

A young child with curly brown hair and a gold clip, smiling and holding a pink toy telephone. The background is a soft pink gradient.

# M3 by Multisori

MONTESSORI LANGUAGE  
ARTS CURRICULUM FOR AGES  
18-36 MONTHS



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# Supply List

## What You'll Need to Use This Resource:

### Items Needed for Every Subject Area:

1. Laminator
2. Lamination sheets
3. Scissors
4. Straight edge cutting tool
5. Color printer
6. Color printer ink
7. Printer paper
8. Crayons
9. Markers
10. Pencils
11. Scotch tape
12. Stapler & staples

### Items Needed for Language Arts:

1. Basket or other container
2. Variety of safe, familiar objects such as a book, a ball and a toy
3. A small cloth
4. Book: The Snowy Day, by Ezra Jack Keats
5. Three bowls
6. Blue, yellow & red pom-poms
7. Chalk
8. Chalkboard
9. Damp cloth or sponge

[Click Here to Review our Suggested Manipulatives & Tools Available on Amazon](#)



Below are books we recommend for your toddler:



**The Snowy Day**  
Ezra Jack Keats



**Flip, Flap, Fly**  
Phyllis Root



**Whistle for Willie**  
Ezra Jack Keats



**What Makes a Rainbow**  
Betty Ann Schwartz



**Goodnight Moon**  
Margaret Wise Brown



**In the Forest**  
Maurice Pledger



**A Farmer's Life for me**  
Jan Dobbins



**Going to the Zoo**  
Tom Paxton



**Over in the Meadow**  
Ezra Jack Keats



**The Very Hungry Caterpillar**  
Eric Carle



**Where Do I Sleep**  
Jennifer Blomgren



**Brown Bear, Brown Bear, What Do You See?**  
Bill Martin Jr.



**Freight Train**  
Donald Crews



**Here Are My Hands**  
Bill Martin Jr. and John Archambault



**Inch by Inch**  
Leo Lionni



Which ones  
have you read?





# Preparing the Environment

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## Print

Print only the materials that are developmentally appropriate for your student(s). Print multiple copies for subject areas in which your student(s) is/are in a sensitive period. Retain the electronic files for future use.



## Organize

Gather printed materials, laminated materials, books, and educational products you purchased for the study. Separate these items into groups based on the subject area.



## Laminate

Laminate only the materials that:

- will be repeatedly used,
- will only be functional if laminated (like puzzles), or
- you want to store for future use.



## Shelf

Set up shelves based on the subject area. Use trays arranged on secure shelving that is accessible by your student(s) independently. Ensure that each tray contains all materials required to complete the activity on the tray (think about pencils, erasers, markers, glue, daubers, pom poms, dice, etc...). Prepare and shelf the trays in an orderly and tidy fashion. NOTE: For the toddler age group, do not leave manipulatives on shelves while your child is unsupervised.



## *The Fine Print*

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- Copy the documentation or information in any way.

Please Do:

- Join the Multisori [Facebook group](#) - it's free & provides ongoing support, along with a worldwide, supportive tribe of like-minded Montessori homeschoolers.
- Tag your social media posts using our curriculum with #Multisori.

Feedback:

- If you are happy with your curriculum, please leave us a review on [Google here](#).
- If you have any questions at all, please do not hesitate to reach out to [info@multisori.com](mailto:info@multisori.com).



*Language Arts***Simplified Scope & Sequence****1***Oral Language Development*

Responding to Questions by Pointing, Stringing Words Together, Enunciating Consonants, Using Multi-Word Phrases, Identifying Objects, Asking Questions, Conversations with Pictures

**2***Auditory Discrimination and Phonemic Awareness*

Rhyming & Singing Songs, Naming Familiar Objects

**3***Visual Discrimination*

Objects & Images, Identifying Missing Objects

**4***Concept Development*

Sequencing a Story, Matching Opposites, Sorting Objects & Cards, Arranging Images

**5***Speaking and Listening*

Following Spoken Directions, Listening to Stories

**6***Beginning Handwriting*

Free-Drawing with Chalk

Multisori's toddler language arts curriculum offers over 60 pages of fun and engaging learning opportunities designed for children ages 18-36 months. It follows the traditional Montessori scope & sequence, which is simplified for you on the left. Use the simplified scope & sequence to the left to learn about the concepts and skills taught in the language arts curriculum, and to determine an appropriate starting point for your student. Each of the headings listed to the left are hyperlinked to the corresponding materials' starting point for easy navigation.





## Toddler Language Arts Assessment Rubric

Student Name: \_\_\_\_\_

Student DOB: \_\_\_\_\_

Date  
Started

Date  
Completed

|        |                                                |                                              |  |  |
|--------|------------------------------------------------|----------------------------------------------|--|--|
| PART 1 | Oral Language Development                      | Responding to Questions by Pointing          |  |  |
|        |                                                | Stringing Words Together                     |  |  |
|        |                                                | Enunciating Beginning Consonants Clearly     |  |  |
|        |                                                | Using Multi-Word Phrases                     |  |  |
|        |                                                | Identifying Objects                          |  |  |
|        |                                                | Asking Questions                             |  |  |
|        |                                                | Conversations with Pictures                  |  |  |
| PART 2 | Auditory Discrimination and Phonemic Awareness | Rhyming                                      |  |  |
|        |                                                | Singing Songs                                |  |  |
|        |                                                | Naming Familiar Objects                      |  |  |
| PART 3 | Visual Discrimination                          | Objects & Images                             |  |  |
|        |                                                | Identifying Missing Objects                  |  |  |
| PART 4 | Concept Development                            | Sequencing Images to make a Story            |  |  |
|        |                                                | Matching Opposites                           |  |  |
|        |                                                | Sorting Objects & Cards                      |  |  |
|        |                                                | Arranging Images into Category Relationships |  |  |
| PART 5 | Speaking and Listening                         | Following Spoken Directions                  |  |  |
|        |                                                | Listening to Stories                         |  |  |
| PART 6 | Beginning Handwriting                          | Free-Drawing with Chalk                      |  |  |



# Assessing Readiness



A toddler is ready to begin this curriculum when they are able to walk, string words together, follow simple 1-2 step directions, grasp items using a whole hand, and **most importantly**, show interest in the activities.

There is a wide range of normal human development between 18-36 months, and each child is unique. **Please do not mistake readiness for intelligence.** That said, if you have any concerns about your child's development, speak to your pediatrician.

If anything in this curriculum does not seem appropriate for your learner, use your observations and intuition to pick and choose what to introduce as they mature.

Never be afraid to omit or adapt an activity to your student's needs.

This is part of following the child.



# Language Acquisition



In Montessori philosophy, language acquisition is viewed as a natural process that flourishes in a supportive, language-rich environment. Since toddlers begin absorbing language from birth, caregivers are encouraged to speak clearly and consistently, allowing children to learn through meaningful interactions. A key strategy in supporting language acquisition is repeating words back to toddlers. This helps reinforce vocabulary and models proper speech patterns.

There is a wide range of what's considered normal for toddlers when it comes to language development. If you have questions or concerns about your learner's development, it's important to consult a pediatrician.



