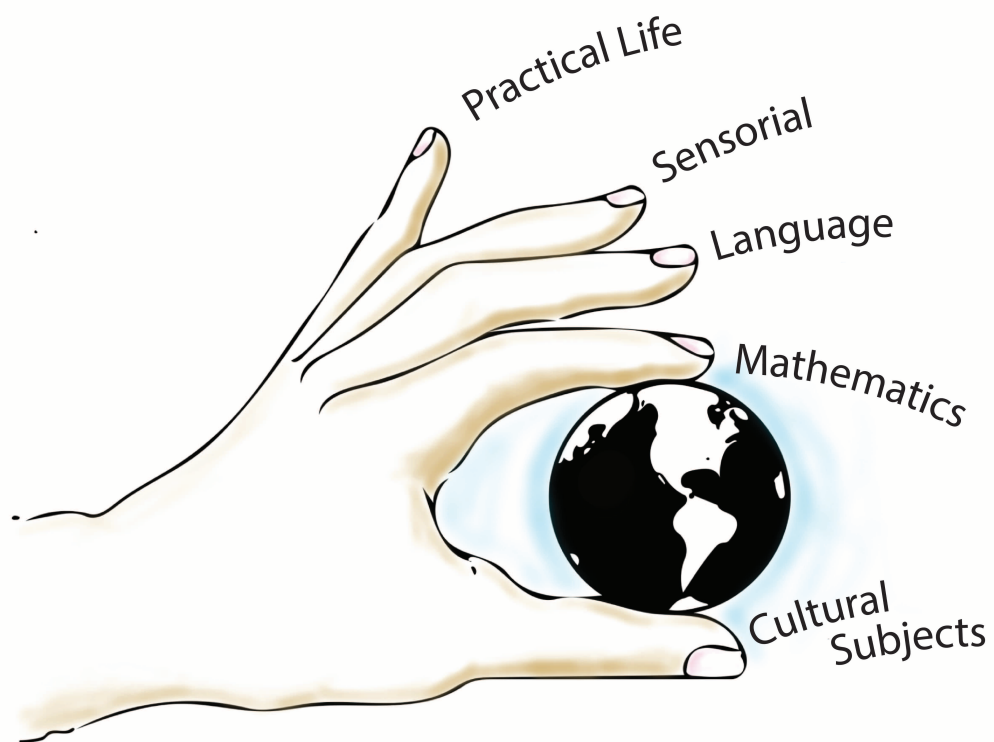


# Montessori Educators International, Inc.



Practical Life  
Early Childhood  
Teacher Manual

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## **PRACTICAL LIFE ACTIVITIES**

This list is not all inclusive nor is it essential that every practical life activity be available in each classroom. Practical life activities should be chosen according to the resources of the school and to the culture of the community in which the child lives.

### **Preliminary Exercises**

- Walking quietly
- Chair management
- Opening and shutting doors and drawers
- Unrolling and rolling a rug or floor mat
- Holding and carrying empty objects such as trays, buckets, boxes
- Quiet placement of objects on table and shelf
- Opening and shutting boxes
- Walking around the floor work space of others
- Transferring objects by hand, with a scoop, spoon, ladle, tongs, tweezers, etc. Book management
- Removal and replacement of lids
- Dry pouring
- Sponge squeezing
- Liquid transfer, pouring, baster, dropper, funnel
- Folding (See Care of the Environment also.)
- Beating soap suds
- Using the stairs
- Lining up for fire drills, other classroom evacuations in emergencies

### **Grace and Courtesy**

- Introductions
- Shaking hands
- Greetings and leave taking
- Approaching a person before speaking
- Talking quietly
- Please, thank you, pardon me or excuse me
- Asking permission
- Asking for assistance
- Offering assistance and objects
- Observing others at work
- Holding the door
- Allowing others to pass
- Sneeze management
- Covering a yawn
- Requesting to share and accepting refusal
- Retrieving dropped objects for others
- Showing concern for others
- Receiving guests
- Table manners ( See food service also.)
- Conserving environmental materials (paper, water, etc.)
- Walking on the line

## **Personal Care**

- Getting a drink of water
- Hand washing in the sink
- Using toilet
- Putting on and removing an apron
- Removing garments that open in the front
- Putting on garments that open in the front, holding cuff of under garment to keep sleeve from riding up
- Hanging garments on pegs and hangers
- Nose blowing
- Hand washing in a basin
- Using hand lotion
- Nail care: scrubbing, filing, buffing, cleaning
- Face washing
- Tooth brushing, flossing
- Hair care: brushing, combing, using hair fasteners, braiding
- Fastening frames for large and small buttons, snaps, zippers, Velcro, hooks and eyes, buckles, tying first knot, tying bows, lacing, safety pins, braiding, etc.
- Taking off and putting on other items of clothing
- Brushing clothes
- Mending, hemming, button sewing ( See Handwork also)
- Taking off and putting on mittens and gloves
- Use of shoe horn
- Taking off and putting on shoes and boots
- Shoe brushing
- Shoe polishing
- Handling and cleaning eye glasses
- Simple first aid

