

MONTESSORI CURRICULUM TO STANDARDS ALIGNMENT

PRIMARY • PK3–K

PRACTICAL LIFE

Montessori Curriculum to Standards Alignment
Primary • PK3–K
Practical Life

National Center for Montessori in the Public Sector

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Published in the United States by National Center for Montessori in the Public Sector Press

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Assessment vocabulary drawn from Marzano Resources free online resource, Basic Vocabulary Terms (marzanoresources.com/media/documents/reproducibles/vocab-common-core/basic-terms-and-phrases.pdf)

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CHAPTER 1

FOUNDATIONS

OVERVIEW OF PRACTICAL LIFE

SKILLS INVENTORY

Social Fluency and Emotional Flexibility

- Accepts invitations to lessons, requests lessons and participates in lessons.
- Resolves needs with words, cooperates to solve problems and manages emotions with independence.
- Uses social courtesies to collaborate with peers.
- Demonstrates confidence, comfort, a positive self-identity and a sense of belonging to community.
- Engages in community agreements, rituals and routines (e.g., morning greetings, singing, outdoor play).
- Shows interest, curiosity, gratitude, and/or joy.
- Engages and maintains positive interactions and relationships with adults (e.g., conversations, expressing needs, seeking help).
- Engages and maintains positive interactions and relationships with other children (e.g., offering/ accepting help, conversation, expressing needs, interacting cooperatively).
- Manages transitions smoothly (e.g., home to school, group to individual, indoors/outdoors, school to home).

Executive Functions

- Chooses and initiates appropriate work independently.
- Completes an activity cycle, including selecting an activity, engaging with the activity, and returning it ready for use by another child.
- Follows multi-step directions and completes multi-step sequences.
- Observes without disturbing the work of other children.
- Waits for a turn and/or shifts when an activity, material, person, or location is unavailable.
- Persists in the face of challenges and attempts multiple ways of solving a problem.
- Maintains focus amid classroom activity.
- Regulates physical behavior (e.g., navigating room, managing clothing, toileting) independently.
- Appropriately handles classroom materials and cares for the classroom environment.

MONTESSORI LESSONS

The Practical Life activities provide the foundation for all other activities in the Montessori classroom. They encourage good work habits, develop coordination of movement, and help the child to gain independence and adapt to society. Practical Life activities are an aid to the growth and development of the child's intellect and concentration and help the child develop an orderly way of thinking.

After individual skills are refined, children apply them in purposeful work. Specifically, these activities contribute to the control and coordination of movement, development of concentration, and the self-esteem that comes with making a real contribution to the group.

continues

MONTESSORI LESSONS

AREAS OF PRACTICAL LIFE CURRICULUM

PURPOSES

Preliminary Exercises

These activities isolate fine motor skills for the young child. By doing these activities the young child develops physical skills that will enable her to greater independence as she grows.

Control and Coordination of Movement

These activities enable the child to develop his own movements and learn how to refine coordination through such activities as walking on the line.

Care of Self

These activities enable the child to care for himself, fostering independent choice and action.

Care of Environment

These activities enable the child to care for the environment around her—the classroom. The young child will do these activities out of fascination with the materials, the process, and the effect. Older children will do them out of a desire to maintain the classroom.

Grace and Courtesy

Grace and Courtesy lessons give the child vocabulary and movements that enable him to be aware of and responsive to the people and environment around him. They orient him to his social environment.

Art Skills

These activities enable the child to develop the physical skills that will enable greater independence with art supplies.

- Adaptation to the environment.
- Care of the indoor and outdoor environments.
- Care of the self/person.
- Control, coordination, and refinement of movements of the whole body (gross and fine motor).
- Development of order through exact use of each item and through following a logical sequence of activity.
- Development of the will (self-control).
- Functional independence.
- Hand-eye and fine motor control and coordination.
- Motive for repetition, concentration, and exactness.
- Orientation and adaptation to the environment (physical and social).
- Social cohesion.
- Development of vocabulary to communicate with peers and adults.

ASSESSMENT VOCABULARY & ASSESSMENT CONSIDERATIONS

These skills are not formally assessed in the Primary.

HEAD START EARLY LEARNING OUTCOMES FRAMEWORK (HELOF) GOALS		
DEVELOPMENTAL PROGRESSION		INDICATORS
36 TO 48 MONTHS	48 TO 60 MONTHS	BY 60 MONTHS
APPROACHES TO LEARNING (P-ATL)		
EMOTIONAL AND BEHAVIORAL SELF-REGULATION		
P-ATL 1. Child manages emotions with increasing independence.		
Manages less intense emotions, such as mild frustration, independently. May require adult support to manage more intense emotions.	Has an expanding range of strategies for managing emotions, both less intense emotions as well as those that cause greater distress. May still look to adults for support in managing the most intense emotions, but shows increasing skill in successfully using strategies suggested by adults.	<ul style="list-style-type: none"> • Expresses emotions in ways that are appropriate to the situation. • Looks for adult assistance when emotions are most intense. • Uses a range of coping strategies to manage emotions with the support of an adult, such as using words or taking deep breaths.
Follows simple rules and routines with assistance from adults, such as hanging up their coat or sitting at the table when asked by an adult.	Usually follows classroom rules and routines with occasional reminders from adults, such as following an end- of-lunch routine that includes putting away their plate, washing hands, and lining up at the door to go outside.	<ul style="list-style-type: none"> • Demonstrates awareness of classroom rules when asked and is able to follow these rules most of the time. • Follows most classroom routines, such as putting away backpack when entering the room or sitting on the rug after outside time. • Responds to signals when transitioning from one activity to another.
P-ATL 2. Child follows classroom rules and routines with increasing independence		
Follows simple rules and routines with assistance from adults, such as hanging up their coat or sitting at the table when asked by an adult.	Usually follows classroom rules and routines with occasional reminders from adults, such as following an end- of-lunch routine that includes putting away their plate, washing hands, and lining up at the door to go outside.	<ul style="list-style-type: none"> • Demonstrates awareness of classroom rules when asked and is able to follow these rules most of the time. • Follows most classroom routines, such as putting away backpack when entering the room or sitting on the rug after outside time. • Responds to signals when transitioning from one activity to another.

continues

HEAD START EARLY LEARNING OUTCOMES FRAMEWORK (HELOF) GOALS**P-ATL 3. Child appropriately handles and takes care of classroom materials**

Handles classroom materials, such as putting them where they belong, with adult support.

Usually handles, takes care of, and manages classroom materials, such as using them in appropriate ways and not throwing them from the sensory table onto the floor.

