



Pride Academy

MONTESSORI
CURRICULUM BOOK

MATHEMATICS



MONTESSORI LESSONS

Carrying a chair

Age

- ❖ 1 1/2 - 3 years

Material

- ❖ A child chair to be carried

Presentation

Introduction

Prepare a child's chair with sufficient space around it. Invite 3-4 children to come participate in your lesson by telling them you have something to show them. Show each child where exactly to sit and once the children are seated, you sit so that you can see them all, they all can see you, and yet you are not in front of them. Call their attention to the chair and tell them that you are going to show them how to carry a chair.

Lifting

1. Stand on the side of the chair so that the back of the chair is on the left side of your body, and the seat of the chair is directly in front of your legs.
2. Place each foot so that each big toe touches the legs of the chair closest to your body.
3. Bend your knees until they touch the seat of the chair.
4. Wrap your left arm around the back of the chair.
5. Place your left thumb on the seat of the chair at the center of the backside of the seat.
6. Wrap your four left fingers around the base of the seat.
7. Place your right thumb opposite your left thumb at the front of the seat.
8. Wrap your right fingers around the base of the chair's seat.
9. Straighten your legs and in doing so lift the chair.
10. Bring the chair in close to you so that the seat of the chair is at the level of your lower stomach.
11. Check to see that all four of the chair's legs are pointing down.
12. Walk carefully to a designated space all the while checking that the walkway is clear of obstacles.
13. Come back to the spot of the demonstration.

Setting down

1. Bend your knees.
2. Carefully place the left leg of the chair closest to your body down first.
3. Place the right leg of the chair closest to your body down silently.
4. Place the two legs of the chair furthest away from your body down silently.



5. Remove your right four fingers from under the chair's seat.
6. Lift your right thumb from on top of the chair's seat.
7. Place your right arm at your side.
8. Remove your left four fingers from under the chair's back part of the seat.
9. Lift your left thumb from the top of the chair's back part of the seat.
10. Straighten your body to an erect position.
11. Offer each child the opportunity to pick up and carry the chair.
12. Once they have all had a turn, excuse them one at a time, making sure each child has thought of what he would like to do next.

Points of Interests

- ❖ Looking to see if all four of the legs are pointing to the ground when the chair is lifted.

Notes: Make sure you sit the children so that they will each have a clear view of the chair and of your actions.

Adapted from: <http://www.infomontessori.com/practical-life/preliminary-exercises-carrying-a-chair.htm>

Pride Academy
MONTESSORI LESSONS
Carrying a Jug

Age

- ❖ 2- 4 years

Material

- ❖ A table and a jug of water

Presentation

Introduction

Prepare a jug filled halfway with water. Place it on a child's table. Invite 3-4 children to come participate in your lesson by telling them you have something to show them. Show each child where exactly to sit and once the children are seated, you sit so that you can see them all, they all can see you, and yet you are not in front of them. Call their attention to the jug of water on the table and tell them that you are going to show them how to carry a jug of water.

Lifting

1. Stand so that the table is a little closer than arms' length and so that the jug is sitting in front of you.
2. Bend your knees.
3. Wrap your four right fingers around the handle of the jug.
4. Place your right thumb on the top of the handle.
5. Cup your left hand around the bottom part of the jug under the spout of the jug.
6. As you straighten your knees, slowly pick up the jug of water.
7. Bring jug near to your body so that it is about at stomach level.
8. Walk carefully around a designated space all the while checking that the walkway is clear of obstacles.
9. Come back to the spot of the demonstration.

Setting Down

1. Bend you knees.
2. Slowly lower the jug towards the tabletop.
3. Place the point of the bottom of the jug nearest your body down first.
4. Silently place the opposite side of the jug down as well.
5. Undo your grasp of your cupped left hand.
6. Lift your right thumb off the top of the handle.
7. Remove your four right fingers from around the handle.
8. Straighten your knees and bring your body to erect position.
9. Offer each child the opportunity to pick up and carry the jug.

Adapted from: <http://www.infomontessori.com/practical-life/preliminary-exercises-carrying-a-jug.htm>

Pride Academy
MONTESORI LESSONS
Carrying a Mat

Age

- ❖ 1 1/2 and older

Material

- ❖ A mat

Presentation

Introduction

Prepare all materials before. (Place rolled mat on the ground.) Invite 3-4 children to come participate in your lesson by telling them you have something to show them. Show each child where exactly to sit and once the children are seated, you sit so that you can see them all, they all can see you, and yet you are not in front of them. Call their attention to the mat on the floor and tell them that you are going to show them how to roll and unroll a mat. Position yourself so that you are sitting on your knees in front of the vertical rolled up mat with the flap of the mat is on the left side of the rolled-up mat. Tell the children " I am now going to pick up this map"

Lifting

1. Place your right thumb on the front of the rolled mat about 1/3 of the way down from the top (or lower if you are smaller).
2. Wrap you four right fingers around the mat so that they are under the mat.
3. Place your left thumb on the front of the rolled mat under your right thumb about 1/2 way from the top.
4. Wrap your four left fingers around the mat.
5. Lifting with the force of both hands, lift the mat from the floor so that it is now perpendicular to the floor and stand up.
6. Bring the mat in close to your body, keeping it perpendicular to the floor.
7. Walk carefully and to a specific spot (not too far so the children can no longer see you), checking regularly to make sure your walkway is clear.

Setting Down

1. Come back to your starting point and tell the children "I am now going to set down this mat on the floor"
2. Bend down and sit on your knees.
3. Place the mat down with one point of contact. This point should be the bottom part of the mat on the opposite side of your body.
4. Slowly rotate your hands away from your body so that the mat gets closer and closer to lying on the ground.
5. Remove your four left fingers from under the mat.



6. Remove your left thumb from the top of the mat.
7. Remove your right four fingers from under the mat.
8. Remove your right thumb from the top of the mat.
9. Offer each child the opportunity to pick up and carry the mat.
10. Once they have all had a turn excuse them one at a time, making sure each child has thought of what he would like to do next.

Points of Interests

Holding the flap of the mat so that it does not unroll as it is being carried.

Notes: For space, it has been written right and left hands, but in the presentation the right hand stands for the hand furthest away from the children and the left hand stands for the hand nearest the children.

Adapted from: <http://www.infomontessori.com/practical-life/preliminary-exercises-carrying-a-mat.htm>



MONTESSORI LESSONS

Carrying a Sharp Object

Age

- ❖ 2- 3 years

Material

- ❖ A table and a pair of scissors

Presentation

Introduction

Prepare a child's table with one pair of scissors on it. Make sure the sharp part is on the left side and the handle part is on the right side of where you will stand. Invite 3-4 children to come participate in your lesson by telling them you have something to show them. Show each child where exactly to sit and once the children are seated, you sit so that you can see them all, they all can see you, and yet you are not in front of them. Call their attention to the scissors and tell them that you are going to show them how to carry a pair of scissors.

Lifting

1. Stand so that the pair of scissors is lying in front of you and at a reachable distance.
2. Take your right thumb and place it in the middle of the bottom hole of the handle.
3. Take your right index finger and place it in the center of the top hole of the handle.
4. Pinch your two fingers together.
5. Raise your right hand slightly off the table.
6. Wrap your left thumb under the scissor part.
7. Wrap your four left fingers over the scissor part and cover your thumb.
8. Rotate the scissors so that they are vertical.
9. Un-pinch your right thumb and index finger.
10. Undo your grasp of the handles by removing your right thumb and right index finger.
11. Cup your right hand under the tip of the scissors.
12. Bring your hands toward your body so that they are about at lower chest level.
13. Walk carefully around a designated space all the while checking that the walkway is clear of obstacles.
14. Come back to the spot of the demonstration.

Setting Down

1. Un-cup your right hand from the bottom of the scissors.
2. Rotate your left hand clockwise so that the scissors are now horizontal with the handles on the right side.
3. Place your right thumb inside the hole nearest you.
4. Place your right index finger in the other hole.
5. Pinch both fingers together.



6. Lower both hands until you are near the tabletop.
7. Release your left fingers and then your left thumb.
8. Slowly place the tip onto the table.
9. Lower the handles until they too touch the table.
10. Un-pinch your two right fingers and release your grip by lifting your right index finger and then your right thumb.
11. Offer each child the opportunity to pick up and carry the scissors.

Adapted from: <http://www.infomontessori.com/practical-life/preliminary-exercises-carrying-a-sharp-object.htm>



MONTESSORI LESSONS

Carrying a Table

Age

- ❖ 2 years and older

Material

- ❖ A table (to be carried)

Presentation

Introduction

Prepare a child's table with sufficient space around it. Ask one of the older children to come demonstrate with you how to carry a table. Because the older child will know how to carry a table, this allows the other children to see the movements of the two people carrying the table. You may still want to explain to the older child that he should follow your movements. Invite 3-4 children to come participate in your lesson by telling them you have something to show them. Show each child where exactly to sit and once the children are seated, you and the older child sit so that everyone can see each other. Call their attention to the table and tell them that you are going to show them how to carry a table with the help of the older child.

Lifting

1. Stand on the side of the table so that the width of the table is directly in front of you.
2. Show the older child where to stand (opposite you) through a gentle hand movement.
3. Both people bend your knees.
4. Place your right thumb down on the table so that your right palm is on the tabletop near the side right corner.
5. Wrap your four right fingers around the base of the tabletop.
6. Place your left thumb down on the table so that your left palm is on the tabletop near the side left corner.
7. Wrap your four left fingers around the base of the tabletop
8. Have the older child to exactly what you have just done.
9. As both straighten their knees, bring the table slightly up off the ground.
10. Have one person move backwards and one person move forwards.
11. Check constantly for obstructions in the walkway.
12. Come back to the spot of the demonstration.



Setting down

1. Both people bend your knees.

2. One person carefully places one leg of the table down first.
3. The same person places the other leg of the table down silently.
4. The other person now places the two remaining legs down.
5. Unwrap your left four fingers from under the tabletop.
6. Lift your left thumb and palm from on top of the tabletop.
7. Unwrap your four right fingers from under the tabletop.
8. Lift your right thumb and palm from on top of the tabletop.
9. Stand erect.
10. Offer each child the opportunity to pick up and carry the table with you.
11. Once they have all had a turn excuse them one at a time, making sure each child has thought of what he would like to do next.



Points of Interests

- ❖ Lifting at different levels based of the other person's height.

Note: The hand you begin with (above I use the right hand) needs to be more specifically the hand furthest away from the seated children. When lifting the table, only lift up to the level the smallest person is lifting to.

Adapted from: <http://www.infomontessori.com/practical-life/preliminary-exercises-carrying-a-table.htm>



MONTESSORI LESSONS

Carrying a Tray

Age

- ❖ 1 - 3 years

Material

- ❖ A child's size table and a tray

Presentation

Introduction

Prepare the material needed: a child's table and a tray. Invite 3-4 children to come participate in your lesson by telling them you have something to show them. Show each child where exactly to sit and once the children are seated, you sit so that you can see them all, they all can see you, and yet you are not in front of them. Call their attention to the tray on the table and tell them that you are going to show them how to carry a tray. Stand up so that you are in front of the table and the tray is also in front of you.

Lifting

1. Place your right thumb over the lip on the right of the tray in the middle.
2. Wrap your four right fingers under the lip of the tray.
3. Place your left thumb opposite your right thumb on the lip on the left side of the tray.
4. Wrap your four left fingers under the lip of the tray.
5. Lift straight up with both hands until the tray is at the level of your lower stomach.
6. Walk carefully around a designated space all the while checking that the walkway is clear of obstacles.
7. Come back to the spot of the demonstration.

Replacing

1. Slowly lower the top right corner until it touches the tabletop.
2. Silently lower the top left corner onto the tabletop.
3. Silently lower both of the corners nearest to your body onto the table.
4. Remove your left hand from the tray and then your right.
5. Offer each child the opportunity to pick up and carry the tray.
6. Once they have all had a turn excuse them one at a time, making sure each child has thought of what he would like to do next.

Note: When offering each child a personal turn, do so by inviting each child to stand only when it is his turn. And be clear as to where you would like the child to walk to with the tray in his hands.

Adapted from: <http://www.infomontessori.com/practical-life/preliminary-exercises-carrying-a-tray.htm>



MONTESSORI LESSONS

Coughing

Age

- ❖ 1-5 years

Presentation

Introduction

Invite 3-4 children to come participate in your lesson. Show each child where exactly to sit. Once the children are seated, you sit so that you can see them all, they all can see you, and yet you are not in front of them.

Preparation

1. Tell the children that when we cough, we need to know what to do so we don't cough onto someone else.
2. Tell them that we are all going to practice what we should do when we cough.

Presentation

1. Ask the children if they are all ready to watch.
2. Turn your head to the right a little away from the children.
3. Place your right forearm about an inch away from your mouth.
4. Exaggerate a cough.
5. Once finished with the cough, close your mouth.
6. Remove your right arm from in front of your mouth.
7. Turn your head back to face the group.
8. Tell the children that you don't use your hand, because if the germs are on your hands, we can spread them more easily.
9. Ask the children, "Shall I show you again?" Repeat cough.
10. Invite each child to practice what to do when they cough.

Conclusion

Tell the children that they now know to cover their mouths when they cough. Excuse them one at a time, making sure each child has thought of what he would like to do next.

Adapted from: <http://www.infomontessori.com/practical-life/grace-and-courtesy-coughing.htm>

Pride Academy
MONTESSORI LESSONS
Dressing Frame: Bow

Age

- ❖ 4-5 years

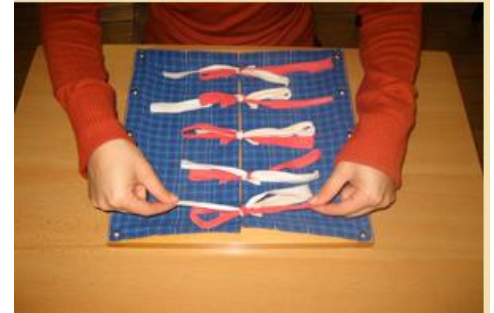
Material

- ❖ One bow frame

Presentation

Introduction

Invite a child to come by telling them you have something to show them. Have the child bring the appropriate dressing frame and have them place it on a specific spot on the table you will be working at. Have the child sit down first, and then you sit down to the child's right. Tell the child that you will be showing him how to untie and tie the bows.



Untying

1. Place the frame in a way that the red ribbon is on the right and the white ribbon is on the left.
2. Pinch the end of the white ribbon with your right thumb and right index finger.
3. Pinch the end of the red ribbon with your left thumb and left index finger.
4. Simultaneously pull both ribbons moving your right hand to the right and your left hand to the left.
5. Pull in a smooth and continuous manner until the bow has been completely undone and the two ribbons are gently taught.
6. Un-pinch your left fingers and then your right.
7. Repeat this first step with the other four bows, moving your way from the top to the bottom bow.
8. Place your left index and middle fingers under the red ribbon and on where the white ribbon has been sewn onto the fabric.
9. Pinch using your right thumb and index finger the red ribbon where it first meets the white ribbon in the tie.
10. Pull the red ribbon out slowly in small increments.
11. Once fully out, pinch the end of the red ribbon with your same two right fingers and pull the ribbon to the right and gently taught under the white ribbon.
12. Un-pinch your two right fingers and move your hand off the frame.
13. Lift your two left fingers and pinch the end of the white ribbon.
14. Bring the white ribbon to the left and pull it gently taught.
15. Un-pinch your left fingers.
16. Repeat for the other four, working your way from top to bottom.
17. Pinch the bottom left part of the right flap with your right thumb and index finger.



