

Age	Montessori Sequence	Developmental Expectations	Good Start Grow Smart Standards	Assessment
21/2 – 3 years	Practical Life			
	Dry pouring	- Carries a container of liquid without much spilling - Pours liquid from one pitcher to into another container	Recognize the difference between “none” and “some” when using real objects Coordinate movements to perform simple tasks Use strength and control to perform simple tasks Use hand to eye coordination to perform simple tasks	The child can pour dry materials from one pitcher to the next without spilling.
	Opening and closing containers		Begin following oral directions when combined with gestures Begin to show an understanding of positional words, up, down, under, in, on, off Coordinate movements to perform simple tasks Use strength and control to perform simple tasks Use hand to eye coordination to perform simple tasks	The child can open and close various containers accurately.
	Buttoning frame	Manipulates large buttons	Begin to show an understanding of positional words, up, down, under, in, on, off Coordinate movements to perform simple tasks Use strength and control to perform simple tasks Use hand to eye coordination to	The child can button the button frame independently.

			perform simple tasks Performs simple self care tasks	
	Zipper frame	Manipulates zippers on clothing	Begin to show an understanding of positional words, up, down, under, in, on, off Coordinate movements to perform simple tasks Use strength and control to perform simple tasks Use hand to eye coordination to perform simple tasks Performs simple self care tasks	The child can zip the zipper frame independently.
	Buckling frame		Begin to show an understanding of positional words, up, down, under, in, on, off Coordinate movements to perform simple tasks Use strength and control to perform simple tasks Use hand to eye coordination to perform simple tasks Performs simple self care tasks	The child can buckle the buckling frame.
	Carrying and laying floor mats		Begin following oral directions when combined with gestures Coordinate movements to perform simple tasks	The child can layout and use a floor mat are defined by classroom rules.
	Carrying and laying table mats		Begin following oral directions when combined with gestures Coordinate movements to perform simple tasks	The child can layout and use a table mat are defined by classroom rules.
	Saying Thank you	Joins in social interactions	Begin responding to social	The child regularly

			greetings and initiating communication by smiling and/or contact	thanks the teacher and classmates when appropriate.
	Saying Please	Joins in social interactions	Begin responding to social greetings and initiating communication by smiling and/or contact	The child regularly uses please the teacher and classmates when appropriate.
	Drawing a persons attention	Joins in social interactions	Begin responding to social greetings and initiating communication by smiling and/or contact	The child obtains the attention of others as required by the classroom rules.
	Carrying a tray		Begin following oral directions when combined with gestures Coordinate movements to perform simple tasks Use strength and control to perform simple tasks	The child can carry a tray across the room without spilling the contents.
	Lifting, carrying, putting down and chair		Begin following oral directions when combined with gestures Begin to show an understanding of positional words, up, down, under, in, on, off Coordinate movements to perform simple tasks Use strength and control to perform simple tasks	The child can carry a chair across the classroom and put it down as shown by the teachers and does so regularly.
	Sitting down on and getting up from a chair		Begin following oral directions when combined with gestures Begin to show an understanding of positional words, up, down, under, in, on, off	The child sits in a chair as shown by the teacher and does so regularly.

			Coordinate movements to perform simple tasks Use strength and control to perform simple tasks	
	Climbing and descending stairs	Walks up and down stairs independently, using alternating feet	Begin to show an understanding of positional words, up, down, under, in, on, off Coordinate movements to perform simple tasks Use strength and control to perform simple tasks	The child can climb and descend chair while alternating feet.
	Walking on the line	Can balance momentarily on one foot	Begin to show an understanding of positional words, up, down, under, in, on, off Coordinate movements to perform simple tasks Move with some balance and control while walking , running, jumping, marching, and hopping.	The child can walk on the line as directed during line time activities.
	Folding		Begin to show an understanding of positional words, up, down, under, in, on, off Coordinate movements to perform simple tasks Use hand to eye coordination to perform simple tasks Performs simple self care tasks	The child can fold napkins in the four basic patterns: Large rectangle (half) Small square (quarters) Large triangle (half) Small triangle (quarters)
	Hanging clothes on a hook		Coordinate movements to perform simple tasks Use hand to eye coordination to	The child regularly hangs up his coat and book bag as required by

			perform simple tasks Performs simple self care tasks	classroom rules and procedures without assistance.
	Brushing hair		Coordinate movements to perform simple tasks Use hand to eye coordination to perform simple tasks Performs simple self care tasks	The child can brush his/her hair.
	Dusting		Coordinate movements to perform simple tasks Use strength and control to perform simple tasks Use hand to eye coordination to perform simple tasks	The child can dust a table or shelf in the classroom.
	Sensorial			
	Cylinder blocks	Holds crayon and marker – tripod grasp Places 8 to 10 round pegs in a pegboard	Begin grouping and sorting objects by one property such as size, shape, or color and describing the attribute when asked. Separate objects by size Begin using basic comparison words in everyday conversations	The child can remove the cylinders from one cylinder block and replace them without assistance.
	Pink Tower	- Enjoys building with blocks - Builds a tower of 8 or more blocks	Begin grouping and sorting objects by one property such as size, shape, or color and describing the attribute when asked. Shows and awareness of first Separate objects by size Begin using basic comparison	The child can build the pink tower from largest cube to smallest cube so that it stands independently.

			words in everyday conversations	
	Color box 1	Names and matches primary colors: red, blue, yellow	Begin grouping and sorting objects by one property such as size, shape, or color and describing the attribute when asked.	The child can match the red, blue and yellow color tablets.
	Geometric cabinet – presentation tray	Understands triangle, circle and square; can point to requested shape	Begin grouping and sorting objects by one property such as size, shape, or color and describing the attribute when asked. Shows and awareness of first Match shapes in their environment	The child can match the circle, square, and triangle to their insets in the presentation tray.
	Sensitizing the fingers			
	Touch boards		Begin grouping and sorting objects by one property such as size, shape, or color and describing the attribute when asked.	The child can identify rough and smooth.
	Geometric Solids – introduction		Begin grouping and sorting objects by one property such as size, shape, or color and describing the attribute when asked.	The child can handle the geometric solids appropriately.
	Mystery bag/Blindfold		Begin grouping and sorting objects by one property such as size, shape, or color and describing the attribute when asked.	The child can remove objects from the mystery bag when they are named by the adult.