- Appropriately handles materials during activities.
- Cleans up and puts materials away appropriately, such as places blocks back on correct shelf or places markers in the correct bin.

P-ATL 4. Child manages actions, words, and behavior with increasing independence

Manages own actions, words and behavior with frequent support from adults, such as reminders to use gentle touches and friendly words.

Manages own actions, words, and behavior with occasional support from adults.

- Demonstrates control over actions and words in response to a challenging situation, such as wanting to use the same materials as another child, or frustration over not being able to climb to the top of a structure. May need support from adults.
- Manages behavior according to expectations, such as using quiet feet when asked or sitting on the rug during circle time.
- Waits for turn, such as waits in line to wash hands or waits for turn on swings.
- Refrains from aggressive behavior towards others.
- Begins to understand the consequences of behavior, such as hitting leads to an adult giving you quiet time. Can describe the effects their behavior may have on others, such as noticing that another child feels sad when you hit him.

continues

HEAD START EARLY LEARNING OUTCOMES FRAMEWORK (HELOF) GOALS

COGNITIVE SELF-REGULATION (EXECUTIVE FUNCTIONING)

P-ATL 5. Child demonstrates an increasing ability to control impulses

<p>Frequently engages in impulsive behaviors, but inhibits them when directly supported by an adult.</p>	<p>Sometimes controls impulses independently, while at other times needs support from an adult.</p>	<ul style="list-style-type: none"> • Stops an engaging activity to transition to another less desirable activity with adult guidance and support. • Delays having desires met, such as agreeing to wait turn to start an activity. Delays having desires met, such as agreeing to wait turn to start an activity. • Without adult reminders, waits to communicate information to a group. • Refrains from responding impulsively, such as waiting to be called on during group discussion or requesting materials rather than grabbing them.
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P-ATL 6. Child maintains focus and sustains attention with minimal adult support.

<p>With adult support, focuses attention on tasks and experiences for short periods of time, despite interruptions or distractions.</p>	<p>With increasing independence, focuses attention on tasks and experiences for longer periods of time, despite interruptions or distractions.</p>	<ul style="list-style-type: none"> • Maintains focus on activities for extended periods of time, such as 15 minutes or more. • Engages in purposeful play for extended periods of time. • Attends to adult during large and small group activities with minimal support.
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P-ATL 7. Child persists in tasks

<p>Persists on preferred tasks when presented with small challenges with or without adult support, such as continuing to try to build a tall tower with blocks, even when some pieces fall.</p>	<p>Frequently persists on preferred tasks. Sometimes persists on less preferred activities with or without adult support, such as working to clean up an activity area.</p>	<ul style="list-style-type: none"> • Completes tasks that are challenging or less preferred despite frustration, either by persisting independently or seeking help from an adult or other child. • Returns with focus to an activity or project after having been away from it.
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continues

HEAD START EARLY LEARNING OUTCOMES FRAMEWORK (HELOF) GOALS

P-ATL 8. Child holds information in mind and manipulates it to perform tasks.

Holds small amounts of information in mind, such as two-step directions, to successfully complete simple tasks.

Holds an increasing amount of information in mind in order to successfully complete tasks.

- Accurately recounts recent experiences in the correct order and includes relevant details.
- Successfully follows detailed, multi-step directions, sometimes with reminders
- Remembers actions to go with stories or songs shortly after being taught.

P-ATL 9. Child demonstrates flexibility in thinking and behavior.

Demonstrates flexibility, or the ability to switch gears, in thinking and behavior when prompted by an adult, such as trying a new way to climb a structure when the first attempt does not work.

Demonstrates flexibility in thinking and behavior without prompting at times. Also responds consistently to adult suggestions to show flexibility in approaching tasks or solving problems, such as taking turns to share toys when many children want to use them.

- Tries different strategies to complete work or solve problems including with other children.
- Applies different rules in contexts that require different behaviors, such as using indoor voices or feet instead of outdoor voices or feet.
- Transitions between activities without getting upset.

INITIATIVE AND CURIOSITY

P-ATL 10. Child demonstrates initiative and independence

Regularly shows initiative, particularly in interactions with familiar adults. Works independently for brief periods of time without adult prompting.

Frequently shows initiative, particularly when engaged in preferred activities. Demonstrates a willingness and capability to work independently for increasing amounts of time.

- Engages in independent activities.
- Makes choices and communicates these to adults and other children.
- Independently identifies and seeks things to complete activities or tasks, such as gathering art supplies to make a mask or gathering cards to play a matching activity.
- Plans play scenarios, such as dramatic play or construction, by establishing roles for play, using appropriate materials, and generating appropriate scenarios to be enacted.

continues

HEAD START EARLY LEARNING OUTCOMES FRAMEWORK (HELOF) GOALS		
P-ATL 11. Child shows interest in and curiosity about the world around them.		
Seeks out new information and explores new play and tasks with adult support.	Seeks out new information and explores new play and tasks both independently and with adult support.	<ul style="list-style-type: none"> • Asks questions and seeks new information. • Is willing to participate in new activities or experiences even if they are perceived as challenging. • Demonstrates eagerness to learn about and discuss a range of topics, ideas, and activities.
CREATIVITY		
P-ATL 12. Child expresses creativity in thinking and communication		
Responds to adults' prompts to express creative ideas in words and/or actions.	Communicates creative ideas and actions both with and without prompting from adults.	<ul style="list-style-type: none"> • Asks questions related to tasks or activities that indicate thinking about new ways to accomplish the task or activity. • Approaches tasks, activities, and play in ways that show creative problem solving. • Uses multiple means of communication to creatively express thoughts, feelings, or ideas.
P-ATL 13. Child uses imagination in play and interactions with others		
Consistently uses imagination in play and other creative works. Begins to communicate creative ideas to other children and adults.	Develops more elaborate imaginary play, stories, and other creative works with children and adults.	<ul style="list-style-type: none"> • Engages in social and pretend play. • Uses imagination with materials to create stories or works of art. • Uses objects or materials to represent something else during play, such as using a paper plate or Frisbee as a steering wheel.

continues

HEAD START EARLY LEARNING OUTCOMES FRAMEWORK (HELOF) GOALS**SOCIAL AND EMOTIONAL DEVELOPMENT (P-SE)****RELATIONSHIPS WITH ADULTS****P-SE 1. Child engages in and maintains positive relationships and interactions with adults.**

Engages in positive interactions with adults, such as by demonstrating affection or talking about ideas. Is able to separate from trusted adults when in familiar settings. Uses adults as a resource to solve problems.