18. Place your left thumb next your right thumb and your left index finger next to your right index finger.
19. Gently pinch with your left fingers and slide them up to the top of the material.
20. Rotate the material to the right to open up this flap.
21. Un-pinch your left two fingers and then your right.
22. Pinch the bottom right part of the left flap with your left thumb and index finger.
23. Place your right thumb next your left thumb and your right index finger next to your left index finger.
24. Gently pinch with your right fingers and slide them up to the top of the material.
25. Rotate the material to the left to open up this flap.
26. Un-pinch your right two fingers and then your left.
27. Pinch the end of the top white ribbon with your left thumb and left index finger and pull the ribbon fully taught to the left.
28. Continue this for each ribbon working your way down the material. (At one point you may want to ask the child if he would like to pull one.)
29. Repeat this movement using your right two fingers for the red ribbon, this time pulling the ribbon taught to the right.
30. Pinch the bottom part of the left flap with your left thumb and index finger.
31. Place your right thumb next to your left thumb and your right index finger next to your left index finger.
32. Slide your right fingers up the material until they reach the top.
33. Rotate the material to the right thus closing the flap.
34. Un-pinch your right fingers and then your left fingers.
35. Pinch the bottom part of the right flap with your right thumb and right index finger.
36. Place your left thumb next to your right thumb and your left index finger next to your right index finger.
37. Slide your two left fingers up the material until they reach the top.
38. Rotate the material to the left, thus closing the right flap.
39. Un-pinch your left fingers and then your right fingers.

Tying

1. Pinch the end of white ribbon with your right thumb and index finger and rotate the ribbon over the material to the right so that it lays flat over the red ribbon.
2. Un-pinch your right fingers.
3. Pinch the end of the white ribbon with your right thumb and index finger and rotate the ribbon over the material to the left and place it under the white ribbon so that it lies flat and parallel to the frame's bottom bar.
4. Repeat for the other four making your way down to the bottom.
5. Pinch the red ribbon about $\frac{1}{3}$ from the edge of the frame with your left thumb and index finger.



6. Rotate the red ribbon 90° clockwise.
7. Pinch the white ribbon with your right thumb and index finger at about 1/3 from the edge.
8. Bring the white ribbon down 90° and push the ribbon through the hole under the red ribbon by guiding it with your right index finger.
9. Remove your right fingers.
10. Slide your right index finger around to the back side and through the loop of the white ribbon.
11. Pinch the ribbon with your thumb and index finger.
12. Slide your right fingers up the ribbon to the tip and bring the ribbon back parallel to the frame's bottom bar.
13. At the same time, slide your left fingers along to the tip of the red ribbon and bring this ribbon parallel to the frame's bottom bar.
14. Pull ends taught.
15. Un-pinch your left fingers and then your right.
16. Repeat for the other four.
17. Place your two left fingers under the white ribbon about 1/3 from the end.
18. Lift the ribbon.
19. With your right thumb and index finger pinch the base to create the loop.
20. Unhook your left fingers.
21. Rotate the loop so that it lies next to the red ribbon,
22. Pinch the red ribbon and place it over the white loop near your right fingers.
23. Push the red ribbon through under the white ribbon with your left index finger.
24. Remove your left finger and pinch the tip of the white loop.
25. Release your right fingers and pinch the tip of the red loop.
26. In a smooth continuous movement, pull the red ribbon to the right and the white ribbon to the left.
27. Pull until taught.
28. Un-pinch your left fingers and then your right.
29. Repeat for the other four working your way to the bottom ribbons.
30. Offer the child the opportunity to untie and then tie the bows.

Adapted from: <http://www.infomontessori.com/practical-life/care-of-the-person-dressing-frame-bow.htm>



MONTESSORI LESSONS

Dressing Frame: Buckle

Age

- ❖ 2 - 4 years

Material

- ❖ One buckle frame.

Presentation

Introduction

Invite a child to come by telling them you have something to show them. Have the child bring the appropriate dressing frame and have them place it on a specific spot on the table you will be working at. Have the child sit down first, and then you sit down to the child's right. Tell the child that you will be showing him how unbuckle and buckle. Give the names of each part.

Unbuckling

(Place the frame so the tongue is laying on the left.)

1. Pinch the mettle buckle loop with your right thumb and index finger.
2. Rotate the mettle loop to left.
3. Pinch the tip of the strap with your left thumb and index finger.
4. Push gently to the left until the strap is pushed through the mettle loop almost completely.
5. Place your left index finger through the lifted part of the strap and pinch the other side with your left thumb.
6. Pull the strap through the mettle loop completely and place it so it lays down flat.
7. Remove your left fingers and then your right.
8. Repeat these movements for the other four buckles working your way from the top to the bottom.
9. Pinch the tip of the strap with your right thumb and index finger and pull to the right.
10. Pull taught.
11. Place your left index finger under the pin and rotate to the left until it lays flat.
12. Lift your left finger and then remove your right fingers.
13. Repeat for the other four buckles working your way down.
14. Pinch the sides of the far-right part of the buckle with your left thumb and index finger.
15. Rotate the buckle to the left so that it is perpendicular to the material.
16. Pinch the part of the tongue directly to the right of the buckle with your right thumb and index finger and pull the tongue completely out.
17. Replace the buckle down flat and remove your left fingers.
18. Place the tongue down flat and remove your right fingers.
19. Repeat for the other four buckles.
20. Open the right flap and then the left.
21. Close the left flap and then the right.



Buckling

(Starting with the top buckle)

1. Pinch the tongue near the tip with your right thumb and index finger and rotate to the right.
2. Pinch the sides of the right part of the buckle with your left thumb and index finger and rotate to the left so that it is perpendicular to the material.
3. Position the tip of the tongue so that it goes through the buckle hole.
4. Once it is in about half way, remove your right fingers.
5. Fully rotate the buckle down to the right and remove your fingers.
6. Repeat for the other four buckles.
7. Pinch the tip of the tongue with your right thumb and index finger.
8. Rotate fully to the right and pull taught.
9. Place your left index finger under the pin and rotate it to the right.
10. Position the pin so that it goes into the hole in the tongue.
11. Remove your left finger.
12. Rotate your right hand fully to the left so that the tongue is lying flat and remove your right fingers.
13. Repeat for the other four buckles.
14. Pinch the sides of the mettle loop with your left thumb and index finger.
15. Pinch the tongue at about 1/3 from the tip with your right thumb and middle finger and place your index finger on the tongue between your other two fingers.
16. Position the tip of the tongue so that it goes through the mettle loop.
17. Gently slide the tongue fully through the mettle loop with your right fingers.
18. Remove your right fingers and then your left.
19. Repeat for the other four buckles.
20. Once done, offer the child the opportunity to unbuckle and buckle.

Adapted from: <http://www.infomontessori.com/practical-life/care-of-the-person-dressing-frame-buckle.htm>



MONTESSORI LESSONS

Dressing Frame: Button

Age

- ❖ 1 1/2 - 3 1/2 years

Material

- ❖ One large button frame

Presentation

Introduction

Invite a child to come by telling them you have something to show them. Have the child bring the appropriate dressing frame and have them place it on a specific spot on the table you will be working at. Have the child sit down first, and then you sit down. Tell the child that you will be showing him how unbutton and button. Give the names of each part.

Unbuttoning

1. Place the frame so the buttonhole is on the right and start with the top button to work your way down.
2. Pinch the right side of the button with your right thumb and index finger.
3. Pinch the material directly to the left side of the button with your left thumb and index finger.
4. Pull the material to the left to create a hole.
5. Tilt the button down to the left.
6. Begin to slide button through the buttonhole.
7. Un-pinch your left fingers.
8. Pinch the left side of the button that is through the buttonhole with your left thumb and index finger.
9. Un-pinch your right fingers and pinch the material.
10. Rotate the material to the right to allow the button to completely go through the buttonhole.
11. Pause to allow the child to see that the button is now "free".
12. Un-pinch your left fingers.
13. Gently place the material down on top of the button and remove your right fingers.
14. Repeat for the other four buttons.
15. Open the right flap fully and then the left.
16. Close the flaps starting with the left flap and then the right.

Buttoning

1. Start with the top button
2. Pinch the left side of the button with your left thumb and index finger.



3. Pinch the material to the direct left of the buttonhole with your right thumb and index finger.
4. Slide the button halfway through the buttonhole.
5. Un-pinch the material with your right fingers
6. Pinch the right side of the button that is coming through the hole.
7. Un-pinch your left fingers.
8. Pinch the material left of the buttonhole.
9. Pull the material to the left and pull the button to the right until it is fully through the hole
10. Remove your left fingers and then your right.
11. Repeat for the other four buttons
12. Once done, offer the child the opportunity to unbutton and button the buttons.

Notes: You may want to ask the child where he has seen a button before to have him associate what he is about to do to his everyday clothing.

Adapted from: <http://www.infomontessori.com/practical-life/care-of-the-person-dressing-frame-button.htm>



MONTESSORI LESSONS

Dressing Frame: Hook and Eye

Age

- ❖ 2 - 3 years

Material

- ❖ One hook and eye frame

Presentation

Introduction

Invite a child to come by telling them you have something to show them. Have the child bring the appropriate dressing frame and have them place it on a specific spot on the table you will be working at. Have the child sit down first, and then you sit down to the child's right. Tell the child that you will be showing him how to use the Hook and Eye. Name each part.

Unhooking

1. Open the right flap to reveal to the child the Hook and Eye.
2. Pinch the top part of the flap and position fingers so that your right thumb is next to the sewn part of the hook and your right index finger is above the material.
3. Place your left index and middle fingers flat on the left side of the material and position fingers so your index is on the sewn part of the eye.
4. Pull the right flap to the left as taught as possible.
5. Rotate your right hand to the right and lift slightly up.
6. Slightly lift the flap open to show that the hook has been taken out of the eye.
7. Gently replace the hook down.
8. Lift your left fingers and then your right.
9. Repeat for the other four, working your way from the top to the bottom.
10. Open flaps: right then left.
11. Close flaps: left then right.

Hooking

1. Pinch the top part of the flap and position your fingers so your right thumb is next to the sewn part of the hook and your right thumb is wrapped around the material.
2. Place your left index and middle fingers flat on the left side of the material and position fingers so your index is on the sewn part of the eye.
3. Pull the right flap to the left as taught as possible.
4. Scoop the hook down so it slides into the eye.
5. Pull the material in your right hand to the right to verify if the hook has been well placed in the eye.



6. Remove your left fingers and then your right.
7. Repeat for the other four Hook and Eye working your way from the top to the bottom.
8. Offer the child the opportunity to unhook and hook the Hook and Eye.

Adapted from: <http://www.infomontessori.com/practical-life/care-of-the-person-dressing-frame-hooks-and-eye.htm>



MONTESORI LESSONS

Dressing Frame: Lacing

Age

- ❖ 3 1/2 - 5

Material

- ❖ One lacing frame

Presentation

Introduction

Invite a child to come by telling them you have something to show them. Have the child bring the appropriate dressing frame and have them place it on a specific spot on the table you will be working at. Have the child sit down first, and then you sit down to the child's right. Tell the child that you will be showing him how unlace and lace. Give the names of each part.

Unlacing

1. Begin by untying the bow at the bottom of the lace.
2. Pinch under the bottom right hole of the right flap with your right thumb and index finger.
3. Slightly rotate it up so the child can see the under part of the hole.
4. Pinch the lace where it comes out of the hole with your left thumb and index finger.
5. Pull the lace out in small increments.
6. When you get close to the end of the lace, slowly pull it out so the child understands to not just pull out the entire lace quickly.
7. Place the bottom of the flap back down flat and un-pinch your right fingers.
8. Lay the lace flat out to the left and let go of the lace.
9. Pinch right under the bottom hole of the left flap and slightly rotate it to the left.
10. Pinch the lace where it comes out of the hole with your right thumb and index finger.
11. Pull the lace out in small increments.
12. When you get close to the end of the lace, slowly pull it out so the child once again sees that you should not quickly pull it out.
13. Place the bottom of the flap back down flat and un-pinch your left fingers.
14. Lay the lace flat out to the right and let go of the lace.
15. Repeat these movements alternating from right to left until the entire lace is out of the lacing frame.
16. Set the lace above the frame.
17. Open the right flap and then the left flap.
18. Close the left flap and then the right.

Lacing up

1. Pinch the tip of one end of the lace with your right thumb and index finger.
2. Pinch the other end of the lace with your left thumb and index finger.
3. Bring both tips together between your right pinch.



4. Slide your left thumb and index finger down the two sides of string bringing them together until you get to where the middle part makes the two sides meet.
5. Remove your left fingers.
6. Place the lace so that the tips are close to the top holes and the rest of the lace is above the frame.
7. Remove your right fingers.
8. Pinch the part just above the top of the top right hole with your right thumb and index finger.
9. Rotate the material slightly up so the child can see the under part of the hole.
10. Pinch one of the tips of the lace with your left thumb and index finger.
11. Carefully place the tip into the top right hole.
12. Slide it through until the entire tip is through.
13. Place the right flap down flat and un-pinch your right fingers.
14. Pinch the tip of the lace that has come through the hole with your right thumb and index finger.
15. Remove your left fingers and place your left index and middle fingers down flat directly under the top right hole.
16. Pull the lace out in small increments.
17. Once you have pulled out about half the lace stop and un-pinch your right fingers.
18. Remove your left fingers.
19. Pinch the part just above the top of the top left hole with your left thumb and index finger.
20. Pinch the other tip of the lace with your right thumb and index finger.
21. Carefully place the tip of the lace through the top left hole until the entire tip is through.
22. Place the left flap down flat and un-pinch your left fingers.
23. Pinch the tip of the lace that has come through the hole with your left thumb and index finger.
24. Remove your right fingers and place your right index and middle fingers down flat directly under the top left hole.
25. Using your left fingers, pull the rest of the lace through this hole in small increments.
26. Un-pinch your left fingers and then remove your right fingers.
27. Pinch the tip of the right part of the lace with your right thumb and index finger.
28. Bring the lace up so it is perpendicular to the table.
29. Pinch the tip of the left part of the lace with your left thumb and index finger.
30. Bring this part of the lace so that it too is perpendicular to the table.
31. Check to see that the two tips are at the same height, thus meaning that the two sides have been pulled through in equal length. If one side is shorter than the other, pull that side up a little and recheck the lengths.



- 32.Repeat until the laces are of equal length.
- 33.Place the left side of the lace down flat to the left and un-pinch your left fingers.
- 34.Place the right side of the lace down flat to the right and un-pinch your right fingers.
- 35.Repeat this process of placing the lace through the hole starting with lifting the topmost right hole and placing the left side of the lace through.
- 36.Once fully through, place it flat under the other lace.
- 37.Continue by then lifting the topmost left hole and placing the lace on the right that is above the other through the hole (There is no need to check the lengths of the lace)
- 38.Repeat this until the lace has been laced through each hole.
- 39.Tie a bow at the bottom.
- 40.Once done, offer the child the opportunity to unlace and lace.

