

**ALIGNMENT OF MONTESSORI MATERIALS AND LESSONS
WITH COLORADO ACADEMIC STANDARDS**

Kindergarten

August 30, 2012

Sheila Wolfe & Kristina Baxter

Mathematics

| | Standards and Evidence Outcomes | Montessori Materials, Instructional Methods, And Tools <i>Italics Indicate Montessori Materials and Lessons</i> | Measuring Methods And Tools |
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| <p>Standard: 1. Number Sense, Properties, and Operations</p> | <p>1. Whole numbers can be used to name, count, represent, and order quantity</p> <p><i>a. Use number names and the count sequence.</i></p> <ul style="list-style-type: none"> • Count to 100 by ones and by tens. • Count forward beginning from a given number within the known sequence. • Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20. <p><i>b. Count to determine the number of objects.</i></p> <ul style="list-style-type: none"> • Apply the relationship between numbers and quantities and connect counting to cardinality. • Count and represent objects to 20. <p><i>c. Compare and instantly recognize numbers.</i></p> <ul style="list-style-type: none"> • Identify whether the number of objects in one group is greater than, less than, or | <p><i>Number Rods, Sandpaper Numerals, Spindle Boxes, Cards and Counters, Bead Bars, Teen Board, Ten Board, Hundred Board, Golden Beads, Short Chains,</i></p> <p><i>symbols for <, >, =, +, -,</i></p> <p><i>Sensorial , Visual, Sequential materials to demonstrate positions 1st-10th(Pink Tower, Brown Stair, Red Rods)</i></p> | <p>Formative Assessments, Summative Assessments, Observations, Documentation</p> |

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| | <p>equal to the number of objects in another group.</p> <ul style="list-style-type: none"> • Compare two numbers between 1 and 10 presented as written numerals. • Identify small groups of objects fewer than five without counting | | |
| | <p>2. Composing and decomposing quantity forms the foundation for addition and subtraction</p> <p><i>a. Model and describe addition as putting together and adding to, and subtraction as taking apart and taking from, using objects or drawings.</i></p> <ul style="list-style-type: none"> • Represent addition and subtraction with objects, fingers, mental images, drawings, or equations. • Solve addition and subtraction word problems; add and subtract within 10. • Decompose numbers less than or equal to 10 into pairs in more than one way. • For any number from 1 to 9, find the number that makes 10 when added to the given number. • Use objects including coins and drawings to model addition and subtraction problems to 10 (PFL: | <p><i>Spindle Boxes, Bead Bars, Table Rods, Number Rods, Golden Beads, Strip Boards, Finger Charts, Addition Snake Game, Teen Board</i></p> | <p>Formative Assessments, Summative Assessments, Observations, Documentation</p> |

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| | <p>Personal Financial Literacy) <i>b. Fluently add and subtract within 5.</i> <i>c. Compose and decompose numbers 11–19 to gain foundations for place value using objects and drawings.</i></p> | | |
| Standard: 2. Patterns, Functions, and Algebraic Structures | Expectations for this standard are integrated into the other standards at preschool through Third grade. | | |
| Standard: 3. Data Analysis, Statistics, and Probability | Expectations for this standard are integrated into the other standards at preschool through Kindergarten. | | |
| Standard: 4. Shape, Dimension, and Geometric Relationships | <p>1. Shapes can be described by characteristics and position and created by composing and Decomposing</p> <p><i>a. Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).</i></p> <ul style="list-style-type: none"> Describe objects in the environment using names of shapes, and describe the relative positions of these objects | <p><i>Metal Insets, Geometric Cabinet, Constructive Triangles, Geometric Solids, Knobless Cylinder Boxes, Circles / Squares / Triangles</i></p> | <p>Formative Assessments, Summative Assessments, Observations, Documentation</p> |

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| | <p>using terms such as above, below, beside, in front of, behind, and next to.</p> <ul style="list-style-type: none"> • Correctly name shapes regardless of their orientations or overall size • Identify shapes as two-dimensional or three dimensional. <p><i>b. Analyze, compare, create, and compose shapes.</i></p> <ul style="list-style-type: none"> • Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts and other attributes. • Model shapes in the world by building shapes from components and drawing shapes. • Compose simple shapes to form larger shapes. | | |
| | <p>2. Measurement is used to compare and order objects</p> <p><i>a. Describe and compare measurable attributes.</i></p> <ul style="list-style-type: none"> • Describe measurable attributes of objects, such as length or weight. • Describe several measurable attributes | <p><i>Pink Tower, Brown Stair, Red Rods, Cylinder Blocks, Knobless Cylinders, Baric Tablets, Pouring</i></p> | |

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| | <p>of a single object.</p> <ul style="list-style-type: none">• Directly compare two objects with a measurable attribute in common, to see which object has —more of//—less of// the attribute, and describe the difference.• Order several objects by length, height, weight, or price (PFL: Personal Financial Literacy) <p><i>b. Classify objects and count the number of objects in each category.</i></p> <ul style="list-style-type: none">• Classify objects into given categories.• Count the numbers of objects in each category.• Sort the categories by count. | | |
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Reading, Writing, And Communicating – Oral Expression and Listening

| | Standards and Evidence Outcomes | Montessori Materials, Instructional Methods, And Tools <i>Italics Indicate Montessori Materials and Lessons</i> | Measuring Methods And Tools |
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| <p>1. Oral Expression and Listening</p> | <p>1. Oral communication skills are built within a language-rich environment.</p> <p>a. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>b. Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>c. Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p>d. Sort common objects into categories</p> <p>e. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to</p> | <p><i>News Period, Show and Tell, Journal Writing, Circle Time instruction, classified cards, opposites, The Naming Game, Command Cards</i></p> | <p>Formative Assessments, Summative Assessments, Observations, Documentation</p> |