# A Note on Reading



Reading to your child daily is one of the most impactful ways to support their development, fostering vocabulary growth, comprehension, and an understanding of the world around them. Consistent reading also strengthens the bond between parent and child, and encourages the development of listening and concentration skills.

The importance of reading to your children cannot be overstated. When you read aloud, you model the rhythm and structure of language, help build their understanding of sentence formation, and expand their knowledge of words. It also offers an opportunity for children to hear a wide range of ideas, stories, and emotions, all of which contribute to their cognitive and emotional growth.





## *Language Arts*

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### **PART 1**

### Oral Language Development



# Language Arts

## Responding to Questions by Pointing

18-36 months



### Supplies Needed:

- “This is Me” Book (attached)

**Purpose:** Before moving forward with any language arts curriculum or activity, it is essential for you to be certain that your child is understanding what you say. This gives you a fun & easy way to do it.

### Before you begin:

1. Print, laminate, trim and fasten together the “This is Me” mini-book.
2. Take your learner to a calm environment with few distractions.

### What to do:

Note: In this activity, you will be asking the child to show you a few basic body parts by pointing to them. The first time you do this, use only 3 body parts: eyes, nose and mouth. Later, add more such as hair, ears, arms, legs, etc...

1. Sit beside your student on the side that matches your dominant hand—left if you’re left-handed, right if you’re right-handed.
2. Read the mini-book aloud.
3. Slowly and deliberately, point to your own eyes while saying, “These are my eyes.”
4. With your hands folded in your lap, say, “Where are your eyes?” If they answer correctly, move on to the next body part. If they answer incorrectly, point to your own eyes and say, “These are my eyes.”
5. Repeat this for all 3 body parts.
6. Add on other parts, such as hair and ears as your learner becomes more familiar with the lesson.

### Variations or Extensions:

1. Sing the “head, shoulders, knees and toes” song, pointing to each body part as you sing. When you are done singing, invite your learner to join you. Make this fun! Be silly and spend time observing how your student likes to move.



Language  
Development







1

This is me.



2

This is my face.



3

These are my eyes.



4

These are my ears.





5



This is my nose.



6



This is my hair.



7



This is my mouth.



8



This is my tongue.







9

This is my belly.



10

These are my arms.



11

These are my hands.



12

These are my legs.







These are my feet.



This my body.





# Language Arts

## Stringing Words Together

18-36 months



### Supplies Needed:

- Action Cards (attached)

Most toddlers start to combine words by age 2, and some begin as early as 15 months. This development is based on adult modeling.

**Purpose:** To use multi-word statements to communicate more complex ideas.

### Before you begin:

1. Print two copies of the attached "Action Cards." Laminate and trim.

### What to do:

1. Sit with your learner and all necessary materials. Sit beside your student on the side that matches your dominant hand—left if you're left-handed, right if you're right-handed.
2. Lay out the laminated Action Cards from left to right.
3. Slowly and deliberately, point to the first card.
4. Clearly say the action: "She jumps."
5. Continue with the next two cards, moving slowly and deliberately. Point to each card and say: "He laughs" and then "Water splashes."
6. Go back to the first card and name the action again.
7. Invite your student to name the card by asking, "Can you say, 'She jumps'?"
8. If they speak clearly and correctly, move on to the next card. If they say the words incorrectly, look at them so they can see your mouth. Point to your mouth and say the words again, "She jumps." Do not correct your learner or linger on a particular word. Instead, simply pronounce the word and then move on to the next card. Over time your learner will speak more clearly and correctly.
9. As your learner becomes more familiar with the actions and this activity, add on other action cards, such as "She claps," "They hug," and "He climbs."

### Variations:

1. Print two sets of the Action Cards. Start with only 3 sets of matching cards. Invite your student to play a matching game. Lay the cards down in front of the child from left to right. Using the second set, place one of the cards at the top of the workspace. Move the matching cards so that they are side-by-side and say "I made a match!" Invite the child to match the next card: "Can you match this one?" When they become more familiar with the activity, add more cards. Eventually, they will be able to set up the work independently.

Language Development 





# Action Cards



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# Language Arts

## Enunciating Beginning Consonants Using P, B, M, D and G Clearly

18-36 months



### Supplies Needed:

- P, B, M, D, G Cards (attached)

In the Montessori approach to literacy, enunciating consonants involves teaching children the distinct sounds letters make (phonemes) rather than their names.

**Purpose:** By Inviting your learner to practice saying the names of objects that begin with the letters P, B, M D and G, the child will begin to refine their expressive language.

### Before you begin:

1. Print, laminate and trim the P, B, M, D, G Cards (attached).

### What to do:

1. Sit on the floor with your student. Sit beside your student on the side that matches your dominant hand —left if you're left-handed, right if you're right-handed.
2. Lay out the P, B, M, D, G cards from left to right.
3. Slowly and deliberately, point to the first card and say, "pig."
4. Continue with the next two cards, pointing and saying, "bear," and "monkey."
5. Go back to the first card and name the animal a second time: "pig."
6. Ask, "Can you say pig?"
7. If they speak clearly & correctly, move on to the next card. If they don't, look at them so they can see your mouth and say the word again: "pig."
8. Do not correct your student or linger on a particular word. Instead, simply pronounce the word and then move on to the next card.
9. Over time, your learner will speak more clearly.

### Variations:

1. Print two sets of the P, B, M, D, G Cards. Start with only 3 sets of matching cards. Invite your student to play a matching game. Lay the cards down in front of the child from left to right. Using the second set, place one of the cards at the top of the workspace. Move the matching cards so that they are side-by-side and say, "I made a match!" Invite the child to match the next card: "Can you match this one?" When they become more familiar with the activity, add more cards. Eventually, they will be able to set up the work independently.

Language Development 





## P, B, M, D, G Cards



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# Language Arts

Enunciating beginning consonants

Using H, K, N and T clearly

18-36 months



## Supplies Needed:

- H, K, N, and T Cards (attached)

When teaching letter sounds, emphasize "phoneme clipping" (e.g., /t/ instead of "tuh") to facilitate later reading and spelling.

**Purpose:** By inviting your learner to practice saying the names of objects that begin with the letters H, K, N and T, the child will begin to refine their expressive language.

## Before you begin:

1. Print, laminate and trim the H, K, N, and T Cards

## What to do:

1. Sit on the floor with your student. Sit beside your student on the side that matches your dominant hand —left if you're left-handed, right if you're right-handed.
2. Lay out the H, K, N and T Cards from left to right.
3. Slowly and deliberately, point to the first card and say, "kite."
4. Continue with the next two cards, pointing and saying, "hammer," and "necklace."
5. Go back to the first card and name the object a second time: "kite."
6. Ask, "Can you say 'kite'?"
7. If they speak clearly & correctly, move on to the next card. If they don't, look at them so they can see your mouth and say the word again: "kite."
8. Do not correct your student or linger on a particular word. Instead, simply pronounce the word and then move on to the next card.
9. Over time, your learner will speak more clearly.

## Variations:

1. Print two sets of the H, K, N and T Cards. Start with only 3 sets of matching cards. Invite your student to play a matching game. Lay the cards down in front of the child from left to right. Using the second set, place one of the cards at the top of the workspace. Move the matching cards so that they are side-by-side and say, "I made a match!" Invite the child to match the next card: "Can you match this one?" When they become more familiar with the activity, add more cards. Eventually, they will be able to set up the work independently.