Notes: You may want to ask the child where he has seen a lace before to have him associate what he is about to do to what might be on his shoes.

Adapted from: <http://www.infomontessori.com/practical-life/care-of-the-person-dressing-frame-lacing.htm>



MONTESORI LESSONS

Dressing Frame: Safety Pins

Age

- ❖ 4-5 years

Material

- ❖ One safety pin frame

Presentation

Introduction

Invite a child to come by telling them you have something to show them. Have the child bring the appropriate dressing frame and have them place it on a specific spot on the table you will be working at. Have the child sit down first, and then you sit down to the child's right. Tell the child that you will be showing him how unpin and pin safety pins. Give the names of each part.

Unpinning

(Place the frame so the catch of the pin is to the left.)

1. Place your right index finger on the tip of the spring of the top pin and push the pin to the far left and remove your finger.
2. Repeat for the other three pins working your way from the top to the bottom.
3. Pinch the spring side of the top pin with your right thumb and index finger.
4. Pinch the catch with your left thumb and index finger.
5. Un-pinch your right fingers and place your thumb on the bottom bar of the pin and your index on the top bar of the pin.
6. Push the bottom pin up to the catch with your thumb.
7. Rotate your thumb slightly towards yourself and then down to unhook the pin tip from the catch.
8. Remove your right fingers.
9. Un-pinch your left fingers.
10. Pinch the spring with your right thumb and index finger and pull slowly to the right until the pin is out of the material.
11. Rotate the pin so that it is vertical with the catch on the top.
12. Rotate slightly to the side so the child can easily see when the tip will go in the catch.
13. Place your left thumb on the bar closest to you and your left index finger on the other bar (the bar with the tip).
14. Press your left index finger towards your left thumb and bring the tip close to the catch.
15. Move the tip using the pressure of your index finger to place it into the catch.
16. Remove your left fingers.



17. Offer the pin to the child so he can practice how to open and close a safety pin.
18. Have the child place the pin above the frame.
19. Repeat these movements of taking out the pins working your way from the top to the bottom. (If the child needs more practice in opening and closing the pins, allow the child the practice. If not, you place the pins above the frame.)
20. Open the bottom right flap and then the top right flap.
21. Then open the bottom left flap and then the top left flap.
22. Close the top left flap and then the bottom left flap.
23. Close the top right flap and then the bottom right flap.

Pinning

1. Pinch the spring of a pin with your right thumb and index finger.
2. Lift the pin vertical so the catch is on the top.
3. Rotate the pin slightly so the child will be able to see with the tip comes out of the catch.
4. Place your left thumb on the bar closest to you and your left index finger on the other bar. (This should be the bar with the tip.)
5. Gently press your left index finger toward your left thumb and slightly rotate it so the tip comes out of the catch.
6. Slowly open your fingers.
7. Remove your left finger.
8. Pinch the bottom part of the material with your left thumb and index finger.
9. Lift the material slightly.
10. Place the tip of the pin into the material to the far right side of where the two flaps meet.
11. Push the tip in through the material a little bit more.
12. Rotate the material up a little so you and the child can see the tip out the other side.
13. Keeping the material up, rotate the tip up so it goes back through the material a few centimeters to the side of where it first came through.
14. Rotate the material back down to see the tip come out of the front side of the material.
15. Let go of the material with your left fingers.
16. Pinch the catch with your left thumb and index finger.
17. Remove your right fingers and place your right thumb on the bottom bar and your right index finger on the top bar.
18. Press your thumb up so the tip meets the catch.
19. Rotate the tip in toward the catch and then slightly release the pressure of your thumb so the tip hooks into the catch.
20. Remove your right fingers and then your left.



21. Repeat all these movements working your way from the bottom to the top.(When you are placing the pin at the top of the material, pinch the material with your left fingers at the top of where the flaps meet.)
- 22.Once done, offer the child the opportunity to unpin and pin.

Adapted from: <http://www.infomontessori.com/practical-life/care-of-the-person-dressing-frame-safety-pins.htm>



MONTESSORI LESSONS

Dressing Frame: Snaps

Age

- ❖ 1-3 years

Material

- ❖ One snap frame

Presentation

Introduction

Invite a child to come by telling them you have something to show them. Have the child bring the appropriate dressing frame and have them place it on a specific spot on the table you will be working at. Have the child sit down first, and then you sit down to the child's right. Tell the child that you will be showing him how to use the snaps.

Unsnapping

1. Place your left index and middle fingers flat to the left of the first snap on the left flap of the material.
2. Pinch the right flap next to the button with your right thumb and right index finger.
3. With a quick small movement, pull your right fingers up to undo the snap.
4. Slightly open the flap to show the child the unsnapped snap.
5. Gently place the top part of the snap down.
6. Un-pinch your right fingers.
7. Slide your two left fingers down the material so they are next to the next button down.
8. Repeat these opening movements until all the snaps are opened (working your way from the top to the bottom).
9. Open the right flap fully and then the left
10. Close the flaps starting with the left flap and then the right.

Snapping

1. Place your left index and middle fingers flat next to the top snap.
2. Pinch the right flap so that your right index finger is on the top snap and your right thumb is wrapped around the material and below the under part of the snap.
3. Carefully place the top of the snap on top of the point part of the snap.
4. Remove right thumb.
5. Press down on the snap with your right index finger.
6. Listen for snap noise.
7. Lift your right index finger off the snap.
8. Slide your left fingers down to the next snap.
9. Repeat movements of closing the snap.
10. Once done, offer the child the opportunity to unsnap and snap the snaps.

Adapted from: <http://www.infomontessori.com/practical-life/care-of-the-person-dressing-frame-snaps.htm>



Pride Academy



MONTESSORI LESSONS

Dressing Frame: Zipper

Age

- ❖ 1-3 years

Material

- ❖ One zip frame.

Presentation

Introduction

Invite a child to come by telling them you have something to show them. Have the child bring the appropriate dressing frame and have them place it on a specific spot on the table you will be working at. Have the child sit down first, and then you sit down to the child's right. Tell the child that you will be showing him how unzip and zip. Give the names of each part.

Unzipping

(Place the frame so the zipper handle is on the top)

1. Place your right thumb under the zipper handle and place your right index finger over to pinch fingers together.
2. Pinch (material) the top part to the right of the zipper teeth with your left thumb and index finger.
3. Slowly and in a continuous movement, pull the zipper handle down.
4. Slow down when you get to the bottom to emphasis when the pin slides out.
5. Make sure the pin comes out of the pin holder.
6. Un-pinch your left fingers and then your right.
7. Open the right flap fully and then the left.
8. Close the flaps starting with the left flap and then the right.

Zipping

1. Pinch the zipper handle with your right thumb and index finger.
2. Make a point of showing that the handle needs to point down.
3. Place your right index finger on the top part of the tab and your right thumb at the bottom of the tab.
4. Press firmly together.
5. Pinch the bottom part to the right of the zipper teeth with your left thumb and index finger.
6. Slide the pin slowly into the tab.
7. Make sure the tab slides fully in.
8. Re-pinch the zipper handle with your right thumb and index.



9. Pull the material taught with your left hand.
10. Slide the handle up until you reach the top
11. Let go of the material with your left fingers.
12. Lower the handle so it is lying downwards and remove fingers.
13. Once done, offer the child the opportunity to unzip and zip.

Adapted from: <http://www.infomontessori.com/practical-life/care-of-the-person-dressing-frame-zipper.htm>



MONTESSORI LESSONS

Dusting a Table

Age

- ❖ 1-3 years

Material

- ❖ A Table
- ❖ A Tray
- ❖ A Duster (a cloth folded into fours)
- ❖ A Brush with soft bristles (for extension)

Presentation

Introduction

Prepare a table to be dusted. Set a stool next to the table. Invite a child to come by telling them you have something to show them. Have the child bring the appropriate basket and have them place it onto the stool next to the table. Tell the child that you will be showing him how to dust a table.

Preparation

- ❖ Begin by naming the cloth as "duster".

Presentation

1. Pick up the duster with both hands and place it onto the table.
2. Lift up the top flap to the bottom right of the duster by pinching the edge with your left thumb and index finger.
3. Slide your four right fingers under the lifted flap to the top left corner of the duster.
4. Lower the flap with your left fingers and let go of the flap when it has been placed down flat on top of your right fingers.
5. Slide your right thumb under the entire duster and place it firmly under the area of your four right fingers.
6. Lift the cloth to show the child that you are holding it in place with your right thumb.
7. Place your right hand (that is in the duster) in the top left corner of the table as flat as possible.
8. Slowly and in a continuous manner, slide your hand down from top to bottom.
9. When you get to the bottom, slowly rotate your hand upward and a little to the left side to scoop up the dust.
10. Pause as you are rotating the duster so the child can clearly see your movements.
11. Lift the duster off of the table.
12. Show the child the dust on the duster if there is any.
13. Repeat these movements from top to bottom, left to right until the whole table has been dusted.



Completion

1. Pull the duster off of your right hand by pinching the bottom corner of the flap that is over your right fingers with your left thumb and index finger.
2. Bring the duster over to the bin.
3. Bring the duster to arms length away from your body (make sure it is still over the bin), turn your face away from the duster and with a strong shake, shake the duster once.
4. Look to see if the dust has come off of the duster.
5. If the duster is still dusty, repeat this shaking movement, one shake at a time.
6. Once the duster is no longer dusty, place it in the laundry bin.
7. Show the child where the clean dusters are and replace the dirty duster with a clean duster.
8. Place the clean duster into the basket.
9. Invite the child to dust the same table or another table.
10. Tell the child that when he is done, he can replace the basket back onto the shelves where it belongs.

Extensions

Dusting other objects such as:

- ❖ a chair and the sides of the chair with the brush
- ❖ shelves
- ❖ stools

Adapted from: <http://www.infomontessori.com/practical-life/care-of-the-environment-dusting-a-table.htm>



MONTESSORI LESSONS

Expressing Admiration

Age

- ❖ 2 1/2 - 5 years

Presentation

Introduction

Invite 3-4 children to come participate in your lesson. Show each child where exactly to sit. Have the older child sit down as well. Once the children are seated, you sit so that you can see them all, they all can see you, and yet you are not in front of them.

Preparation

1. Tell the children that we sometimes find someone beautiful or we really like their work they have done.
2. Tell the children that we can express our admiration for someone by telling them what it is we like about them.
3. Tell them that we are all going to practice how to express admiration for each other.

Presentation

1. Turn to face one child and look them in the eyes.
2. Smile and say, "(child's name), you have a beautiful dress on today." (The child can respond with, 'thank you'.)
3. Turn to face another child and look them in the eyes.
4. Smile and say, " (child's name), you have a beautiful sweater on today."
5. Continue showing admiration for each child in the group, saying something specific to each child.
6. Then offer each child the opportunity to show admiration for each other. (They can use what you had said.)

Conclusion

Tell the children that they can now express their admiration for someone in the classroom whenever they would like. Excuse each child at a time, making sure each child has thought of what he would like to do next.

Adapted from: <http://www.infomontessori.com/practical-life/grace-and-courtesy-expressing-admiration.htm>

Pride Academy

MONTESORI LESSONS

Folding Cloths

Age

- ❖ 2 - 4 years

Material

Four cloth squares:

- ❖ Cloth 1: line sewn on the median
- ❖ Cloth 2: double media
- ❖ Cloth 3: line sewn on the diagonal
- ❖ Cloth 4: line sewn double diagonal
- ❖ Suitable tray for all four cloths

Presentation

Introduction

PART 1:

- ❖ Prepare a large enough table for this activity. Invite 1 child to come with you by telling them you have something to show them. Tell child to bring the tray of cloths to the selected table.
- ❖ Have young child sit down before you. Place the tray in a position as to where the child can see your movements clearly but so that the tray will not be in your way of folding. Tell the child that you are going to show him how to fold the cloths.

PART 2:

- ❖ Place your right thumb on the top right corner of the top cloth.
- ❖ Place your right index finger under the first cloth under your thumb.
- ❖ Pinch your two fingers together and lift slightly.
- ❖ Place your left thumb next to your right thumb.
- ❖ Place your left index finger next to your right index finger.
- ❖ Pinch slightly and slide your left fingers to the left along the top of the cloth until they reach the top left corner.
- ❖ Secure your grip and lift slightly.
- ❖ Lift both hands until the cloth is in the air and the bottom half of the cloth is hanging down.
- ❖ Bring the cloth over a place suitable for the presentation.
- ❖ Lower the bottom two corners of the cloth until they are just touching the table.
- ❖ Slowly lower the corners you are grasping until they too are touching the table.
- ❖ Lift your left index finger.
- ❖ Lift your left thumb.
- ❖ Move your left arm away so that the child can see your right-hand movements.
- ❖ Lift your right index finger.



- ❖ Lift your right thumb.
- ❖ Draw child's attention to the sewed line or lines

Cloth 1

Folding

1. Place your right index finger on the top of the bottom right corner.
2. Place your right thumb under the cloth so that it is under your right index finger.
3. Pinch both fingers and lift slightly.
4. Place your left index finger next to your right index finger and your left thumb next to your right.
5. Gently pinch your left two fingers together.
6. Slide your left fingers along the bottom edge of the cloth the bottom left corner.
7. Bring the right corner you are pinching up to the top right corner of the cloth.
8. Make sure the corners line up as closely as possible.
9. Bring the left corner you are pinching up to the top left corner of the cloth and match.
10. Lift your left index finger and then lift your left thumb.
11. Move your left arm to allow the child to see the movements of your right hand.
12. Lift your right index finger and then lift your right thumb.
13. Place two left fingers firmly on what is now the bottom left corner.
14. Place two right fingers next to your two left and slide right along the bottom to the right corner.
15. Lift your two right fingers off of the cloth and then your two left.

Unfolding

1. Place your right thumb on the top right corner.
2. Place your right index finger under the top flap of the material and pinch both fingers.
3. Place your left thumb next to your right and then your left index finger next your right.
4. Gently press your left fingers together and slide them left to the top left corner.
5. Rotate the part of the cloth in your fingers toward you until they are touching the table.
6. Lift your left thumb and then your left index finger and move arm to not block view.
7. Lift your right thumb and then your right index finger.
8. Move the cloth so that it is in front of the child and offer the child the opportunity to fold and unfold this cloth.
9. Once the child has successfully folded and unfolded the cloth, tell him to place it at the top left of his table so he will have space for the next cloth.

Cloth 2

- ❖ Repeat PART 2 of the introduction.

Folding

1. Repeat Folding of Cloth 1.
2. Place your left index finger on the top of the cloth on the bottom right corner.
3. Place your left thumb under both parts of the cloth and under your left index finger.



4. Pinch both fingers and lift slightly.
5. Gently place your right index finger next to your left index finger.
6. Gently place your right thumb under the cloth next to your left thumb.
7. Gently pinch your two right fingers together and slide upwards to the top right corner.
8. Bring your right fingers to have that point meet with the top left point to match points.
9. Bring your left fingers to have that point meet with the bottom left point to match.
10. Lift your right hand by first lifting your right index finger and then your thumb.
11. Lift your left hand by lifting your left index finger and then your left thumb.
12. Firmly place two left fingers on what is now the bottom right corner.
13. Place two right fingers next to your left and slide upwards to the top right corner.
14. Lift both right fingers off the cloth and then left.