Clearly shows enjoyment in interactions with trusted adults while also demonstrating skill in separating from these adults with minimal distress when in a familiar setting. Initiates interactions with adults and participates in longer and more reciprocal interactions with both trusted and new adults.

- Interacts readily with trusted adults.
- Engages in some positive interactions with less familiar adults, such as parent volunteers.
- Shows affection and preference for adults who interact with them on a regular basis.
- Seeks help from adults when needed.

P-SE 2. Child engages in prosocial and cooperative behavior with adults

Sometimes engages in prosocial behavior with adults, such as greeting the teacher or saying goodbye, and responds to adult requests and directions that may include assistance or prompting. Sometimes demonstrates uncooperative behavior with familiar adults, such as saying “No” to requests, but these moments are typically resolved with support from adults.

Often engages in prosocial behavior with adults and usually responds appropriately to adult requests and directions without significant assistance or prompting. Uncooperative behavior with familiar adults is rare and the child is able to resolve minor conflicts with adults with support, such as being given reminders to use a quiet voice or follow directions.

- Engages in prosocial behaviors with adults, such as using respectful language or greetings.
- Attends to an adult when asked.
- Follows adult guidelines and expectations for appropriate behavior.
- Asks or waits for adult permission before doing something when they are unsure.

continues

HEAD START EARLY LEARNING OUTCOMES FRAMEWORK (HELOF) GOALS

RELATIONSHIPS WITH OTHER CHILDREN

P-SE 3. Child engages in and maintains positive interactions and relationships with other children.

Sometimes engages in and maintains interactions with other children without support from an adult, or demonstrates skills in doing this when prompted by an adult. May spontaneously engage in prosocial behaviors with other children, such as sharing and taking turns with materials and in conversations, or may engage in these with prompting from adults.

Sustains interactions with other children more often and for increasing periods of time. Demonstrates prosocial behaviors with other children with and without prompting from adults. Likely to show at least some preference for playing with particular children.

- Engages in and maintains positive interactions with other children.
- Uses a variety of skills for entering social situations with other children, such as suggesting something to do together, joining an existing activity, or sharing a toy.
- Takes turns in conversations and interactions with other children.
- Develops friendships with one or two preferred other children.

P-SE 4. Child engages in cooperative play with other children

Often plays cooperatively with other children. For at least short periods during this play, works with other children to plan and enact this play in a coordinated way.

Cooperatively plays with other children in an increasingly coordinated way. Works with other children to make plans for what and how they will play together. When given the opportunity, these coordinated play periods get longer.

- Engages in joint play, such as using coordinated goals, planning, roles, and games with rules, with at least one other child at a time.
- Demonstrates willingness to include others' ideas during interactions and play.
- Shows enjoyment of play with other children, such as through verbal exchanges, smiles, and laughter.
- Engages in reflection and conversation about past play experiences.

continues

HEAD START EARLY LEARNING OUTCOMES FRAMEWORK (HELOF) GOALS**P-SE 5. Child uses basic problem-solving skills to resolve conflicts with other children.**

Begins to recognize and describe social problems. Suggests solutions to conflicts with adult guidance and support.

Often recognizes and describes social problems, suggests solutions to conflicts, and compromises when working or playing in a group. Although simple conflicts may be resolved without adult assistance, may seek out or need adult support in more challenging moments.

- Recognizes and describes basic social problems in books or pictures, such as both children wanting the same toy, and during interactions with other children, such as “Why do you think your friend might be sad?”
- Uses basic strategies for dealing with common conflicts, such as sharing, taking turns, and compromising.
- Expresses feelings, needs, and opinions in conflict situations.
- Seeks adult help when needed to resolve conflicts.

EMOTIONAL FUNCTIONING**P-SE 6. Child expresses a broad range of emotions and recognizes these emotions in self and others.**

Expresses a broad range of emotions across contexts, such as during play and in interactions with adults. Notices when strong emotions are exhibited by others and begins to use words to describe some of these emotions, such as happy, sad, or mad.

Expresses a broad range of emotions and begins to notice more subtle or complex emotions in self and others, such as embarrassed or worried. Uses words to describe own feelings when prompted, and may at times use these words without prompting, such as saying “Don’t be mad” when engaged in play with other children.

- Recognizes and labels basic emotions in books or photographs.
- Uses words to describe own feelings.
- Uses words to describe the feelings of adults or other children.

P-SE 7. Child expresses care and concern toward others.

Often pays attention when others are distressed, but attention and response to this distress may be brief. May seek out adult support to help another child who is distressed.

Consistently pays attention when others are distressed and often responds with care, either by seeking out adult support or providing reassurance or support themselves.

- Makes empathetic statements to adults or other children.
- Offers support to adults or other children who are distressed.

continues

HEAD START EARLY LEARNING OUTCOMES FRAMEWORK (HELOF) GOALS		
P-SE 8. Child manages emotions with increasing independence.		
<p>Manages less intense emotions, such as mild frustration, independently. May require adult support to manage more intense emotions.</p>	<p>Has an expanding range of strategies for managing emotions, both less intense emotions and those that cause greater distress. Sometimes looks to adults for support in managing the most intense emotions, but shows increasing skill in managing emotions independently.</p>	<ul style="list-style-type: none"> • Expresses feelings in ways that are appropriate to the situation. • Looks for adult assistance when feelings are most intense. • Uses a range of coping strategies to manage emotions with the support of an adult, such as using words or taking a deep breath.
SENSE OF IDENTITY AND BELONGING		
P-SE 9. Child recognizes self as a unique individual having own abilities, characteristics, emotions, and interests.		
<p>Describes own physical characteristics and behaviors and indicates likes and dislikes when asked.</p>	<p>Describes a larger range of individual characteristics and interests and communicates how these are similar or different from those of other people.</p>	<ul style="list-style-type: none"> • Describes self using several different characteristics. • Demonstrates knowledge of uniqueness of self, such as talents, interests, preferences, or culture.
P-SE 10. Child expresses confidence in own skills and positive feelings about self.		
<p>Expresses enjoyment in accomplishing daily routines and new skills and may draw adult attention to these accomplishments. May share own ideas or express positive feelings about self, particularly when prompted by an adult.</p>	<p>Enjoys accomplishing a greater number of tasks and sharing these accomplishments with other children and adults. Makes increasing number of contributions to group discussion and may share ideas with or without adult prompting.</p>	<ul style="list-style-type: none"> • Shows satisfaction or seeks acknowledgment when completing a task or solving a problem. • Expresses own ideas or beliefs in group contexts or in interactions with others. • Uses positive words to describe self, such as kind or hard-worker.

continues

HEAD START EARLY LEARNING OUTCOMES FRAMEWORK (HELOF) GOALS

P-SE 11. Child has sense of belonging to family, community, and other groups.