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# H, K, N, T Cards



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# Understandable Speech



Between the ages of 18-36 months, toddlers experience significant growth in language. At 18 months, most toddlers know about 10-50 words, including the names of a few people, objects, and some simple verbs. By 24 months, their vocabulary increases to about 50-300 words, and they start using two-word phrases, like "more juice" or "big truck."

By 36 months, toddlers typically know around 1,000 words and can form more complex sentences. Around 70% of what they say is understood by familiar adults. This growth helps toddlers communicate better and start to understand more ideas.

While every child develops at their own pace, if you have concerns about a child's language development, it's a good idea to talk to their parents or pediatrician.





# Language Arts

## Using Multi-Word Phrases

18-36 months



### Supplies Needed:

- A toy that can get wet
- Washcloth or sponge
- Bathtub or water table setup

**Purpose:** To boost language development, helping children express more complex thoughts and improve their communication skills.

### Before you begin:

Complete this activity during bath time. Prepare for bath time as usual. Place your washable toy and washcloth nearby.

### What to do:

1. Invite your child to take a bath or play at the water table. Say, "We will be washing toys and naming body parts today!"
2. Pick up the water toy and give it a dramatic sniff. Tell your child, "Kitty is stinky, we need to wash her! Hmm, I'm going to WASH KITTY'S ARM." Scrub Kitty's arm while saying, "wash Kitty's arm," a few times.
3. Next, say, "I washed Kitty's arm, what's next?" If your child gives you a 1-word or 2-word answer, respond with 3 words. For example, if your child says, "Wash tail," respond saying, "Wash Kitty's tail." If your child doesn't respond, ask, "Should I wash Kitty's eye or paw?"
4. Repeat with other body parts, giving your learner plenty of chances to wash the toys also.
5. After you have shown them how to combine words with the word "wash" a few times, try sitting silently while your child plays and see if they say any word combinations on their own.

### Variations:

1. This activity can also be completed outside of normal bath time and with a variety of different toys that can get wet. Simply prepare a large bowl with a washcloth, soap and water. Arrange the other materials and toys neatly on a water-safe tray or mat, then follow the same procedure described to your left.

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# Language Arts

## Identifying Objects In the Environment

18-36 months



### Supplies Needed:

- Household Objects Cards (attached)

Arranging cards from left to right now lays the foundation for reading from left to right later.

**Purpose:** Practicing naming the familiar objects in the child's environment helps them to expand their vocabulary and gives them autonomy to express needs or desires related to those objects.

### Before you begin:

1. Print, laminate and trim the Household Objects Cards (attached).

### What to do:

1. Sit beside your student on the side that matches your dominant hand—left if you're left-handed, right if you're right-handed.
2. Begin with three cards that are dissimilar, such as a potty, spoon and balloons.
3. Lay out the Household Objects Cards from left to right.
4. Slowly and deliberately, point to each card. As you point, state the name of the household object on each card: "Potty." "Spoon." "Balloons."
5. With your hands folded in your lap, say: "Show me the potty." Give your learner plenty of time to identify the "potty." If they point to the potty, simply move on to the next card. If they identify incorrectly, correct them by pointing to the correct card and saying, "This is the potty." Then, move on to the next card, saying, "Show me the spoon." Repeat with the other 2 cards.
6. Point to the potty card and say, "What is this?"
7. If they answer correctly, move on to the next card. If they answer incorrectly, point to the potty card and say, "This Is a potty."

### Variations:

1. Once the child knows the names of the first few objects, swap those cards out for others or incrementally add more cards to your lesson.
2. Throughout your day, take time to name the objects you see. If you want your learner to sit in the chair, say, "It's time for lunch, climb into your chair." Once they have made it to their chair, reiterate what they have done by repeating the word back to them, "You have climbed up into your chair."

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## Household Objects Cards, Page 1



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## Household Objects Cards, Page 2



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# Asking Questions

Toddlers are naturally curious and eager to learn about the world. Asking questions is a key part of this developmental process. Between 24-30 months, many children begin to ask simple 1-2 word questions like "who," "what," and "where," which reflect their growing interest in understanding their environment. These questions often relate to familiar objects, people, and activities in their daily life, and serve as a way to engage with their caregivers and draw attention to things that capture their curiosity. As children approach 30-36 months, their questions evolve to include "how" and "why," signaling a desire to understand cause-and-effect relationships. These types of questions often require more thoughtful, explanatory responses, which help children develop critical thinking skills.



# Language Arts

## Asking Questions

18-36 months



### Supplies Needed:

- A small basket or bag for collecting nature items.

**Purpose:** To enhance language development by providing opportunities for children to name, describe, and discuss real-world objects and experiences.

### Before you begin:

1. Ensure that your learner is dressed appropriately for the weather.

### What to do:

1. Begin by explaining to your learner that you will be going on a walk outside to look at plants, animals, and other interesting things.
2. Walk slowly, allowing your learner to lead the way. Encourage them to observe their surroundings.
3. While walking with your learner, allow them to collect natural items like stones, flowers, or twigs in their bag.
4. Ask open-ended questions about things you see as you walk, such as, "What do you think this bird is doing?" or "I wonder what kind of tree this is?"
5. Prompt your learner to ask their own questions by saying things like, "What do you want to know about this?" or "Do you have any questions about this flower?"
6. Answer your learner's questions simply and honestly. If you are unsure of an answer, say, "That's a great question! Let's find the answer together."
7. After the walk, talk about what you saw and collected with your learner.

### Variations:

1. Gather the items collected on the nature walk and sort them by color, size, shape, or type.
2. Create an art project with the collected materials.
3. Take a color walk outside with your learner and focus on finding items of specific colors.
4. Choose a theme for your walk, such as "birds," "trees," or "insects." This allows your child to ask questions about more specific objects.
5. Take a story-telling walk and encourage your learner to create a story about what they see.

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# Language Arts

## Conversations with Pictures

18-36 months



### Supplies Needed:

- Conversation Cards (attached)

**Purpose:** To encourage your learner to answer specific questions about pictures and to encourage the use of multiword sentences.

### Before you begin:

1. Print, laminate and trim the Conversation Cards (attached).

### What to do:

1. Sit on the floor with your student. Sit beside your student on the side that matches your dominant hand –left if you're left-handed, right if you're right-handed.
2. Lay out the Conversation Cards from left to right.
3. Slowly and deliberately, point to the first card and say, "Who is in the picture?" If they answer, repeat their answer back to them using clear diction: "Yes, that is a girl." If incorrect, say, "That is a girl." Do not correct your student or linger on a particular question or answer. Instead, simply say the answer then move on and ask another question.
4. Continue asking questions about the picture such as, "What is the girl doing?" and "What color is her shirt?" If they answer correctly, continue asking questions to encourage conversation, such as, "Does she look happy or sad?"
5. Avoid yes or no questions. Instead, use open-ended questions that encourage the use of more vocabulary.
6. On a different, separate occasion, show them a different card and proceed in the same manner.