Unfolding

1. Place your left thumb on the bottom left corner.
2. Place your left index finger under the top part of the material and pinch both fingers.
3. Place your right thumb next to your left and then your right index next to your left.
4. Gently press your right fingers together and slide up to the top left corner.
5. Lift both hands so that the top part of the material is raised.
6. Rotate your hands toward the right until they are touching the table.
7. Lift your right fingers by lifting your right thumb and then your right index finger.
8. Lift your left fingers by lifting your left thumb and then your left index finger.
9. Repeat Unfolding of Cloth 1.
10. Move the cloth so that it is in front of the child and offer the child the opportunity to fold and unfold this cloth.
11. Once the child has successfully folded and unfolded the cloth, tell him to place it at the top left of his table next to the first cloth, so he will have space for the next cloth.

Cloth 3

- ❖ Repeat PART 2 of the introduction.
- ❖ The diagonal should be ascending toward the right.

Folding

1. Place your right index finger on the top part of the bottom right corner.
2. Slide your right thumb under the cloth and pinch both fingers together.
3. Firmly place left index finger at the very tip of the bottom left corner.
4. Lift your right hand and bring your cloth to the corner you are pinching to the top left corner.
5. Match corners as closely as possible.
6. Lift your left index finger off of the cloth and move your arm to not obstruct view.
7. Lift your right index finger.
8. Lift your right thumb and move it away.
9. Place two left fingers on the bottom point and press firmly.



10. Place two right fingers next to your two left fingers.
11. Slide your two right fingers along the fold up to the top right point of the cloth.
12. Lift your two right fingers off the cloth and then your two left fingers.

Unfolding

- ❖ Place your right thumb on the top left corner.
- ❖ Slide your right index finger under the flap of the cloth and pinch two fingers together.
- ❖ Lift your right fingers until half of the cloth is at a 90° angle from the table.
- ❖ Place your left index finger firmly on the bottom left point of the cloth.
- ❖ Continue the rotation with your right fingers until they are touching the table.
- ❖ Lift your left index finger off the cloth and move arm to not obstruct view.
- ❖ Lift your right finger from under the cloth.
- ❖ Lift your right index finger.
- ❖ Move the cloth so that it is in front of the child and offer the child the opportunity to fold and unfold this cloth.
- ❖ Once the child has successfully folded and unfolded the cloth, tell him to place it at the top left of his table next to the other cloths, so he will have space for the next cloth.

Cloth 4

- ❖ Repeat PART 2 of the introduction.
- ❖ The diagonals should look like an X in front of you.

Folding

1. Repeat Folding of Cloth 3.
2. Press your left index finger in the middle of the fold where the two lines meet.
3. Place your right index finger on the top right point.
4. Slide your right thumb under the cloth and pinch both fingers together.
5. Rotate your right fingers to have them meet the bottom point.
6. Match the corners as closely as possible.
7. Remove your left index finger.
8. Remove your right hand by lifting your index finger and then your thumb.
9. Firmly place two left fingers on the bottom point.
10. Place two right fingers next to your left fingers and slide along the fold.
11. Remove your two right fingers and then your left.

Unfolding

1. Place your right index finger on the top part of the bottom corner.
2. Slide your right thumb under the first folded layer and pinch your two fingers together.
3. Lift slightly and firmly place your left index finger on the point of the bottom layer.
4. Rotate your right fingers and bring the corners to the level of the top left corner but so that the ascending horizontal line is diagonally straight.
5. Release your right fingers by lifting your right index finger and then your thumb.
6. Lift your left index finger off of the corner.



7. Repeat Unfolding of Cloth 3.
8. Move the cloth so that it is in front of the child and offer the child the opportunity to fold and unfold this cloth.
9. Once the child has successfully folded and unfolded the cloth, tell him to place it at the top left of his table next to the other cloths.
10. To replace all the cloths back on the tray, replace each cloth from the most recent to the first cloth in the same manner as when taking it out of the tray.

Adapted from: <http://www.infomontessori.com/practical-life/preliminary-exercises-folding-cloths.htm>



MONTESSORI LESSONS

Greeting a Person

Age

- ❖ 1 $\frac{1}{2}$ - 4 years (When they start talking)

Presentation

Introduction

Invite 3-4 children to come participate in your lesson by telling them you have something to show them. Show each child where exactly to sit and once the children are seated, you sit so that you can see them all, they all can see you, and yet you are not in front of them.

Preparation

1. Tell the children that when they come into class, you greet them by saying "hello" and shaking their hand.
2. Tell them that you are all going to practice greeting each other.
3. Tell them that when we greet someone, we should say: "Hello", and shake their hand.

Presentation

1. Sit on your knees and extend your right hand to one of the children. (Make sure they also extend their right hand.)
2. Look them straight in the eyes.
3. Say: "Hello (their name)" and shake their hand.
4. Wait for the same back from the child. (If they do not respond, move on to the next child. At least one of the children will respond with the same.)
5. Extend your right hand to another child.
6. Say: "Hello (their name)" and shake their hand.
7. Repeat this until you have greeted every child.
8. Bring the attention of the children to the child or children who responded back to the greeting.
9. Then have each child practice one at a time.

Conclusion

Tell the children that this is how we greet each other. Tell the children that they can now greet each other in the mornings! Thank the older child for helping you with the lesson. Excuse the children one at a time, making sure each child has thought of what he would like to do next.

Adapted from: <http://www.infomontessori.com/practical-life/grace-and-courtesy-greeting-a-person.htm>



MONTESSORI LESSONS

Interrupting

Age

❖ 2-5 year

Presentation

Introduction

Ask two older children to help you show the younger children how to kindly interrupt. Let the children know briefly how you plan on showing the lesson. Invite 3-4 children to come participate in your lesson. Show each child where exactly to sit. Have the two older children sit next to each other. Once the children are seated, you sit so that you can see them all, they all can see you, and yet you are not in front of them.

Preparation

1. Tell the children that although it is not polite to interrupt, we sometimes need that person's attention for just a moment.
2. Tell them that we are all going to practice how to politely interrupt.
3. Have the two older children stand up and begin "fake" talking.

Presentation

1. Stand up and stand next to one of the children.
2. Very gently place your right hand on the shoulder of one of the children.
3. Say, "I'm sorry to interrupt, but I need your attention."
4. Remove your hand from the child's shoulder.
5. The older child should stop talking and turn around to face you.
6. Sit down in the group.
7. Ask the children, "Shall I show you again?" Repeat.
8. Invite each child to have a turn of politely interrupting.

Conclusion

Tell the children that they now know how to interrupt politely and can use it if they need someone's attention. Excuse them one at a time, making sure each child has thought of what he would like to do next.

Adapted from: <http://www.infomontessori.com/practical-life/grace-and-courtesy-interrupting.htm>



MONTESSORI LESSONS

Introduction of One's Self

Age

- ❖ 2-4 years

Presentation

Introduction

Invite 3-4 children to come participate in your lesson by telling them you have something to show them. Show each child where exactly to sit. Once the children are seated, you sit so that you can see them all, they all can see you, and yet you are not in front of them.

Preparation

1. Tell the children that when you meet someone for the first time, we introduce ourselves by saying hello and telling the person our name.
2. Tell them that we are all going to practice introducing ourselves to each other.

Presentation

1. Sit on your knees and extend your right hand to one of the children. Look him straight in the eyes.
2. Say: "Hello, my name is Tania".
3. Release your handgrip.
4. Extend your right hand to the child sitting to the left of the first child and look him straight in the eyes.
5. Say, "Hello, my name is Tania."
6. Release your handgrip.
7. Repeat this for each child moving from one child to the next until you have introduced yourself to every child.
8. Tell the children that you have now introduced yourself to each of them.
9. Then have each child practice introducing himself to the others one at a time.

Conclusion

Tell the children that this is how we use introduce one's self. Tell the children that they can now introduce themselves when they meet some for the first time. Excuse them one at a time, making sure each child has thought of what he would like to do next.

Adapted from: <http://www.infomontessori.com/practical-life/grace-and-courtesy-introduction-of-one-self.htm>



MONTESSORI LESSONS

Offering Help

Age

- ❖ 2-5 years

Material

- ❖ A Table

Presentation

Introduction

Ask one older child to help you show the younger children how to offer help. Let the child know briefly how you plan on showing the lesson. Invite 3-4 children to come participate in your lesson. Show each child where exactly to sit. Have the older child sit down as well. Once the children are seated, you sit so that you can see them all, they all can see you, and yet you are not in front of them.

Preparation

1. Tell the children that sometimes in the classroom someone needs help doing something but has not asked.
2. Tell the children that we can offer our help to each other even though our friends may tell us they do not want our help.
3. Tell them that we are all going to practice how offer help to another person.
4. Tell them that the older child is going to pretend that he is picking up a table.

Presentation

1. You and the older child stand up and pretend that he is trying to pick up the table.
2. Very gently place your right hand on his shoulder.
3. Remove your right hand.
4. Say, "(child's name), would you like my help?" The older child can choose what to answer. ('Yes, please' or 'No, thank you')
5. If he answered yes, pretend to help him.
6. If he answered no, then smile and walk away.
7. Sit down with the group.
8. Offer each child a turn to offer their help to the older child.

Conclusion

Tell the children that they can now offer their help to others. Thank the older child for their help. Excuse each child at a time, making sure each child has thought of what he would like to do next.

Adapted from: <http://www.infomontessori.com/practical-life/grace-and-courtesy-offering-help.htm>



MONTESSORI LESSONS

Opening Bottles

Age

- ❖ 2 - 3

Material

- ❖ A basket full of bottles

Presentation

Introduction

Invite 1 child to come with you by telling them you have something to show them. Tell the child to bring the basket of bottles to a selected table. Have the young child sit down before you. For choosing the first bottle, place the basket where the child can clearly see the contents of the basket, choose a bottle and then gently push the basket to where the child can still see inside but where it will not disrupt the presentation. That way for later bottle, you will not need to move the basket. Tell the child that you are going to show him how to open and close bottles. Place your right thumb on a bottle on the point nearest to your body. Wrap your fingers (two is usually enough) around the bottle. Slowly and carefully lift the bottle out of the basket so as to not hit any of the other bottles. Place the bottle on the table by placing the point closest to your body down first, and then the opposite side down as well. Release the bottle with your right fingers and then your thumb.

Opening

1. Grasp the bottle comfortably with your left thumb and as many fingers as comfortable by placing your left thumb on the part of the bottle closest to your body and your fingers wrapped around to the other side.
2. Place your right thumb on the bottle's lid above your left thumb.
3. Place your right index and middle finger on the lid and slightly wrap them clockwise toward your thumb.
4. Turn the lid to the left as far as you can.
5. Release both right fingers and then your right thumb.
6. Replace your right fingers as before and continue the twisting/releasing/replacing until the lid can no longer turn.
7. Place your right thumb on the lid above your left thumb.
8. Place your middle finger opposite your thumb on the lid.
9. Raise the lid directly in the air.
10. Place your right index finger on the middle point on the lid's lip to the left of your other fingers and equidistance from both.
11. Bend your right index finger towards your palm and as you do so, you will be rotating the lid.
12. Continue this movement until the under part of the lid is now fully facing up.



13. Lift your index finger off the lid and with your thumb and middle finger place the lid on the table near the bottle and in the child's sight.
14. Remove both fingers by first lifting your right middle finger and then your thumb.
15. Remove your left hand from the bottle by lifting your fingers and then thumb.

Closing

1. Place your left hand on the bottle the same way you did as when you began opening.
2. Place your right thumb on the bottle's lid on the part closest to you.
3. Place your right middle finger opposite your thumb.
4. Lift the bottle lid with the under part still pointing up.
5. Place your right index finger on the middle point on the lid's lip to the left of your other fingers and equidistance from both.
6. Bend your index finger toward your palm so the lid turns but this time stop when the top of the lid is pointing up.
7. Place the lid on the bottle's opening and give a little press to make sure the lid is put on straight.
8. Lift your right middle finger and then your thumb.
9. Replace your right thumb on the lid so it is above your left thumb.
10. Place your right index finger and middle finger on the lid by wrapping them around to your left to come closer to your thumb.
11. Twist the lid clockwise.
12. Lift both right fingers and then your thumb.
13. Replace your right thumb and then your fingers as above and continue the twist.
14. Repeat until the lid can no longer turn.
15. Lift your two right fingers and then your thumb.
16. Lift your left fingers and then your thumb.
17. Place the bottle in front of the child and offer the child the opportunity to open and close this bottle.
18. Once the child has been successful, ask the child to place the bottle gently on the top left corner of his table.
19. If the child had some difficulty, demonstrate again with another bottle, possibly asking the child to choose the bottle this time.
20. Continue the presentation if the child seems to need them but if not, let the child finish opening and closing the other bottles.
21. Once the child has opened and closed all the bottles, come back and demonstrate how to gently put one bottle back in the basket at a time and then to place the basket back in its place.

Adapted by: <http://www.infomontessori.com/practical-life/preliminary-exercises-opening-bottles.htm>



MONTESSORI LESSONS

Opening a book

Age

- ❖ 1 1/2 - 3

Material

- ❖ Table
- ❖ Chair
- ❖ Book

Presentation

Introduction

Prepare a child's table and place a book on it. Place a chair to sit on behind the table. Invite 3-4 children to come participate in your lesson by telling them you have something to show them. Show each child where exactly to sit and once the children are seated, you sit so that you can see them all, they all can see you, and yet you are not in front of them. Call their attention to the book on the table and tell them that you are going to show them how to open and close a book.

Opening

1. Stand up and sit in the chair at the table.
2. Place your left hand in your lap.
3. Place your right thumb at the top right corner of the book, just under the book cover.
4. Lift the book cover just slightly and place your other three right fingers under the edge of the book cover.
5. Slide your right fingers down the edge of the book cover until you reach the median.
6. Slide your right hand under the book cover (still near the edge), so it is vertical with your fingertips pointing to the top of the book.
7. Gently push the book cover to the left, thus opening the book.
8. Slide your right hand over to the middle binding of the book and press down gently to make sure the book stays open.
9. Remove your right hand.
10. Tell the children that the book is now open.

Closing

1. Tell the children that you will now close the book.
2. Place your left thumb under the top left corner of the book cover.
3. Lift the cover just a little and place your three other left fingers under the book cover.
4. Slide your fingers down the edge of the book cover until you reach the median.
5. Rotate your left hand so it is under the book cover (near the edge) and so your left fingertips are pointing up.



6. Rotate your left hand to the right so the book cover is slowly closing.
7. Once the book is about 45° from the table, place your right hand flat on the inside part of the cover and exactly opposite your left hand.
8. Rotate your two hands to the right until your right hand is lying flat on the first page of the book.
9. Gently and slowly slide your right hand from under the book cover.
10. Remove your left hand from on top of the book cover.
11. Offer each child the opportunity to open and close the book.

Note: When seating the children, make sure they will be able to see your movements on the table when you are opening and closing the book.

Adapted From: <http://www.infomontessori.com/practical-life/preliminary-exercises-opening-a-book.htm>



MONTESORI LESSONS

Opening a door

Age

- ❖ 1-2 years

Material

- ❖ A door with a door handle

Presentation

Introduction

Prepare for the use of a door with little to no circulation. Invite 3-4 children to come participate in your lesson by telling them you have something to show them. Show each child where exactly to sit and once the children are seated, you sit so that you can see them all, they all can see you, and yet you are not in front of them. Call their attention to the door and tell them that you are going to show them how to open and close the door.