Communicates feeling a sense of belonging to family and an emerging sense of connections to other communities through words or other forms of expression, such as drawing a picture of their family or sharing a special object related to their cultural heritage.

Has a sense of belonging to family and community and communicates details about these connections, such as sharing a story about a family gathering, both spontaneously and when prompted by an adult or other child.

- Identifies self as being a part of different groups, such as family, community, culture, faith, or preschool.
- Relates personal stories about being a part of different groups.
- Identifies similarities and differences about self across familiar environments and settings.

PRELIMINARY EXERCISES

SKILLS INVENTORY

Demonstrates fine motor control and coordination through use of Montessori Materials and tools for pouring, carrying, transferring, polishing, opening, shutting, folding, and cutting.

MONTESSORI LESSONS	PURPOSES
<p>Preparations for Using Water</p> <ul style="list-style-type: none"> • Using a sponge • Operating a faucet • Pouring rice 	<ul style="list-style-type: none"> • Hand-eye coordination. • Fine motor coordination (wrist and hand). • Motive for repetition and concentration. • Preliminary activity for pouring liquids.
<p>Exercises for Using Water</p> <ul style="list-style-type: none"> • Filling a pitcher • Pouring water <ul style="list-style-type: none"> • Pitcher to pitcher • Pitcher to glass • Two glasses • Cup and saucer 	<ul style="list-style-type: none"> • Coordination of movement of the whole body. • Development of equilibrium. • Adaptation to the environment. • Hand-eye and fine motor coordination. • Motive for repetition and concentration. • Functional independence. • Development of the will (self-control). • Preliminary activity for using liquids.
<p>Exercises for Carrying</p> <ul style="list-style-type: none"> • Carrying a chair • Carrying a table • Carrying a tray • Carrying a book • Handling a book • Carrying materials • How to carry, roll and unroll a mat • Carrying and offering scissors • Carrying a tray around a rug 	<ul style="list-style-type: none"> • Control and coordination of movement. • Development of equilibrium. • Adaptation to environment. • Coordination of movement of the whole body. • Motive for concentration. • Development of order through a sequence of actions.
<p>Exercises for Transfer Grasping</p> <ul style="list-style-type: none"> • Spooning • Baster • Tongs 	<ul style="list-style-type: none"> • Hand-eye coordination. • Fine motor coordination (wrist and hand). • Motive for repetition and concentration. • Preliminary action for care of the person (feeding oneself).

continues

MONTESSORI LESSONS	PURPOSES
Exercises for Polishing <ul style="list-style-type: none"> • Operating a dropper • Making a cloth finger pouch 	<ul style="list-style-type: none"> • Hand-eye coordination. • Fine motor coordination (wrist and hand). • Motive for repetition and concentration. • Development of order through a sequence of actions.
Exercises in Opening and Shutting <ul style="list-style-type: none"> • Doors and windows • Boxes • Bottles and jars 	<ul style="list-style-type: none"> • Preliminary activity to prepare the child to open containers used in other activities in the classroom. • Hand-eye and fine motor control. • Motive for repetition and concentration. • Functional independence.
Exercises in Folding <ul style="list-style-type: none"> • Napkins • Dusters • Towels • Aprons 	<ul style="list-style-type: none"> • Hand-eye coordination. • Manual dexterity. • Adaptation to the environment. • Indirect preparation for geometry - visual discrimination of shape.
Exercises in Cutting <ul style="list-style-type: none"> • Scissors and paper • Knives with rounded points 	<ul style="list-style-type: none"> • Hand-eye coordination and fine motor control. • Motive for repetition and concentration. • Functional independence. • Preliminary activity for using scissors in other activities in the classroom.

ASSESSMENT VOCABULARY AND ASSESSMENT CONSIDERATIONS

These skills are not formally assessed in the Primary.

HEAD START EARLY LEARNING OUTCOMES FRAMEWORK (HELOF) GOALS		
DEVELOPMENTAL PROGRESSION		INDICATORS
36 TO 48 MONTHS	48 TO 60 MONTHS	BY 60 MONTHS
PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT (P-ATL)		
FINE MOTOR		
P-PMP 3. Child demonstrates increasing control, strength, and coordination of small muscles.		
Performs simple hand-eye tasks, such as drawing simple shapes like circles and cutting paper with scissors. May demonstrate limited precision and control in more complex tasks.	Performs tasks that require more complex hand-eye coordination, such as cutting out shapes and drawing letter-like forms, with moderate levels of precision and control.	<ul style="list-style-type: none"> • Easily coordinates hand and eye movements to carry out tasks, such as working on puzzles or stringing beads together. • Uses a pincer grip to hold and manipulate tools for writing, drawing, and painting. • Uses coordinated movements to complete complex tasks, such as cutting along a line, pouring, or buttoning.
HEALTH, SAFETY, AND NUTRITION		
P-PMP 6. Child demonstrates knowledge of personal safety practices and routines.		
Shows awareness of a growing number of personal safety practices and routines. Looks to adults for support in enacting these.	Exhibits increasing independence in following basic personal safety practices and routines. Follows adult guidance around more complex practices.	<ul style="list-style-type: none"> • Identifies, avoids, and alerts others to danger, such as keeping a safe distance from swings. • Identifies and follows basic safety rules with adult guidance and support, such as transportation and street safety practices.

NOTES

These activities isolate fine motor skills for the young child. By doing these activities the young child develops physical skills that will enable her to greater independence as she grows.

CHAPTER 2

PRACTICAL LIFE ACTIVITIES

CONTROL AND COORDINATION OF MOVEMENT

SKILLS INVENTORY

Demonstrates gross-motor control through balance in large-muscle movement and awareness of one's own body and other people's space during interactions.

MONTESSORI LESSONS	PURPOSES
Walking Around a Rug	<ul style="list-style-type: none">• Control and coordination of movement.• Development of equilibrium.• Adaptation to environment.
Walking on the Line <ul style="list-style-type: none">• Balancing / Walking with feet on the line	<ul style="list-style-type: none">• Coordination of movement of the whole body.• Development of equilibrium.• Motive for concentration.• Development of the will.• Social cohesion.
Silence Game—Responding to the Bell	<ul style="list-style-type: none">• Coordination and refinement of movements of the whole body.• Development of the will.• Social cohesion.