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| | <p>their opposites (antonyms)</p> <p>f. Identify real-life connections between words and their use</p> <p>g. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.</p> <p>h. Express words and word meanings as encountered in books and conversation</p> <p>i. Use new vocabulary that is directly taught through reading, speaking, and listening</p> <p>j. Relate new vocabulary to prior knowledge.</p> | | |
| | <p>2. Communication relies on effective verbal and nonverbal skills.</p> <p>a. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <ul style="list-style-type: none"> • Follow agreed-upon rules | <p>Whole and small group read alouds, Grace and Courtesy, classroom rules and expectations, peer collaboration during work cycle.</p> | |

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| | <p>for discussions (listening to others and taking turns speaking about the topics of discussion).</p> <ul style="list-style-type: none"> • Continue a conversation through multiple exchanges. <p>b. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p>c. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p>d. Listen with comprehension to follow two-step directions.</p> <p>e. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p> | | |
| | <p>3. Vocal sounds produce words and meaning to create early knowledge of phonemic</p> | <p><i>Rhyming objects or pictures, I spy, Moveable Alphabet, Rhyming Wheels</i></p> | |

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| | <p>awareness.</p> <p>a. Identify and create rhyming words</p> <p>b. Identify and create alliterations</p> <p>c. Identify words orally according to shared beginning or ending sounds</p> <p>d. Blend sounds orally to make one-syllable words</p> <p>e. Segment one-syllable words into sounds</p> <p>f. Segment spoken words into onset (initial consonant sounds) and rime (vowel to end of syllable)</p> <p>g. Identify the initial, medial, and final phoneme (speech sound) of spoken words</p> | | |
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Reading, Writing, And Communicating – Reading for all purposes

| | Standards and Evidence Outcomes | Montessori Materials, Instructional Methods, And Tools <i>Italics Indicate Montessori Materials and Lessons</i> | Measuring Methods And Tools |
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| <p>2. Reading for All Purposes.</p> | <p>1. A concept of print to read and a solid comprehension of literary texts are the building blocks for reading.</p> <p><i>a. Use key ideas and details:</i></p> <ul style="list-style-type: none"> • ask and answer questions about details • Retell familiar stories • Identify characters, settings, and major events in a story. <p><i>b. Use craft and structure to ask and answer questions about:</i></p> <ul style="list-style-type: none"> • Ask and answer questions about unknown words in a text; • Recognize common types of texts; • With prompting and support, name the author and illustrator of a story and define the role of each. <p><i>c. With prompting and support, use integration of knowledge and ideas to:</i></p> | <p>DRA 2, read/listen/discuss fiction books, copy writing</p> | <p>DRA, DRA 2, Formative Assessments, Summative Assessments, Observations, Documentation</p> |

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| | <ul style="list-style-type: none"> • Describe the relationship between illustrations and the story in which they appear • Compare and contrast the adventures and experiences of characters in familiar stories. <p><i>d. Use range of reading and level of text complexity to:</i></p> <ul style="list-style-type: none"> • Actively engage in group reading activities with purpose and understanding. | | |
| | <p>2. A concept of print to read and a solid comprehension of informational texts are the building blocks for reading.</p> <p><i>a. With prompting, use key ideas and details:</i></p> <ul style="list-style-type: none"> • ask and answer questions about key details in a text; • Identify the main topic & retell key details; • Describe the connection between two individuals, events, ideas, or pieces of information. <p><i>b. Use craft and structure to</i></p> <ul style="list-style-type: none"> • Ask and answer questions about unknown words in a text • Identify the front cover, back cover, | <p>DRA 2, read/listen/discuss non-fiction books, copy writing</p> | <p>DRA, DRA 2, Formative Assessments, Summative Assessments, Observations, Documentation</p> |

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| | <p>and title page of a book</p> <ul style="list-style-type: none"> • With prompting and support, name the author and illustrator of a text and define the role of each. <p><i>c. With prompting and support, use integration of knowledge and ideas to:</i></p> <ul style="list-style-type: none"> • Describe the relationship between illustrations and the text; • Identify the reasons an author gives to support points in a text; • Identify similarities and differences between two texts on the same topic. <p><i>d. Use range of reading and level of text complexity to:</i></p> <ul style="list-style-type: none"> • Actively engage in group reading activities with purpose and understanding. | | |
| | <p>3. Decoding words in print requires alphabet recognition and knowledge of letter sounds.</p> <p><i>a. Demonstrate understanding of the organization and basic features of print.</i></p> <ul style="list-style-type: none"> • Follow words from left to right, top to bottom, and page by page. • Recognize that spoken words are represented in written language by specific sequences of letters. | <p><i>I Spy, Beginning Sounds and Objects, Sandpaper Letters, Moveable Alphabet, Object Boxes, Word Building, Word Families, Phonograms, Environment Labels, Command Cards, Sight Words</i></p> | <p>DRA, DRA 2, Formative Assessments, Summative Assessments, Observations, Documentation</p> |