Opening

1. Stand so that your body is at an angle to the door with your right side slightly closer to the middle of the door and your left side slightly further away from the middle of the door.
2. Make sure the door handle is at a reachable distance.
3. Wrap your four right fingers around the door handle.
4. Place your right thumb on the top of the door handle near the pivoting point of the handle.
5. Rotate your right hand clockwise so that the door handle is at a strong angle and can no longer be rotated.
6. Push the door handle with control so that the door opens away from you.
7. Take one step closer to the opened door.
8. Continue these two movements until the door is 3/4 open.
9. Rotate your hand up so that the door handle is now horizontal to the floor.
10. Lift your right thumb.
11. Release your four right fingers from the handle.
12. Bring your right arm down alongside your body.
13. Walk through the open door until you are on the other side of the door.

Closing

1. Step toward the open door and stand in a way similar to when you began, making sure the children can see your movements.
2. Wrap your four right fingers around the handle.
3. Place your right thumb on the pivoting point.
4. Rotate your right hand down clockwise.
5. As you step back with your right leg first, pull the door back with you.
6. Repeat until the door is shut.



7. Rotate your right hand up so that the handle is now parallel to the floor.
8. Lift your right thumb.
9. Release your four right fingers and bring your arm along the side of your body.
10. Offer each child the opportunity to open and close the door, each time having them stand up to do so.

Adapted from: <http://www.infomontessori.com/practical-life/preliminary-exercises-opening-a-door.htm>



MONTESSORI LESSONS

Opening Boxes

Age

- ❖ 2 - 3 years

Material

- ❖ A basket full of boxes

Presentation

Introduction

Invite 1 child to come with you by telling them you have something to show them. Tell the child to bring the basket of boxes to a selected table. Have the young child sit down before you. For choosing the first box, place the basket where the child can clearly see the contents of the basket, choose a box and then gently push the basket to where the child can still see inside but where it will not disrupt the presentation. That way for later boxes, you will not need to move the basket. Tell the child that you are going to show him how to open and close boxes. Place your right thumb on a box's base on the point nearest to your body. Wrap your fingers (two is usually enough) around the box. Slowly and carefully lift the box out of the basket so as to not hit any of the other boxes. Place the box on the table by placing the point closest to your body down first, and then the opposite side down as well. Release the box with your right fingers and then your thumb.

Opening

1. Grasp the box comfortably with your left thumb and as many fingers as comfortable by placing your left thumb on the part of the box closest to your body and your fingers wrapped around to the other side.
2. Place your right thumb on the box's lid above your left thumb.
3. Place your right index and middle finger on the lid on the opposite side that your thumb.
4. Lift the lid directly into the air.
5. Lower the lid to the table.
6. Place the lid slowly on the table with one point of contact at a time.
7. Release your right fingers and then your left.
8. Release your left fingers and then your thumb.



Closing

1. Place your left hand on the box the same way you did as when you began opening.
2. Place your right thumb on the box's lid on the part closest to you.
3. Place your right index and middle finger opposite your thumb.

4. Lift the box's lid.
5. Place the lid on the box's, making sure it fully covers the opening.
6. Give the lid a little press until it is securely on.
7. Lift both right fingers and then your thumb.
8. Lift your left fingers and then your thumb.
9. Place the box in front of the child and offer the child the opportunity to open and close this box.
10. Once the child has been successful, ask the child to place the box gently on the top left corner of his table.
11. If the child had some difficulty, demonstrate again with another box, possibly asking the child to choose the box this time.
12. Continue the presentation if the child seems to need them but if not, let the child finish opening and closing the other boxes.
13. Once the child has opened and closed all the boxes, come back and demonstrate how to gently put one box back in the basket at a time and then to place the basket back in its place.



Adapted from: <http://www.infomontessori.com/practical-life/preliminary-exercises-opening-boxes.htm>



MONTESORI LESSONS

Polishing shoes

Age

- ❖ 1 1/2 -4 years

Material

- ❖ A Mat (oil cloth) or Plastic Covered Board
- ❖ Napkin Ring
- ❖ One Sheet of Newspaper
- ❖ A Small Brush
- ❖ Clear/Neutral Color Polish
- ❖ A Cloth (flannel)
- ❖ A Larger Brush
- ❖ A Buffer
- ❖ A Sponge
- ❖ One Apron

Presentation

Introduction

Invite a child to come by telling them you have something to show them. Put on an apron and have the child put one on as well. Have the child bring to the table the board and on it the shoe-polishing basket. Place it in the center of the table. Place the basket in the top right corner of the table. Then, go get the shoes and place both shoes on the floor next to your chair. Then have the child sit down first and then you sit down. Tell the child that you will show him how to polish a shoe. Slowly take off the mat ring by sliding it up the rolled mat and place the ring in the top left corner of the table. Place the flap of the mat on the right side of the table and roll out the mat in a horizontal way. Turn the mat over so the oilcloth side is facing up.

Preparation

1. Begin by taking each object out of the basket starting with the newspaper and going clockwise with the objects in the basket. (newspaper, small brush, polish, cloth, large brush, buffer, sponge)
2. Place each object in the left to right order at the top of your board.
3. As you take each of the objects out one by one, name them or have the child name them if you feel he may know the answer.
4. Place one of the shoes on the far-right side of the mat.

Presentation

1. Unfold the newspaper the way you would a folded square cloth until the newspaper is fully unfolded.



2. Place the sheet of newspaper in the center of the board.
3. Place the shoe flat on the newspaper and so the heel of the shoe is close to your body and the toe of the shoe is furthest away from you.
4. Hold on to the back of the shoe with your left hand.
5. Pick up the small brush with your right hand and brush any dirt off of the shoe by using small quick brushing movements working your way around the entire shoe.
6. Replace the small brush in its spot at the top of the board.
7. Place the shoe on the far right side of the board.
8. Refold the newspaper carefully to make sure all of the dirt does not fall off the newspaper as you are folding it.
9. Bring the attention to the child that you are trying not to let any dirt slip out as you are folding.
10. Replace the folded newspaper in its spot at the top of the board.
11. Replace the shoe in the middle of the board.
12. Pick up the polish around the base with your left hand and bring the polish closer to you.
13. Place your right thumb above the pressure point of the polish tin.
14. Place your right fingers under the tin for balance and press down with your right thumb until the lid pops open on the side opposite your thumb.
15. Pick the lid off the tin with your right thumb and middle finger (as you would for a bottle top) and flip it over using your index finger (as you would a bottle top).
16. Place the lid upside down where the tin had been placed on the board and place the polish directly below it.
17. Pick up the folded cloth and place your four right fingers under the first flap and hold the cloth in place by positioning your right thumb under the entire cloth.
18. Hold the polish in place with your left hand and using a very light brush movement, take a little bit of polish onto the cloth.
19. Begin to polish the shoe by holding the shoe steady with your left hand and with your right hand, make small circular movements around the shoe in the same direction as when you used the small brush.
20. Place the cloth back in its spot on the board.
21. Close the polish by rotating the top over with your right hand (as you would for a bottle top) and placing it carefully, so it fits on the tin. To assure the lid is on, press the center of the lid with your right index and middle finger until it is closed tightly.
22. Use the big brush to brush the polish using long, light strokes working your way around the shoe as for the small brush.
23. Then use the buffer in the same way as the large brush until you see a shine.
24. Bring the shine to the attention of the child.
25. Once done with the buffering, place the buffer in its spot at the top of the board and the shoe back on the floor.



Completion

1. Stand up and throw the newspaper away in the bin.
2. Show the child where they can find a clean sheet of newspaper and replace it in the spot for the newspaper on the board.
3. Take the cloth to the laundry basket and show the child where they can find a clean cloth.
4. Replace the clean cloth on the spot for the cloth on the board.
5. Then you and the child can sit back down.
6. Replace all of the objects into the basket starting with the clean newspaper and taking the objects from the left to the right and placing them in a clockwise manner in the basket.
7. Replace all of the objects except the sponge.
8. Use the sponge to clean any polish or dirt that might be on the board.
9. Then replace the sponge in the basket according to the order mentioned above.
10. Then go and wash your hands.
11. Bring the other shoe onto the right side of the board.
12. Offer the child the opportunity to polish the shoe that you have placed on the table. Tell that child that you will now take off your apron. Tell him that he can now polish this shoe and once he is done, you will show him how to put everything away.
13. Once the child is done, place the basket onto the board and bring the board (and basket) back to its spot on the shelves. Have the child wash his hands and then take off his apron.

Adapted from: <http://www.infomontessori.com/practical-life/care-of-the-person-polishing-shoes.htm>



MONTESORI LESSONS

Polishing Wood

Age

- ❖ 2-4 years

Material

- ❖ A Mat (oil cloth)
- ❖ A Basket
- ❖ A Container with wood polish
- ❖ A Dish for polish
- ❖ A Cotton Ball
- ❖ A Cloth (flannel)
- ❖ A Sponge

Presentation

Introduction

Prepare a table made of wood. Place a stool to the left of the table. Invite a child to come by telling them you have something to show them. Have the child bring the wood-polishing basket and have them place it on the left side of the table. Then go back to the shelves and bring the appropriate mat for the wood polishing. Slowly take off the mat ring by sliding it up the rolled mat and place the ring in the top left corner of the table. Place the flap of the mat on the right side of the stool and unroll the mat in a horizontal way. Turn the mat over so the oilcloth side is facing up. Tell the child that you will be showing him how to polish the table.

Preparation

1. Begin by taking each object out of the basket starting with the polish bottle and going clockwise with the objects in the basket. (polish, dish, cotton ball, cloth, sponge)
2. Place each object in the left to right order near the top of your mat.
3. As you take each of the objects out one by one, name them or have the child name them if you feel he may know what they are called.
4. Place the mat ring into the basket.
5. Pick up the basket using both hands and place it under the stool.

Presentation

1. Hold the bottle of polish with your left hand.
2. Show the child how to open the bottle of polish by holding the bottle with your left hand and placing your right thumb directly under the tab of the bottle mouth and your index finger opposite your thumb. Rotate your thumb up, thus pushing the tab upwards and open.
3. Remove your right hand and then left.
4. Hold the bottle in your right hand.
5. Lift the bottle so it is a little above the dish.



6. Slowly tilt the polish bottle above the middle of your dish and squeeze it so that four to five drops fall from the bottle opening into the dish.
7. Replace the polish in its original spot on the mat.
8. Pinch and pick up the cotton ball with your right thumb and index finger.
9. Dip the cotton ball into the polish.
10. Place the cotton ball at the top left corner of the table.
11. Apply pressure to the cotton ball by placing your right middle finger next to your right index finger.
12. Apply the polish to the table in medium size circular movements from the left corner of the table to the right corner.
13. Apply the polish onto the whole table from left to right, top to bottom.
14. Continue these movements (dipping the cotton ball into the polish if more is needed) until the entire table is covered in a light coat of polish.
15. If necessary, apply polish around the edges of the table.
16. Place the cotton ball onto the polishing mat in its spot.
17. Bring the child's attention to how the table is dull because of the wax.
18. Show the child how to hold the cloth. (see Dusting a Table)
19. Remove the polish through strong, medium size circular movements from left to right and top to bottom.
20. Wipe the edges of the table with the cloth if needed.
21. Set the cloth back onto the polishing mat.
22. Bring the child's attention to how the table is now shiny.

Completion

1. Pick up the cotton ball by pinching it with your right thumb and index finger. Clean the dish with the cotton ball and then replace the cotton ball.
2. Close the polish bottle by holding the bottle in place with your left hand and placing your right index finger behind the tab and rotating it down toward your body to shut it.
3. If needed, clean the bottle with the cotton ball. Then place the bottle in its spot at the top of the mat.
4. Throw away the dirty cotton ball in the bin and show the child where he can find clean ones. Then replace the cotton ball with a new one.
5. Place the dirty cloth into the laundry basket show the child where he can find clean cloths for this activity. Then replace the cloth with a clean one.
6. Take the basket out from under the stool using both hands and place it in the middle of the mat on the stool.
7. Show the child how to replace the objects back into the basket. (In the same order as when taking out, starting with the polish bottle and placing the objects in a clockwise manner ending with the cloth.)
8. Replace the basket on the floor to the left side of the stool.



9. Look to see if any polish has been spilled onto the mat. If so, use the sponge to clean it up using the sponge cleaning movements from the activity of cleaning a table.
10. Then replace the sponge into the basket.
11. Invite the child to polish this table or another wooden table. Tell the child that when he is done, you will show him how to put everything away. Tell the child that you will go wash your hands.
12. To put everything away, begin with rolling up the mat. Then place the mat ring back around the mat and replace the mat on the shelf. Come back and bring the basket back to the shelf. Then have the child wash his hands.

Adapted from: <http://www.infomontessori.com/practical-life/care-of-the-environment-polishing-wood.htm>

Pride Academy

MONTESSORI LESSONS

Pouring Grains

Age

- ❖ 1 - 3 years

Material

- ❖ A Tray
- ❖ 2 Identical Jugs
- ❖ Rice or Lentils

Presentation

Introduction

Invite a child to come by telling them you have something to show them. Have the child bring the appropriate tray and have them place it on a specific spot on the table you will be working at. Have the young child sit down first, and then you sit down. Tell the child that you will be showing him how to pour lentils from one jug to another.

From Right to Left (full jug to empty jug)

1. Wrap your right index and right middle finger through the handle of the jug that is on the right of the tray.
2. Place your right thumb on the top of the handle.
3. Place your left index finger and left middle finger on the same jug under the spout, in the middle of the jug's height.
4. Pick up the right jug so the base of this jug is at the level of the other jug's spout.
5. Bring the spout of the jug in your hands to the center of the opening of the left jug.
6. Tilt the jug slowly in a continuous and steady manner.
7. Continue this movement until all the lentils have been poured into the left jug.
8. Once they are all poured, tilt the jug just a little more and check by moving your head for any lentils that may still be at the bottom of the jug.
9. Bring the jug into the erect position.
10. Replace the pouring jug in its original spot.
11. Lift your two left fingers off of the jug.
12. Lift your right thumb and unwrap your two right fingers from through the jug's handle



From Left to Right (full jug to empty jug)

1. Wrap your left index and left middle finger through the handle of the jug that is now the full of lentils.
2. Place your left thumb on the top of the jug's handle.
3. Place your right index finger and right middle finger on the same jug under the spout, in the middle of the jug's height.
4. Pick up the jug so the base of this jug is at the level of the other jug's spout.
5. Bring the spout of the jug in your hands to the center of the opening of the right jug.
6. Tilt the jug slowly in a continuous and steady manner.
7. Continue this movement until all the lentils have been poured back into the jug on the right.
8. Once all the lentils have been poured, tilt the jug just a little more and check to see if any lentils have still not fallen.
9. Bring the jug into the erect position.
10. Replace the jug in its original spot.
11. Lift your two right fingers off of the jug.
12. Lift your left thumb and unwrap your two left fingers from through the jug's handle.



