

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

Infant/Toddler

Perceptual, Motor, and Physical Development

Perception refers to how children use their senses to gather, understand, and respond to information. Motor skills include moving large and small muscles.

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?												
Perception	Discriminate objects by sense of touch. Resources are tactile objects for manipulation including: <ul style="list-style-type: none"> - wooden articles, variety of shapes - objects from the home; stereognostic bags Children develop more precise control of voluntary movement and hand/eye coordination learning how to: <ul style="list-style-type: none"> - carry furniture and equipment, e.g. chair, tray, mat, buckets, jugs - pull out and push in a chair; roll and unroll a mat - prepare drinks and food 	All Perceptual, Motor and Physical Development domain indicators and sub domain goals are supported by the Montessori curriculum												
Gross Motor	Learn to control and coordinate movement of body: develop and consolidate skills including: <ul style="list-style-type: none"> -Stand; walk; sit on a chair -Running; jumping; climbing; swinging from arm to arm Resources include: <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">- punch ball</td> <td>cylinder with ball</td> </tr> <tr> <td>- ottoman</td> <td>bar and mirror</td> </tr> <tr> <td>- low heavy table</td> <td>kiosk with bars</td> </tr> <tr> <td>- push cart</td> <td>pull cart</td> </tr> <tr> <td>- stairs</td> <td>weaning chair</td> </tr> <tr> <td>- low slatted chair</td> <td></td> </tr> </table> <ul style="list-style-type: none"> - Ramps; climbing frames; ropes; swings; ladders; beams - Balls; wagons; wheelbarrows; brachiating bars - Pulley lifters and weighted bags - Implements for sweeping, mopping, raking and gardening. 	- punch ball	cylinder with ball	- ottoman	bar and mirror	- low heavy table	kiosk with bars	- push cart	pull cart	- stairs	weaning chair	- low slatted chair		
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<p>Fine Motor</p>	<p>Explore and develop the capacities of the hand grasp and fine motor control</p> <p>Resources include:</p> <ul style="list-style-type: none"> - containers to open and close; peg box; balls - preparing food; sand play; cutting with scissors - beads for stringing - box with different shapes for mailing - slotted box and chips - puzzles - range of fastenings - objects for opening and closing - sewing - materials and implements for cutting and gluing. 	
<p>Health, Safety, and Nutrition</p>	<p>Food preparation and eating</p> <p>Toileting- Resources include:</p> <ul style="list-style-type: none"> - accessible toilet matched to children's size and level of independence adult support <p>Dressing and undressing</p> <ul style="list-style-type: none"> - storage hooks/cubbies and furniture matched to children's size and strength - grooming area with mirror matched to children's size - <i>dressing frames</i> for learning how to use buttons, zips and Velcro <p>Care of the environment (indoor and outdoor) 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 - role-modelling by adults and more expert children - cleaning up spills - caring for animals 	

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?

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.)

Perceptual, Motor and Physical Development

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

2. ** Level of challenge to Support all children

<u>Manipulatives/Fine Motor</u>	1 2 3 4	Language: a, b, c, d Assembling / Disassembling a. wrist b. Finger tips Following sequence of steps Independent repetition	Peg board-1b (colors) Gradated car puzzle-2 Bead stringing-3 Sewing-4
<u>Puzzles</u>	1 2 3 4 5	Taking pieces out and setting them around the board Language: a, b, c, d Matching pieces to board through trial and error Identifying pieces by sight Fine Motor: a. wrist b. Finger tips	Transportation Puzzle-1 Wild Animals Puzzle-2 Fruits Puzzle-3
<u>Movement/Gross Motor</u>	1 2 3	Development of Equilibrium Control and Coordination of Body Movement Free movements a. Language b. Presentation c. Following sequence with help d. Following sequence independently	Balance Bean-1 Kicking Ball-2 Climbing Structure-1 Dance to Music-3
<u>Food Preparation</u>	1	Presentation – Language: a, b, c, d	Orange Peeling-1c

	2 3 4 5	Presentation – Movement: coordination, balance Following sequence with help Following sequence independently Fine Motor: a. wrist b .Finger tips	Spreading Jam-2 coordination Slicing bananas-3 Peeling HB eggs-4
<u>Practical Life Exercises</u> (<i>Dusting plants; Hand washing; Window washing, etc.</i>)	1 2 3 4 5	Language – a, b, c, d Fine Motor Movement – coordination, balance Following sequence with help Following sequence independently	Dusting Plants-1a Hand washing-2 balance Watering plants-3 Mopping-4

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