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| | <ul style="list-style-type: none">• Understand that words are separated by spaces in print.• Recognize and name all upper- and lowercase letters of the alphabet. <p><i>b. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</i></p> <ul style="list-style-type: none">• Recognize and produce rhyming words.• Count, pronounce, blend, and segment syllables in spoken words.• Blend and segment onsets and rimes of single-syllable spoken words.• Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three phonemes (CVC) words. (Not including CVCs ending with /l/, /r/, or /x/.)• Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.• Identify phonemes for letters. <p><i>c. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</i></p> <ul style="list-style-type: none">• Identify new meanings for familiar words and apply them accurately | | |
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| | <p>(e.g., <i>duck</i> is a noun and verb).</p> <ul style="list-style-type: none">• Use the most frequently occurring inflections and affixes (e.g., <i>-ed, -s, re-, un-, pre-, -ful, -less</i>) as a clue to the meaning of an unknown word. <p><i>d. Know and apply grade-level phonics and word analysis skills in decoding words.</i></p> <ul style="list-style-type: none">• Demonstrate basic knowledge of letter-sound correspondences and produce sounds for each consonant.• Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.• Read common high-frequency words by sight• Distinguish between similarly spelled words by identifying the sounds of the letters that differ. <p><i>e. Read emergent-reader texts with purpose and understanding.</i></p> | | |
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Reading, Writing, And Communicating – Writing and Composition

| | Standards and Evidence Outcomes | Montessori Materials, Instructional Methods, And Tools <i>Italics Indicate Montessori Materials and Lessons</i> | Measuring Methods And Tools |
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| Standard: 3. Writing and Composition | <p>1. Text types and purposes, labels, and familiar words are used to communicate information and ideas</p> <p><i>a. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).</i></p> <p><i>b. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are</i></p> | <p><i>3 Part Cards ,Copy writing Moveable Alphabet, writing words and short sentences, journal writing, original art work</i></p> | <p>Formative Assessments, Summative Assessments, Observations, Documentation</p> |

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| | <p><i>writing about and supply some information about the topic.</i></p> <p><i>c. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</i></p> <p><i>d. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. e. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</i></p> | | |
| | <p>2. Appropriate mechanics and conventions are used to create simple texts</p> <p><i>a. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</i></p> | <p><i>Sandpaper Letters, Moveable Alphabet, Copy Writing, introduction to punctuation</i></p> | <p>Formative Assessments, Summative Assessments, Observations, Documentation</p> |

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| | <ul style="list-style-type: none">• Print many upper- and lowercase letters.• Use frequently occurring nouns and verbs.• Form regular plural nouns orally by adding /s/ or /es/• Understand and use question words (who, what, where, when, why, how)• Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with)• Produce and expand complete sentences in shared language activities.• Use proper spacing between words• Write left to right and top to bottom• Use appropriate pencil grip <p><i>b. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</i></p> | | |
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| | <ul style="list-style-type: none">• Capitalize the first word in a sentence and the pronoun I.• Recognize and name end punctuation.• Write a letter or letters for most consonant and short-vowel sounds (phonemes).• Spell simple words phonetically, drawing on knowledge of sound-letter relationships. | | |
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Reading, Writing, And Communicating – Research and Reasoning

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| 4. Research and Reasoning | <p>1. A variety of locations must be explored to find information that answers questions of interest</p> <p><i>a. Dictate questions that arise during instruction</i></p> <p><i>b. Use a variety of resources (such as direct observation, trade books, texts read aloud or viewed) to answer questions of interest through guided inquiry.</i></p> | Structure of a Montessori classroom, non-fiction texts, science and cultural works and resources. Varies by school | Formative Assessments, Summative Assessments, Observations, Documentation |
| | <p>2. Identify purpose, information and question an issue</p> <p><i>a. Participate in shared research</i></p> | Varies by school – research projects | Formative Assessments, Summative Assessments, |

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| | <p><i>and writing projects (explore a number of books by a favorite author and express opinions about them).</i></p> <ul style="list-style-type: none"> • Identify a clear purpose for research or inquiry • Identify a significant question they are trying to answer, problem they are trying to solve, or issue they are trying to resolve • Gather relevant information and check various information sources for accuracy (In a class discussion focused on butterflies, students ask questions related to a butterfly and the life cycle.) <p><i>b. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</i></p> | | <p>Observations, Documentation</p> |
| | <p>3. Quality of thinking depends on the quality of questions</p> | <p>Conversations with Montessori teachers, Grace and Courtesy. Varies by school.</p> | <p>Formative Assessments, Summative</p> |

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| | <p><i>a. Ask primary questions of clarity, significance, relevance, and accuracy to improve quality of thinking</i></p> <p><i>b. State, elaborate, and exemplify the concept of fair-mindedness</i></p> | | <p>Assessments, Observations, Documentation</p> |
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Science

| | Standards and Evidence Outcomes | Montessori Materials, Instructional Methods, And Tools <i>Italics Indicate Montessori Materials and Lessons</i> | Measuring Methods and Tools |
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| 1. Physical Science | <p>1. Objects can move in a variety of ways that can be described by speed and direction</p> <p><i>a. Observe, investigate, and describe how different objects move</i></p> <p><i>b. Describe the motion of a child who is playing</i></p> | <p>PHYSICAL SCIENCE MATERIALS:</p> <p>Basic science experiments, cooking activities, physics(magnets, sink and float, electricity, gravity, temperature, light, and sound)</p> | <p>Formative Assessments, Summative Assessments, Observations, Documentation</p> |
| | <p>2. Objects can be sorted by physical properties, which can be observed and measured</p> <p><i>a. Observe, investigate, and describe how objects can be sorted using their</i></p> | <p>Classification and grading</p> | |