### Variation:

1. Use quiet moments throughout the day to have small conversations with your child. Ask them the types of questions you might ask an older child. When having a meal together, you might talk about what you saw or did in the morning. You could say, "What did you think of the dog we saw outside?" If they don't answer, you can offer an answer that aligns with their experience such as, "He was very playful! Did you think he was cute?" Through modeling conversation, your child will learn to converse with you!

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# Conversation Cards



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## *Language Arts*

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### PART 2

### Auditory Discrimination & Phonemic Awareness





# Language Arts

## Rhyming and Singing Songs

18-36 months



### Supplies Needed:

- Rhyming Words Cards (attached)
- Song: Ants Go Marching. Click [here](#) to access song.

**Purpose:** To enhance your learner's phonemic awareness and language skills through rhyming and singing activities.

### Before you begin:

1. Print, laminate and trim Rhyming Words Cards (attached).

### What to do:

1. Sit with your learner(s) and ask, "Would like to sing a song with me?"
2. If your learner does not know the song, play it or sing it for them, and engage them by acting out the movements.
3. Begin singing, encouraging your learner to sing along.
4. After singing, pause and say, "Words that rhyme have the same ending sound."
5. Repeat a line containing rhyming words. Emphasize the rhyming words and ask your learner if they can hear the words that sound alike.
6. Show your learner a pair of rhyming picture cards and, while pointing, say, "Two, shoe. Two and shoe rhyme."
7. Lay the cards next to each other on the workspace.
8. Continue this process for each pair of rhyming words in the song.
9. On a different occasion, repeat the process and ask your learner to match the rhyming pairs.

### Variation:

1. Once your learner is comfortable with the primary task, use the Rhyming Words Variation Cards; ask the child to match the rhyming pairs.
2. Encourage your learner to come up with additional words that rhyme with the pictures on the rhyming words cards.
3. Read a book and ask your student to come up with words that rhyme with those in the book.

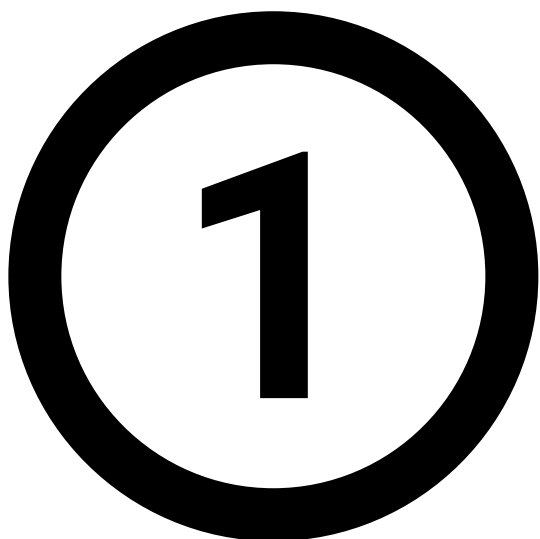
Auditory Discrimination 



## Rhyming Words Cards



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# Rhyming Words Cards



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# Language Arts

## Naming Familiar Objects in a Basket

18-36 months



### Supplies Needed:

- Basket or other container
- Variety of safe, familiar objects such as a child's book, a ball, and a toy car.

**Purpose:** To help your student learn the names of different objects, thereby expanding their vocabulary and language skills.

### Before you begin:

1. Gather three safe, familiar objects and place them in a basket.

### What to do:

1. Sit on the floor with your student. Sit beside your student on the side that matches your dominant hand —left if you're left-handed, right if you're right-handed.
2. Place the basket of objects in front of you.
3. Slowly, take out one object, examine it, name it, and describe it. Be sure to include color, shape, and texture. For example, when examining the ball say, "This is a ball. It is round, red, and bumpy."
4. Hand the object to your student to examine.
5. Then, lay the object on the ground.
6. Continue the same process with the remaining objects in the basket.
7. Next, name and describe one of the objects and ask your learner to point to it, saying, "Can you point to the round, red, bumpy ball?"
8. If your learner answers correctly, say: "That's right, that's the ball." If your learner guesses incorrectly say: "That's the book, can you point to the ball?"
9. After you have named the objects and your learner has identified them by pointing, you will point to each object and ask your learner to name them.

### Variation:

1. Once the child knows the names of the first few objects, change them out for others, or, incrementally add more objects to your lesson.

Auditory  
Discrimination





## *Language Arts*

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### **PART 3** Visual Discrimination



# Language Arts

## Matching Objects and Images

18-36 months



### Supplies Needed:

- Shadow Matching Cards (attached)

**Purpose:** To build your child's vocabulary and encourage observation, concentration, and cognitive development by associating words with objects.

### Before you begin:

1. Print, laminate, and trim Shadow Matching Cards (attached).

### What to do:

1. Sit on the floor with your learner. Sit beside your student on the side that matches your dominant hand —left if you're left-handed, right if you're right-handed.
2. Place the cards in front of you.
3. Show your learner one card with a clear image, and name the object, saying, "This is a hand."
4. Place the clear image card in front of your learner. Show them the corresponding shadow card and say, "Sometimes the sun can create shadows, this is the shadow of a hand, can you match this with the picture of the hand?"
5. Choose another clear image and name the object in the image: "This is a tree."
6. Invite your learner to find the matching shadow, saying, "Can you find the shadow that matches the tree?"
7. Repeat with remaining images.

### Variation:

1. Print, laminate, and trim Household Matching Variation Cards (attached) and gather objects that match the pictures. Invite your child to match the object to the picture.

Visual  
Discrimination



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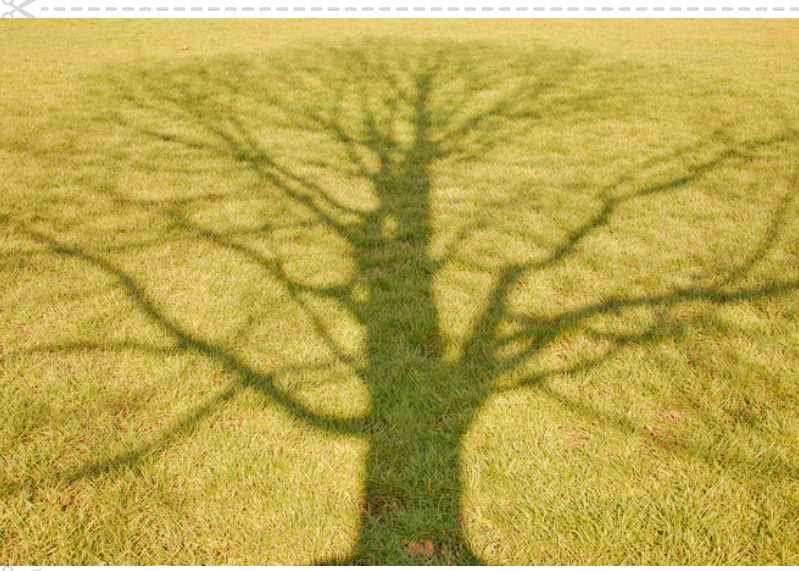
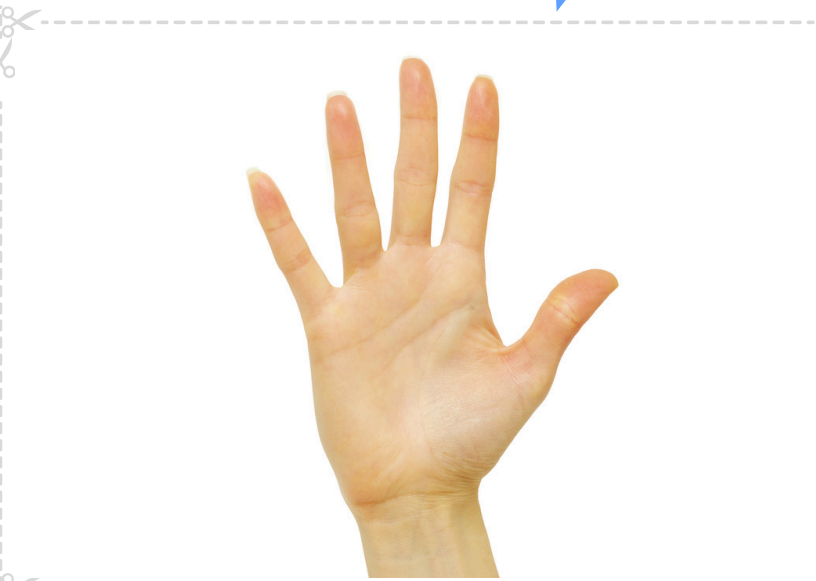
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# Shadow Matching Cards