## **Care of the Environment**

- Using strainer to separate solids from liquids
- Constructing a siphon
- Transferring materials between containers of different sizes (Piagetian conservation )
- Caring for plants by watering, trimming, fertilizing, leaf washing, removing dead leaves and flowers
- Sorting socks, napkins, keys, silverware
- Folding cloth items without reference lines such as aprons, work mats
- Folding paper items such as letters
- Paper fastening (Also see handwork)
- Using hole punch
- Using stapler
- Applying brads
- Using large clips
- Using small paper clips
- Sharpening pencils with hand sharpener
- Using nuts and bolts, screwdriver
- Using locks and keys

Clothes pinning  
Dusting with cloth, duster  
Table crumbing  
Using dust pan and brush  
Egg shell crushing  
Sweeping with push broom, regular broom  
Dry mopping  
Carpet sweeping  
Cloth scrubbing  
Floor scrubbing in designated area  
Wet mopping  
Scrubbing table, chair, shelf, sink, other items in the environment  
Cleaning small chalkboards  
Polishing metal, wood, glass, etc.  
Washing dishes  
Ironing  
Planting seeds, bulbs, plants in pots or beds  
Caring for garden by weeding, watering, fertilizing, raking,  
cultivating Harvesting garden produce  
Cutting flowers  
Arranging flowers  
Managing nap mats and blankets

### **Food Preparation and Service**

Serving of "snack" from buffet  
Using napkin  
Cleaning up after eating  
Serving others  
Shelling nuts, peas, corn  
Extracting sunflower seeds  
Scrubbing vegetables  
Peeling vegetables and fruits  
Slicing vegetables, fruits, breads, cheese Grating fruits,  
vegetables, cheese, dry bread Chopping nuts and vegetables in  
chopper Crushing with mortar and pestle  
Grinding foods and grains such as wheat and corn Sifting  
cornmeal, flour  
Kneading bread  
Rolling dough and cutting into shapes  
Juicing fruits  
Stirring and mixing  
Beating and whipping  
Egg shelling and slicing  
Apple coring  
Lunch box management  
Container opening





# PRELIMINARY EXERCISES

## CHAIR MANAGEMENT

### Purposes:

- To assist in establishing independence and concentration To aid the development of coordination
- To establish Montessori classroom procedures
- To learn proper handling of chairs
- To prepare the child for doing table work
- To assist in maintaining classroom order
- To develop appropriate vocabulary

### Preliminary Exercises:

None

### Materials:

- Chair without rubber tips or "silencers" on the legs
- Table

### Procedure:

1. Invite a child to the lesson. Child may sit or stand to observe the lesson.
2. Go to a table under which a chair has been placed.
3. Place one hand on each side of chair back and lift the chair from the floor.
4. Take one step backward while continuing to hold the chair with the legs perpendicular to the floor.
5. Place front legs of chair on the floor, then lower the back legs to the floor.
6. Move in front of the chair, sit down and with each hand, grasp sides of seat near the front
7. Lean forward, lift body weight from the chair, at the same time lifting the chair forward.
8. To leave the table, lean forward, lift body weight from the chair at the same time lifting the chair and moving it backward. This process may be repeated as necessary to give space enough for standing.
9. To replace chair, stand facing the table, step to the side, then move behind the chair.
10. Place one hand on either side of the chair back, lift the chair from the floor and replace under the table, front legs touching first.
11. Thank the child and say that practicing sitting in a chair may be chosen.

### Control of Error:

Auditory awareness of chair legs touching floor or of chair touching table

### Observations:

- Position of hands on back and seat when lifting chair
- Any sound of chair touching floor or table
- Position of chair relative to table
- Position of chair legs relative to the floor when lifting
- Child's position in the chair
- Child's movements in sitting and rising
- Child's reaction to error

#### Variations:

Demonstrate the procedure for carrying a chair by grasping the chair back with the non-dominant hand and the seat front with the dominant hand. Lift the chair straight up with legs perpendicular to the floor and walk around the room, keeping the chair seat parallel to the floor. Arm holding the seat should be relatively straight. Return the chair to its proper location and replace according to the chair management procedure.

Other items to be carried are a stool, a small table, a rocking chair, an arm chair.

#### Vocabulary:

parts of a chair lift front back parallel perpendicular

## **UNROLLING AND ROLLING A RUG OR FLOOR MAT**

#### Purposes:

To strengthen the muscles of fingers, hands and arms  
To aid in independence

To assist in the development of concentration

To help establish Montessori classroom procedures

To enable the child to use materials on the floor

To aid control of movement

To develop appropriate vocabulary

#### Preliminary Exercises:

None

#### Materials:

Rug or floor mat

Container for storing rugs or floor mats

#### Procedure:

1. Invite a child to the lesson.
2. Demonstrate removal of rug or floor mat from the storage place by grasping with both hands around the circumference of the rolled rug or floor mat. Hold the rolled rug or floor mat close to the front of the body in a vertical position and carry to an open area.
3. Stand rug or floor mat with rolled edge touching floor and carefully lower to the floor with the loose end at left. Have the child sit at the lower left corner of the rug or floor mat.
4. Kneel beside the rolled edge to unroll the rug or floor mat on the floor from left to right.
5. To begin unrolling, hold left corner with the left hand and use the right hand to do the unrolling. Move to the right as necessary until the entire rug or floor mat is flat on the floor.
6. To begin rolling, move to the right short end of the rug or floor mat and kneel.
7. Holding the edge with both hands spread comfortably apart, fold over rug or floor mat about two inches and begin rolling with both hands.
8. When rug or floor mat gets beyond reach, pull toward you and check for evenness by patting each end. Continue rolling and patting until rug or floor mat is completely rolled.
9. Stand and pick up the rug or floor mat by grasping around the circumference

and standing it on its rolled edge. Hold the rolled rug or floor mat close to the front of the body in a vertical position and return to storage, placing it so that it does not unroll.