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| | <p><i>physical properties</i></p> <p><i>b. Explain why objects are sorted into categories</i></p> <p><i>c. Sort a set of objects based on their physical characteristics, and then explain how the objects are sorted</i></p> | | |
| 2. Life Science | <p>Organisms can be described and sorted by their physical characteristics</p> <p><i>a. Sort a group of items based on observable characteristics</i></p> <p><i>b. Communicate and justify an evidence based scientific rationale for sorting organisms into categories</i></p> | <p>LIFE SCIENCE MATERIALS:</p> <p><i>3 Part Cards, Living and Non-living, Plant and Animal, Vertebrate and Invertebrate, 5 Classes of Vertebrates, Botanical Cabinet, Animals of the Continents, anatomy, 5 Senses, seashells, aquatic animals, Life Cycles, animal classification activities, animal tracks, nature X-rays, animal habitats, exploration with tools (magnifying glass, microscopes, bug boxes, butterfly garden, etc.)</i></p> | <p>Formative Assessments, Summative Assessments, Observations, Documentation</p> |
| 3. Earth Systems Science | <p>The Sun provides heat and light to Earth</p> <p><i>a. Investigate, explain, and describe that the Sun provides</i></p> | <p>EARTH SCIENCE MATERIALS:</p> <p><i>3 Part Cards, Sandpaper Globe, Land and Water Forms, Land, Air, and Water Exercises,</i></p> | |

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| | <p><i>heat and light to Earth</i></p> <p><i>b. Analyze and interpret temperature data between day (when the Sun shines on our area) and night (when the Sun does not shine on our area)</i></p> <p><i>c. Investigate and communicate findings about what happens when the Sun's light is blocked</i></p> <p><i>d. Investigate and communicate the effect of varying heat and light on the growth of plants through a scientific study</i></p> | <p><i>Layers of the Earth, Parts of the Volcano, Puzzle Maps, 4 Seasons, ecology, rocks and fossils, volcanoes, oceanography, solar system, weather, clouds, and rainbows</i></p> | |
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Social Studies

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| History | <p>1. Ask questions, share information and discuss ideas about the past</p> <p><i>a. Ask questions about the past using question starters. Questions to include but not limited to: What did? Where? When did? Which did? Who did? Why did? How did?</i></p> <p><i>b. Identify information from narrative stories that answer questions about the past and add to our collective memory and history</i></p> <p><i>c. Use correctly the word —because in the context of personal experience or stories of the past using words. Words to</i></p> | <p>Class discussions (past, present, future, change, first, next, last), famous people of the past, birthday celebrations, calendar</p> | <p>Formative Assessments, Summative Assessments, Observations, Documentation</p> |

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| | <i>include but not limited to past, present, future, change, first, next, last</i> | | |
| | <p>2. The first component in the concept of chronology is to place information in sequential order</p> <p><i>a. Order sequence information using words. Words to include but not limited to past, present future, days, weeks, months, years, first, next, last, before, and after</i></p> <p><i>b. Explore differences and similarities in the lives of children and families of long ago and today</i></p> <p><i>c. Explain why knowing the order of events is important</i></p> | <p><i>Time Lines</i>(birthday celebrations, American holidays and celebrations), calendars, clocks, cultural books, cultural folders, sequencing cards, sequencing activities</p> | |
| Geography | People belong to different groups and live in different places around the world that can be found on a map or globe | Place and Regions- <i>Fundamental Needs of People, Animals of the Continents, Flags of the World, Continent Folders, Continent Boxes, biomes, world</i> | Formative Assessments, Summative Assessments, Observations, |

**ALIGNMENT OF MONTESSORI MATERIALS AND LESSONS
WITH COLORADO ACADEMIC STANDARDS**

Kindergarten

August 30, 2012

Sheila Wolfe & Kristina Baxter

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| | <p><i>a. Compare and contrast how people live in different settings around the world</i></p> <p><i>b. Give examples of food, clothing, and shelter and how they change in different environments</i></p> <p><i>c. Distinguish between a map and a globe as ways to show places people live</i></p> | <p>holidays,</p> <p>Distinguish Globes and Maps-Sandpaper Globe, Political Globe, Puzzle Maps,</p> | Documentation |
| Economics | <p>1. Ownership as a component of economics</p> <p><i>a. Give examples of ownership of different items</i></p> <p><i>b. Recognize and give examples one person may want to use another's object and that this requires asking permission and sharing</i></p> | <p>Sharing/borrowing/purchasing/donating, library checkout, <i>Care of Self and Personal Belongings</i></p> | Formative Assessments, Summative Assessments, Observations, Documentation |
| | <p>2. Discuss how purchases can be made to meet wants and needs (PFL: Personal Financial Literacy)</p> <p><i>a. Identify the difference between</i></p> | <p><i>Fundamental Needs of People,</i></p> <p><i>3 Part Cards for Money, names of penny, nickel, dime, quarter, dollar,</i></p> | |

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Kindergarten

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| | <p><i>personal wants and needs</i></p> <p><i>b. Give examples of the difference between spending income on something you want versus something you need</i></p> | | |
| Civics | <p>1. Participate in making decisions using democratic traditions</p> <p><i>a. Explain why rules are needed</i></p> <p><i>b. Create and follow classroom rules</i></p> <p><i>c. Explain how a class rule promotes fairness and resolves conflict</i></p> <p><i>d. Contribute to making and maintaining class community decisions</i></p> <p><i>e. Give examples of the difference between democratic voting and decisions made by authorities including but not limited to the parent, teacher, or principal</i></p> | <p>Rules-<i>classroom discussions/posters, Care of the Environment, Peace Education</i></p> | <p>Formative Assessments, Summative Assessments, Observations, Documentation</p> |
| | <p>2. Civic participation takes place in multiple groups</p> | <p>Roles- <i>community helpers, Job Charts</i></p> | |

