



**THE FIRST MONTESSORI ACCREDITED PUBLIC SCHOOL IN THE NATION
FOR AGE 3-GRADE 8 AND THE ONLY MONTESSORI ACCREDITED SCHOOL IN POLK COUNTY**

Lakeland Montessori Early Childhood End of Cycle Expectations

Practical Life

- Demonstrates ability to concentrate during the uninterrupted work period.
- Demonstrates eye-hand coordination.
- Demonstrates a sense of equilibrium and control of movement.
- Demonstrates the refinement of hand muscle control.
- Cares for self independently.
- Able to choose work independently.
- Cares for and respects the environment.
- Demonstrates a sense of order through following sequential and precise steps and a left to right, top to bottom pattern.
- Demonstrates an understanding of the beginning, middle, and end of working with a lesson.
- Has a positive self-concept.
- Demonstrates knowledge of social graces and courtesy.
- Follows class ground rules.
- Is able to follow directions.
- Works well with adults and children.
- Cooperates during group activities.
- Socializes well and handles peer situations appropriately.
- Is able to use an appropriate conflict resolution process with peers.
- Can share feelings in a group.
- Demonstrates an ability to think analytically, categorize, and problem solve.
- Understands and appreciates the elements of nutrition, cultural differences in foods, and new and different foods.

Sensorial and Geometry

- Is familiar with sensorial language.
- Is able to match using the sensorial materials.
- Is able to sort using the sensorial materials.
- Is able to grade using the sensorial materials.
- Is able to categorize using the sensorial materials.
- Has worked with the visual discrimination materials.
- Has worked with visual discrimination materials blindfolded.
- Has worked with the auditory discrimination materials.
- Has worked with the olfactory discrimination materials.
- Has worked with the gustatory discrimination materials.
- Has worked with the tactile discrimination materials.
- Has worked with the thermic discrimination materials.
- Identifies colors by name and can match and grade.
- Identifies, names, describes, and sorts basic two dimensional geometric shapes and solids such as squares, triangles, circles, rectangles, hexagons, and trapezoids.

Identifies, names, describes, and sorts three-dimensional geometric shapes and solids such as spheres, cubes, and cylinders.

Has worked with naming triangles by sides and angles using the constructive triangle boxes.

Recognizes and names the polygons.

Language

Speaks clearly and discusses day to day events.

Can state personal name, including surname, and has practiced stating address, city, state, and phone number.

Writes personal name, including surname, using proper capitalization.

Remembers left to right progression for reading and writing.

Recognizes and produces words that rhyme.

Able to write all lowercase cursive letters.

Knows the sound for each manuscript and cursive letter.

Can use the moveable alphabet to construct short vowel words.

Can use the moveable alphabet to construct words with phonograms.

Recognizes all manuscript and cursive letters by their name.

Can construct simple sentences using the moveable alphabet.

Can write phonetically.

Makes the transition from sounding out to blending.

Can decode at the sentence level.

Can decode words with phonograms and long vowels.

Can fluently decode sentences.

Understands that words have different functions through the use of the grammar symbols and lessons.

Recognizes Kindergarten High Frequency Words.

Recognizes color words and number words 1-10 and has worked with days of the week and months of the year.

Demonstrates an understanding of sequential order in pre-reading activities.

Familiar with four square writing format.

Able to state main idea, characters, and events from a story read aloud or read independently for pleasure.

Mathematics

Uses mathematics in daily life.

Able to write numbers up to 100.

Recognizes and can write numerals 1-9999, when working with concrete materials.

Counts in sequence up to 100 and beyond using the bead chains, hundred board, and number tickets.

Knows the symbol and concept of zero.

Has worked with the concept of odd and even.

Understands concept of teens and tens using the tables of Sequin and other materials.

Knows how to use counting chains - with squares, cubes, and number tickets.

Can count by 2's, 5's, and 10's up to 100.

Has worked extensively with place value using the decimal materials.

Can match symbol and quantity 1-9999 with the decimal materials.

Can build a 4 digit number with symbol and quantity using the decimal materials.

Has been introduced to all four static operations with the decimal materials.

Has been introduced to exchanging with the decimal materials.

Independently computes static addition problems up to the thousands using the golden beads.

Can do simple single digit addition with various materials.

Has been introduced to multiplication at the single digit level with materials.

Has been introduced to simple single digit subtraction with various materials.

Computes static subtraction problems up to the thousands using the golden beads.

Has been introduced to simple single digit division with various materials.

Can create number combinations that equal 10, with materials.

Has been introduced to the basic concept of fractions.

Identifies time to the nearest hour and half hour.

Knows and compares various denominations of money and their value.

Has worked with various tools for measurement, length, height, width, diameter, and volume.
Recognizes and can repeat, predict, and extend a simple pattern.
Has been introduced to picture and symbol graphs.
Compares more, less, the same, and understands greater than and less than.
Is able to make simple estimations.