	Language			
	Matching -			
	object to object	Vocabulary has grown from 300 to 1000 words		The child can match as set of objects.
	object to picture	Vocabulary has grown from 300 to 1000 words	Begin identifying objects in pictures	The child can match as set of objects to pictures of the objects.
	Oral Language			
	with objects	Vocabulary has grown from 300 to 1000 words Comments about objects and ongoing events	Begin responding to conversations and questions from others Begin to name and interact with real objects, people, and places	The child can name and describe objects which are familiar to their environment.
	with pictures	Vocabulary has grown from 300 to 1000 words	Begin responding to conversations and questions from others Begin relating models, pictures, and photographs to real objects, people and places. Begin identifying objects in pictures	The child can name and describe pictures which are familiar to their environment.
	Classified Pictures	Asks increasing numbers of questions, particularly about location and identity of objects and people	Begin to name and interact with real objects, people, and places Begin relating models, pictures, and photographs to real objects, people and places. Begin exploring similarities, differences, and attributes of objects. Begin to see how similar things	The child can group pictures which belong to a specific category.

			can be grouped together	
	Includes 3 part cards		Begin recognizing the association between spoken and written words.	The child can match 3 part cards.
	Questioning	Answers simple questions appropriately Talks about the actions of others Answers what and where questions	Begin responding to conversations and questions from others Begin using some “wh” words, such as what and where to ask questions.	The child can answer simple questions.
	News Game	Adds information to what has been just said in a conversation Comments about objects and ongoing events	Begin responding to conversations and questions from others	The child can offer new information to conversation about a given topic.
	Story Telling	Sits and listens for up to 10 minutes with out disturbing other children who are also listening	Begins repeating words and actions from a book	The child can add or recall events from a story.
	Language Experience Story	Makes relevant comments during stories especially to stories that relate to home or family events	Begin developing abilities to understand and use language to communicate ideas, needs, and feelings Begin recognizing the association between spoken and written words. Begin to use oral language to describe something they have created Begin watching when others	The child can sequence events and tell them to an adult recording a story for them.

			write	
	Fingerplays, poems, riddles	Recites nursery rhymes and songs	Begin listening to simple stories, songs and rhymes Begin joining in nursery rhymes and songs	The child can recite familiar songs and fingerplays.
	I Spy – initial sounds - objects		Begin responding to conversations and questions from others Begin answering yes and no questions with words, gestures, or signs Begin using non-verbal gestures, single words, or short phrases to communicate Begin noticing sounds in the environment Begin playing with words and sounds	The child can identify objects which contain a given phonogram.
	I Spy – initial sounds - room		Begin responding to conversations and questions from others Begin answering yes and no questions with words, gestures, or signs Begin using non-verbal gestures, single words, or short phrases to communicate Begin noticing sounds in the environment	The child can identify objects which contain a given phonogram.
	Book Corner/Library	Turn pages in a book one at a time	Begin exploring books and pictures with an adult or another	The child independently explores book in the

		Likes to look at books and may “read” to others or explain pictures.	child Begin learning how to handle and care for books	book corner. The child handles book appropriately.
	Reading Aloud	Listens attentively to age appropriate stories	Begin listening to simple stories, songs and rhymes Begins listening to stories read aloud Begin to recognize characters from familiar stories Begin to understand the feelings of characters in familiar situations	The child listens to stories read aloud. The child retells stories read aloud.
	Seeks out books to gain information	Enjoys books that give real information	Begin expanding knowledge learned from the environment Begin exploring similarities, differences, and attributes of objects.	The child finds information in books related to topics of interest.
	Culture			
	Land and Water presentation			
	- Child explores the land and water globe. - They are then introduced to land and water forms using different corresponding pair each time. - Land and water form pictures are then named. Different land and water from			Child will be able to distinguish between land and water and different geographical landforms.

	models are then created.			
	Mathematics			
	None			
	Practical Life			
Age 31/2	Pouring Water	Pours liquid from pitcher into another container.		Child pours water from one container to another without spilling.
	Dressing Frames			
	snaps	Manipulates large buttons and zippers on clothing.	3K-PD3.1 Perform simple self-care tasks.	Child snaps buttons in correct order.
	small buttons	Manipulates large buttons and zippers on clothing.	3K-PD3.1 Perform simple self-care tasks.	Child manipulates buttons in precise order.
	Yarn braiding			Child successfully braids yarn.
	Setting a table	Feeds self without assistance.	3K-PD1.2 Coordinate movements to perform simple tasks.	Child demonstrates the ability to correctly set a table.
	Polishing			
	brass	Plays realistically.		Child is able to polish brass using the appropriate materials.
	glass	Plays realistically.		Child is able to polish glass using the appropriate materials.
	shoes	Plays realistically.		Child is able to polish shoes using the appropriate materials.
	Washing hands	Washes and dries hands.	3K-PD1.2 Coordinate movements to perform simple tasks.	Child demonstrates the correct sequence of hand washing and drying.