ASSESSMENT VOCABULARY AND ASSESSMENT CONSIDERATIONS

These skills are not formally assessed in the Primary.

HEAD START EARLY LEARNING OUTCOMES FRAMEWORK (HELOF) GOALS		
DEVELOPMENTAL PROGRESSION		INDICATORS
36 TO 48 MONTHS	48 TO 60 MONTHS	BY 60 MONTHS
PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT (P-PMP)		
GROSS MOTOR		
P-PMP 1. Child demonstrates control, strength, and coordination of large muscles		
Balances, such as on one leg or a beam, for short periods with some assistance. Performs some skills, such as jumping for height and hopping, but these skills may not be consistently demonstrated. Engages in physical activity that requires strength and stamina for at least brief periods.	Balances, such as on one leg or on a beam, for longer periods of time both when standing still and when moving from one position to another. Demonstrates more coordinated movement when engaging in skills, such as jumping for height and distance, hopping, and running. Engages in more complex movements, such as riding a tricycle, with ease. Engages in physical activities of increasing levels of intensity for sustained periods of time.	<ul style="list-style-type: none"> • Demonstrates balance in large-muscle movement, such as walking on a log without falling or balancing on one leg. • Performs activities that combine and coordinate large muscle movements, including swinging on a swing, climbing a ladder, or dancing to music. • Demonstrates strength and stamina that allow for participation in a range of physical activities, such as running around playing tag.
P-PMP 2. Child uses perceptual information to guide motions and interactions with objects and other people.		
Somewhat aware of own body, space, and relationship to other objects. May have difficulty consistently coordinating motions and interactions with objects and other people.	Shows increasing awareness of body, space, and relationship to other objects in ways that allow for more coordinated movements, actions, and interactions with others.	<ul style="list-style-type: none"> • Demonstrates awareness of own body and other people's space during interactions. • Moves body in relation to objects to effectively perform tasks, such as moving body in position to kick a ball • When asked, can move own body in front of, to the side, or behind something or someone else, such as getting in line with other children. • Changes directions when moving with little difficulty

continues

HEAD START EARLY LEARNING OUTCOMES FRAMEWORK (HELOF) GOALS

HEALTH, SAFETY, AND NUTRITION

P-PMP 6. Child demonstrates knowledge of personal safety practices and routines.

Shows awareness of a growing number of personal safety practices and routines. Looks to adults for support in enacting these.

Exhibits increasing independence in following basic personal safety practices and routines. Follows adult guidance around more complex practices.

- Identifies, avoids, and alerts others to danger, such as keeping a safe distance from swings.
- Identifies and follows basic safety rules with adult guidance and support, such as transportation and street safety practices.

MATHEMATICS DEVELOPMENT (P-MATH)

GEOMETRY AND SPATIAL SENSE

P-MATH 10. Child explores the positions of objects in space.

Begins to understand spatial vocabulary. With adult support, follows directions involving their own position in space, such as “Stand up and stretch your arms to the sky.”

Increasingly understands spatial vocabulary. Follows directions involving their own position in space, such as “Move to the front of the line.”

- Understands and uses language related to directionality, order, and the position of objects, including up/down, and in front/behind.
- Correctly follows directions involving their own position in space, such as “Stand up” and “Move forward.”

CARE OF SELF

SKILLS INVENTORY

Participates in personal self-care skills including, dressing and undressing, handwashing, care of clothing, and personal appearance.

MONTESSORI LESSONSS

PURPOSES

Using an Apron

- Hand-eye coordination.
- Fine motor coordination.
- Manual dexterity.
- Functional independence.
- Care of the self/person.
- To promote functional independence in the children.
- Children learn to put on and take off an apron.

Dressing and Undressing

- Dressing Frames

- Snap Frame
- Velcro Frame
- Large button Frame
- Buckle Frame
- Zipper Frame
- Bow-tying Frame
- Shoelace Frame
- Safety Pin Frame

- Garments

- Hand-eye coordination.
- Fine motor coordination.
- Manual dexterity.
- Development of order.
- Motives for repetition and concentration.
- Functional independence.
- Care of the self/person.
- To promote functional independence in the children.
- Children learn to unfasten and fasten snaps.
- Later the child may learn the language for the parts of the snap.
- Children learn to unbutton and button.
- Children learn to unfasten and fasten a buckle.
- Later the child may learn the language for the parts of the buckle.
- The children learn to unzip and zip a zipper.
- Later the child may learn the language for the parts of the zipper.
- The children learn to untie and tie a bow.
- The children learn to unlace and re-lace a shoe and then tie a bow at the end.

continues

MONTESSORI LESSONSS	PURPOSES
Handwashing	<ul style="list-style-type: none"> • Hand-eye coordination. • Fine motor control. • Development of order by following a logical sequence of movements. • Motive for repetition and concentration. • Functional independence. • Care of the self/person.
Using Clothespins	<ul style="list-style-type: none"> • Hand-eye coordination. • Fine motor coordination. • Manual dexterity. • Functional independence. • Care of the self/person. • Children learn to use a clothespin.
Hanging up Clothes	<ul style="list-style-type: none"> • Hand-eye coordination. • Fine motor coordination. • Manual dexterity. • Functional independence. • Care of the self/person. • Children learn to hang up clothes.
Checking Overall Appearance	<ul style="list-style-type: none"> • Development of order. • Functional independence. • Care of the self/person. • To promote functional independence in the children.

ASSESSMENT VOCABULARY AND ASSESSMENT CONSIDERATIONS

These skills are not formally assessed in the Primary.

HEAD START EARLY LEARNING OUTCOMES FRAMEWORK (HELOF) GOALS		
DEVELOPMENTAL PROGRESSION		INDICATORS
36 TO 48 MONTHS	48 TO 60 MONTHS	BY 60 MONTHS
PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT (P-PMP)		
FINE MOTOR		
P-PMP 3. Child demonstrates increasing control, strength, and coordination of small muscles.		
Performs simple hand-eye tasks, such as drawing simple shapes like circles and cutting paper with scissors. May demonstrate limited precision and control in more complex tasks.	Performs tasks that require more complex hand-eye coordination, such as cutting out shapes and drawing letter-like forms, with moderate levels of precision and control.	<ul style="list-style-type: none"> • Easily coordinates hand and eye movements to carry out tasks, such as working on puzzles or stringing beads together. • Uses a pincer grip to hold and manipulate tools for writing, drawing, and painting. • Uses coordinated movements to complete complex tasks, such as cutting along a line, pouring, or buttoning.
HEALTH, SAFETY, AND NUTRITION		
P-PMP 4. Child demonstrates personal hygiene and self-care skills.		
Shows an awareness of personal hygiene and self-care skills, such as telling an adult it is important to wash hands before eating. May not complete or exhibit these skills regularly without adult guidance and supervision.	Begins to take more responsibility for personal hygiene and self-care skills. Sometimes completes them without adult prompting.	<ul style="list-style-type: none"> • Washes hands with soap and water. Knows to do this before eating, after using the bathroom, or after blowing nose. • Demonstrates increasing ability to take responsibility for participating in personal self-care skills, such as brushing teeth or getting dressed.