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| | <p><i>a. Categorize examples of people and events that relate to civic participation</i></p> <p><i>b. Give examples of qualities of a good citizen</i></p> <p><i>c. Practice citizenship skills including courtesy, honesty, and fairness in working with others</i></p> | <p>SPECIFIC TO DCS MONTESSORI CHARTER SCHOOL: Kindergarten leaders and role models who demonstrate C.O.U.G.A.R.S. (Compassion, Ownership, Unity, Generosity, Achievement, Responsibility, & Success)</p> <p>SPECIFIC TO DOUGLAS COUNTY SCHOOL DISTRICT:</p> <p>LIFE SKILLS: Based upon the child's social and emotional development and behavior. NOT Practical Life Skills. The five categories will be based on teacher observations of the child's behavior.</p> <p>+ independently and consistently</p> <p>v usually or sometimes</p> <p>- inconsistently or seldom</p> | |
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**ALIGNMENT OF MONTESSORI MATERIALS AND LESSONS
WITH COLORADO ACADEMIC STANDARDS**

Kindergarten

August 30, 2012

Sheila Wolfe & Kristina Baxter

Dance

| | Standards and Evidence Outcomes | Montessori Materials, Instructional Methods, And Tools <i>Italics Indicate Montessori Materials and Lessons</i> | Measuring Methods and Tools |
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| Standard: 1. Movement, Technique, and Performance | <p>1. Demonstrate simple phrases of movement in time and space.</p> <p><i>a. Move the body safely in time and space</i></p> <p><i>b. Identify body parts used in basic locomotor movements such as walk, run, hop, jump, leap, gallop, slide, and skip</i></p> <p><i>c. Explore movement in personal and general space using shape, size, level, direction, stillness, and transference of weight (stepping)</i></p> <p><i>d. Practice shapes in space alone and in groups using high, middle, and low levels;</i></p> | <p>Grace and Courtesy (moving around the classroom), gross motor activities at circle time instruction, walking on the line, sensorial activities such as pink tower and red rod, red rod maze, may vary by school.</p> | <p>Formative Assessments, Summative Assessments, Observations, Documentation</p> |

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Kindergarten

August 30, 2012

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| | <p><i>and travel forwards, backwards, sideways, diagonally – and turn</i></p> <p><i>e. Perform simple phrases of movement to experience movements in sequence, rhythm, and relationships</i></p> <p><i>f. Perform simple folk dances</i></p> <p><i>g. Identify simple movement notation symbols</i></p> | | |
| | <p>2. Move with intent to music and other stimuli</p> <p><i>a. Improvise in silence to varying rhythms and to music in many tones and genres</i></p> <p><i>b. Improvise to express a feeling or mood</i></p> <p><i>c. Improvise in response to shapes, colors, and words</i></p> <p><i>d. Imitate movement from nature such as animals, trees, and clouds</i></p> <p><i>e. Improvise with objects such as scarves, feathers, and balls</i></p> | <p>Circle time activities, varies by school</p> | |

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Kindergarten

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| | <i>f. Improvise with a partner</i> | | |
| Standard: 2. Create, Compose and Choreograph | <p>1. Improvise movement to music and other stimuli</p> <p><i>a. Explore movement qualities and emphasize the difference between percussive and smooth</i></p> <p><i>b. Explore body part movement in isolation and in various combinations</i></p> <p><i>c. Improvise in silence, sounds (drums, tambourines, and claps), varying rhythms, and music in many tones and genres</i></p> <p><i>d. Improvise to express a feeling or mood</i></p> <p><i>e. Improvise in response to shapes, colors, and words</i></p> <p><i>f. Improvise movement from nature such as animals, trees, and clouds</i></p> <p><i>g. Improvise with objects such as scarves, feathers, balls, beanbags, and ribbons</i></p> | Circle Time activities, varies by school | Formative Assessments, Summative Assessments, Observations, Documentation |

**ALIGNMENT OF MONTESSORI MATERIALS AND LESSONS
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Kindergarten

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| | <p><i>h. Improvise alone, with a partner, and in a group</i></p> <p><i>i. Mirror movement and expression with a partner</i></p> <p><i>j. Respond in movement to a variety of stimuli, including everyday sounds, musical instruments, and action words</i></p> <p><i>k. Explore imagery that translates into body movement in time and space with energy, or in relationships</i></p> | | |
| | <p>2. Translate simple ideas and stories into movement phrases alone and with a partner.</p> <p><i>a. Explore and experiment with movement that expresses different feelings in personal and general space</i></p> <p><i>b. Create a "one-part" movement phrase</i></p> | <p>Varies by school</p> | |

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| | <p><i>(beginning, middle, and end) with a partner to convey simple concepts such as cooperation and working together</i></p> <p><i>c. Use movement to show an expression to share with others</i></p> <p><i>d. Use repetition to create simple movement phrases during an instructor-directed exercise</i></p> <p><i>e. Learn to transpose movement to different body parts</i></p> <p><i>f. Use sensory stimuli and real-life situations as an impetus for moving and creating original work</i></p> | | |
| <p>Standard: 3. Historical and Cultural Context</p> | <p>1. Perform simple social dances that communicate an idea</p> <p><i>a. Dance cooperatively with others</i></p> <p><i>b. Recognize that social</i></p> | <p>Varies by school.</p> | <p>Formative Assessments, Summative Assessments, Observations, Documentation</p> |