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# Household Matching Variation Cards



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# Language Arts

## Identifying Missing Objects

18-36 months



### Supplies Needed:

- Basket or other container
- Variety of safe objects, familiar to your learner
- Small cloth to cover objects

**Purpose:** To enhance your learner's language, observation, memory, and critical thinking skills.

### Before you begin:

1. Gather three objects that are familiar to your learner, such as a toy car, a small ball, and a stuffed animal.

### What to do:

1. Sit on the floor with your learner. Sit beside your student on the side that matches your dominant hand —left if you're left-handed, right if you're right-handed.
2. Place the basket of objects in front of you.
3. Slowly take out one object, naming it clearly. For example, say "This is a car." Encourage your learner to repeat the name back to you: "Can you say 'car'?"
4. Lay the object on the ground.
5. Repeat with the remaining objects in the basket.
6. After introducing and placing each object on the ground, cover them all with a cloth, and then discreetly remove one object.
7. Uncovering the remaining objects, ask your learner, "Which one is missing?" Encourage them to look closely and allow them time to identify the missing object.
8. After your learner identifies the missing object, ask follow up questions to reinforce language skills. For example, "What color was the missing car? or "Can you tell me what we did with the ball?"
9. Repeat the process, removing different objects each time.

### Variation:

1. Once your learner can correctly identify the missing object, change them out for others, or incrementally add more objects to your lesson.
2. After your learner becomes familiar with the process, allow them to take on the role of "the guide." They will follow the same process you did when presenting the lesson. Naming the items, covering them, removing one, and asking you which item is missing.

Visual  
Discrimination







## *Language Arts*

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### PART 4

### Concept Development



# Language Arts

## Sequencing a Story

18-36 months



### Supplies Needed:

- Sequencing a Story Cards (attached)
- The Snowy Day by Ezra Jack Keats - access the story online [here](#).

**Purpose:** To enhance your learner's language, observation, memory, and critical thinking skills.

### Before you begin:

1. Print, laminate, and trim Sequencing a Story Cards (attached)

### What to do:

1. Sit on the floor with your learner. Sit beside your student on the side that matches your dominant hand —left if you're left-handed, right if you're right-handed.
2. Place the Sequencing a Story cards in front of you.
3. Begin reading the story aloud, emphasizing the main events. Use expressive language and gestures to keep your learner's attention.
4. After reading, show the picture cards one by one, allowing your learner to recall what happened.
5. Discuss each card briefly, asking questions such as, "What is happening here?" or "Who is in this picture?"
6. Mix up the picture cards and invite your learner to help you put them in the correct order.
7. Encourage your learner to talk about why they think a particular card goes in a certain position.
8. Once the cards are in order, go through the story again, using the cards as visual aids, to reinforce their understanding of the sequence of the story.
9. Finish the activity by asking your learner to share their favorite part of the story and why.

### Variation:

1. After reading the story, let your learner narrate the story using the picture cards as cues to help them remember the sequence.
2. Encourage your learner to come up with an alternate ending to the story to foster creativity and critical thinking.
3. After sequencing the cards, have your learner draw their favorite scene from the story, allowing them to express their understanding creatively.

Concept  
Development



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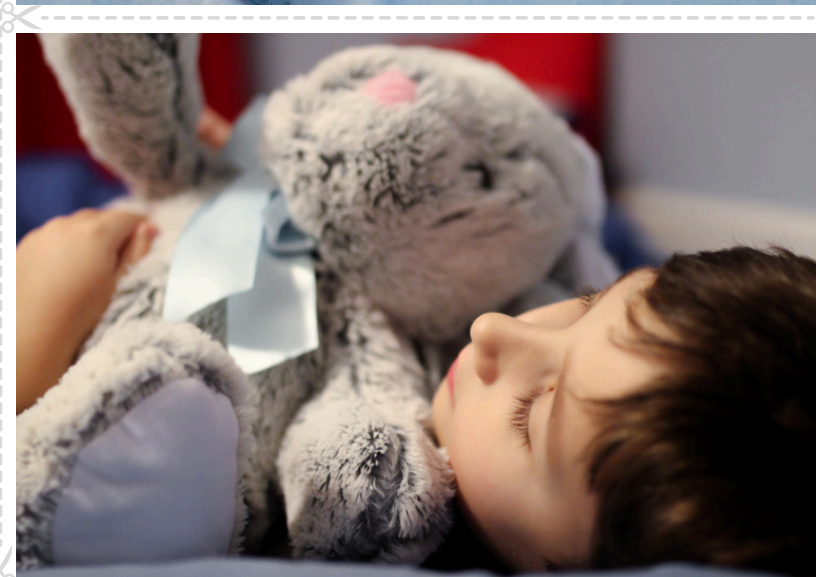
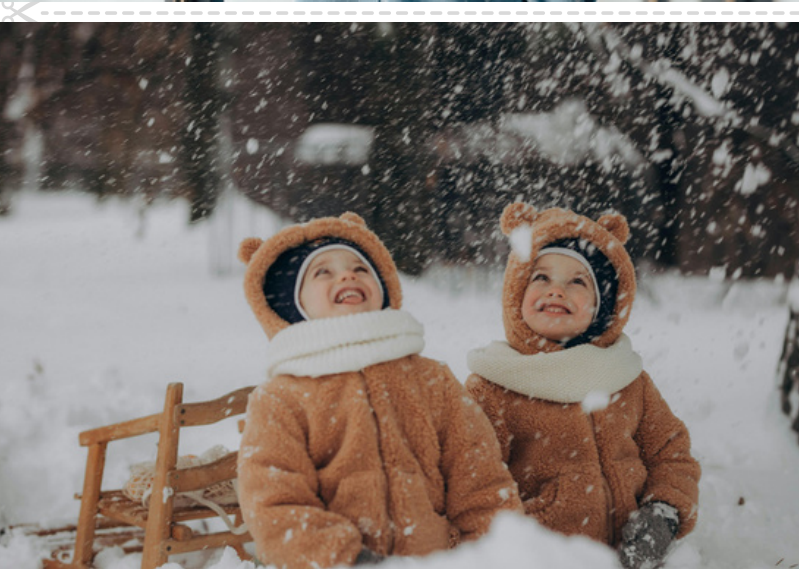
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# Sequencing a Story Cards



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# Language Arts

## Matching Opposites

18-36 months



### Supplies Needed:

- Matching Opposites Cards (attached)

**Purpose:** To help your learner develop critical thinking and categorization skills as they learn to identify and match pairs of opposites.