Culture/Geography

Can use the globe to identify a continent and an ocean.
Can identify the seven continents on the globe and world map.
Works with the puzzle map and materials for the continent of Africa.
Works with the puzzle map and materials for the continent of Asia.
Works with the puzzle map and materials for the continent of Australia.
Works with the puzzle map and materials for the continent of Europe.
Works with the puzzle map and materials for the continent of North America.
Works with the puzzle map and materials for the continent of South America.
Can name North America as the continent on which we live.
Has worked with all land and water forms.
Is developing an understanding and appreciation for the similarities and differences among people of various cultures around the world.
Able to trace and label continents, knows planisphere puzzle map.
Has worked with the days of the week.
Has worked with the months of the year.
Completed research with report and illustrations on self-chosen topics.

Science

Understands the difference between living and non-living things.
Understands the difference between an invertebrate and vertebrate.
Has completed the three part cards, control books, and cut definitions for the mammal, bird, reptile, amphibian, and fish vertebrae lessons.
Has been introduced to the external parts of the human body and has been introduced to the internal systems.
Has been introduced to science concepts and experiments such as magnetism, electricity, and gravity.
Knows the seasons and has been introduced to other life cycles.
Has completed the first set of botany cards for the parts of the tree, leaf, flower, and plant.
Has completed the Botany three part cards and tracing and labeling the Botany cabinet.
Collaborates with a partner to collect information.
Makes observations of the natural world and knows that they are descriptors collected using the five senses.
Keeps records as appropriate-such as pictorial records-of investigations conducted.
Observes and creates a visual representation of an object which includes its major features.
Recognizes that learning can come from careful observation.
Explores the Law of Gravity by investigating how objects are pulled toward the ground unless something holds them up.
Recognizes the repeating pattern of day and night.
Recognizes that the Sun can only be seen in the daytime.
Observes that sometimes the Moon can be seen at night and sometimes during the day.
Observes that things can be big and things can be small as seen from Earth.
Observes that some objects are far away and some are nearby as seen from Earth.
Sorts objects by observable properties, such as size, shape, color, temperature, weight, and texture.
Recognizes that the shape of materials such as paper and clay can be changed by cutting, tearing, crumpling, smashing, or rolling.
Observes that things that make sound vibrate.
Investigate that things move in different ways, such as fast, slow, etc.
Observes that a push or a pull can change the way an object is moving.
Recognizes the five senses and related body parts.
Recognizes that some books and other media portray animals and plants with characteristics and behaviors they do not have in real life.

Observes plants and animals, describes how they are alike and how they are different in the way they look and in the things they do.

Music Appreciation and Application

Can play the short scale.

Has been introduced to the pentatonic scale.

Respond to music from various sound sources to show awareness of steady beat.

Identify various sounds in a piece of music.

Identify, visually and aurally, pitched and unpitched classroom instruments.

Identify singing, speaking, and whispering voices.

Identify similarities and/or differences in a performance.

Share opinions about selected pieces of music.

Respond to and explore music through creative play and found sounds in the music classroom.

Exhibit age-appropriate music and like skills that will add to the success in the music classroom.

Respond to music from diverse cultures through singing and movement.

Respond to and/or perform folk music of American cultural sub-groups.

Perform simple songs, finger plays, and rhymes to experience connections among music, language, and numbers.

Respond to beat, rhythm, and melodic line through imitation.

Identify similarities and differences in melodic phrases and/or rhythm patterns.

Respond to music to demonstrate how it makes one feel.

Improvise a response to a musical question sung or played by someone else.

Sing or play songs from memory.

Sing songs of limited range appropriate to the young child and use the head voice.

Perform simple songs and accompaniments.

Match pitches in a song or musical phrase in one or more keys.

Imitate simple rhythm patterns played by the teacher or a peer.

Physical Education/Gross Motor Skills

Listens and follows directions.

Demonstrates knowledge.

Art Appreciation and Application

Create and share personal works of art with others.

Describe personal choices made in the creation of artwork.

Identify media used by self or peers.

Experiment with art media for personal satisfaction and perceptual awareness.

Identify real and imaginary subject matter in works of art.

Describe where art ideas or products can be found in stores.

Describe art from selected cultures and places.

Follow directions for suitable behavior in an art audience.

Explain how art-making can help people express ideas and feelings.

Create artwork that communicates an awareness of self as part of the community.

Compare selected artworks from various cultures to find differences and similarities.

Explore everyday objects that have been designed and created by artists.

Describe where artwork is displayed in school or other places.

Express ideas related to non-art content areas through personal works of art.

Explore the placement of the structural elements of art in personal works of art.

Generate ideas and images for artworks based on memory, imagination, and experience.

Create works of art to document experiences of self and community.

Explore art processes and media to produce artworks.

Produce artwork influenced by personal decisions and ideas.

Develop artistic skills through the repeated use of tools, processes, and media.

Practice skills to develop craftsmanship.

Handle art tools and media safely in the art area.