			3K-PD3.1 Perform simple self-care tasks. 3K-PD3.2 Follow basic health rules with reminders.	
	Washing cloths	Plays realistically.	3K-PD1.2 Coordinate movements to perform simple tasks. 3K-PD3.1 Perform simple self-care tasks.	Child is able to wash clothes in the appropriate sequence.
	Scrubbing a table	Plays realistically. Feeds self without assistance.	3K-PD1.2 Coordinate movements to perform simple tasks.	Child is able to scrub a table in the appropriate sequence.
	Sweeping sawdust	Plays realistically.	3K-PD2.2 Use hand to eye coordination to perform simple tasks. 3K-PD3.1 Perform simple self-care tasks.	Child successfully sweeps up and removes sawdust.
	Brushing clothes	Plays realistically.	3K-PD2.2 Use hand to eye coordination to perform simple tasks.	Child shows self control in coordinated movement to brush clothes.
	Folding clothes	Plays realistically.	3K-PD2.2 Use hand to eye coordination to perform simple tasks.	Child shows self control in coordinated movement to fold clothes appropriately.
	Hanging clothes on a hanger	Plays realistically.	3K-PD2.2 Use hand to eye coordination to perform simple	Child hangs clothes on a hangar correctly.

			tasks.	
	Handling a book	Turns pages one at a time.	3K-R3.3 Begin pretending to read as part of play. 3K-PD2.2 Use hand to eye coordination to perform simple tasks.	Child demonstrates the understanding of appropriately caring for books.
	Getting scissors		3K-PD2.2 Use hand to eye coordination to perform simple tasks.	Child demonstrates the knowledge to safely handle and carry scissors.
	Greeting people	Joins in social interaction rituals: “Hi,” “Bye,” “Please.”	3K-C2.4 Begin acknowledging the person who calls the child by name. 3K-C1.4 Begin participating in conversations and discussions and responding appropriately. 3KC3.1 Begin to name and interact with real objects, people, and places.	Child greets people using appropriate salutations.
	Kindness to visitors	Joins in social interaction rituals: “Hi,” “Bye,” “Please.”	3K-C1.4 Begin participating in conversations and discussions and responding appropriately. 3KC3.1 Begin to name and interact with real objects, people, and places.	Child greets people using appropriate salutations and manners.
	Being silent			Child demonstrates an understanding of the

				importance for silence by concentrating on staying still and being quiet.
	Sensorial			
	Advanced cylinder block exercises			
	• Child works with cylinder block 1. • Child works with the four blocks individually in order. • Child works with two blocks simultaneously. • Child works with three blocks simultaneously. • Child works with all four blocks arranged in a square. • Three period lesson is then given.	Places 8 to 10 round pegs in peg boards.		Child is able to recognize and demonstrate the removal and insertion of the different sized cylinders into the appropriate places.
	Brown Stair			
	• Child imitates building the brown stair as in the initial presentation. • Child then uses the thinnest stair with the second thickest stair to make an equivalent	Sorts objects logically on the basis of design, shape, or color.	3K-RS3.1 Begin exploring similarities, differences, and the attributes of objects.	Child is visually able to discriminate the differences in two dimensions by placing the brown stairs in order.

	representation of the largest stair. This step is repeated for the rest of the stairs. • Three period lesson is then given.			
	Red Rods			
	• Child imitates laying out the red rods as in the initial presentation. • Child then uses the smallest rod with the second smallest rod to make an equivalent representation of the next rod. This step is repeated for the rest of the rods. • Three period lesson is then given.	Sorts objects logically on the basis of design, shape, or color.	3K-RS3.1 Begin exploring similarities, differences, and the attributes of objects.	Child is visually able to discriminate the difference in length by placing the red rods in order.
	Color boxes 2 and 3			
	Geometric cabinet			
	• handling presentation tray			
	• Practice removing and carrying the drawers and all matching shapes.	Carries a container without much spilling.	3K-PD2.1 Use strength and control to perform simple tasks. 3K-SE2.2 Use classroom materials responsibly with modeling and guidance from	Child can remove and carry tray.

			adults. 3K-PD2.2 Use hand to eye coordination to perform simple tasks.	
	removing each drawer and handling like the presentation tray	Carries a container without much spilling.		Child can remove and carry tray.
	Naming the drawers			
	Name each of the insets and their family.	Understands triangle, circle, and square; can point to requested shape.	3K-RS3.1 Begin exploring similarities, differences, and the attributes of objects. 3K-W1.1 Begin using oral language to describe something they have created.	Child names all the insets in the cabinet.
	Mixing 2 drawers and replacing	Sorts objects logically on the basis of design, shape, or color.	3K-RS3.1 Begin exploring similarities, differences, and the attributes of objects. 3K-I.A.1 Begin to see how similar items can be grouped together.	Child sorts two sets of the geometric shapes and matches them to their insets.
	Binomial Cube			
	- Binomial cube is built as in presentation. - Binomial cube is then built outside of the box. - The binomial cube is then built in two layers.	Enjoys building with blocks.		Child demonstrates the understanding of three dimensional patterns by removing and replacing the pieces of the cube.

	Blind fold			Child is able to focus concentration of a particular sense through using a blind fold.
	Tactile tablets			
	• Begin by pairing the tablets. • Wearing the blindfold they again match the tablets. • One set of the tablets are then ordered from roughest to smoothest while blindfolded. • Three period lesson is given. • A set of tablets is placed in front the child and the child is given a tablet from the other set while blindfolded to feel. The tablet is then replaced on a mat across the room. The blindfold is removed and the child then tries to match the tablet with the one they just felt. • Tablets are divided into two separate sets and			Child demonstrates a tactile sense through matching the tablets.

	placed on opposite sides of the room. The child is given one tablet to feel while blindfolded. The child is then asked to find a table that is rougher or smoother than the one they felt. Tablets are divided into two separate sets and placed on opposite sides of the room. The child is given one tablet to feel while blindfolded. The child is then asked to find a table that is the next roughest or the next smoothest than the one they felt.			
	Later geometric solid presentations			
	Bases			
	Child matches bases of the solid to picture cards.	Understands triangle, circle, and square; can point to requested shape.	3K-RS3.1 Begin exploring similarities, differences, and the attributes of objects.	Child is able to match the base of geometric solids to a picture card.
	Families of shapes			
	Name the families of the shapes.	Understands triangle, circle, and square; can point to	3K-RS3.1 Begin exploring similarities, differences, and the	Child correctly names the family of shapes.

		requested shape.	attributes of objects. 3K-I.A.1 Begin to see how similar items can be grouped together. 3K-RS3.3 Begin grouping or sorting objects by one property such as size, shape, or color and describing attributes when asked.	
	• Naming			
	• Child examines the shapes through feeling in order to name them individually.	Understands triangle, circle, and square; can point to requested shape.	3K-RS3.1 Begin exploring similarities, differences, and the attributes of objects.	Child names the individual shape correctly.
	• Blindfolded recognition			
	• Child examines the shapes through feeling while blindfolded in order to name them individually.	Understands triangle, circle, and square; can point to requested shape.	3K-RS3.1 Begin exploring similarities, differences, and the attributes of objects.	Child names the individual shape correctly.
	• Surface patterns			
	• Child rolls a solid geometric shape along a tray of sand. • Child then observes the pattern left in the sand to understand the surface of the solid.			Child recognizes surface patterns through sight.