NOTES

These activities enable the child to care for himself, fostering independent choice and action.

CARE OF THE ENVIRONMENT

SKILLS INVENTORY

Participates in care of the indoor and outdoor environments including dusting, washing, mopping, sweeping, racking, caring for plants, food preparation etc.

MONTESSORI LESSONS	PURPOSES
<p>Indoor Environment</p> <ul style="list-style-type: none"> • Dusting • Washing a table • Sweeping • Floor cleaning (sponging up spills and mopping) • Care of plants • Arranging flowers • Hanging to dry • Washing cloths • Setting a table • Clearing a table • Crumbing a table • Dishwashing • Preparing food 	<ul style="list-style-type: none"> • Care of the indoor environment. • Coordination of movement of the whole body. • Development of aesthetic perception. • Development of equilibrium. • Development of order through exact use of each item and through following a logical sequence of activity. • Development of order through following a logical sequence of activity. • Development of the will (self-control). • Fine motor control. • Fine motor movements. • Hand-eye coordination. • Motive for repetition, concentration, and exactness. • Orientation and adaptation to the environment. • Social cohesion.
<p>Outdoor Environment</p> <ul style="list-style-type: none"> • Sweeping steps • Picking up debris • Raking leaves • Planting flowers, vegetables 	<ul style="list-style-type: none"> • Care of the outdoor environment. • Coordination of movement of the whole body. • Development of aesthetic perception. • Development of equilibrium. • Development of order through exact use of each item and through following a logical sequence of activity. • Development of order through following a logical sequence of activity. • Development of the will (self-control). • Fine motor control. • Fine motor movements. • Hand-eye coordination. • Motive for repetition, concentration, and exactness. • Orientation and adaptation to the environment. • Social cohesion. • Indirect preparation for botany.

ASSESSMENT VOCABULARY AND ASSESSMENT CONSIDERATIONS

These skills are not formally assessed in the Primary.

HEAD START EARLY LEARNING OUTCOMES FRAMEWORK (HELOF) GOALS

DEVELOPMENTAL PROGRESSION		INDICATORS
36 TO 48 MONTHS	48 TO 60 MONTHS	BY 60 MONTHS
PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT (P-PMP)		
FINE MOTOR		
P-PMP 3. Child demonstrates increasing control, strength, and coordination of small muscles.		
Performs simple hand-eye tasks, such as drawing simple shapes like circles and cutting paper with scissors. May demonstrate limited precision and control in more complex tasks.	Performs tasks that require more complex hand-eye coordination, such as cutting out shapes and drawing letter-like forms, with moderate levels of precision and control.	<ul style="list-style-type: none"> Easily coordinates hand and eye movements to carry out tasks, such as working on puzzles or stringing beads together. Uses a pincer grip to hold and manipulate tools for writing, drawing, and painting. Uses coordinated movements to complete complex tasks, such as cutting along a line, pouring, or buttoning.
HEALTH, SAFETY, AND NUTRITION		
P-PMP 5. Child develops knowledge and skills that help promote nutritious food choices and eating habits.		
Demonstrates a basic knowledge of the role of foods and nutrition in healthy development. Often requires adult guidance and supervision to make healthy eating choices.	Demonstrates an increasing understanding of the ways in which foods and nutrition help the body grow and be healthy. Makes healthy eating choices both independently and with support.	<ul style="list-style-type: none"> Identifies a variety of healthy and unhealthy foods. Demonstrates basic understanding that eating a variety of foods helps the body grow and be healthy. Moderates food consumption based on awareness of own hunger and fullness.

NOTES

These activities enable the child to care for the environment around her—the classroom. The young child will do these activities out of fascination with the materials, the process, and the effect. Older children will do them out of a desire to maintain the classroom.

GRACE AND COURTESY

SKILLS INVENTORY

Demonstrates orientation to the social environment through the use of vocabulary and movements that show awareness of and responsiveness to people and the environment.

MONTESSORI LESSONS

Lessons of Grace and Courtesy Examples:

- Blowing one's nose
- Covering one's mouth for a sneeze or cough
- How to yawn
- Opening a door to receive someone and inviting them to come in
- Making introductions
- Greeting a guest
- Shaking hands
- How to talk softly but audibly
- Offering an object to someone
- Passing an object from one person to another
- How to ask for something
- How to accept
- How to refuse
- Thanking someone
- Accepting thanks
- Excusing yourself
- How to apologize
- Passing behind so as not to disturb others
- How and when to interrupt
- Standing
- Sitting down - Getting up
- Joining a group
- Observing work
- Where to put a rug

PURPOSES

- Coordination of movement of the whole body.
- Adaptation to the environment.
- Vocabulary to communicate with peers and adults.
- Orientation to the social environment.
- Functional independence.
- Development of the will (self-control).

ASSESSMENT VOCABULARY AND ASSESSMENT CONSIDERATIONS

These skills are not formally assessed in the Primary.

HEAD START EARLY LEARNING OUTCOMES FRAMEWORK (HELOF) GOALS

DEVELOPMENTAL PROGRESSION

INDICATORS

36 TO 48 MONTHS

48 TO 60 MONTHS

BY 60 MONTHS

SOCIAL AND EMOTIONAL DEVELOPMENT (P-SE)

RELATIONSHIPS WITH ADULTS

P-SE 1. Child engages in and maintains positive relationships and interactions with adults.

Engages in positive interactions with adults, such as by demonstrating affection or talking about ideas. Is able to separate from trusted adults when in familiar settings. Uses adults as a resource to solve problems.

Clearly shows enjoyment in interactions with trusted adults while also demonstrating skill in separating from these adults with minimal distress when in a familiar setting. Initiates interactions with adults and participates in longer and more reciprocal interactions with both trusted and new adults.