**ALIGNMENT OF MONTESSORI MATERIALS AND LESSONS
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Kindergarten

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| | <p><i>dances are designed in circles, lines, and free formations</i></p> <p><i>c. Recognize the movements in performance of historical, cultural, social, sacred, and theatrical dances</i></p> | | |
| <p>Standard: 4. Reflect, Connect, and Respond</p> | <p><i>1. Observe different dance styles, and describe one movement you remember.</i></p> <p><i>a. Describe in writing or with a drawing the movement and mood of a particular dance work</i></p> <p><i>b. Describe a favorite movement from a dance</i></p> <p><i>c. Enjoy participating in and observing a variety of dance styles</i></p> <p><i>d. Respond to a dance with language of dance symbols or other types of symbols, and relate them to a favorite movement</i></p> <p><i>e. Describe the performer's use of space in a favorite</i></p> | <p>Varies by school.</p> | <p>Formative Assessments, Summative Assessments, Observations, Documentation</p> |

**ALIGNMENT OF MONTESSORI MATERIALS AND LESSONS
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Kindergarten

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| | <i>movement from a dance</i> | | |
| | <p><i>2. Demonstrate appropriate etiquette at a dance performance.</i></p> <p><i>a. View and respond to a performance in a positive manner</i></p> <p><i>b. Describe a favorite movement to the performer using basic vocabulary</i></p> <p><i>c. Discuss and critique short dance works that relate to the topics being studied in dance class</i></p> | <p>Grace and Courtesy, school wide performances, varies by school.</p> | |

**ALIGNMENT OF MONTESSORI MATERIALS AND LESSONS
WITH COLORADO ACADEMIC STANDARDS**

Kindergarten

August 30, 2012

Sheila Wolfe & Kristina Baxter

Drama and Theatre Arts

| | Standards and Evidence Outcomes | Montessori Materials, Instructional Methods, And Tools <i>Italics Indicate Montessori Materials and Lessons</i> | Measuring Methods and Tools |
|-----------------------------|---|---|---|
| Standard: 1. Create | <p>1. Demonstrate characters through dramatic play</p> <p><i>a. Imitate or create people, creatures, or things based on observation using body and facial expression</i></p> <p><i>b. Use body and movement to create environments</i></p> <p><i>c. Create dramatizations or scenes that highlight cultural events</i></p> | Varies by school. | Formative Assessments, Summative Assessments, Observations, Documentation |
| Standard: 2. Perform | <p>1. Express a feeling or emotion through dramatic play or creative drama</p> <p><i>a. Use movement and facial</i></p> | Varies by school. | Formative Assessments, Summative Assessments, Observations, Documentation |

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| | <p><i>expressions to convey feelings and emotions</i></p> <p><i>b. Use sounds to express character, feelings, and mood</i></p> <p><i>c. Demonstrate the ability to follow a simple set of steps in a dramatic task</i></p> | | |
| | <p>2. Dramatize ideas and events through dramatic play</p> <p><i>a. Use body and voice to create characters from various ideas and events</i></p> <p><i>b. Use body and voice to create environments from various ideas and events</i></p> <p><i>c. Use body and voice to demonstrate knowledge of holidays and other cultural events</i></p> | Varies by school. | Formative Assessments, Summative Assessments, Observations, Documentation |
| Standard: 3. Critically Respond | <p>1. Identify elements of theatre in everyday life</p> <p><i>a. Identify characters (peers, family members, and others) in everyday life</i></p> | Varies by school. | Formative Assessments, Summative Assessments, Observations, Documentation |

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Kindergarten

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| | <p><i>b. Identify costumes (clothes) in everyday life</i></p> <p><i>c. Identify sets (locations) in everyday life</i></p> <p><i>d. Use prior knowledge to understand events in dramatizations or performances</i></p> | | |
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**ALIGNMENT OF MONTESSORI MATERIALS AND LESSONS
WITH COLORADO ACADEMIC STANDARDS**

Kindergarten

August 30, 2012

Sheila Wolfe & Kristina Baxter

Comprehensive Health and Physical Education

| | <p align="center">Standards and Evidence Outcomes</p> | <p align="center">Montessori Materials, Instructional Methods, And Tools <i>Italics Indicate Montessori Materials and Lessons</i></p> | <p align="center">Measuring Methods and Tools</p> |
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| <p>Standard: 1. Movement Competence and Understanding in Physical Education</p> | <p>1. Demonstrate body and spatial awareness through movement</p> <p><i>a. Travel within a large group without bumping into others or falling while using a variety of locomotor skills</i></p> <p><i>b. Demonstrate contrasts between slow and fast speeds while using locomotor skills</i></p> <p><i>c. Create shapes at high, medium, and low levels by using hands, arms, torso, feet, and legs in a variety of combinations</i></p> <p><i>d. Travel in straight, curved,</i></p> | <p>Circle time activities, walking on the line, recess activities</p> | <p>Formative Assessments, Summative Assessments, Observations, Documentation</p> |