	Mystery bags			
	Child feels an object in the mystery bag to determine what the bag contains.			Child applies the stereognostic sense to identify objects in the bag.
	Sorting			
	Child sorts objects, blindfold can be worn when sorting certain objects.	Sorts objects logically on the basis of design, shape, or color.	3K-RS3.1 Begin exploring similarities, differences, and the attributes of objects.	Child is able to represent the difference between objects by placing them into different groups.
	Sound boxes			
	- Child pairs cylinders by sound. - Child then orders cylinders from loudest to softest. - Three period lesson is given. - The cylinders are separated into two separate areas of the room. Child listens to one cylinder and has to retrieve the match from the other set. - The cylinders are separated into two separate areas of the room. Child listens to one cylinder and has to		3K-R3.4 Begin noticing sounds in the environment.	Child distinguishes a difference among sounds and makes matches.

	retrieve a cylinder that is softer or louder from the other set. • The cylinders are separated into two separate areas of the room. Child listens to one cylinder and has to retrieve the cylinder that is the next softest or the next loudest from the other set. • Child is then blindfolded and listens to different noises that are produced (ex. A bell ringing) the child then identifies the noise that is made. • Child is then blindfolded and listens to a specific noise in different locations. The child is to point to the location they hear the sound coming from.			
	Beginning bell exercises			
	• Child matches 8 or less white bells to the mixed up brown bells.		3K-R3.4 Begin noticing sounds in the environment.	Child matches the bells using auditory sense in preparation for music.

Age 4	Pouring water - funnels		PD2 4yr 2.2- Use hand to eye coordination to perform more complex task	-Child pours water through a funnel with no spills.
	Dressing frames			
	bows		PD2 4yr 2.2 PD3 4yr 3.1	-Child ties 5 bows on frame following all steps.
	lacing	-Threads	PD2 4yr 2.2; PD3 4yr 3.1- Perform some self-care tasks independently	-Child laces frame and ties a bow.
	Simple cooking		PD3 4yr 3.1	- Child prepares his own snack.
	Sensorial			
	Geometric cabinets – advanced games			
	Introduce the geometric cards and match a solid card to a inset with the presentation tray.		4K I.A.1- Begin to identify, name, model, and draw two-dimensional geometric shapes.	-Child matches a solid drawing of inset to the actual inset.
	Practice matching solid cards to all other insets in other drawers of the geometric cabinet.		4K I.A.1	-Child matches the solid drawing of inset to the actual inset.
	Practice matching insets to thick lined cards then thin lined cards.		4K I.A.1	-Child matches the solid drawing of inset to the actual inset.
	Find the matching card when given any shape from		4K I.A.1	-Child locates a card from the collection for

	the geometric cabinet.			any shape identified by the teacher.(while using the shape)
	Lay 3 mats down, put cards on one corner of one mat, child looks at card, leaves the card on the mat, then finds the matching inset in the drawers and places it on the mat on top of the card.		4K I.A.1 4K IV.C.1—Name object seen briefly	-Child is able to match the card to the inset using visual memory.
	Constructive triangles			
	Introduce triangle box. Sort and construct equilateral triangles.		4KI.C.1 –Investigate the results of combining and partitioning geometric shapes. 4K I.A.1	-Child will sort and construct equilateral triangles.
	Introduce rectangle box. Sort and construct rectangles.		4KI.C.1 4K I.A.1	-Child will sort and construct rectangles.
	Introduce large hexagonal box. Sort and construct hexagons.		4KI.C.1 4K I.A.1	-Child will sort and construct hexagons.
	Introduce small hexagonal box. Sort and construct hexagons.		4KI.C.1 4K I.A.1	-Child will sort and construct hexagons.
	Introduce blue constructive triangle box. Sort and construct tessellations.		4KI.C.1 4K I.A.1	-Child will sort and construct tessellations .
	Trinomial Cube			

	Introduce how to build the trinomial cube in its box.	-Understands the concepts of tallest, biggest, same, and more -Understands a sequence	4K I.B.1.-Recognize a two-part pattern and extend.	-Child independently builds the trinomial cube in its box.
	Introduce how to build the trinomial cube outside its box with the empty box placed aside.	-Understands the concepts of tallest, biggest, same, and more -Understands a sequence	4K I.B.1.-Recognize a two-part pattern and extend.	-Child independently builds the trinomial cube outside of its box.
	Show how to build the trinomial cube in three layers and put the layers together to make the cube.	-Understands the concepts of tallest, biggest, same, and more -Understands a sequence	4K I.B.1.-Recognize a two-part pattern and extend. 4K I.B.1-Identify the positions, first, next, and last.	-Child independently builds three separate layers of the trinomial cube and puts them together to make the complete cube.
	Fabric matching			
	Introduce the child to box 1 (flannel, tweed, corduroy, etc). Show the child how to touch and pair the matching fabrics.	-Understands the concept of rough.	4KI.A.1.- Recognize similar objects in their environment by color, shape, and size.	-Child pairs the matching fabric swatches.
	Introduce the child to box 2 (silk, nylon, fine cotton, etc). Touch and pair the matching fabrics.	-Understands the concept of smooth.	4KI.A.1.- Recognize similar objects in their environment by color, shape, and size.	-Child pairs the matching fabric swatches.
	Repeat matching exercises with boxes 1 and 2 using a blindfold.	-Understands the concept of rough and smooth.	4KI.A.1.- Recognize similar objects in their environment by color, shape, and size.	-Child pairs the matching fabric swatches.
	Thermic Bottles			
	Introduce the thermic bottles. Match the bottles	-Understands the concept of hot and cold		-Child matches bottles according to their