- Interacts readily with trusted adults.
- Engages in some positive interactions with less familiar adults, such as parent volunteers.
- Shows affection and preference for adults who interact with them on a regular basis.
- Seeks help from adults when needed.

P-SE 2. Child engages in prosocial and cooperative behavior with adults

Sometimes engages in prosocial behavior with adults, such as greeting the teacher or saying goodbye, and responds to adult requests and directions that may include assistance or prompting. Sometimes demonstrates uncooperative behavior with familiar adults, such as saying “No” to requests, but these moments are typically resolved with support from adults.

Often engages in prosocial behavior with adults and usually responds appropriately to adult requests and directions without significant assistance or prompting. Uncooperative behavior with familiar adults is rare and the child is able to resolve minor conflicts with adults with support, such as being given reminders to use a quiet voice or follow directions.

- Engages in prosocial behaviors with adults, such as using respectful language or greetings.
- Attends to an adult when asked.
- Follows adult guidelines and expectations for appropriate behavior.
- Asks or waits for adult permission before doing something when they are unsure.

continues

HEAD START EARLY LEARNING OUTCOMES FRAMEWORK (HELOF) GOALS

RELATIONSHIPS WITH OTHER CHILDREN

P-SE 3. Child engages in and maintains positive interactions and relationships with other children.

Sometimes engages in and maintains interactions with other children without support from an adult, or demonstrates skills in doing this when prompted by an adult. May spontaneously engage in prosocial behaviors with other children, such as sharing and taking turns with materials and in conversations, or may engage in these with prompting from adults.

Sustains interactions with other children more often and for increasing periods of time. Demonstrates prosocial behaviors with other children with and without prompting from adults. Likely to show at least some preference for playing with particular children.

- Engages in and maintains positive interactions with other children.
- Uses a variety of skills for entering social situations with other children, such as suggesting something to do together, joining an existing activity, or sharing a toy.
- Takes turns in conversations and interactions with other children.
- Develops friendships with one or two preferred other children.

P-SE 4. Child engages in cooperative play with other children

Often plays cooperatively with other children. For at least short periods during this play, works with other children to plan and enact this play in a coordinated way.

Cooperatively plays with other children in an increasingly coordinated way. Works with other children to make plans for what and how they will play together. When given the opportunity, these coordinated play periods get longer.

- Engages in joint play, such as using coordinated goals, planning, roles, and games with rules, with at least one other child at a time.
- Demonstrates willingness to include others' ideas during interactions and play.
- Shows enjoyment of play with other children, such as through verbal exchanges, smiles, and laughter.
- Engages in reflection and conversation about past play experiences.

continues

HEAD START EARLY LEARNING OUTCOMES FRAMEWORK (HELOF) GOALS**P-SE 5. Child uses basic problem-solving skills to resolve conflicts with other children.**

Begins to recognize and describe social problems. Suggests solutions to conflicts with adult guidance and support.

Often recognizes and describes social problems, suggests solutions to conflicts, and compromises when working or playing in a group. Although simple conflicts may be resolved without adult assistance, may seek out or need adult support in more challenging moments.

- Recognizes and describes basic social problems in books or pictures, such as both children wanting the same toy, and during interactions with other children, such as “Why do you think your friend might be sad?”
- Uses basic strategies for dealing with common conflicts, such as sharing, taking turns, and compromising.
- Expresses feelings, needs, and opinions in conflict situations.
- Seeks adult help when needed to resolve conflicts.

NOTES

Grace and Courtesy lessons give the child vocabulary and movements that enable him to be aware of and responsive to the people and environment around him. They orient him to his social environment.

These are lessons that we give to small groups of children that teach them how to be and act in the classroom. They are often presented as little plays. We use them to help promote behavior we want to see in the classroom by showing the children “what they can do if...”, “what they can do when...”, and “How to...”

CHAPTER 3

ART SKILLS

ART SKILLS

SKILLS INVENTORY

Demonstrates hand-eye coordination and fine motor control by using a pincer grip to hold and manipulate tools for drawing, painting, modeling, punching, and cutting.

MONTESSORI LESSONS

Push Pin
Pencil Sharpening
Collage

- Gluing Paper
- Mixed Media

Play Dough
Painting with a Brush

PURPOSES

- Hand-eye coordination and fine motor control.
- Motive for repetition and concentration.
- Functional independence.

ASSESSMENT VOCABULARY AND ASSESSMENT CONSIDERATIONS

These skills are not formally assessed in the Primary.

HEAD START EARLY LEARNING OUTCOMES FRAMEWORK (HELOF) GOALS		
DEVELOPMENTAL PROGRESSION		INDICATORS
36 TO 48 MONTHS	48 TO 60 MONTHS	BY 60 MONTHS
PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT (P-PMP)		
FINE MOTOR		
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INDEXES

STANDARDS TO MONTESSORI INDEX

HEAD START EARLY LEARNING OUTCOMES FRAMEWORK		MONTESSORI ALBUMS, CHAPTERS, AND SECTIONS
APPROACHES TO LEARNING (P-ATL)		
EMOTIONAL AND BEHAVIORAL SELF-REGULATION		
P-ATL 1	Child manages emotions with increasing independence.	Foundations <ul style="list-style-type: none"> • Overview of Practical Life
P-ATL 2	Child follows classroom rules and routines with increasing independence.	Foundations <ul style="list-style-type: none"> • Overview of Practical Life Also aligned in: Social Studies: History, Civics, and Economics <ul style="list-style-type: none"> • Civics
P-ATL 3	Child appropriately handles and takes care of classroom materials.	Foundations <ul style="list-style-type: none"> • Overview of Practical Life
P-ATL 4	Child manages actions, words, and behavior with increasing independence.	Foundations <ul style="list-style-type: none"> • Overview of Practical Life Also aligned in: Social Studies: History, Civics, and Economics <ul style="list-style-type: none"> • Civics

continues

HEAD START EARLY LEARNING OUTCOMES FRAMEWORK		MONTESSORI ALBUMS, CHAPTERS, AND SECTIONS
COGNITIVE SELF-REGULATION (EXECUTIVE FUNCTIONING)		
P-ATL 5	Child demonstrates an increasing ability to control impulses.	Foundations • Overview of Practical Life
P-ATL 6	Child maintains focus and sustains attention with minimal adult support.	
P-ATL 7	Child persists in tasks.	
P-ATL 8	Child holds information in mind and manipulates it to perform tasks.	Foundations • Overview of Practical Life
P-ATL 9	Child demonstrates flexibility in thinking and behavior.	Also aligned in: Sensorial: Education of the Senses • Auditory Sense • Olfactory Sense • Gustatory Sense • Visual Sense • Stereognostic Sense • Tactile Sense • Mixed Impressions
INITIATIVE AND CURIOSITY		
P-ATL 10	Child demonstrates initiative and independence.	Foundations • Overview of Practical Life
P-ATL 11	Child shows interest in and curiosity about the world around them.	Foundations • Overview of Practical Life Also aligned in: Social Studies: History, Civics, and Economics • Civics
CREATIVITY		
P-ATL 12	Child expresses creativity in thinking and communication.	Foundations • Overview of Practical Life
P-ATL 13	Child uses imagination in play and interactions with others.	