Cleaning

1. Pick up the right jug in the same manner you did when picking it up when you were beginning to pour.
2. Lift the jug off the tray and place it directly above the tray.
3. Pick up the left jug in the same manner you did you were using it to pour.
4. Lift the jug off the tray and place it directly above the tray.
5. Check for any lentils that may have fallen on the tray.
6. If there are a few lentils, use your right thumb and right index finger by pinching them together to pick up any loose lentils.
7. Replace the left jug and then the right jug, picking them up one at a time in the same manner as above.
8. Offer the child the opportunity to pour from one jug to another.
9. Once the child has been successful, offer him the possibility of repeating the activity on his own. Once done, the child should replace his work in its location of the shelves.



MONTESORI LESSONS

Preparing a Snack

Age

- ❖ 2 -4 years

Material

- ❖ A Mat (oil cloth)
- ❖ Napkin Ring
- ❖ A Small Trash Bin
- ❖ A Dish
- ❖ A Sponge
- ❖ A Paper Cloth
- ❖ A Container for the Small Knife and (optional) a Peeler
- ❖ A Small Knife
- ❖ A Small Plate
- ❖ One Cutting Board
- ❖ A Fruit or Vegetable to cut

Presentation

Introduction

Prepare a table to do the activity on and place a small stool next to the table. Core the apple and cut it in half so it will not slide during your cutting. Invite a child to come by telling them you have something to show them. Have the child bring the tray for preparing a snack. Place it on the stool next to the table. Tell the child that you will show him how to prepare a snack (an apple in this case). Slowly take off the napkin ring by sliding it up the rolled mat and place the ring in the top left corner of the table. Place the flap of the mat on the right side of the table and roll out the mat in a horizontal way. Turn the mat over so the oilcloth side is facing up. Tell the child that because we are preparing a snack, we must do so with clean hands. Then you and the student wash your hands. Choose a fruit or vegetable to cut. (All foods should be cut in half by the teacher so that it does not slide around while you cut.) Come back to the table and place the food onto the plate. Have the child sit down first and then you sit down.

Preparation

1. Begin by taking each object out of the basket starting with the trash bin, the sponge on the dish, the paper towel, and the container with the knife.
2. Place these objects in the left to right order at the top of your board.
3. Then take out the cutting board and place it in the center of the mat in front of you.
4. Then take out the small plate and place it to the right of the cutting board.
5. As you take each of the objects out one by one, name them or have the child name them if you feel he may know the answer.
6. Then stand up and take the plate to where the food is stored. Place the apple half onto the plate and bring it back to its spot on the table.
7. Sit down and place the apple in the center of the cutting board.

Presentation

1. Pick up the container with your right hand and place it into the palm of your left hand.
2. Slowly pinch the tab with your right thumb and index finger and lift the top open.



3. Carefully pick up the knife by pinching the handle near the teeth of the knife with your right thumb and index finger.
4. Place the knife on the cutting board and with your right hand, close the container and replace it on its spot at the top of the mat.
5. Pick up the knife by pinching the lower part of the handle near the teeth with your right thumb and index finger. Bring the knife a little into the air and wrap your three right fingers around the handle. Position your index finger so it is on the top part of the knife.
6. Bring the child's attention to the sharp part of the knife.
7. Place your left hand on the apple by placing all of your fingertips on the top part of the apple in almost a line, a little ways away from where you will cut.
8. Place the front part of the teeth of the knife into the part of the apple you want to cut. (Enough away from the right edge to make a slice.)
9. Bring the teeth of the knife into a horizontal position and in a slow sawing motion of forward and back, start to cut the slice of apple.
10. Continue this sawing motion until a slice has been cut off.
11. Leave your knife at the base of the sliced part.
12. Lift your left fingers and move them a little ways away from where you had just cut.
13. Replace them in this new location as you had before.
14. Lift your knife from the slice and cut another slice in the same way as the first.
15. Continue this until the apple has been cut into slices.
16. Place the knife carefully onto the side of the cutting board.
17. Take piece by piece of the cut apple with your right hand and place it onto the plate.
18. Pick up any pieces of apple or apple skin that may have come off during the cutting and place it into the small bin.
19. Stand up with the child and carry the plate over to the snack table.
20. Place the apple slices into the snack recipient and bring the now empty plate back to the table.

Completion

1. Empty what is in the small bin into the classroom bin and then bring the small bin back to the table and to its spot.
2. Both you and the child sit back down.
3. Pick up the knife by pinching the handle near the teeth with your right index finger and thumb.
4. Wrap your three fingers around the handle to get a good grip.
5. Pick up the sponge with your left hand and bring it over to the knife.
6. Place the sponge flat in the air next to the dull side knife.
7. Place the dull side of the knife flat onto the right half of the sponge.
8. Using your left thumb, fold the left half of the sponge over the knife and press together tightly.



9. Slowly slide the knife towards your body until the teeth are out from inside of the sponge.
10. Show the child that the knife is now clean.
11. Place the knife onto the mat to the right of the cutting board.
12. Place the sponge back onto the sponge dish.
13. Pick up the container with your right hand and place it onto the palm of your left hand.
14. Move your hand so it is not on the left side of the cutting board but down low. Pinch the tab with your right thumb and index finger and open the container.
15. Let go of the tab and pick up the knife by pinching the handle near the teeth of the knife.
16. Carefully place the knife into the container.
17. Using your right thumb and index finger close the top using the tab.
18. Replace the container in its spot on the mat.
19. Pick up the sponge and clean the cutting board in small circular movements from left to right, top to bottom.
20. Clean the plate with the sponge in long stroke from top to bottom, left to right.
21. Place the sponge back onto the sponge dish.
22. Pick up the towel and dry the cutting board in the same way you had with the sponge.
23. Then dry the plate in the same way you had with the sponge,
24. Dry the small bin if it is needed.
25. Replace the sponge back onto the dish.
26. Offer the child the opportunity to prepare a snack. Tell that child that he can now prepare a snack and once he is done, you will show him how to put everything away.
27. Once the child is done, show him how to rinse the sponge at the sink and how to put everything back onto the tray correctly. (In the same way as when you had begun.)

Extensions

- ❖ Cutting pears, peeling and cutting a carrot, cutting peppers, peeling tangerines, and peeling and cutting bananas.

Adapted from: <http://www.infomontessori.com/practical-life/care-of-the-person-preparing-a-snack.htm>



MONTESSORI LESSONS

Removing and Replacing a book on a shelf

Age

- ❖ 2- 3 years

Material

- ❖ A Bookshelf
- ❖ A Book

Presentation

Introduction

Make sure the area around the library is free for the lesson. Invite 3-4 children to come participate in your lesson by telling them you have something to show them. Show each child where exactly to sit and once the children are seated, you sit so that you can see them all, they all can see you, and yet you are not in front of them. Call their attention to the books on the shelves and tell them that you are going to show them how to remove and replace a book that is on the shelf.

Removing

1. Stand so that the shelf is in front of you and a little less than an arm's length away.
2. Place your right thumb on the bottom edge of the book about a $\frac{1}{3}$ away from the right edge of the book.
3. Place your left thumb on the bottom edge of the book about a $\frac{1}{3}$ away from the left edge of the book.
4. Apply pressure with both thumbs and slide the book slowly toward your body.
5. Once the book has been slid out enough to place your fingers under the book, place your right four fingers under the book and then your four left fingers.
6. Grasping with both hands, slide the book out until it is about $\frac{1}{2}$ way out.
7. Unwrap your four right fingers.
8. Lift your right thumb.
9. Replace your right thumb on the right edge of the book and on the median line of the book.
10. Wrap your four right fingers under the book.
11. Grasp firmly.
12. Unwrap your four left fingers from under the book.
13. Lift your left thumb.
14. Replace your left thumb on the left edge of the book and on the median line of the book.
15. Wrap your four left fingers under the tray.
16. Grasp firmly.
17. Continue sliding the book off the top of the bookshelf until it is fully slid off.



18. Lift the book and bring it in close to your body at about lower stomach level.

19. Walk with the book in your hands to a specific place and come back to the bookshelf.

Closing

1. Place the top right corner of the book down first on the bookshelf.

2. Place the top left corner down on the bookshelf.

3. Slowly lower to the book so that it can lay flat on the bookshelf.

4. Slide the book until it is about 1/3 of the way in.

5. Lift your left thumb.

6. Unwrap your four left fingers.

7. Replace your left thumb on the bottom edge of the book about a 1/3 away from the left edge of the book.

8. Lift your right thumb.

9. Unwrap your four right fingers.

10. Replace your right thumb on the bottom edge of the book about a 1/3 away from the right edge of the book.

11. Slide the book back in until your fingers touch the edge of the bookshelf.

12. Lift your four left fingers and then your four right fingers from under the book.

13. Push the book the remainder of the way with your thumbs.

14. Lift your left and then right thumb off the book.

15. Offer each child the opportunity to remove and replace a book on the shelf.

Note: I begin this lesson using my right hand but always begin with whatever hand is furthest away from the children so as not to block the view of your movements.

Adapted from: <http://www.infomontessori.com/practical-life/preliminary-exercises-removing-books.htm>



MONTESORI LESSONS

Removing, Carrying and Replacing a Geometrical Cabinet Tray

Age

- ❖ 2 years and older

Material

- ❖ The Geometric Cabinet Tray

Presentation

Introduction

Prepare the material needed: the geometric cabinet tray. Invite 3-4 children to come participate in your lesson by telling them you have something to show them. Show each child where exactly to sit and once the children are seated, you sit so that you can see them all, they all can see you, and yet you are not in front of them. Call their attention to the geometric cabinet tray and tell them you are going to show them how to carry the geometric cabinet tray. Stand up so that you are directly in front of the cabinet tray.

Removing

1. Place your right thumb on the edge of the tray in the middle of the far right square.
2. Lower your four fingers so they are leaning against the shelves.
3. Place your left thumb on the edge of the tray in the middle of the far left square.
4. Lower your four left fingers so they are leaning against the shelves.
5. Slide the tray slowly toward your body.
6. Once the tray has been pulled out enough to give room to your fingers, place your four right fingers under the tray and then your four left fingers.
7. Continue pulling the tray out until you have reached the median line.
8. Unwrap your four right fingers.
9. Lift your right thumb.
10. Replace your right thumb on the vertical line of the tray near the middle to top of the bottom right square.
11. Wrap your four right fingers under the tray.
12. Grasp firmly.
13. Unwrap your four left fingers from under the tray.
14. Lift your left thumb.
15. Replace your left thumb on the vertical line of the tray near the middle to top of the bottom left square.
16. Wrap your four left fingers under the tray.
17. Grasp firmly.
18. Take one step back.
19. Continue sliding the tray off the top of the geometric cabinet until it is fully slid off.



20. Lift the tray and turn your body 90° to the left.
21. Bring the tray in close to your body at about lower stomach level.
22. Walk with the tray in your hands and come back to the geometric cabinet.

Setting Down

1. Place the top right corner down first near the front right side of the cabinet.
2. Place the top left corner down near the front left side of the cabinet.
3. Slowly lower the tray so that it can lay flat on the top of the cabinet.
4. Slide the tray until the tray is about 1/3 of the way in.
5. Lift your left thumb.
6. Unwrap your four left fingers.
7. Replace your thumb in the middle of the bottom left square nearest to you.
8. Wrap your four left fingers under the tray.
9. Lift your right thumb.
10. Unwrap your four right fingers.
11. Replace your right thumb in the middle of the bottom right square nearest you.
12. Slide the tray back in until your fingers touch the edge of the cabinet.
13. Lay your left fingers and then your right against the drawers of the cabinet.
14. Push the tray the remainder of the way with your thumbs.
15. Lift your left and then right thumb off the tray.
16. Offer each child the opportunity to pick up and carry the geometric cabinet tray.

Note: Begin with the right arm but make sure the arm in which you begin, is the arm furthest away from the child. Then make necessary alterations to the directions based on where the children are sitting.

Adapted from: <http://www.infomontessori.com/practical-life/preliminary-exercises-removing-tray.htm>



MONTESSORI LESSONS

Sit and Stand from a Chair

Age

- ❖ 1 1/2 and older

Material

- ❖ A chair

Presentation

Introduction

Prepare a child's chair with sufficient room around it. Invite 3-4 children to come participate in your lesson by telling them you have something to show them. Show each child where exactly to sit and once the children are seated, you sit so that you can see them all, they can all see you, and yet you are not in front of them. Call their attention to the chair and tell them that you are going to show them how to sit and stand up from a chair.

Sitting

1. Tell the children you will now stand up from the chair.
2. Stand with your back to the seat of the chair, with the back part of the chair furthest away for you.
3. Stand so that the backs of your legs are touching the chair.
4. Turn your body enough to the right so that you can see the chair. Place your right thumb on the top right side of the seat, near the middle.
5. Wrap your four right fingers around the base of the seat.
6. Place your left thumb on the top left side of the chair, near the middle.
7. Wrap your left fingers around the base of the seat.
8. Keeping your grip on the seat, lower your body into the seat of the chair.
9. Lean your back against the back of the chair.
10. Lift your left thumb and then your left fingers.
11. Lift your right thumb and then your right fingers.
12. Tell the children: "I am now sitting on the chair"

Standing

1. Place your right thumb on the top of the right side of the seat near the middle.
2. Wrap your four right fingers around the base of the seat.
3. Place your left thumb on the top of the left side of the chair near the middle.
4. Wrap your four left fingers around the base of the seat.
5. Lean slightly forwards and with the help of your arms, push yourself into standing position.
6. During this movement, your hands will come off the seat.
7. Offer each child the opportunity to sit and stand up from the chair.



8. Once they have all had a turn excuse them one at a time, making sure each child has thought of what he would like to do next.

Points of Interests

- ❖ Rotating enough to just see the right side of the chair but as to not fall over from this turning.

Note: Make sure you sit the children so that they will each have a clear view of the chair and of your actions. The best way to do this is to stand with your side to the children in the beginning of the lesson.

Adapted from: <http://www.infomontessori.com/practical-life/preliminary-exercises-sit-and-stand-from-a-chair.htm>

Pride Academy

MONTESORI LESSONS

Spooning Grains

Age

2 - 3 years

Material

- ❖ A Tray
- ❖ 2 Identical Bowls
- ❖ 1 Spoon
- ❖ Grain

Presentation

Introduction

Invite a child to come by telling them you have something to show them. Have the child bring the tray and have them bring it over to the table. Have the child set it on a specific spot on the table you will be working at and tell the child where to place the tray. Have the child sit down first, and then you sit down to the child's right. Tell the child that you will be showing him how spoon grain. Give the names of each object.

Picking up the Spoon

1. Pinch the handle in the middle of its length with your right thumb on top and your right index finger wrapped under.
2. Lift the spoon off the tray.
3. Wrap your three right fingers around the handle and firmly grip the handle.
4. Lift the spoon over the middle of the right bowl that is full of grain.



Scooping

1. Rotate the oval mouth of the spoon down by slightly rotating it toward you.
2. Place the back of the spoon near the far side of the bowl.
3. Slide it down so it goes under the grains.
4. Scoop the spoon toward your body.
5. Rotate the spoon so it is back in the flat position.
6. Lift the spoon up out of the bowl carefully.
7. Lift the spoon so it is above the top of the bowl.
8. Move the spoon in a slow but smooth way so it is over the middle of the left bowl.