	according to their temperature.			temperature.
	Show how to grade the bottles with four different temperatures. (first with more obvious differences, then with less obvious differences)	-Understands the concept of hot and cold		-Child grades the bottles by temperature.
	Baric Tablets			
	Introduce the lightest and the heaviest tablet. Match the tablets of the same weight.	-Understands the concept of heavy and light	4K I.A.2—Identify by picking them up, which of two objects is heavier.	-Child will match the tablets according to their weight.
	Introduce a medium weight tablet. Using the 3 tablets (light, medium, and heavy) match to corresponding tablet.	-Understands the concept of heavy and light	4K I.A.2—Identify by picking them up, which of two objects is heavier.	-Child will match the tablets according to their weight.
	Match tablets according to weight using a blindfold.	-Understands the concept of heavy and light	4K I.A.2—Identify by picking them up, which of two objects is heavier.	-Child will match the tablets according to their weight while blindfolded.
	Bells			
	Introduce the names of the bells, how to carry them, and how to hold the striker and the damper.	-Understands the concept of highest and lowest		-Child will name the bells. Child will carry the bells and hold the striker and damper as in presentation.
	Introduce how to strike a single bell using a free	-Understands the concept of highest and lowest		-Child will strike a single bell using precise

	gentle but precise wrist movement.			wrist movement.
	Language			
	Double Sandpaper letters			
	Present all the sandpaper letter boards in groups of three until the child has learned them all.		PK-R3.4-- Begin recognizing that words are made up of letters and that letters make sounds	-Child will make the sound of the double sandpaper letters.
	Play all stages (1-6) of I Spy but rather than saying the sound use the sandpaper letters to indicate which sound you have in mind.		PK-R3.4	--Child will name what the teacher spies.
	Advanced I spy -			
	Play I Spy drawing attention to the middle sound in the words.	-Can tell if paired words are the same or different in sound	PK-R3.4	-Child will name what the teacher spies.
	Ask child to name words that contain particular sounds.	-Can tell if paired words are the same or different in sound	PK-R3.4; PK-R3.5—Begin recognizing letters in words	-Child names words containing the sounds asked.
	Mathematics			
	Number rods Introduce how to build a stair with the number rods with the red on the left side.		4K I.A.2-Begin to explore the meaning of more and less 4KI.B.2- Determine more than, less than, and equals based on counting using manipulatives	
	Discrete rods			
	Culture			
	Maps			

	Name the puzzle maps and show where they are kept, how to remove and replace a puzzle map in the map stand, how to carry a puzzle map, and how to place a puzzle map on the floor mat.			-Child will follow procedures for removing, carrying, and replacing maps.
	Introduce the continent puzzle map. Show how to trace the continents to create their own map.	-Holds a crayon or marker using a tripod grasp		-Child traces continents and creates world map.
	Introduce the child's home continent puzzle map by name.			-Child names their home continent.
	Air			
	Introduce air by showing an empty bottle.			
	Experiment: Blowing bubbles-use straws and a bowl of water, blow into the bowl			
	Experiment: Pump—use feathers, bicycle pump, ping-pong ball, fine saw dust and plastic container to			

	show demonstrate air flow			
	Experiment: Candle in limited air—use candle, lighter, and glass to cover the candle after it is lit to show that fire needs air to burn			
	Water			
	Experiment: Sink and Float—use large deep bowl, water, drying cloth, at least 10 objects (5 that float, 5 that sink)			
	Experiment: fountain-- use a jug, large basin, funnel connected to a tube, towel, water. Place the basin on the floor, hold the open end of the tube pointing up above the basin, hold the funnel at the table top level, pour water into the funnel, water comes out of the end of the tube			
	Magnetism			
	Introduce magnetic			-Child sorts objects into

	objects. Sort and classify objects into magnetic and non-magnetic.			magnetic and non-magnetic.
	Classifying by leaf			
	The child works with two and then all three drawers of leaf cabinet.		PK-RS3.1- Begin organizing and classifying information by constructing categories.	-Child matches the leaf shapes in all three drawers of the leaf cabinet.
	Teach by 3 period lessons the full name for the shape of each inset in the leaf cabinet.			-Child names the shapes of the leaves.
	Name the leaf cards; show the child how to use them in the same way as the geometric cards.			-Child uses the cards to match to the leaf shape from the drawer in the leaf cabinet.
	Parts of animals (Use for each class of animals)			
	Introduce parts of animals using the animal puzzles.	-Recognizes and identifies missing parts (of person, car, and animal) in pictures.	PK-RS3.2- Begin organizing information on the basis of observation	-Child is able to identify all parts of the animal puzzle.
	Give a three period lesson using three part cards of animal body parts.	-Recognizes and identifies missing parts (of person, car, and animal) in pictures.	PK-RS3.2	-Child is able to match and/or read the names of the body parts on the three part cards.
	Parts of plants			
	Introduce parts of plant using the plant puzzle.		PK-RS3.2	-Child is able to identify all parts of the plant

				puzzle.
	Give a three period lesson using three part cards of plant parts.		PK-RS3.2	-Child is able to match and/or read the names of the plant parts on the three part cards.
Age 4 ½	Practical Life			
	Daily Care Chores		Perform self care tasks independently Follow basic health and safety rules most of the time	
	Helping younger children	Cooperates with others, participates in group activities Establishes close friendships with playmates	Display emerging social skills of trying to take turns and talk with others during play Develop friendship with one or two preferred children	
	Sensorial			
	Geometric Cabinet			
	Examining inset, going to a distant mat, bringing back the solid, thick line, and thin line cards that represent the inset shape		Recognize similar shapes in environment by color, shape, size Identify, model, and draw 2D geometric shapes <i>Order 3 objects by size</i>	Child can match the 3 drawings of the inset to the actual inset.
	Identifying which inset's solid, thick line, and thin line cards are missing by matching cards to each inset		Recognize similar shapes in environment by color, shape, size Identify, model, and draw 2D geometric shapes <i>Order 3 objects by size</i>	Child can identify which inset drawings are missing.