continues

HEAD START EARLY LEARNING OUTCOMES FRAMEWORK		MONTESSORI ALBUMS, CHAPTERS, AND SECTIONS
SOCIAL AND EMOTIONAL DEVELOPMENT (P-SE)		
RELATIONSHIPS WITH ADULTS		
P-SE-1	Child engages in and maintains positive relationships and interactions with adults.	Foundations <ul style="list-style-type: none"> • Overview of Practical Life Practical Life <ul style="list-style-type: none"> • Grace and Courtesy
P-SE-2	Child engages in prosocial and cooperative behavior with adults.	
RELATIONSHIPS WITH OTHER CHILDREN		
P-SE-3	Child engages in and maintains positive interactions and relationships with other children.	Foundations <ul style="list-style-type: none"> • Overview of Practical Life Practical Life <ul style="list-style-type: none"> • Grace and Courtesy
P-SE-4	Child engages in cooperative play with other children.	
P-SE-5	Child uses basic problem-solving skills to resolve conflicts with other children.	
EMOTIONAL FUNCTIONING		
P-SE-6	Child expresses a broad range of emotions and recognizes these emotions in self and others.	Foundations <ul style="list-style-type: none"> • Overview of Practical Life Practical Life <ul style="list-style-type: none"> • Grace and Courtesy
P-SE-7	Child expresses care and concern toward others.	
P-SE-8	Child manages emotions with increasing independence.	
SENSE OF IDENTITY AND BELONGING		
P-SE-9	Child recognizes self as a unique individual having own abilities, characteristics, emotions, and interests.	Foundations <ul style="list-style-type: none"> • Overview of Practical Life Practical Life <ul style="list-style-type: none"> • Grace and Courtesy
P-SE-10	Child expresses confidence in own skills and positive feelings about self.	
P-SE-11	Child has sense of belonging to family, community, and other groups.	

continues

HEAD START EARLY LEARNING OUTCOMES FRAMEWORK		MONTESSORI ALBUMS, CHAPTERS, AND SECTIONS
MATHEMATICS DEVELOPMENT (P-MATH)		
GEOMETRY AND SPATIAL SENSE		
P-MATH-10	Child explores the positions of objects in space.	Foundations <ul style="list-style-type: none"> • Overview of Practical Life Also aligned in: Sensorial: Education of the Senses <ul style="list-style-type: none"> • Mixed Impressions
PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT (P-PMP)		
GROSS MOTOR		
P-PMP-1	Child demonstrates control, strength, and coordination of large muscles.	Practical Life <ul style="list-style-type: none"> • Control and Coordination of Movement
P-PMP-2	Child uses perceptual information to guide motions and interactions with objects and other people.	Practical Life <ul style="list-style-type: none"> • Control and Coordination of Movement Also aligned in: Sensorial: Education of the Senses <ul style="list-style-type: none"> • Auditory Sense • Olfactory Sense • Gustatory Sense • Visual Sense • Stereognostic Sense • Tactile Sense • Mixed Impressions

continues

HEAD START EARLY LEARNING OUTCOMES FRAMEWORK		MONTESSORI ALBUMS, CHAPTERS, AND SECTIONS
FINE MOTOR		
P-PMP-3	Child demonstrates increasing control, strength, and coordination of small muscles.	<p>Foundations</p> <ul style="list-style-type: none"> • Preliminary Exercises <p>Art Skills</p> <ul style="list-style-type: none"> • Art Skills <p>Practical Life</p> <ul style="list-style-type: none"> • Care of Self, Care of the Environment <p>Also aligned in: Sensorial: Education of the Senses</p> <ul style="list-style-type: none"> • Auditory Sense • Olfactory Sense • Gustatory Sense • Visual Sense • Stereognostic Sense • Tactile Sense • Mixed Impressions
HEALTH, SAFETY, AND NUTRITION		
P-PMP-4	Child demonstrates personal hygiene and self-care skills.	<p>Practical Life</p> <ul style="list-style-type: none"> • Care of Self
P-PMP-5	Child develops knowledge and skills that help promote nutritious food choices and eating habits.	
P-PMP-6	Child demonstrates knowledge of personal safety practices and routines.	<p>Foundations</p> <ul style="list-style-type: none"> • Preliminary Exercises <p>Practical Life</p> <ul style="list-style-type: none"> • Control and Coordination of Movement

MONTESSORI TO STANDARDS INDEX

CHAPTER AND SECTION		HEAD START EARLY LEARNING FRAMEWORK STANDARDS ALIGNED
FOUNDATIONS		
Overview of Practical Life	P-ATL	Approaches to Learning <ul style="list-style-type: none"> Emotional and Behavioral Self-Regulation Cognitive Self-Regulation (Executive Functioning) Initiative and Curiosity Creativity
	P-SE	Social and Emotional Development <ul style="list-style-type: none"> Relationships with Adults Relationships with Other Children Emotional Functioning Sense of Identity and Belonging
Preliminary Exercises	P-PMP	Perceptual, Motor, and Physical Development <ul style="list-style-type: none"> Fine Motor Health, Safety, and Nutrition
PRACTICAL LIFE		
Care of Self	P-PMP	Perceptual, Motor, and Physical Development <ul style="list-style-type: none"> Fine Motor Health, Safety, and Nutrition
Care of the Environment		
Control and Coordination of Movement	P-PMP	Perceptual, Motor, and Physical Development <ul style="list-style-type: none"> Gross Motor Health, Safety, and Nutrition
	P-MATH	Mathematics Development <ul style="list-style-type: none"> Geometry and Spatial Sense
Grace and Courtesy	P-SE	Social and Emotional Development <ul style="list-style-type: none"> Relationships with Adults Relationships with Other Children
ART SKILLS		
Art Skills	P-PMP	Perceptual, Motor, and Physical Development <ul style="list-style-type: none"> Fine Motor