9. Rotate the oval mouth of the spoon slowly toward your body so the grains slowly pour into the mouth of the bowl.
10. Once all the grain has slid off the spoon, rotate the spoon back into the flat position.
11. Bring the spoon back over to the middle of the right bowl and repeat scooping and pouring movements until all of the grains are in the left bowl.
12. Repeat the same movements for scooping the grains from the left bowl into the right bowl.

Replacing the Spoon

1. Bring the spoon over its original spot.
2. Lower the spoon and place the oval mouth down on the tray.
3. Unwrap your four right fingers from the handle.
4. Place the handle down on the tray.
5. Remove your right index finger and then your right thumb.
6. If grains have fallen on the tray, remove the left bowl by place your right hand around the right side of the bowl and your left hand on the left side around the bowl, lifting it up and placing it on the table above the tray. Remove the right bowl in the same manner and then the spoon by picking it up in the same way as above. Using your right index finger and thumb, pinch one grain at a time and replace in the bowl on the right. Replace the spoon and then the right bowl and left bowl back on the tray.
7. Offer the child the opportunity of scooping grain.
8. Once done, have the child replace the tray in its spot.



Adapted from: <http://www.infomontessori.com/practical-life/preliminary-exercises-spooning-grains.htm>



MONTESSORI LESSONS

Thank You

Age

- ❖ 2-4 year

Material

- ❖ A Flower vase

Presentation

Introduction

Ask an older child to help you show the younger children how we use the words "thank you". Let the child know briefly how you plan on showing the lesson. Take a light easy vase of flowers (easy to carry) and invite 3-4 children to come participate in your lesson by telling them you have something to show them. Show each child where exactly to sit. Have the older child sit down as well. Once the children are seated, you sit so that you can see them all, they all can see you, and yet you are not in front of them.

Preparation

- ❖ Tell the children that when someone gives us something or does something nice for us, we say "thank you". Tell them that you are all going to practice saying thank you.

Presentation

1. Sit on your knees and look the older child straight in the eyes.
2. Extend the vase to the older child.
3. The older child should respond with, "Thank you, Tania".
4. The older child should then extend the vase back to you.
5. You respond with, "Thank you (child's name)".
6. Look another child straight in the eyes and extend the vase to him.
7. The child should respond with, "Thank you, Tania".
8. Extend your hands and have the child offer you the vase back.
9. You respond with, "Thank you, (child's name)".
10. Look another child straight in the eyes and extend the vase to him.
11. The child should respond with, "Thank you, (your name)".
12. Indicate to the child that he can now offer the vase to any other child.
13. Repeat this until every child has been thanked and has thanked someone. (You should end up with the vase.)

Conclusion

Tell the children that this is how we say "thank you". Tell the children that they can now say thank you to each other when someone gives them something or does something nice for them. Excuse them one at a time, making sure each child has thought of what he would like to do next.

Adapted from: <http://www.infomontessori.com/practical-life/grace-and-courtesy-thank-you.htm>



MONTESSORI LESSONS

Turning the pages of a Book

Age

- ❖ 1 1/2 - 3

Materials

- ❖ A table
- ❖ A chair
- ❖ A Book

Presentation

Introduction

Prepare a child's table and place a book on it. Place a chair to sit on behind the table. Invite 3-4 children to come participate in your lesson by telling them you have something to show them. Show each child where exactly to sit and once the children are seated, you sit so that you can see them all, they all can see you, and yet you are not in front of them. Call their attention to the book on the table and tell them that you are going to show them how to turn the pages of a book.

Turning the pages

1. Stand up and sit in the chair at the table.
2. Open the cover of the book as describes in Opening a Book.
3. Place your left hand in your lap.
4. Place your right thumb on the top edge of the page at the top right corner.
5. Lift the page just slightly and place your four right fingers under the edge of the page.
6. Slide your right fingers down the edge of the page until you reach the median.
7. Slide your right hand under the page (still near the edge), so it is vertical with your fingertips pointing to the top of the book.
8. Gently push the page to the left, thus turning the page.
9. Slide your right hand over to the middle binding of the book and press down gently to make sure the page stays open and down.
10. Remove your right hand.
11. Tell the children that the page is now turned.
12. Tell the children to watch again.
13. Repeat once more (perhaps another time if you feel the children need it).
14. Offer each child the opportunity to turn the pages of the book.

Closing

1. Tell the children that you will now close the book.
2. Place your left thumb under the top left corner of the book cover.
3. Lift the cover just a little and place your three other left fingers under the book cover.



4. Slide your fingers down the edge of the book cover until you reach the median.
5. Rotate your left hand so it is under the book cover (near the edge) and so your left fingertips are pointing up.
6. Rotate your left hand to the right so the book cover is slowly closing.
7. Once the book is about 45° from the table, place your right hand flat on the inside part of the cover and exactly opposite your left hand.
8. Rotate your two hands to the right until your right hand is laying flat on the first page of the book.
9. Gently and slowly slide your right hand from under the book cover.
10. Remove your left hand from on top of the book cover.
11. Offer each child the opportunity to open and close the book.

Note: When seating the children, make sure they will be able to see your movements on the table when you are turning the pages of the book.

Adapted from: <http://www.infomontessori.com/practical-life/preliminary-exercises-turning-pages-of-a-book.htm>



MONTESORI LESSONS

Unrolling/Rolling a Mat

Age

- ❖ 1 1/2 and older

Material

- ❖ A mat

Presentation

Introduction

Prepare all materials before. (Place rolled mat on the ground.)

Invite 3-4 children to come participate in your lesson by telling them you have something to show them. Show each child where exactly to sit and once the children are seated, you sit so that you can see them all, they all can see you, and yet you are not in front of them. Call their attention to the mat on the floor and tell them that you are going to show them how to roll and unroll a mat. Position yourself so that you are sitting on your knees in front of the vertical rolled up mat with the flap of the mat is on the left side of the rolled-up mat. Tell the children

"I am going to unroll this mat"

Unrolling

1. Place your left hand flat on the opening of the mat near the bottom.
2. Place your right thumb on the left side of the rolled part of the mat on the same horizontal line as your left hand.
3. Wrap your right fingers around the curve of the mat.
4. Twist your right wrist to the right.
5. Slide your right wrist back to the top of the rolled part of mat.
6. Continue these movements until the mat is fully unrolled.
7. Place your left hand flat on the bottom left side of the mat.
8. Place your right hand flat on the mat directly next to your left hand.
9. Slide your right hand horizontally across the mat to flatten.
10. Lift your right hand off the mat.
11. Lift your left hand and replace it near the top of the left side of the mat.
12. Place your right hand flat directly next to your left hand and then slide it
13. horizontally across to the right side of the mat.
14. Lift your right hand off of the mat.
15. Lift your left hand off of the mat.
16. Sit up straight.
17. Tell the children "The mat is now unrolled"

Rolling

1. Position yourself so that the width of the mat is directly horizontally in front of you.



2. Tell the children "I am now going to roll up this mat".
3. Place your right thumb under the flap of the mat about 1/3 of the way from the right edge of the mat.
4. Curve your four right fingers over the top of the flap.
5. Place your left thumb under the flap of the mat about 1/3 of the way from the left edge of the mat.
6. Curve your four left fingers over the top of the flap.
7. Rotate both hands away from your body so that a strong curve is formed with the flap of the mat.
8. Bring your left thumb back under the curve.
9. Apply pressure to the curve with your left hand.
10. Loosen pressure with your right hand.
11. Rotate only your right hand back so that your right thumb is under the mat
12. and your fingers are curved over the roll.
13. Apply pressure with your right hand.
14. Rotate your right hand away from you.
15. Slightly loosen your grip of your left hand and rotate back around.
16. Strengthen your grip with your left hand.
17. Rotate your left hand away from your body.
18. Repeat these movements until the mat is fully rolled.
19. Lift left fingers off the mat and then lift your left thumb.
20. Lift right fingers off the mat and then lift your right thumb.
21. Give each child the opportunity to unroll and roll the mat.
22. Once they have all had a turn excuse them one at a time, making sure each child has thought of what he would like to do next.

Points of Interests

- ❖ Watching to see that the ends of the mat remain flat as it is rolled.

Adapted from: <http://www.infomontessori.com/practical-life/preliminary-exercises-unrolling-a-mat.htm>



MONTESSORI LESSONS

Use of "Excuse Me"

Age

- ❖ 2 and older

Presentation

Introduction

Ask an older child to help you show the younger children how we use the words "excuse me". Let the child know briefly how you plan on showing the lesson. Invite 3-4 children to come participate in your lesson by telling them you have something to show them. Show each child where exactly to sit. Have the older child sit down as well. Once the children are seated, you sit so that you can see them all, they all can see you, and yet you are not in front of them.

Preparation

1. Tell the children that when you need to go someplace and someone is in your way, we say: "excuse me".
2. Tell them that you are all going to practice saying excuse me.
3. Have the older child go and stand near a wall close to the group.

Presentation

1. Stand up and begin walking toward the older child.
2. When you get him, say "Excuse me, (child's name)."
3. The older child should then move over to the side to let you pass between him and the wall.
4. Walk by and then come back. If the older child is again in the way, say "Excuse me (child's name)."
5. Sit down in the group and have the older child join you.
6. Invite one child at a time to walk to a specific spot in the room and back, having to go through an obstacle and having to use "excuse me".
7. Repeat until every child has had the chance to practice saying "excuse me".

Conclusion

Tell the children that this is how we use "excuse me". Tell the children that they can now say "excuse me" to each other when someone is in their way. Excuse them one at a time, making sure each child has thought of what he would like to do next.

Adapted from: <http://www.infomontessori.com/practical-life/grace-and-courtesy-excuse-me.htm>



MONTESSORI LESSONS

Walking on the Line

Age

- ❖ 3-6 years

Material

- ❖ The Red Line
- ❖ A hand-held Flag
- ❖ A Bell on a string
- ❖ A Small Glass of Water filled to the rim
- ❖ A Basket

Presentation

Introduction

Between the ages of 3 to 6, the child needs to practice, perfect, and consolidate the body's movements. For this reason, Dr. Montessori began using the "Walking on the Line" as a Practical Life exercise. This exercise helps the child control his body, develop balance and perfect equilibrium, as well as to strengthen the mind's control of its body's movements. The "line" used during this exercise is a continuous and permanent shape in the environment. With its two straight lines and two lightly curved sides, an ellipse is what most environments have found to be the most suitable for this lesson. The width should be a little wider than the shoe of a child and the line should never be covered or obstructed. During this exercise, you may want to play some soft, steady, and calm music in the background. Once the lesson has been given, this is a spontaneous individual or group activity.

Preparation

1. Invite 3-4 children to come participate in your lesson.
2. Show each child where exactly to sit near the line.
3. Once the children are seated, you sit so that you can see them all, they all can see you, and yet you are not in front of them. Tell the children that you will be showing them the exercise of "Walking on the Line".

Presentation

Step One:

1. Invite the children to all stand on the line, equidistance from each other.
2. Ask them that when the music begins, please walk on the line in a normal manner, but keeping the same distance from the person in front of them.
3. Once the music has stopped, they can all have a seat where they were.
4. Start playing the music and stop it when you feel they are losing their concentration.
5. Discuss as a group how this was for each of the children. Tell the children that they are free to walk on the line just as you did today whenever they would like.
6. When the children from this group are comfortable enough with this step, move on to Step 2.



Step Two:

1. Invite the children who have been successful in Step 1 and who need more of a challenge and have them sit next to the line.
2. Tell them that this time when the music starts, you would like them to walk on the line by placing their feet heel to toe.
3. Remind them to keep the same distance from the person in front of them and once the music has stopped, they can all have a seat where they were.
4. Have them stand on the line, equidistance from each other. Start playing the music and stop it when you feel they are losing their concentration.
5. Discuss as a group how this was for each of the children.
6. Tell the children that they are free to walk on the line just as you did today whenever they would like.
7. When the children from this group are comfortable enough with this step, move on to Step 3.

Step Three:

This step has four subdivisions to it:

- A. Walking on the line while carrying a hand flag or bell.
 - B. Walking on the line while carrying a glass of water.
 - C. Walking on the line while carrying 2 different objects.
 - D. Walking on the line with something on your head
- ❖ Before each subdivision, have the appropriate material available for each child.

Subdivision A:

1. Invite the children who have been successful in Steps 1 and 2 and who need more of a challenge and have them sit next to the line.
2. Tell them that this time when the music starts, you would like them to walk on the line by placing their feet heel to toe while carrying a flag (or bell) at an arms length away from them.
3. Remind them to keep the same distance from the person in front of them and once the music has stopped, they can all have a seat where they were.
4. Have them stand on the line, equidistance from each other and hand them each a hand flag (or bell).
5. Start playing the music and stop it when you feel they are losing their concentration.
6. Discuss as a group how this was for each of the children.
7. Tell the children that they are free to walk on the line just as you did today when ever they would like.
8. When the children from this group are comfortable enough with this subdivision, move on to Subdivision B.



Subdivision B:

1. Invite the children who have been successful in Subdivision A and who need more of a challenge and have them sit next to the line.
2. Tell them that this time when the music starts, you would like them to walk on the line by placing their feet heel to toe while carrying a glass of water filled to the brim at an arm's length away from them.
3. Remind them to keep the same distance from the person in front of them and once the music has stopped, they can all have a seat where they were.
4. Have them stand on the line, equidistance from each other and hand them each a glass of water. (Start playing the music and stop it when you feel they are losing their concentration.)
5. Discuss as a group how this was for each of the children.
6. Tell the children that they are free to walk on the line just as you did today whenever they would like.
7. When the children from this group are comfortable enough with this subdivision, move on to Subdivision C.

Subdivision C:

1. Invite the children who have been successful in Subdivisions A and B and who need more of a challenge, to have a seat next to the line.
2. Tell them that this time when the music starts, you would like them to walk on the line by placing their feet heel to toe while carrying two objects!
3. Tell them that this will be a flag (or bell) and glass of water filled to the brim.
4. Remind them to keep the same distance from the person in front of them and once the music has stopped, they can all have a seat where they were.
5. Have them stand on the line, equidistance from each other and hand them each a flag (or bell) and a glass of water. (Start playing the music and stop it when you feel they are losing their concentration.)
6. Discuss as a group how this was for each of the children.
7. Tell the children that they are free to walk on the line just as you did today whenever they would like.
8. When the children from this group are comfortable enough with this
9. subdivision, move on to Subdivision D.

Subdivision D:

1. Invite the children who have been successful in Subdivisions A and B and C and who need more of a challenge, to have a seat next to the line.
2. Tell them that this time when the music starts, you would like them to walk on the line by placing their feet heel to toe while carrying a two objects and placing a basket on top of their heads!



3. Tell them that this will be a flag (or bell) and glass of water filled to the brim. As they are walking, you will be placing a basket on top of their heads.
4. Tell them that you will also be taking off the baskets one at a time near the end.
5. Remind them to keep the same distance from the person in front of them and once the music has stopped, they can replace the objects in their hands onto the table and have a seat where they were.
6. Have them stand on the line, equidistance from each other and hand them each a flag (or bell) and a glass of water.
7. Start playing the music and slowly place a basket on top of every child's head. Begin taking off the baskets as the attention level begins to drop.
8. Stop the music once all baskets are off of their heads.
9. Discuss as a group how this was for each of the children.
10. Tell the children that they are free to walk on the line just as you did today whenever they would like.