### Before you begin:

1. Print, laminate and trim Matching Opposites Cards (attached)

### What to do:

1. Sit on the floor with your learner. Sit beside your student on the side that matches your dominant hand —left if you're left-handed, right if you're right-handed.
2. Place the Matching Opposites Cards in front of you.
3. Begin by showing your learner the matching opposites cards. Say "We are going to do a matching activity with cards that show things that are different from each other."
4. Pick one pair of opposite cards, such as "Hot" and "Cold." Hold up the "Hot" card and say "This is hot. Can you feel the warmth of the sun?" Then show the "Cold" card and say, "This is cold. Imagine touching ice."
5. Continue introducing the remaining pairs of matching cards in the same way.
6. Spread the cards face up on a flat surface. Encourage your learner to find the pairs of opposites. As they match each pair, say the words together reinforcing the concept, "You found hot and cold!"
7. Once all the pairs have been matched, review them together with questions like, "What is the opposite of hot?"

### Variation:

1. Incorporate sensory elements to represent opposites. For example, use a warm cloth for "Hot" and an ice pack for "Cold." Incorporate physical movements like jumping for "Up" and crouching for "Down." Introduce sounds that represent opposites, such as loud and soft.
2. After matching the cards, provide art supplies so your learner can draw a picture representing their favorite pair of opposites.

Concept  
Development



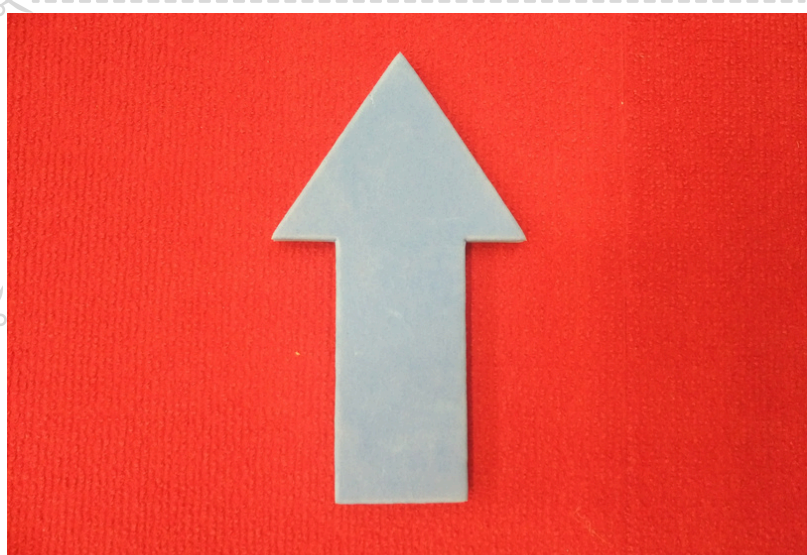
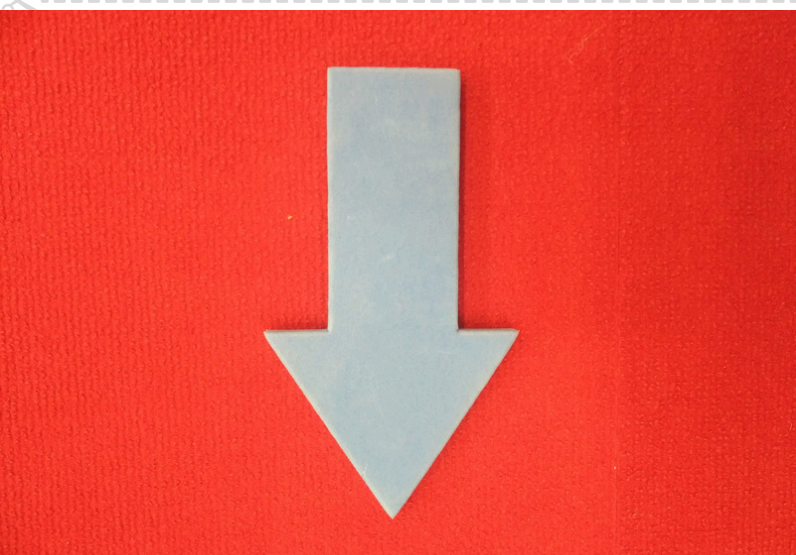
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# Matching Opposites Cards



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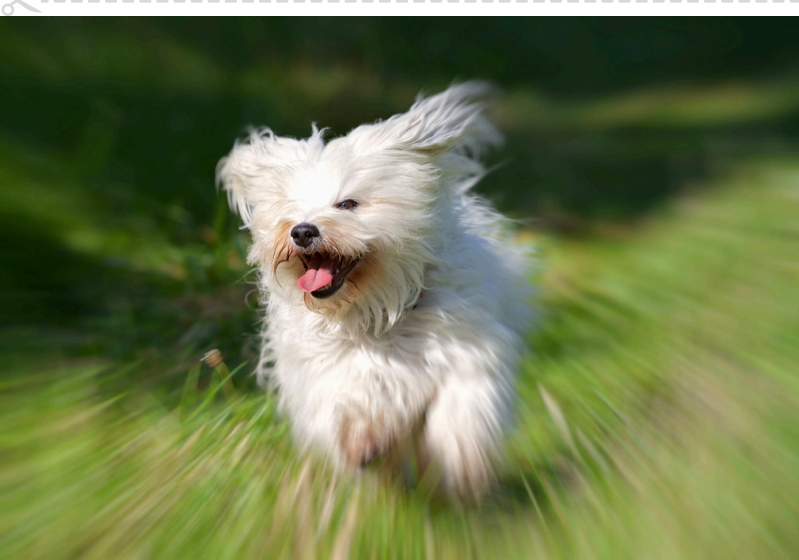
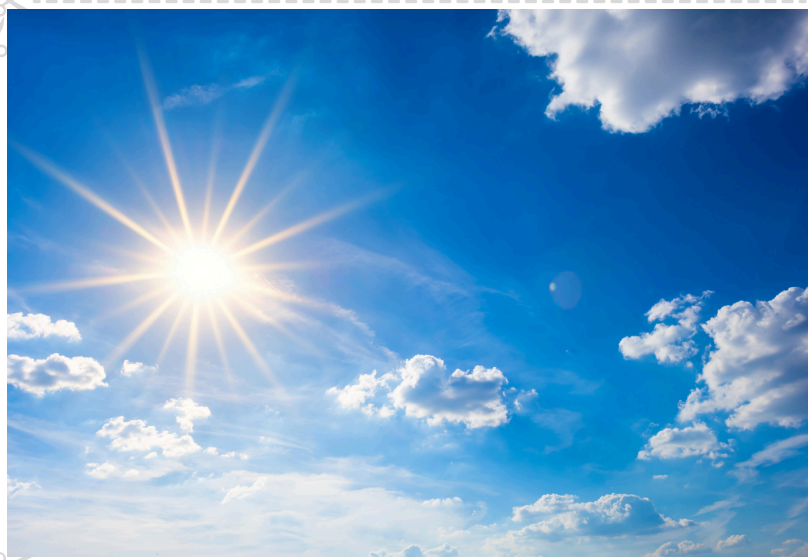




# Matching Opposites Cards



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# Language Arts

## Sorting By Color

18-36 months



### Supplies Needed:

- Three bowls or baskets
- Blue, yellow, and red balls or pom-poms
- Three Colored Circles (attached)

**Purpose:** To help your learner develop cognitive skills through categorizing items based on similarities and differences, while also enhancing their language skills.