	Mystery bag reach into bag, examine and identify objects by touch			Child can identify the objects in the bag through touch.
	Visual work with blindfold Repeating the Pink Tower, Red Rods, Brown Stair, Cylinder Blocks, and Geometric Cabinet in the familiar way wearing a blindfold			Child can complete each exercise in the familiar way accurately while blindfolded.
	Bells – matching			
	Match 8 pairs of bells		Use hand eye coordination to perform more complex tasks	Child is able to correctly match all 8 pairs of bells
	Match 8 white bells, Sequence from low to high (left to right) to brown bells in random order		Use hand eye coordination to perform more complex tasks	Child is able to match 8 white bells and sequence from low to high to brown bells in random order
	Grade from low to high 8 mixed up brown bells		Use hand eye coordination to perform more complex tasks	Child is able to grade from low to high 8 mixed
	Match black bells in random order to mixed up brown bells		Use hand eye coordination to perform more complex tasks	Child is able to correctly match all black bells to brown bells
	Tasting Using a dropper, child tastes and compares liquids and matches		Use hand eye coordination to perform more complex tasks	Child is able to correctly match all four liquids by taste.

	those that are alike			
	Three Stage Lesson the names of the four tastes: sweet, acid, bitter, and salty		Use hand eye coordination to perform more complex tasks	Child is able to identify and name the four tastes: sweet, acid, bitter, and salty.
	Smelling Matching the cylinders in one smelling box to the cylinders of the other smelling box.		Use hand eye coordination to perform more complex tasks	Child is able to correctly match all pairs of smell cylinders.
	Three stage lesson the names of the contents in the cylinders		Use hand eye coordination to perform more complex tasks	Child is able to identify and name the contents in the cylinders
	Smelling cylinder boxes are placed on separate table mats across the room. After smelling an isolated cylinder, the child finds the matching cylinder across the room		Use hand eye coordination to perform more complex tasks	Child is able to correctly match pairs of smell cylinders.
	Smelling box of scents coinciding with actual materials in the environment		Use hand eye coordination to perform more complex tasks	Child will match smelling cylinder to a scent in the environment
	Language			
	Moveable alphabet			
	Using the moveable alphabet to spell the		Recognize that words are made up of letters and letters make	Child will match spelling with a control

	names of objects		sounds Recognizing letters in words	card
	Using the moveable alphabet to spell the names of pictures		Recognize that words are made up of letters and letters make sounds Recognizing letters in words	Child will match spelling with a control card
	Writing letters Feels, says sound and draws each of the Sandpaper Letters on a plain blackboard using chalk	Reproducing some shapes and letters	Copying or printing letters and words, including name	Child will write the letters on the blackboard using chalk
	Feels, says sound and draws every Sandpaper Letter on plain paper using pencil		Copying or printing letters and words, including name	Child will write every letter on plain paper using a pencil
	Positioning letters on lines	Places lower and upper case letters in a form board	Copying or printing letters and words, including name	
	Small Movable Alphabet is sorted into 3 groups: within the line, extending above the line and extending below the line.			Child sorts Small moveable Alphabet into 3 groups: within the line, extending above the line and extending below the line.
	- The sandpaper letters are sorted into the 3 groups. - Feel, say sound and draw each of the Sandpaper Letters on a		Copying or printing letters and words, including name	Child writes every letter in the correct position on lined blackboard using chalk

	lined blackboard using chalk each group in turn			
	- Sandpaper letters are sorted into the 3 groups - Feel, say sound and draw every Sandpaper Letter on lined paper using pencil each group in turn		Copying or printing letters and words, including name	Child writes every letter in the correct position on lined paper using a pencil
	Feel, say sound, and draw every Sandpaper letter on lined paper in random order		Copying or printing letters and words, including name	Child writes every letter in the correct position on lined paper using a pencil
	Sandpaper capitals	Name about 75% of uppercase letters and write several	Recognize that words are made up of letters and letters make sounds	
	Three Stage Lesson - letters that nearly the same shape for capital and lower case - compare, feel, and pronounce each letter pair			Child matches and identifies sound of each capital and lowercase pair of similar shape
	Three Stage Lesson 3 capital letters that have a different shape than the lowercase - compare, feel, and pronounce each letter			Child matches and identifies sound of each capital and lowercase pair of different shape

	pair			
	Three Stage Lesson - the remaining 7 capitals that have a different shape than the lowercase - compare, feel, and pronounce each letter pair			Child matches and identifies sound of each capital and lowercase pair of different shape
	Object box 1 for reading – short vowels			
	identify the name of the object by sounding out the letters in the words of 8 objects	Recognize some printed words	Begin showing interest in reading related activities; Continue to recognize the association between spoken and written words Recognize that words are made up of letters and letters make sounds Recognizing letters in words	The child reads the written name of the object.
	Same with object box 2	Recognize some printed words	Begin showing interest in reading related activities; Continue to recognize the association between spoken and written words Recognize that words are made up of letters and letters make sounds Recognizing letters in words	The child reads the written name of the object.
	Matches the written	Recognize some printed words	Begin showing interest in	The child match esthe

	name of the object with the object		reading related activities; Continue to recognize the association between spoken and written words Recognize that words are made up of letters and letters make sounds Recognizing letters in words	written name to the object.
	Same with object box 2	Recognize some printed words	Begin showing interest in reading related activities; Continue to recognize the association between spoken and written words Recognize that words are made up of letters and letters make sounds Recognizing letters in words	The child matches the written name to the object
	Action Cards			
	Read the word and perform the action	Recognize some printed words	Begin showing interest in reading related activities; Continue to recognize the association between spoken and written words Recognize that words are made up of letters and letters make sounds Recognizing letters in words	The child reads the word and perform the action.
	Object box 2 – long vowels Same as object box 1, except it has 15 objects	Recognize some printed words	Begin showing interest in reading related activities; Continue to recognize the	The child matches the written name to the object

			association between spoken and written words Recognize that words are made up of letters and letters make sounds Recognizing letters in words	
	Reading games – phrases	Recognize some printed words Delights in word play, creating silly language Uses the prepositions “on,” “in,” “under”	Begin showing interest in reading related activities; Continue to recognize the association between spoken and written words Begin understanding how print is organized and read using concepts about print. Recognize that words are made up of letters and letters make sounds Recognizing letters in words	
	Mathematics			
	Number rods Three Stage Lesson given each rod is counted (touching each partition from left to right) and named	Matches a set of 3 objects by pointing the correct numeral	Beginning understanding of number	The child correctly counts and identifies each of the 10 number rods.
	Sandpaper numbers Three Stage Lesson - associate the symbols with their names - tracing each numeral			The child correctly identifies each symbol to its name.