100. Thank the child and say that rug or floor mat rolling may be chosen.

Note: If rug or floor mat curls when unrolled, it will be necessary to turn rug so that the top side is down before rolling.

**Control of Error:**

Visual and tactile recognition of even ends  
Maintenance of rolled condition  
Fit of rolled rug or floor mat in its storage place

**Observations:**

Removal of rug or floor mat from storage place  
Grasping of rolled rug or floor mat  
Method of carrying  
Placement on floor  
Unrolling and rolling procedures  
Return of rug or floor mat to storage place  
Child's reaction to error  
Length of work time and number of repetitions  
Length of period of contemplation  
Degree of interest and concentration

**Variations:**

Before rolling the rug or floor mat, invite the child to walk around it, not allowing the feet to come in contact with edges or surface. One is not to sit, kneel, step on or leap over a rug or floor mat.  
Demonstrate rolling table mats of vinyl or felt.  
Note: Even if the floor is carpeted, rugs or floor mats are used to define the work area as the place for materials only and are never used for sitting, standing, walking or lying upon.

**Vocabulary:**

storage floor mat rug edge roll unroll surface vertical  
circumference left right

## CARRYING A TRAY

### Purposes:

- To aid in the development of coordination
- To encourage precision and care in handling objects
- To assist in the establishment of independence and concentration
- To help establish Montessori classroom procedures
- To prepare for carrying trays containing materials
- To develop appropriate vocabulary

### Preliminary Exercises:

- Chair management including sitting in a chair at a table

### Materials:

- Tray with small carpenter's level placed horizontally in the center

### Procedure:

1. Invite a child to the lesson.
2. Pick up the tray by placing one hand at the center of each short end with thumbs on top and fingers underneath the tray.
3. Carry the tray to the table, observing the level in an attempt to keep the bubble centered but not allowing the tray to touch the body. The child walks beside you.
4. Quietly place the tray on the table.
5. Remove the chair from beneath the table, sit, then stand, replace the chair and pick up the tray as in step 2.
6. Carry the tray back to the shelf and replace, observing the bubble in the level as before.
7. Thank the child and say that tray carrying may be chosen.

### Control of Error:

- Visual awareness of degree of tilt of tray by observation of the level
- Auditory awareness of tray touching table or shelf

### Observations:

- Placement of hands on tray
- Orientation of tray to body
- Placement of tray on table and shelf
- Sound of tray touching any surface and movement of level
- Chair management
- Child's reaction to error
- Length of work time and number of repetitions
- Length of period of contemplation
- Degree of interest and concentration

### Variations:

- After control has developed in carrying the tray and level, introduce a bull's eye level.
- Invite the child to carry a tray with two inch diameter glass dish containing one standard sized marble or small glass of colored water.

### Vocabulary:

- tray
- level
- bubble
- center

## TRANSFER OF OBJECTS

### Purposes:

To develop muscles of arm, hand and fingers as an aid to coordination  
To focus attention leading to concentration  
To establish orderly work habits and left to right sequencing  
To encourage perseverance  
To develop appropriate vocabulary

### Preliminary Exercises:

Tray carrying  
Chair management

### Materials:

Tray  
Two identical bowls, the one on the left half full of unshelled walnuts

### Procedure:

1. Invite a child to the lesson. Take the tray of bowls to a table and place between you and the child who is seated on your dominant side.
2. With your dominant hand, pick up one walnut, place in the bowl on the right and continue until all have been transferred to the bowl on the right.
3. Move the empty bowl on the left to the back of the tray and place the full bowl from right to the left side of the tray. Move the empty bowl to the right. Repeat the exercise and be sure that the full bowl has been replaced at the left when finished.
4. right. Repeat the exercise and be sure that the full bowl has been replaced at the left when finished.
5. Stand, replace chair and return material to the shelf.
6. Thank the child and say that transfer of walnuts may be chosen.

### Control of Error:

No nuts on tray, table or floor  
Nuts in the bowl at the left when materials are returned to shelf  
Sound of nuts being transferred  
Note: Tray and bowls should be color coded

### Observations:

Handling of materials  
Transfer technique  
Placement of bowls before and after transfer of material  
Child's reaction to error  
Length of work time and number of repetitions  
Length of period of contemplation  
Degree of interest and concentration

### Variations:

Use smaller objects for hand transfer.  
Demonstrate use of scoop to transfer material between two containers.  
Demonstrate use of spoon to transfer material such as dried beans between two containers. Spooning may be used in conjunction with pouring by providing a pitcher of dried beans to be poured into a bowl, then spooned back into the pitcher. The pitcher is on the dominant side. Demonstrate transfer of soft objects with chopsticks.  
Demonstrate use of various types of tongs, each type at a different lesson, with successively smaller items to be transferred.

Demonstrate use of tweezers for transferring small objects between two containers or to container with cavities just large enough to hold the small objects.

