

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

▲ Social and Emotional development		
▲ infant/toddler		
Social and Emotional Development		
Social development refers to a child’s ability to create and sustain meaningful relationships. Emotional development refers to a child’s ability to express, recognize, and manage emotions.		
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?
Relationships with Adults	Children become familiar with an environment outside the home. Activities are done within the setting, which is familiar, home-like and a culturally appropriate environment.	All concepts are covered by the Montessori curriculum, teaching practices and materials.
Relationships with Other Children	Children shake hands and greet another. Other Activities include: - observing good models of adults greeting and shaking hands Program provides opportunities to interact with others, using culturally-appropriate greetings.	All covered

Emotional Functioning	<p>Children always choose an activity</p> <p>Activities are organized within reach on low shelves. Adults model behaviors.</p> <p>Resources :</p> <ul style="list-style-type: none"> - child-sized tables and chairs -Work mats. 	All aligned
Sense of Identity and Belonging	<p>Children at Montessori School Develop a sense of belonging, being and becoming</p> <p>Resources include:</p> <ul style="list-style-type: none"> - a multi-aged group of children within same developmental phase <p>Program provides supportive adult to observe, model and with whom to interact.</p> <p>Other activities:</p> <p>Preparing food for others to share:</p> <ul style="list-style-type: none"> -making bread-cutting up fruit. <p>Children imitate the social norms of society</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-

Subdomains	**Level	Description	*Examples
<u>Social and Emotional</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