	following the same pattern of movement that would be used to write the number			
	Number tablets with rods			
	number rods are ordered in a stair and then matched with the number tablets	Matches a set of 3 objects by pointing the correct numeral	Beginning understanding of number	The child matches the number tablets to the number rods.
	number rods and number tablets are placed in random order on different mats the rods are then counted and matched to the tablets	Matches a set of 3 objects by pointing the correct numeral	Beginning understanding of number	The child matches the number tablets to the number rods. (quantity to symbol)
	Arrangement same as above the tablets are matched to the rods without counting.	Matches a set of 3 objects by pointing the correct numeral	Beginning understanding of number	The child matches the number tablets to the number rods. (symbol to quantity)
	number rods are ordered in a stair and the number tablets in random order on different mats the tablets are matched to the rods in order and then counted 1-10; 10-1	Matches a set of 3 objects by pointing the correct numeral	Beginning understanding of number	The child matches the number tablets to the number rods, read the numerals from 1-10, and from 10-1.
	number rods are ordered in a stair, then matched with number tablets.	Matches a set of 3 objects by pointing the correct numeral	Beginning understanding of number	The child builds quantities of 10 by combining 2 number

	Isolate the 10 rod and combine number rod pairs that are equal to the 10 rod			rods.
	Spindles			
	Count and place the spindles in the partitions labeled 0-9	Counts out a set of 1-7 objects from a larger group Matches a set of 3 objects by pointing the correct numeral	Beginning understanding of number	The child counts the spindles to match the quantity to the numeral
	Same as above, except tie ribbons around the sets	Counts out a set of 1-7 objects from a larger group Matches a set of 3 objects by pointing the correct numeral	Beginning understanding of number	The child counts the spindles to match the quantity to the numeral and ties a ribbon around each set.
	Numbers and counters			
	Lay out the appropriate amount of counters for each numeral 1-10 to form a column of pairs under the numeral with the unpaired counter in the middle	Counts out a set of 1-7 objects from a larger group Matches a set of 3 objects by pointing the correct numeral	Beginning understanding of number	The child counts out the appropriate amount of counters and places them under each numeral 1-10 to form a column of pairs with the unpaired counter in the middle.
	Three Stage Lesson Same as above Define sets as odd or even	Counts out a set of 1-7 objects from a larger group Matches a set of 3 objects by pointing the correct numeral	Beginning understanding of number	
	Memory games Draw a card and go get that many items and	Counts out a set of 1-7 objects from a larger group Matches a set of 3 objects by pointing the correct numeral	Beginning understanding of number	The child brings the correct number of items back.

	then check their quantity with the number card			
	Bead Stair Count beads and arrange in order from 1-9	Counts out a set of 1-7 objects from a larger group Matches a set of 3 objects by pointing the correct numeral	Beginning understanding of number	The child counts the beads and arranges the beads to form a pyramid.
	Introduction to beads for bank			
	Create 4 piles (from right to left): units, ten-bars, hundred-squares, and a thousand cube Count any amount of bead material using only category at a time			The child brings the requested quantity.
	Same as above			The child counts the displayed quantity
	Number cards			
	Order and identify the number cards defining units, tens, hundreds, and one thousand			Child names the chosen number card.
	Locates requested number			Child locates the requested number card.
	Beginning decimal system		Following one and two step directions	
	Constructs the parallel arrangements on two mats			The child arranges the beads and number cards from ones to thousands (right to left).

	Matches beads to a given quantity on the number cards			The child uses beads to build the quantity on the number cards.
	Matches number card to a given quantity of beads			The child uses number cards to name the quantity of beads.
	Fractions Explanation that a fraction is the breaking into parts that are all exactly the same.		More and less More than, less than, equal	The child will explore the fraction inset.
	Culture			
Age 5+	Practical Life			
	Assisting with the group			
	Attending to visitors			
	Comforting other children	Is affectionate and caring, especially toward younger children		
	Sensorial			
	Bells – ordering			
	With the white bells and their corresponding brown ones put away, the child matches the five black			The child sequences and matches the white bells to the black bells.

	bells, in sequence from left to right (low tone to high tone), to mixed-up brown ones.			
	With the white bells and their corresponding brown ones put away, the child mixes up the remaining five brown bells and grades them using only the ear as a guide.			The child grades the tones of the bells.
	Language			
	Matching and writing capitals (sandpaper capitals)			
	Teach by Three Period Lessons the remaining seven capitals that have different shape than their lower case forms, to associate their familiar sounds with the new symbols.	- Reproduces many shapes and letters - Demonstrates good control of a pencil or marker - Writes numbers and letters with varying degrees of precision and interest		The child will associate the letter symbol with the sound.
	The child independently reviews all twenty-six Sandpaper Capitals, associating the symbols with their phonetic sounds.	- Reproduces many shapes and letters - Demonstrates good control of a pencil or marker - Writes numbers and letters with varying		The child will independently associate the letter symbol with the sound.

		degrees of precision and interest		
	The alphabetic sequence			
	Puzzle words			
	Teach by Three Period Lessons all fifteen words in one puzzle word box before moving to puzzle word box two.	Recognizes some words by sight	K-R3.2 Demonstrate the ability to recognize some high-frequency words	- High Frequency Word List - The child identifies all fifteen puzzle words.
	Show the child several story books which use the fifteen puzzle words.	Recognizes some words by sight	K-R3.2 Demonstrate the ability to recognize some high-frequency words	- High Frequency Word List - The child identifies all puzzle words in story books.
	The child practices writing the puzzle words. Read the words aloud as the child writes them.	Recognizes some words by sight	K-R3.2 Demonstrate the ability to recognize some high-frequency words	- High Frequency Word List - The child matches his written word with the word card.
	Writing copies		K-W3.2 Begin using literacy models to develop his or her own writing K-W4.1 Demonstrate the ability to copy or print letters or words	SCRA/Dominie Show Me Book
	Reading environment words	Recognizes some words by sight	K-R3.1 Demonstrate the ability to recognize environmental print such as school and classroom labels	Teacher Made
	Grammar			
	nouns			

