

Montessori-Infant Community Alignment to ELOF Coach: [REDACTED]

<i>Language and Literacy</i>		
<i>Infant/Toddler</i>		
Language and Communication		
<i>Language development refers to emerging abilities in listening and understanding (receptive language) and in using language (expressive language)</i>		
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?
Attending and Understanding	<p>Montessori resources include good models of language use and social interaction that children can understand and imitate if they wish. Link words and meanings.</p> <p>Begin to use language appropriately in different situations to guide their own and others' behavior</p> <p>Language-enrichment activities include:</p> <ul style="list-style-type: none"> - being listened to attentively - varied, real, everyday activities that involve incidental language use - adults speak directly to children, modelling language use children can understand and imitate 	<p>All Language and Communication are covered by the Infant Community Montessori curriculum. (Teaching Practices are added at the end)</p>
Communicating and Speaking	<p>Children have models to communicate verbally and non-verbally. Children use spoken language to make meaning, with support if needed.</p> <ul style="list-style-type: none"> - opportunities to speak and hold conversations with others- seeking assistance - waiting - taking turns 	<p>Activities in the Montessori curriculum are aligned to ELOF goals</p>

<p><i>Vocabulary</i></p>	<p><i>Montessori Curriculum includes activities that:</i></p> <ul style="list-style-type: none"> - <i>Increase and extend vocabulary naming objects; naming pictures of objects; finding identical and similar matching of objects to cards, including naming</i> <p><i>Children are supported to extend language use from words to word groups, phrases and simple sentences.</i></p>	<p><i>All aligned</i></p>
<p><i>Emergent Literacy</i></p>	<p><i>Montessori children access to and are read to from quality children's books. Activities include</i></p> <ul style="list-style-type: none"> - <i>listening to and telling stories;</i> - <i>questioning exercise songs,</i> - <i>rhymes, games, finger plays, stories and poems</i> <p><i>Children learn how to hold and use a pencil, paintbrush and needle</i></p> <ul style="list-style-type: none"> - <i>Resources include functional implements matched to the children's size, strength and dexterity.</i> <p><i>Activities include:</i></p> <ul style="list-style-type: none"> - <i>Scribbling; gluing; painting; sewing.</i> 	<p><i>All ELOF concepts are covered by the Infant Community Montessori curriculum, teaching practices and materials.</i></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.)

Language and Literacy

1. *Examples of curriculum materials and/or teaching practices
2. ** Level of challenge to Support all children

<u>Language</u> Objects/Replicas /Card	a b c d	Receptive – exposure to nomenclature Receptive – identification through pointing Expressive – repetition of words Expressive – naming objects/pictures	Wild Animals-a Flower Set-b Farm Animals-c Insects-d
<u>Music</u>	1 2 3 4	Listening Free movements Sequential movements Building vocabulary	Music-1 Music-2 Music-3 Music-4

<u>Books</u>	1 2 3 4 5	Fine motor: Turning pages Receptive language – exposure to nomenclature Receptive language – pointing at pictures Expressive language – naming pictures Listening to a story	Board Book-1 Brown Bear-2 The Napping House-3 Old McDonald- Chicken Soup w/Rice-5
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