Vocabulary:

names of objects used for transfer

names of types of tongs   tweezers   transfer   left   right spooning  
chopsticks   pitcher

## **BOOK MANAGEMENT**

Purposes:

To learn proper technique in handling books

To develop respect for books

To learn how to shelve books

Preliminary Exercise:

Chair management

Materials:

Book

Shelf

Table and chair

Containers of control and mute cards with labels for parts of a book

Procedure:

1. Invite a child to the lesson. Go to the shelf and remove a book that is lying flat.
2. Demonstrate carrying the book with the left hand holding the spine and the right hand holding the opposite edge.
3. With front facing up and spine to the left, place the book on a table between you and the child who is seated on your right side.
4. Place left hand, palm upward, on the table at the lower left of the book.
5. With the index finger of the right hand, lift the front cover at top right corner, place thumb on top of cover and first two fingers on the underside.
6. Move the fingers down the edge while lifting the cover up and to the left until it meets the palm of the left hand. The left thumb rests on top of the lower left corner.
7. With the index finger of the right hand, lift the top right corner of the first page. Slide the first two fingers down the under side with the right thumb on the top side of the edge while turning the page to the left. The left thumb holds the lower left corner of the page just turned.
8. Continue to turn a few more pages as in step 7.
9. To close, lift cover at lower left corner with the left hand, thumb on top and first two fingers underneath. Turn the cover to the right and complete the closure quietly.
10. Stand, replace chair, grasp book as in step 2 and replace it flat on the shelf.
11. Thank the child and say that books may be chosen.

Control of Error:

Sound of book being opened or closed

Book remaining closed when being carried

#### Observations:

- Technique of handling book during carrying
- Removal and replacement
- Opening and closing
- Page turning
- Sounds of placement, opening or closing
- Child's reaction to error

#### Variations:

- Demonstrate return of book to a rack.
- Demonstrate how to shelve books with others in a vertical position, spine outward.
- Demonstrate use of pop-up and action books.
- By the three period lesson, teach names of parts of the book with cards.
- Invite the child to match control and mute cards for parts of the book and to place labels if able to read.
- Give lessons on use of the Dewey Decimal System or other system of classification used in libraries.

#### Vocabulary:

book spine cover page rack vertical Dewey Decimal System (or other classification system) index finger edge corner

## REMOVAL AND REPLACEMENT OF LIDS

#### Purposes:

- To develop muscles of arm, hand and fingers as an aid to coordination
- To assist in establishing independence
- To prepare for other practical life activities involving use of containers with lids
- To develop appropriate vocabulary

#### Preliminary Exercises:

- Chair management
- Carrying tray and basket

#### Materials:

- Tray or basket with six containers of different sizes with screw-type lids
- Container of assorted nuts and bolts

#### Procedure:

1. Invite a child to the lesson.
2. Remove the tray or basket with containers from the shelf and place at center front of a table between you and the child. Seat the child on your dominant side.
3. Remove one container from the tray or basket. Hold the container on the table with the non-dominant hand. With the dominant hand, unscrew the lid.
4. Place the container to left of the basket or tray, lid to right but not exactly opposite.
5. Repeat the process with the remaining containers, then move basket or tray behind the columns of containers and lids. Lids are randomly placed, not opposite their matching containers.
6. Pick up the first container from the top of the left column in the non-dominant



- hand and hold it on the table in front of the other containers.
- 7 Deliberately choose a lid which appears to be the same size as the container, and with the dominant hand, screw the lid on the container while holding it with the non-dominant hand. Place the container with its lid in the center between the column of containers and the column of lids.
  8. Continue to replace lids on containers, then return all to the tray or basket. Stand, replace chair and return the materials to the shelf.
  9. Thank the child and say that containers and lids may be chosen.

Control of Error:

Visual recognition of lid fit relative to container

Observations:

Handling of materials  
Arrangement of containers and lids before matching  
Match of lid to container  
Child's reaction to error  
Length of work time and number of repetitions  
Length of period of contemplation  
Degree of interest and concentration

Variations:

Demonstrate unscrewing and screwing of nuts and bolts.

Vocabulary:

container unscrew screw lid nuts bolts

## **POURING**

Purposes:

To aid the development of coordination  
To establish independence and self-confidence  
To develop orderly work habits  
To focus attention leading to concentration  
To learn the technique of pouring  
To prepare for pouring of liquids and activities involving pouring  
To develop appropriate vocabulary

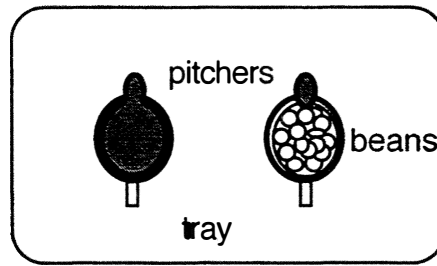
Preliminary Exercises:

Chair management  
Tray carrying

Materials:

Two identical small pitchers with low centers of gravity and large easily grasped handles

Dried beans, such as black beans, in a quantity to half fill one pitcher



Procedure:

1. Invite a child to the lesson. Remove the tray of materials from the shelf and place at the front of a table between you and the child who is seated on your dominant side.
2. Be sure both handles are pointed toward the front.
3. With thumb, index and middle finger of the dominant hand, grasp the handle of the pitcher of beans. Lift the pitcher and turn the handle so that it is parallel to the front edge of the table. With the lip centered over the empty pitcher, carefully pour the beans. Do not allow the pitchers to touch.
4. Place the empty pitcher back on the tray with the handle pointed toward the front.
5. Repeat the exercise.
6. Stand, replace chair and return materials to shelf.
7. Thank the child and say that pouring beans may be chosen.