### Before you begin:

1. Print, laminate, and trim three Colored Circles (attached).
2. Place the circles into the bowls or small baskets (begin with only two bowls and colors).

### What to do:

1. Sit on the floor with your learner. Sit beside your student on the side that matches your dominant hand —left if you're left-handed, right if you're right-handed.
2. Place two bowls and two differently colored balls/pom-poms in front of you.
3. Say: "Sorting is a way to group items based on similar characteristics, like color. Look at these balls. We have red balls and blue balls. Let's sort them into these bowls!"
4. Take one ball and place it in the bowl that matches its color. For example, pick up a red ball and say, "This is a red ball. I will put it in the red bowl."
5. Do this with both colors.
6. Encourage your learner to join in, saying, "Now it's your turn. Can you find a red ball and put it in the red bowl?"
7. As they sort the balls, observe their actions and offer guidance as needed. Praise their efforts, saying things like, "Wow! You found a blue ball!"
8. Continue until all the balls have been sorted.

### Variation:

1. Once your learner can successfully sort red and blue objects, include an additional color for them to sort, such as yellow.

Concept  
Development



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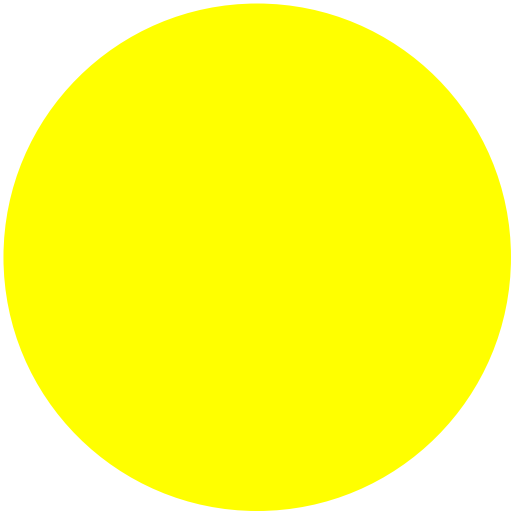
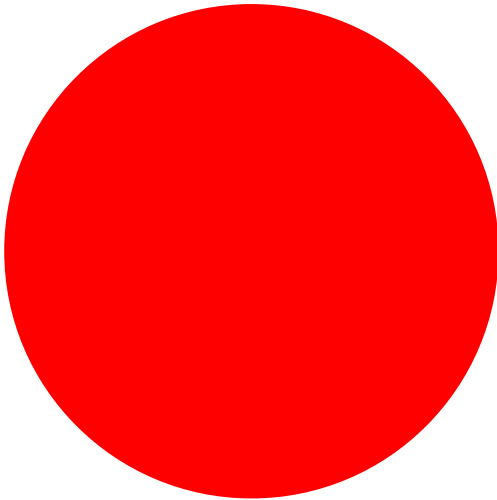
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# Colored Circles



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# Language Arts

## Sorting

18-36 months



### Supplies Needed:

- Big and Small Sorting Cards (attached)

**Purpose:** To help your learner develop cognitive skills through categorizing items based on similarities and differences, while also enhancing their language skills.

### Before you begin:

1. Print, laminate and trim Big and Small Sorting Cards (attached)

### What to do:

1. Sit on the floor with your learner. Sit beside your student on the side that matches your dominant hand —left if you're left-handed, right if you're right-handed.
2. Place the cards in front of you.
3. Say, "Sorting is a way to group items based on similar characteristics like size. Today we are going to look at pictures and decide if the items are big or small."
4. Pick up the card that says, "Big" and say, "This says big, we are going to find the cards with pictures of big objects and put them with this card." Lay the card on the ground. Repeat with the card that says, "Small."
5. Pick up a picture card, identify the object saying, "This is a big tree. I am going to put it with the card that says big." Lay the card below the card that says, "Big."
6. Encourage your learner to sort the remaining cards in the same way. When your learner correctly sorts a card, reinforce their understanding by saying, "That's right, that tree is big." If your learner struggles, gently guide them by asking questions like, "Is this bigger or smaller than the flower?"
7. After all the cards have been sorted, review the groups together. Point out the similarities and differences.

### Variation:

1. Once your learner can successfully sort "Big" and "Small" objects, practice sorting objects into other categories such as hot and cold, or inside and outside. Use the Temperature and Location Variation Cards to facilitate these activities.
2. Gradually increase the number of items available for your learner to sort or include an additional category.

Concept  
Development





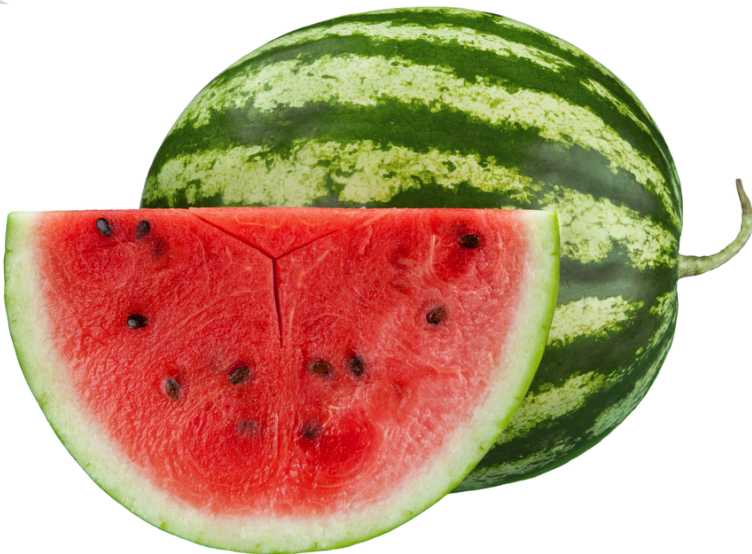
# Big and Small Sorting Cards



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Big

Small



# Big and Small Sorting Cards



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# Temperature Variation Sorting Cards



**IMPORTANT:**  
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Hot

Cold





# Temperature Variation Sorting Cards



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# Location Variation Sorting Cards



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Indoors

Outdoors



# Location Variation Sorting Cards



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# Language Arts

## Arranging Images To Form Connections

18-36 months



### Supplies Needed:

- Forming Connections Cards (attached)
- OPTIONAL: Various household items (for variations)

**Purpose:** To support your learner's cognitive development by encouraging them to observe and understand relationships between objects, concepts, or actions.