	• verbs			
	• articles			
	• adjectives			
	• conjunctions			
	• prepositions			
	Classified reading		K-R1.2 Demonstrate the ability to explore books independently	
	Phonics readers (reading folders/phonograms)			
	• The child reads the phonograms on cards and in books in each reading folder.		K-R 3.5 Continue recognizing that words are made up of letters and that letters make sounds K-R3.7 Demonstrate the ability to recognize letter patterns in words	The child will identify the phonograms.
	• The child mixes the cards from three folders, reads the words, and sorts them into correct reading folder. Continue until all thirteen reading folders have been completed.		K-R 3.5 Continue recognizing that words are made up of letters and that letters make sounds K-R3.7 Demonstrate the ability to recognize letter patterns in words	The child matches the sounds and its spellings for all thirteen reading folders.
	• Using a reading folder and the moveable alphabet, the child creates alternate spellings using the appropriate phonogram.		K-R 3.5 Continue recognizing that words are made up of letters and that letters make sounds K-R3.7 Demonstrate the ability to recognize letter patterns in words	The child will create alternate spellings using the appropriate phonogram.
	Mathematics			
	Building Tray			

	The child is given a unit card. He collects the appropriate bead material to represent the number on the card.		5K I.D. 1 Identify the numeral that matches a quantity (1-10). 5K I.A. 1 Tell how many are in a set of ten or fewer concrete items by counting the number of items orally using 1:1 correspondence. 5K I.C. 1 Determine a rule for repeating and growing patterns.	The child matches the number of beads to the number card given.
	The child is given a unit and tens card. He collects the appropriate bead material to represent the number on the card.		5K I.C. 1 Determine a rule for repeating and growing patterns.	The child matches the number of beads to the number card given.
	The child is given a unit, tens, and hundreds card. He collects the appropriate bead material to represent the number on the card.		5K I.C. 1 Determine a rule for repeating and growing patterns.	The child matches the number of beads to the number card given.
	The child is given a unit, tens, hundreds, and thousands card. He collects the appropriate bead material to represent the number on the card.		5K I.C. 1 Determine a rule for repeating and growing patterns.	The child matches the number of beads to the number card given.
	The child is given bead material. He collects the appropriate unit, tens, hundreds, and thousands cards.		5K I.C. 1 Determine a rule for repeating and growing patterns.	The child matches the number of beads to the number card given.

	The child is given bead material with one place value omitted. He collects the appropriate unit, tens, hundreds, and thousands cards. Later, omit more than one place value.		5K I.C. 1 Determine a rule for repeating and growing patterns.	The child matches the number of beads to the number card given.
	The child is given number cards and asked to say the proper name for the number.			The child will say the proper name for the number.
	Teens			
	The child will combine wooden numbers to represent the teen number symbols and beads to represent the teen quantities.		5K I.D. 1 Identify the numeral that matches a quantity (1-10).	The child independently arranges the bead and boards as in presentation.
	Tens			
	The child will combine wooden numbers to represent the tens number symbols and beads to represent the tens quantities.		5K I.D. 1 Identify the numeral that matches a quantity (1-10).	The child independently arranges the bead and boards as in presentation.
	Bank			

	Addition		5K II.A.1 Add and subtract whole numbers using up to ten concrete items 5K II.B. 1 Relate the operation of addition to increase and subtraction to decrease in quantity 5K II.A. 1 Use concrete materials to construct addition and subtraction models 5K III.A.1 Combine two sets of objects and count the results	SCRA – Add and Subtract Using Objects
	Subtraction		5K II.A.1 Add and subtract whole numbers using up to ten concrete items 5K II.B. 1 Relate the operation of addition to increase and subtraction to decrease in quantity 5K II.A. 1 Use concrete materials to construct addition and subtraction models 5K III.A. 2 Given a set of objects, remove some and then count the result	SCRA – Subtracting
	Multiplication			
	Division		5K I.E.1 Divide a set of objects into equal groups	
	Linear counting			
	hundred's chain		5K I.A. 1 Tell how many are in a	

			set of ten or fewer concrete items by counting the number of items orally using 1:1 correspondence.	
	hundred's board		5K I.A. 1 Tell how many are in a set of ten or fewer concrete items by counting the number of items orally using 1:1 correspondence.	
	short chains		5K I.A. 1 Tell how many are in a set of ten or fewer concrete items by counting the number of items orally using 1:1 correspondence.	
	long chains		5K I.A. 1 Tell how many are in a set of ten or fewer concrete items by counting the number of items orally using 1:1 correspondence.	
	thousand's chain		5K I.A. 1 Tell how many are in a set of ten or fewer concrete items by counting the number of items orally using 1:1 correspondence.	
	Addition Snake Game			
	The child will make a snake of bead bars and count to add by tens.		5K II.B. 1 Relate the operation of addition to increase and subtraction to decrease in quantity 5K I.A. 1 Tell how many are in a set of ten or fewer concrete	

			items by counting the number of items orally using 1:1 correspondence. 5K II.A.1 Add and subtract whole numbers using up to ten concrete items 5K II.A. 1 Use concrete materials to construct addition and subtraction models 5K III.A. 1 Combine two sets of objects and count the result.	
	Stamp game		5K II.A. 1 Use concrete materials to construct addition and subtraction models 5K II.B. 1 Relate the operation of addition to increase and subtraction to decrease in quantity 5K III.A.1 Combine two sets of objects and count the results 5K III.A. 2 Given a set of objects, remove some and then count the result	SCRA – Subtracting
	Fraction exercises	Understands the concept of one-half		
	Culture			
	Plant cycles			
	Time lines			