Control of Error:

- Beans on a tray or table
- Sound of pitchers touching or being placed on tray

Observations:

- Arrangement of pitchers
- Pouring technique
- Handling of materials
- Sound of pitchers touching
- Child's reaction to error
- Length of work time and number of repetitions
- Length of period of contemplation
- Degree of interest and concentration

Variations:

- Once bean pouring has been done successfully, invite the child to pour smaller grains such as rice. Later, water may be poured, followed by milk or juice after water can be poured with ease.
- Different sizes and shapes of pitchers may be used.
- Demonstrate use of funnel to fill bottles.
- Provide basins, bowls or cups with a line marked in each for practice in pouring exact amounts of water.
- Water pouring will be done in the measurement exercises given in the mathematics notes.

Vocabulary:

- pitcher
- pouring
- lip
- handle
- name of material being poured
- name of objects used in variation exercises

# SPONGE SQUEEZING

## Purposes:

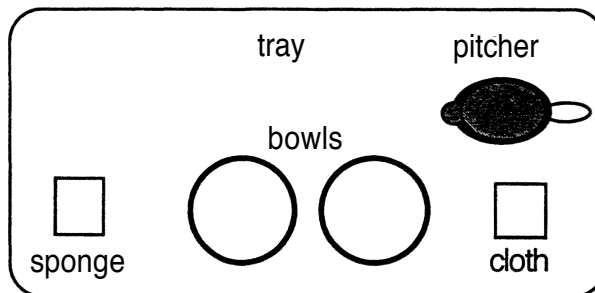
To develop hand strength and coordination  
To prepare for advanced practical life exercises  
To assist in maintaining the environment  
To develop appropriate vocabulary

## Preliminary Exercises:

Chair management  
Pouring water  
Tray carrying  
Use of apron  
Filling pitcher with water

## Materials:

Two identical metal bowls about six inches in diameter  
Natural sponge about two by two inches or cellulose sponge the same size  
Tray  
Apron  
Small pitcher with interior line to indicate the exact amount of water which the sponge can absorb completely with no excess water  
Drying cloth  
Note: All materials are to be color coordinated except the metal bowls and natural sponge.



## Procedure:

1. Invite a child to the lesson. Remove the tray of materials from the shelf and place on the table between you and the child who is seated on your dominant side.
2. Put on apron, take pitcher to the sink and fill to the line with water and return pitcher to the dominant side of tray.
3. Sit and place bowls at front of tray, side by side. Pour water into the bowl on the left and replace pitcher.
4. Using the dominant hand, place the sponge into the bowl of water and observe until all water has been absorbed.
5. Pick up wet sponge with dominant hand and hold over the bowl on the right. Squeeze so that the water falls into that bowl.
6. After all the water has been squeezed from the sponge, place the sponge into the bowl of water.
7. Move empty bowl to the back of the tray, transfer the bowl containing water and sponge to the left, then position the empty bowl to the right. Proceed to transfer water as before.

8. Squeeze sponge and place on the tray. Dry hands on cloth and return to tray.
9. Stand, replace chair and empty the bowl with water into sink.
10. Return bowl to the tray. Using the cloth, dry bowls, pitcher and any spilled water. Hang cloth on drying rack. Remove and store apron.
11. Place a dry cloth on the tray and return the materials to the shelf.
12. Thank the child and say that sponge squeezing may be chosen.

Control of Error:

Exact amount of water the sponge can absorb  
Water on materials, table or floor

Observations:

Handling of materials  
Arrangement of materials  
Pouring water  
Squeezing technique  
Condition of materials after completion of exercise  
Child's reaction to error  
Length of work time and number of repetitions  
Length of period of contemplation  
Degree of interest and concentration

Variations:

Introduce a larger amount of water so that several "squeezings" are required to transfer water from one bowl to another.  
Demonstrate cloth wetting and wringing.  
Suggest use of a larger sponge which requires two hands for wringing.

Vocabulary:

sponge    squeeze    absorb cellulose

## FOLDING

### Purposes:

- To learn how to fold various items
- To develop hand-eye coordination
- To assist in maintaining the environment
- To prepare for other practical life activities which require folding
- To develop appropriate vocabulary

### Preliminary Exercises:

- Tray carrying
- Chair management

### Materials:

- Tray the color of the stitching used on napkins
- Two napkins with fold lines stitched in color according to the diagram
- Other napkins with stitched lines in color as in drawings

### Procedure:

1. Invite a child to the lesson. Take the tray of napkins and place toward the back of a table between you and the child who is seated on your dominant side.
2. Remove the two napkins and place in front of the tray with the one having a single line placed horizontally at the left and the one with intersecting lines to its right
3. With the first two fingers of the dominant hand, trace the stitched line from left to right on the napkin with the single line.
4. Pick up a lower corner with thumb and first finger of each hand and fold to meet the top corners.
5. With the first two fingers of the dominant hand, trace the edge of the fold from left to right. The stitched line should be exactly on the fold.
6. On the second napkin, trace the horizontal line from left to right and fold as before, then trace the fold.
7. Trace the vertical line from top to bottom, pick up top and bottom corners on the left and fold to meet the right edge.
8. Trace the edge of the fold from top to bottom. The stitched line should be exactly on the fold.
9. Unfold the napkin on the right and place flat on the tray, then unfold the other napkin and place flat on top of the first napkin on the tray.
10. Stand, replace chair and return materials to the shelf. Thank the child and say that napkin folding may be chosen.