### Before you begin:

1. Print, laminate, and trim Forming Connections Cards (attached).

### What to do:

1. Sit on the floor with your learner. Sit beside your student on the side that matches your dominant hand —left if you're left-handed, right if you're right-handed.
2. Place the cards in front of you.
3. Begin by explaining to your learner that you are going to find pairs of images that go together.
4. Hold up the first card and say, "This is a bowl. We often eat things like soup or ice cream from a bowl. What else do we need to be able to eat soup or ice cream?"
5. Show the corresponding card and say, "A spoon. We need a spoon to eat soup or ice cream from a bowl." Slowly and deliberately, move the spoon and bowl cards so that they sit next to each other on the ground.
6. Encourage your learner to make the remaining connections, giving gentle hints, if needed.
7. Once your learner has selected matching cards, ask them to pair them together and say, "Yes, the toothbrush goes with the toothpaste."
8. After all the cards have been matched, discuss and reflect on the relationships between the pairs of items with your learner.

### Variation:

1. Once your learner can successfully pair the items, incrementally increase the number of objects to pair.
2. Use a variety of safe, real-life objects that your learner can pair together, such as crayons and paper.

Concept  
Development



# Forming Connections Cards



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# Forming Connections Cards



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A close-up photograph of two young girls with blonde hair. The girl on the left is whispering into the ear of the girl on the right, who is also smiling and looking towards the camera. The background is a dark, out-of-focus wall.

## *Language Arts*

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### PART 5

### Speaking & Listening





# Language Arts

## Following Spoken Directions

18-36 months



### Supplies Needed:

- 3-4 objects that are familiar to your learner, such as a ball, book, cup, and spoon

**Purpose:** To promote the foundational skills needed for effective communication, independent action, and focus.

### Before you begin:

1. Choose a space with enough room for your learner to move around freely. Position the familiar objects so that they are accessible and visible to your learner.

### What to do:

1. Begin by explaining the activity to your learner. Say, "Today, we are going to play a game where I'll tell you where to put things, and you try to do what I say."
2. Then, demonstrate an action as you speak.
3. Allow your learner to watch, making the connection between your spoken direction and the action.
4. Begin with a very simple, clear direction like, "Please put the ball on the table."
5. Encourage your learner to listen carefully and act on your instructions. After giving the direction, give them time to process what you said and complete the task.
6. Once your learner has successfully followed the direction, give them positive reinforcement: "Great job! You put the ball on the table!"
7. Give 4-5 additional one-step directions to your learner.
8. After completing the activity, give your learner praise for following instructions and encourage them to help you return the items to their proper place.

### Variation:

1. After your learner is comfortable with one-step directions, gradually increase the complexity by adding a second step. For example, "Can you pick up the ball and roll it to me?"
2. Turn the activity into a song (e.g., "Head, shoulders, knees, and toes") to make following directions even more fun and engaging.

Speaking and  
Listening



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# Language Arts

## Listening to Stories

18-36 months



### Supplies Needed:

- Age-appropriate picture books with simple text

For book ideas, refer to the included Recommended Reading List.

**Purpose:** To develop your learner's listening skills, language comprehension, and concentration while expanding their vocabulary and fostering a love for storytelling.

### Before you begin:

1. Take your learner to a calm environment with few distractions.

### What to do:

1. Sitting in a quiet, comfortable place with your learner, begin by saying, "Today we are going to read a story!"
2. Start reading the story in an engaging tone. Point to the pictures as you read, helping the child make connections between the words and illustrations.
3. Speak slowly and clearly, pausing occasionally to let the child absorb the story and pictures.
4. As you read, encourage participation by asking simple questions or making observations about the pictures.
5. If your learner becomes distracted, gently redirect their attention back to the story by saying, "Let's look at this page together."
6. Once the story is finished, close the book. To show respect for the story and the child's attention say, "The story is finished, thank you for listening."
7. Offer a moment for your learner to reflect by asking questions such as, "What was your favorite part of the book?"
8. Reshelf the book with your learner.

### Variation:

1. If your learner shows interest in a particular story, offer to read it again, as repetition helps build comprehension and listening skills.
2. Choose books with interactive elements like flaps or textures to engage the child more actively.
3. After listening to a story, encourage the child to tell their own version or make up a simple story using the pictures in the book.

Speaking and  
Listening



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## *Language Arts*

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### **PART 6** Beginning Handwriting



# Language Arts

## Free Draw with Chalk

18-36 months



### Supplies Needed:

- Chalk
- Chalkboard
- Damp cloth or sponge to erase chalk

**Purpose:** To strengthen fine motor skills, hand-eye coordination, and muscle control in the hand and fingers, which are essential for developing the control needed for forming letters and writing.

### Before you begin:

1. Gather necessary materials.

### What to do:

1. Sit with your learner. Sit beside your student on the side that matches your dominant hand—left if you're left-handed, right if you're right-handed.
2. Place the materials in front of you.
3. Begin by introducing the materials. Show your learner the chalk and explain that they are going to make pictures on the chalkboard. Say, "This is chalk, and we can use it to draw on the chalkboard. What kind of picture can you make with this?"
4. Demonstrate by drawing simple shapes, lines, or even a picture. Keep it simple and slow. You might draw a circle or a squiggly line and say, "I'm making a circle! What can you make?"
5. Hand the chalk to your learner and encourage them to start drawing. Let them experiment freely, offering suggestions if they seem unsure of what to draw.
6. While your learner draws, engage with them by asking open-ended questions about their artwork, such as, "Can you tell me about your picture?"
7. Once your learner is finished, encourage them to help clean the chalkboard with the damp cloth.

### Variation:

1. Offer your learner different colors of chalk to color with or different surfaces for them to draw on such as colored construction paper, or a sidewalk outside.
2. Offer a small cup of water and a paintbrush for the toddler to "draw" with water on the chalkboard, which will leave temporary marks that disappear when they dry.

Beginning  
Handwriting

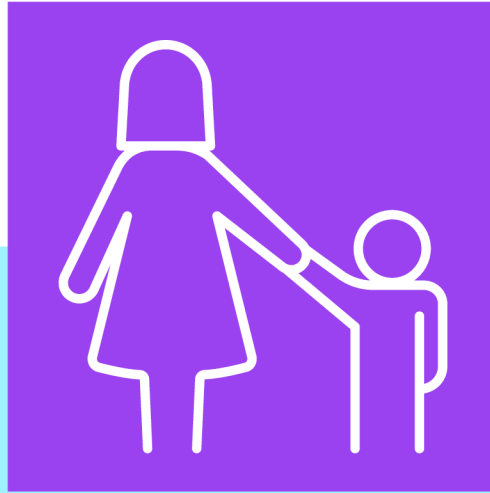


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# Transitioning to Primary



There is often an incremental transition to the primary curriculum. Your child may still be working on mastering some skills but may be ready to be challenged in other ways. Some of the signs they are ready to transition to the primary curriculum include: more developed conversational skills, emerging development of the pincer grip (grip with thumb and pointer finger), ability to follow 3 or more step directions, more sustained focus on their work and a general mastery of the majority of the activities listed. If your child is still working on mastering some of these skills, you can feel free to begin the primary curriculum while continuing to practice elements of the toddler curriculum that they are still in the process of mastering.