Adapted from: <http://www.infomontessori.com/practical-life/control-of-movement-walking-on-the-line.htm>



MONTESORI LESSONS

Washing a Chalkboard

Age

- ❖ 1-4 years

Material

- ❖ A Chalkboard
- ❖ A Small Bowl
- ❖ A Round Sponge
- ❖ A Cloth

Presentation

Introduction

Invite a child to come by telling them you have something to show them. Have the child bring the appropriate tray and have them place it vertically on the far-right side of the table. Then go get a chalkboard to be cleaned. Place the chalkboard in the center of the table. Tell the child that you will be showing him how to clean a chalkboard.

Preparation

1. Pick up the bowl with both hands and place it just above the top left corner of the chalkboard.
2. Using your right hand, take the sponge out of the bowl and place it to the right of the bowl.
3. Take the cloth with both hands and place it to the right of the sponge.
4. Pick up the bowl with both hands and fill it with just a few drops of water.
5. Come back to the table and set the bowl down where it was, above the chalkboard.

Presentation

1. Pick up the sponge with your right hand and place it into the bowl.
2. Using both hands, squeeze out the excess water from the sponge into the bowl.
3. Remove your left hand from the sponge.
4. Place the sponge on the top left corner of the chalkboard.
5. Position your right fingers on the top of the sponge and by placing your right thumb on the side of the sponge on the part closest to your body.
6. In a slow, continuous manner, wipe the chalkboard with the sponge from top to bottom.
7. Repeat this movement for the whole chalkboard, working your way from top to bottom, left to right.
8. Once the whole chalkboard has been wiped, slide your sponge horizontally from the bottom left corner to the bottom right corner.
9. Replace the sponge into the bowl.
10. Pick up the cloth with both hands and place it to the left of the chalkboard, near the child.



11. Show the child how to place your hand into the folded cloth by lifting the top flap and placing your four right fingers under it.
12. To hold the cloth in place, position your right thumb under the cloth firmly.
13. Wipe the chalkboard dry by using the same movements as with the sponge.
14. Dry the whole chalkboard from top to bottom, left to right.
15. Then dry the bottom by wiping from the bottom left corner to the bottom right corner.
16. Replace the cloth in its spot above the chalkboard.

Completion

1. Stand up.
2. Tuck in your chair and have the child tuck in his.
3. Pick up the bowl with both hands and bring it over to the sink.
4. Place bowl down and remove the sponge from the bowl.
5. Place the sponge off to the side.
6. Pick up the bowl and empty it. (Rinse it if necessary)
7. Rinse out the sponge and replace it into the bowl.
8. Carry the bowl back to the table with both hands.
9. Place the bowl back above the chalkboard.
10. Pick up the cloth and hang it up to dry or place it in the laundry bin if it is dirty.
11. Show the child where he can find a clean cloth and replace the wet cloth with a dry cloth.
12. Place the dry cloth above the chalkboard and to the right of the bowl.
13. Pick up the bowl with both hands and place it at the top of the tray.
14. Pick up the cloth and place it below the bowl on the tray.
15. Using both hands, flip the chalkboard over.
16. Invite the child to clean the other side of the chalkboard.
17. Tell the child that when he is done, he can replace the chalkboard back in the chalkboard place and the tray back onto the shelves.

Adapted from: <http://www.infomontessori.com/practical-life/care-of-the-environment-washing-a-chalkboard.htm>



MONTESORI LESSONS

Washing a Table

Age

- ❖ 1-4 years

Material

- ❖ A Cloth to accommodate the layout of the materials
- ❖ A Jug
- ❖ A Basin
- ❖ A Bucket
- ❖ A Brush on a dish
- ❖ A Sponge on a dish
- ❖ A Bar of Soap on a dish
- ❖ A Drying Cloth
- ❖ An Apron

Presentation

Introduction

Prepare a table to be washed. Invite a child to come by telling them you have something to show them. Tell the child that we are going to need aprons for this activity and then you and the child put on aprons. Have the child bring the appropriate basin (filled with the brush, soap, sponge, and drying cloth) over to the table. Have the child place it on the floor next to the bottom right of the table. Then have the child bring over the bucket (filled with the jug and cloth) over to the table and place it to the left of the basin. Tell the child that you will be showing him how to wash a table.

Preparation

1. As you take out each object, name it or have the child name it to see what his vocabulary is for this activity.
2. Take out the cloth from the bucket and unfold it to the right of the table. Lay it out flat and in a horizontal position.
3. Place the basin onto the cloth in the bottom left corner.
4. Take out the dish with the brush, using both hands, and place it directly to the right of the basin.
5. Take out the dish with the soap, using both hands, and place it directly to the right of the brush.
6. Take out the sponge dish, using both hands, and place it directly to the right of the soap.
7. Take out the drying cloth and place it above the sponge dish.
8. Take out the jug from the bucket and place it above and to the right of the basin.
9. Place the bucket underneath the table.
10. Pause so the child can take in the layout.
11. Pick up the jug and fill it 1/2 full of tap water.
12. Bring it back to the cloth and place it in its spot.

Presentation

1. Squat down and pick up the jug.
2. Pour half of the water in the jug into the basin and replace it in its spot.



3. Pick up the brush by the handle with your right hand and dip it into the water.
4. Let go of the brush and pick up the soap with your left hand.
5. Bring the soap over to the basin and pick up the brush with your right hand.
6. Rub the soap and the brush bristles together, but point the brush down toward the water so the least amount of soap splash occurs.
7. Once there is enough soap on the brush, replace the soap onto the soap dish.
8. Stand up and place the brush at the top left corner of the table.
9. Make medium circular movements with the brush from left to right. Pause once you have gotten to the far-right corner so the child can see the soapsuds.
10. Repeat these scrubbing movements from left to right, top to bottom until the entire table is lathered. (Apply more soap onto the brush when needed.)
11. Rinse the brush and replace it onto its tray.
12. Place the sponge into the basin and get it wet.
13. Squeeze out the water by using your two hands.
14. Wipe off the soapsuds from top to bottom, left to right. (Same movements as Dusting a Table.)
15. Rinse out the sponge when needed.
16. Once the table is cleaned, rinse the sponge and place it back onto its dish.
17. Pick up the drying cloth and using the same top to bottom, left to right movements as with the brush and the sponge, dry off the table.
18. Replace the drying cloth in its spot on the large cloth.

Completion

1. Bring the bucket out from underneath the table.
2. Pick up the basin with both hands and pour the water into the bucket.
3. Replace the basin back onto the cloth.
4. Replace the bucket underneath the table.
5. Pour the rest of the water from the jug into the basin.
6. Pick up the brush with your right hand and rinse it once again.
7. Replace it on its dish.
8. Pick up the sponge with your right hand and rinse that as well.
9. Squeeze out the water using both hands.
10. Replace the sponge on its dish.
11. Rinse the sides of the basin by running your fingers around the edges of the basin.
12. Take the bucket out from underneath the table.
13. Pick up the basin and pour out the water into the bucket.
14. Replace the basin on the cloth.
15. Pick up the bucket handle with our right hand.
16. Pour out the water from the bucket into the sink by placing your left hand under the bottom of the bucket and tilting the bucket forward to pour out the water.



17. Bring the bucket back to the table and place it next to the table.
18. Using the drying cloth, dry the jug, the basin, each dish (except the soap dish), and then the bucket.
19. Replace the drying cloth in its spot on the cloth.
20. If there was any water on the floor, show the child where he can find the towel for drying the floor.
21. Dry the floor and replace the floor towel in its spot.
22. Show the child where to hang the drying cloth up to dry and then where he can find a dry drying cloth.
23. Replace the wet drying cloth with a dry one.
24. Invite the child to wash the table. Tell the child that you will replace your apron and tell him that once he is done, you will show him how to put everything away.
25. Once the child is done washing the table and drying all the objects, show him how to put everything away by placing the correct objects in the basin or bucket (opposite order as when setting everything up).
26. If the cloth is wet, show the child where to hang it up and where to find a dry cloth. Replace the wet cloth with a dry one.
27. First put the bucket back onto the shelves and then the basin.
28. Then have the child take off his apron and hang it up

Adapted from: <http://www.infomontessori.com/practical-life/care-of-the-environment-washing-a-table.htm>



MONTESSORI LESSONS

Washing Hands

Age

- ❖ 1 - 4 years

Material

- ❖ One Basin
- ❖ One Jug
- ❖ One Soap Dish
- ❖ Soap
- ❖ One Jewelry Holder or Dish
- ❖ One Bucket
- ❖ One Drying Cloth
- ❖ One Cloth for Drying Hands
- ❖ One Apron

Presentation

Introduction

Prepare the washing hands table by making sure there is every object needed and enough soap. Invite a child to come by telling them you have something to show them. Stand in front of the washing hands table and have the child stand to your left. Tell the child that you are going to show him how to wash your hands.

Preparation

- ❖ Put on the apron and have the child put on an apron as well.
- ❖ Roll up your sleeves.
- ❖ Take off all of your jewelry (rings, watch, bracelets) and place them into the jewelry dish.
- ❖ Pick up the jug and fill it 3/4 full of tap water.

Presentation

1. Come back to the table and fill the basin with half of the water from the jug.
2. Set the jug down in its spot of the table.
3. Place your right hand down into the water and then your left hand.
4. Turn your hands over to wet the backs of your hands.
5. Scoop water with your right hand and rinse your entire left hand.
6. Repeat for your right hand.
7. Raise your hands out of the water and pointing your fingers down, let the water drip from your fingertips.
8. Pick up the soap with your left hand and place it flat in the palm of your right hand.
9. Place your left hand flat on your right hand.



10. Rub your hands back and forth until you can see some lather.
11. Replace the soap on the soap dish with your left hand.
12. Turn your right-hand palm down and bring your left palm on top of the back of your right hand.
13. Rub your left hand back and forth to create lather.
14. Open your right fingers wide and using the tips of your left fingers, lather in between each finger.
15. Then wrap your left hand around your right thumb and lightly rotate your left hand back and forth around your thumb.
16. Repeat this for each of your right fingers.
17. Then place your left thumb and index finger around your right wrist and rotate back and forth to create lather.
18. Repeat all these movements of cleaning your right hand for your left hand.
19. Replace both hands back into the basin.
20. Rinse your hands in the same manner as when you had begun this exercise.
21. Pat your right hand and then your left hand dry on the hand cloth.
22. Pick up the water bin from under the table with both hands and place it next to the table.
23. Pick up the basin by placing both hands around opposite edges for balance.
24. Pour out the water into the water bin by pouring away from you and at a slight angle so you can see the water as it is being poured.
25. Replace the basin on the table.
26. Fill the basin with the remainder of the water from the jug.
27. Re-rinse your hands as you had done before.
28. Clean the rim of the basin by running your hands along the sides to rinse off the soap that might still be on the edges.
29. Let the extra water drip from off of your fingertips.
30. Dry your hands with the hand cloth fully by repeating the same motions as when you were lathering your hands. This time instead of soap, use the cloth.

Completion

1. Empty the basin out into the water bin as before.
2. Replace the basin on the table.
3. Pick up the water bin by wrapping your right hand around the handle.
4. Carry it carefully to the sink and raise the bin to the sink level.
5. Place your left hand under the base of the bin and pull it slightly up so that the bin pours out all of the water.
6. Bring the bin back and set it next to the table.
7. Dry the jug, the basin, and the table with the drying cloth.
8. Then dry the water bin.
9. Place the drying cloth on the table and replace the bin under the table.



10. Hang the hand cloth up to dry and show the child where he can find a dry one. Replace the wet one with a dry cloth.
11. Hand the drying cloth up to dry and show the child where he can find a dry one.
12. Replace the wet one with a dry one.
13. Put your jewelry back on.
14. Take of your apron.
15. Offer the child the opportunity to wash his hands. Once he is fully done with the activity, he can take off his apron.

Adapted from: <http://www.infomontessori.com/practical-life/care-of-the-person-washing-hands.htm>



MONTESORI LESSONS

Wet Moping

Age

- ❖ 1 $\frac{1}{2}$ years plus

Material

- ❖ One Floor Mop
- ❖ One Wet Mop Bin

Presentation

Introduction

When a water spill occurs, invite a child to come by telling them you are going to show them how to mop up the water.

Preparation

1. Walk over to where the mop and the mop bin are located.
2. Hold the bin by the holding the handle with your right hand.
3. Carry the bin over to near the spill.
4. Place the bin on the floor.
5. Go back and carry the mop as you would a broom.
6. Walk over to the spill.
7. Stand so that the spill is in front of you.
8. Place the mop head onto the floor.

Presentation

1. Place your left hand around the mop's handle with your thumb on the top and your four left fingers wrapped around the handle.
2. Place you right hand under your left, also with your thumb on the top and your four right fingers wrapped around the handle.
3. Move the mop from left to right and then back to the left, each time to the extremities of the spill.
4. Once you have come back to your starting point, move the mop a little further away from you.
5. Step a little closer to the mop.
6. Repeat the mopping movements from left to right and back to left again.
7. Continue these mopping movements until the spill has been mopped up.

Completion

1. If during the mopping movements the mop is too full of water or at the end of the mopping, lift the mop head and place it into the bowl like part of the bin.
2. Position your left hand so your thumb is closet to your body and your four left fingers wrapped around the handle.
3. Place your right hand so you right thumb is closest to your body and your four right fingers wrapped around the handle.



4. Apply a little bit of pressure down onto the mop head.
5. Rotate the handle a little in the counterclockwise direction.
6. Reposition your hands so they are in front of you again and rotate counterclockwise.
7. Continue this until all of the water from the mop has been rung out.
8. Lift the mop and carry it back to where the mop was being stored.
9. Place the mop down in its spot.
10. Lift the bin by holding the handle with your right hand.
11. Carry the bin over to the sink and carefully pour out the water that is inside the bin.
12. Place the bin near the mop in its spot.
13. Tell the child that the next time there is a water spill, he can mop up the water.

Adapted from: <http://www.infomontessori.com/practical-life/care-of-the-environment-wet-mopping.htm>



MONTESSORI LESSONS

What to do when you yawn

Age

- ❖ 1-3 years

Presentation

Introduction

Invite 3-4 children to come participate in your lesson. Show each child where exactly to sit. Once the children are seated, you sit so that you can see them all, they all can see you, and yet you are not in front of them.

Preparation

1. Tell the children that sometimes when we are tired, we yawn.
2. Ask if they know what yawning is. If some do not, show them by fake yawning. (Face them without your hand in front of your mouth so they can clearly see you yawn.)
3. Tell them that we are all going to practice what we should do when we yawn.

Presentation

1. Ask the children if they are all ready to watch.
2. Turn your head to the right a little away from the children.
3. Place your right hand about an inch away from your mouth.
4. Exaggerate a yawn.
5. Once finished with the yawn, close your mouth.
6. Remove your right hand from in front of your mouth.
7. Turn your head back to face the group.
8. Ask the children, "Shall I show you it again?"
9. Repeat what to do when you yawn.
10. Invite each child to practice what to do when they yawn.

Conclusion

Tell the children that they now know to cover their mouths when they yawn. Excuse them one at a time, making sure each child has thought of what he would like to do next.

Adapted from: <http://www.infomontessori.com/practical-life/grace-and-courtesy-yawning.htm>