**ALIGNMENT OF MONTESSORI MATERIALS AND LESSONS
WITH COLORADO ACADEMIC STANDARDS**

Kindergarten

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| | <p><i>and zigzag pathways</i></p> <p><i>e. Move in opposition and alternately</i></p> <p><i>f. Move synchronously with others</i></p> <p><i>g. Participate in chase-and-flee activities that include various spatial relationships</i></p> | | |
| | <p>2. Locate the major parts of the body</p> <p><i>a. Move specified body parts in response to a variety of sensory cues such as auditory or visual</i></p> <p><i>b. Identify body planes such as front, back, and side</i></p> | Varies by school. | Formative Assessments, Summative Assessments, Observations, Documentation |
| <p>Standard: 2. Physical and Personal Wellness in Physical Education</p> | <p>1. Understand that physical activity increases the heart rate, making the heart stronger</p> <p><i>a. Identify the heart rate as an indicator of moderate to vigorous activity</i></p> | Varies by school. | Formative Assessments, Summative Assessments, Observations, Documentation |

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| | <p><i>b. Sustain moderate to vigorous physical activity for short periods of time</i></p> <p><i>c. Identify activities that will increase the heart rate</i></p> | | |
| Standard: 3. Emotional and Social Wellness in Physical Education | <p>1. Demonstrate respect for self, others, and equipment</p> <p><i>a. Demonstrate sharing</i></p> <p><i>b. Identify feelings that result from participation in physical activity</i></p> <p><i>c. Participate as a leader and follower</i></p> <p><i>d. Help to manage equipment</i></p> <p><i>e. Play without interfering with others</i></p> | Grace and Courtesy | Formative Assessments, Summative Assessments, Observations, Documentation |
| | <p>2. Demonstrate the ability to follow directions</p> <p><i>a. Start and stop on an auditory and visual signal</i></p> <p><i>b. Follow a simple series of instructions for an activity</i></p> <p><i>c. Speak at appropriate</i></p> | Varies by school. | |

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| | <i>times d. Follow established class protocols</i> | | |
| Standard: 4. Prevention and Risk Management in Health | <p>1. Identify the importance of respecting the personal space and boundaries of self and others</p> <p><i>a. Identify “appropriate” and “inappropriate” touches</i></p> <p><i>b. Identify characteristic of a trusted adult</i></p> <p><i>c. Demonstrate how to tell a trusted adult if inappropriate touching occurs to self or others</i></p> <p><i>d. Explain that each person has the right to tell others not to touch his or her body</i></p> | Grace and Courtesy | Formative Assessments, Summative Assessments, Observations, Documentation |
| | <p>2. Explain safe behavior as a pedestrian and with motor vehicles</p> <p><i>a. Explain safe behavior when getting on and off and while riding on school buses</i></p> <p><i>b. Explain the importance of riding in the back seat and using safety belts and</i></p> | Varies by school, often taught on field trips. | |

**ALIGNMENT OF MONTESSORI MATERIALS AND LESSONS
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Kindergarten

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| | <p><i>motor vehicle booster seats when one is a passenger in a motor vehicle</i></p> <p><i>c. Recognize and describe the meaning of traffic signs</i></p> <p><i>d. Describe how rules at school can help to prevent injuries</i></p> <p><i>e. Demonstrate safe pedestrian behaviors</i></p> | | |
| | <p>3. Demonstrate effective communication skills in unsafe situations</p> <p><i>a. Demonstrate verbal and nonverbal ways to ask an adult for help about an unsafe situation</i></p> <p><i>b. Demonstrate the ability to call 911 or other emergency numbers for help</i></p> <p><i>c. Define and explain the dangers of weapons and how to tell a trusted adult if you see or hear about someone having a weapon</i></p> | <p>Varies by school.</p> | |

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**ALIGNMENT OF MONTESSORI MATERIALS AND LESSONS
WITH COLORADO ACADEMIC STANDARDS**

Kindergarten

August 30, 2012

Sheila Wolfe & Kristina Baxter

Music

| | Standards and Evidence Outcomes | Montessori Materials, Instructional Methods, And Tools <i>Italics Indicate Montessori Materials and Lessons</i> | Measuring Methods and Tools |
|---|--|---|---|
| Standard: 1. Expression of Music | 1. Perform independently <i>a. Distinguish between speaking and singing voice</i> <i>b. Sing a variety of simple songs and singing games</i> <i>c. Echo and perform simple melodic and rhythmic patterns</i> <i>d. Demonstrate basic performance skills and behaviors</i> | Circle time activities | Formative Assessments, Summative Assessments, Observations, Documentation |
| | 2. Respond to music with movement <i>a. Move to music, demonstrating awareness of beat, tempo, dynamics, and</i> | Circle time activities | |

**ALIGNMENT OF MONTESSORI MATERIALS AND LESSONS
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| | <i>melodic direction, reflecting changes in mood or form b. Move to music, differentiating between sound and silence</i> | | |
| Standard: 2. Creation of Music | <p>1. Create music through a variety of experiences</p> <p><i>a. Improvise sound effects and simple songs to stories or poems b. Use movement to demonstrate loud/soft, fast/slow, high/low, sound/silence, and beat/no beat</i></p> | Bells, musical instruments, circle time activities | Formative Assessments, Summative Assessments, Observations, Documentation |
| | <p>2. Identify simple musical patterns</p> <p><i>a. Use icons or invented symbols to represent beat</i></p> | Varies by school. | |
| Standard: 3. Theory of Music | <p>1. Comprehension of musical opposites</p> <p><i>a. Use their own vocabulary</i></p> | Sound Cylinders, Bells, three period lessons, varies by school. | Formative Assessments, Summative Assessments, Observations, Documentation |