### Control of Error:

- Colored lines indicating position of fold
- Matching edges and corners
- Colored line exposed off of folded edge

### Observations:

- Handling of materials
- Tracing technique
- Direction of tracing
- Position of stitched line before and after folding
- Child's reaction to error
- Length of work time and number of repetitions
- Length of period of contemplation

## Degree of interest and concentration

### Variations:

Introduce napkins with stitched lines to make rectangular and triangular folds.  
Demonstrate folding in thirds as for towels, using a control with stitched lines. Invite child to fold napkins, cloths and towels that do not have stitched lines. Demonstrate folding of shirts and other items of clothing.  
Demonstrate decorative napkin folding.  
Demonstrate letter folding and placement in envelope.

### Vocabulary:

napkin fold unfold trace stitchingline horizontal vertical intersecting  
half fourth eighth third square triangle rectangle



1



2

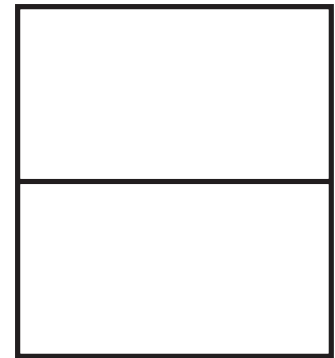


3



4

Stitching pattern for Napkin-Folding



Stitching Pattern  
For-Towel-Folding

# GRACE AND COURTESY

## GREETINGS AND INTRODUCTIONS

### Purposes:

- To demonstrate respect for others through gracious behavior
- To aid the development of self-assurance, poise and self-control
- To assist in the establishment of Montessori classroom procedures
- To enable adaptation to society by becoming familiar with the customs of one's culture
- To develop appropriate vocabulary

### Preliminary Exercises:

None

### Materials:

None

### Procedure

1. As children arrive at school, an adult is at the door to greet and shake hands with each, being sure to bend down so that eye contact is made with the child while speaking.
2. Children are encouraged to greet each other as well as the adults present and to shake hands, always making eye contact.
3. New children and visitors are introduced to those who have not been met before.

Note: The customs of one's society are to be followed. In the United States, it is customary to state the female's name first. For example, the teacher looks at the female and says, "Joan, this is Jack Smith." The teacher then looks at the male and says, "Jack, this is Joan Jones." It is customary for males and young females to stand for introductions.

### Control of Error:

Reactions of persons involved

### Observations:

Reaction of child to teacher's greeting and to greetings of other children  
Manner in which children greet each other and adults  
Technique of introductions and greetings  
Presence or absence of greetings and introductions

### Variations:

When introductions involve older and younger persons, the name of the older person is said first. For example, "Mrs. Smith, this my daughter Sue. Sue, this is my friend Mrs. Smith."

### Vocabulary

eye contact   shake hands   introduction   greeting   custom   visitor

## **SOCIAL CONVENTIONS**

### **Purposes:**

- To demonstrate respect for others through gracious behavior
- To aid the development of self-assurance, poise and self-control
- To assist in the establishment of Montessori classroom procedures
- To enable adaptation to society by becoming familiar with the customs of one's culture
- To develop appropriate vocabulary

### **Preliminary Exercises:**

- Observation of adults engaging in acceptable social practices

### **Materials:**

None

### **Procedure:**

1. When it is necessary to pass between two people or to walk in front of someone obstructing passage, one must say, "Excuse me," or "Pardon me." Children are encouraged to display the same courtesy in such situations. Attention can be called to this convention by stating, "When one must pass in front of another, we say, 'Excuse me,' or 'Pardon me,'" when appropriate situations arise.
2. When it is necessary to interrupt another, one must say, "Excuse me," or "Pardon me," before stating one's business, then say, "Thank you," before leaving.
3. When something is offered, one may say, "No, thank you," or "Please," which is followed by, "Thank you," once the offering has been received.
4. When another person is accidentally bumped, one says, "Excuse me," or "Pardon me," to which the other person says, "Certainly."
5. When either assistance or permission is needed, it is always preceded by, "Please may I...?"
6. When wishing to offer assistance, one must first ask, "May I help you?" Note: Practice of social conventions occurs naturally during class time, but the teacher may oversee role playing by the children to teach or review particular social practices.

### **Control of Error:**

Reactions of persons involved

### **Observations:**

Conduct of the children in their interaction with others  
Conduct of the adults in their interactions with others, especially children.

### **Variations:**

Any variations depend upon the situation in which the child or adult is involved.

### **Vocabulary:**

please thank you excuse me pardon me may I?



## WALKING ON THE LINE

### Purposes:

- To aid the development of coordination and balance
- To encourage controlled, graceful movement
- To become aware of the various tempos of music
- To develop appropriate vocabulary

### Preliminary Exercises:

- Carrying objects

### Materials:

- One inch wide elliptical line painted or taped on the floor in an open area
- Note: The width of the space between the two sides must be at least equivalent to the arm span of the largest child in the room.
- Weighted bags on strings
- Flags
- Goblets of colored water
- Small bell
- Basket

### Procedure:

1. Invite several children to the lesson.
2. Demonstrate the placement of the length of the foot on the line, with heel and toe both touching the line.
3. Show how to place the heel of the forward foot in contact with the toe of the rear foot.
4. Space the children on the line, all facing the same direction, and invite them to practice walking heel to toe as demonstrated.
5. A simple piece of music may be played, repeating the same theme over and over, not to get the children to walk in rhythm to the music but to aid the animation of movement.
6. Tell the children they may walk on the line whenever they choose.

