2b Scent jars-3a Stereognostic bag (paired objects) - 4b
<u>Cognitive (Making Patterns)</u>	1 2 3	Matching a. Identical pictures b. Objects Sorting a. Shape b. Color Classifying a. Category b. Color	Foam Shapes-2b Insects-3a Colored blocks-2b Clothing-1a

<u>Cognitive</u> <u>(Concepts)</u>	1 2 3	Shapes Colors Numbers a. Receptive language – exposure to nomenclature b. Receptive language – identification through pointing c. Expressive- repetition of words d. Expressive language – naming or counts items out loud	Sort-A-Shape-1a Colored blocks 2a Insects-3b

2. Teachers strengthen the curriculum and/or teaching practices by daily individualized observation of the child in the different areas, and plan next individualized lesson plans at the appropriate level of challenge according to those recorded observations.