**ALIGNMENT OF MONTESSORI MATERIALS AND LESSONS
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Kindergarten

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| | <p><i>to describe musical opposites</i> <i>b. Demonstrate loud/soft, fast/slow, high/low, sound/silence, and beat/no beat</i></p> | | |
| | <p>2. Comprehension of basic elements of musical form</p> <p><i>a. Aurally identify same or different patterns and phrases</i> <i>b. Use body movement to interpret musical phrase</i></p> | Circle time activities | |
| | <p>3. Identify different vocal and instrumental tone colors</p> <p><i>a. Identify male/female voices</i> <i>b. Describe vocal and instrumental sounds using personal vocabulary</i></p> | Varies by school. | |
| | <p>4. Identify simple rhythmic patterns</p> | Circle time activities | |

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| | <p><i>a. Move to demonstrate steady beat</i></p> <p><i>b. Identify short/long and strong/weak beats</i></p> <p><i>c. Use icons or invented symbols to represent beat</i></p> | | |
| Standard: 4. Aesthetic Valuation of Music | <p>1. Demonstrate respect for the contributions of others in a musical setting</p> <p><i>a. Describe appropriate audience behavior at a live or recorded musical performance</i></p> <p><i>b. Describe musical preferences in their own words and at an appropriate level</i></p> | Grace and Courtesy | Formative Assessments, Summative Assessments, Observations, Documentation |
| | <p>2. Respond to musical performance at a basic level</p> <p><i>a. Create movements that correspond to specific musical moods and styles</i></p> | School wide musical assemblies or field trips, varies by school. | |

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Kindergarten

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| | <i>b. Identify, listen to, and discuss music written for specific purposes (work song, lullaby, etc.)</i> | | |
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| | <p>3. Recognize and discuss music and celebrations in daily life</p> <p><i>a. Explain the use of music in sources such as cartoons, computer games, community, and home events</i></p> <p><i>b. Listen and respond to various musical styles (such as marches and lullabies)</i></p> <p><i>c. Use a personal vocabulary to describe kinds of voices and instruments and their uses in diverse cultures, applying some specific labels and general cultural associations</i></p> <p><i>d. Use developmentally appropriate movements in responding to music from various genres, styles, and periods (rhythm and melody)</i></p> | <p>Circle time activities, varies by school.</p> | |
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**ALIGNMENT OF MONTESSORI MATERIALS AND LESSONS
WITH COLORADO ACADEMIC STANDARDS**

Kindergarten

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Visual Arts

| | Standards and Evidence Outcomes | Montessori Materials, Instructional Methods, And Tools <i>Italics Indicate Montessori Materials and Lessons</i> | Measuring Methods and Tools |
|---|---|---|---|
| Standard: 1. Observe and Learn to Comprehend | <p>1. Artists and viewers recognize characteristics and expressive features within works of art</p> <p><i>a. Recognize characteristics and expressive features of art and design in works of art</i></p> <p><i>b. Name sensory qualities using age appropriate art vocabulary</i></p> <p><i>c. Use a variety of methods to reproduce basic sensory qualities and expressive features</i></p> | Practical Life art activities, art projects, varies by school. | Formative Assessments, Summative Assessments, Observations, Documentation |
| | 2. Personal feelings are described in and through works of art | Practical life art activities, art projects, varies by school | |

**ALIGNMENT OF MONTESSORI MATERIALS AND LESSONS
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Kindergarten

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| | <p><i>a. Use age appropriate simple art vocabulary to express opinions about works of art</i></p> <p><i>b. Tell a story to explain works of art</i></p> <p><i>c. Interpret and express works of art through multiple modalities</i></p> | | |
| Standard: 2. Envision and Critique to Reflect | <p>2. Artists interpret connections to the stories told in and by works of art</p> <p><i>a. Recognize and discuss the concept of culture in art as it relates to self, family and community</i></p> <p><i>b. Articulate personal stories from works of art</i></p> <p><i>c. Create visual narratives</i></p> | Varies by school | |
| | <p>2. Artists interpret connections to the stories told in and by works of art</p> <p><i>a. Express how works of art</i></p> | Varies by school. | |

**ALIGNMENT OF MONTESSORI MATERIALS AND LESSONS
WITH COLORADO ACADEMIC STANDARDS**

Kindergarten

August 30, 2012

Sheila Wolfe & Kristina Baxter

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| | <p><i>are similar and different</i></p> <p><i>b. Articulate personal opinions about works of art</i></p> <p><i>c. Formulate age appropriate questions about works of art</i></p> <p><i>d. Articulate how works of art communicate ideas</i></p> | | |
| <p>Standard: 3. Invent and Discover to Create</p> | <p>1. Create two- and three-dimensional works of art based on personal relevance</p> <p><i>a. Use trial and error and reorganize materials and processes to create works of art</i></p> <p><i>b. Make plans to create works of art</i></p> <p><i>c. Explain the outcomes of the art-making process</i></p> <p><i>d. Use materials safely</i></p> | <p>Practical life art activities, varies by school.</p> | <p>Formative Assessments, Summative Assessments, Observations, Documentation</p> |
| <p>Standard: 4. Relate and Connect to Transfer</p> | <p>1. Artists and viewers contribute and connect to their communities</p> <p><i>a. Identify the activities in</i></p> | <p>Varies by school.</p> | <p>Formative Assessments, Summative Assessments, Observations, Documentation</p> |

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| | <p><i>which artists participate in everyday life</i></p> <p><i>b. Locate where art is displayed in schools and homes</i></p> <p><i>c. Role-play an artist's place in a community</i></p> <p><i>d. Recognize ways art is captured in everyday life</i></p> | | |
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