### Control of Error:

- Line as guide to walking
- Swing of bags
- Drooping flags
- Falling of basket
- Spilling of water

### Observations:

- Placement of feet on line
- Coordination of movement
- Movement of bags
- Position of flags and basket
- Handling of glasses and bell

Variations:

After a child is able to walk with good balance, the weighted bags may be carried and controlled so that they do not swing. A flag may be carried. A basket may be placed on the head for walking on the line. A bell may be carried. When the bell is carried, it must not ring.

As balance improves, goblets of water may be carried.

Use a portable tape recorder with earphones so that a child who wishes to hear music while walking on the line may do so without disturbing others.

Play alternate themes of music so that the children become aware of different tempos.

Introduce a balance beam secured a few inches above the floor.

Vocabulary:

heel toe rhythm goblet line tempo theme balance beam  
tape recorder earphones

# PERSONAL CARE

## HAND WASHING IN SINK

### Purposes:

- To develop good health habits
- To establish independence in caring for oneself
- To develop self-confidence
- To focus attention leading to concentration
- To develop coordination and awareness of control of hands
- To establish orderly work habits
- To develop appropriate vocabulary

### Preliminary Exercises:

None

### Materials:

- Sink with faucets
- Soap dispenser
- Paper towels
- Waste basket

### Procedure:

1. Invite a child to the lesson.
2. Go to the sink and demonstrate dispensing of liquid soap by using the dominant hand to depress the top. Collect soap in the other hand.
3. Rub palms together, then rub back of each hand with the palm of the opposite hand so that both hands are entirely lathered.
4. Rub each finger separately between the closed fingers bent over the palm of the opposite hand.
5. Demonstrate how to turn on water to produce a gentle stream. Hold hands under water and rub palm, back and fingers of each hand with the opposite hand. Shake gently in the sink to remove excess water.
6. Turn off water.
7. Demonstrate removal of towel from the dispenser, grasping with one hand on each side of towel edge.
8. Take the towel in the dominant hand and dry the back, palm and each finger of the opposite hand. Switch towel to non-dominant hand and dry the other hand as before.
9. Wipe off faucet handles with used towel and dispose of it in waste basket.
10. Thank the child and say that hands must be washed before eating, after using the toilet and any time hands are dirty.

### Control of Error:

- Unclean hands
- Soap or water on hands
- Soap or water on floor
- Soap on handles of faucet

### Observations:

- Use of soap dispenser
- Application of soap to hands Use of faucet
- Removal of towel from dispenser

Use of towel  
Child's reaction to error  
Length of work time and number of repetitions  
Length of period of contemplation  
Degree of interest and concentration

Variations:

Face washing  
Using wash cloth

Vocabulary:

parts of the hand (See Biology) dispenser stream excess  
lather  
faucet  
other terms such as tap, spigot

## PUTTING ON AND REMOVING GARMENTS WITH FRONT OPENINGS Purposes:

To establish independence in dressing oneself  
To build self-confidence  
To develop coordination  
To develop appropriate vocabulary

Preliminary Exercises:

Chair management  
Hanging and removing garments from clothes hook or hanger

Materials:

Chair  
Garment with front opening

Procedure:

1. Invite a child to the lesson.
2. Remove garment from hook or hanger and unfasten front opening if not already open. Child may sit or stand to see the demonstration.
3. Place outside back of garment against inside back of chair with collar or neck over the back of the chair. The inside of the garment faces outward.
4. Move the chair if necessary and be seated.
5. Slide one arm into armhole, then into the sleeve and repeat with the other arm.
6. Stand and adjust the garment on the shoulders, then fasten it.
7. Return the chair to its proper place.
8. Unfasten garment, remove by grasping each front open edge near the neck and sliding the garment off the shoulders.
9. With one hand, reach behind the back and grasp the opposite sleeve cuff, pulling gently to release that arm from the sleeve.
10. Gently pull the other cuff to release the other arm from its sleeve.
11. Return garment to clothes hook or hanger.
12. Thank the child and say that putting on and taking off open front garments may be chosen.

Note: In practical application, it is preferable to have other children rather than adults assist those who are unable to fasten their own garments.

Control of Error:

Visual awareness of placement of garment on one's body  
Visual awareness of appearance and position of garment on chair

Observations:

Placement of garment on chair  
Handling of garment  
Placement of garment on body  
Removal of garment  
Deposition of garment  
Child's reaction to error  
Length of work time and number of repetitions  
Length of period of contemplation  
Degree of interest and concentration

Variations:

Garments with different types of fastenings may be used.  
Note the type of fastening on garment of any child who needs to learn that fastening skill and give lessons with the appropriate dressing frame.  
An alternate method of putting on an open front garment is to place the garment on a table with the collar or neck edge positioned at the edge of the table, the back of garment resting on table. Stand by the edge of the table in front of the neck opening. Unfasten and open garment as wide as possible. Slide arms into sleeves as far as possible and raise arms over the head so the garment will drop onto the shoulders. Lower arms so the garment covers the back.

Vocabulary:

garment armhole sleeve collar cuff shoulder neck fasten unfasten

## NOSE BLOWING

Purposes:

To develop good health habits  
To establish independence in caring for oneself  
To develop self-confidence  
To develop appropriate vocabulary

Preliminary

Exercises:

None

Materials: Box of tissues

Mirror

Waste basket or trash can

Procedure:

1. Invite a child to the lesson and show the location of the box of tissues.
2. Demonstrate the technique for removing one tissue from the box by holding the box with the non-dominant hand while pulling the tissue straight up with the dominant hand.
3. Sit at a table with the child standing or sitting so that the demonstration can be seen.

4. Inhale, place the tissue over the end of the nose, covering the nostrils, and hold with the first two fingers of each hand resting lightly on the sides of the nose.
5. Exhale, breathing out of each nostril with equal force.
6. With a downward motion, gently pinch nostrils together to wipe the nose.
7. Fold the tissue and wipe the end of the nose again.
8. Stand, replace chair, look in the mirror to check nose and wipe again if necessary.
9. Dispose of tissue in waste basket or trash can.
10. Thank the child and say that blowing one's nose should be done whenever needed.

Control of Error:

Mirror  
Clean nose  
Mucus folded inside tissue

Observations:

Removal of tissue from box  
Condition of nose after blowing  
Disposal of used tissue

Variations:

None

Vocabulary:

nostrils tissue inhale exhale dispose

## HAND WASHING IN BASIN

Purposes:

To develop good health habits  
To establish independence in caring for oneself  
To develop self-confidence  
To focus attention leading to concentration  
To develop coordination and awareness of control of hands  
To establish orderly work habits  
To develop appropriate vocabulary

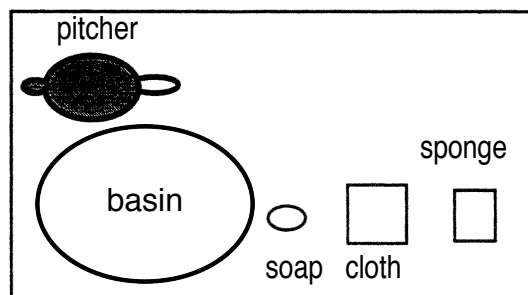
Preliminary Exercises

Carrying and filling a pitcher  
Pouring water  
Use of apron  
Carrying objects on a tray  
Sponge squeezing

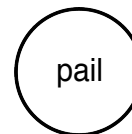
Materials:

Basin, pitcher and small pail  
Note: No lines are made in pitcher or basin. By the time this exercise is introduced, the child should be able to judge the amount of water needed.  
Liquid soap in dispenser  
Tray

Apron  
Cloth hand towel or paper towel  
Sponge  
Note: All materials must be the same color.



### Hand-washing-in-a-basin



#### Procedure:

1. Invite a child to the lesson.
2. Remove tray of materials from the shelf and place on a table. Items are arranged on the tray according to the diagram. Have child stand on your dominant side.
3. Put on apron.
4. Put water in the pitcher, return to the table and carefully pour water into the center of the basin. Replace pitcher on tray.
5. Immerse hands, palms downward. Turn hands over to wet the backs. Shake gently within the basin over the water.
6. Depress soap dispenser one time with dominant hand, and collect the liquid soap in the palm of the opposite hand.
7. Rub palms together, then rub back of each hand with the palm of the opposite hand so that both hands are entirely lathered.
8. Rub each finger separately between the closed fingers bent over the palm of the opposite hand.
9. To rinse, immerse hands in the water and rub palm, back and fingers of each hand with the opposite hand.
10. Raise hands from water and shake gently over the basin. Take the towel in the dominant hand and dry the back, palm and each finger of the opposite hand. Switch towel to non-dominant hand and dry the other hand as before.
11. Empty the basin into the pail, then pour the remaining water from the pitcher into the basin to rinse. Pour the rinse water into the pail.
12. Dry the basin and pitcher with the sponge. Also dry tray and table, if necessary, with the towel, then squeeze the sponge into the pail and replace on the tray. Empty the pail, dry with the sponge which may need to be squeezed into the sink. Replace pail and sponge on the tray.
13. Dispose of towel by placing cloth towel on rack to dry or in the laundry basket, or if a paper towel in a waste basket. Get a clean towel and place on the tray.
14. Remove apron and return to its storage place. Return tray to shelf.
15. Thank the child and say that hand washing in a basin may be chosen.

Control of Error:

- Soap or water remaining on hands
- Unclean hands
- Water in work area

Observations:

- Handling of materials
- Sequence of activity
- Pouring water
- Use of soap, water and towel
- Child's reaction to error
- Length of work time and number of repetitions
- Length of period of contemplation
- Degree of interest and concentration

Variations:

- Nail scrubbing

Vocabulary:

- immerse basin pail

## TYING

Purposes:

- To develop hand-eye coordination
- To assist in establishing independence and self-reliance
- To enable dressing of oneself
- To learn how to tie
- To develop appropriate vocabulary

Preliminary Exercises:

- Chair management
- Carrying objects such as trays

Materials:

- First tying frame with five pairs of woven cloth tape ties tied in a simple knot, the ties on the left in one color and those on the right in another, the length of each tie being five and one half inches
- Second tying frame with five pairs of woven cloth tape ties tied in bows, the ties on the left in one color and those on the right in another, the length of each tie being ten inches

Procedure for First Frame:

1. Invite a child to the lesson. Take the first tying frame to a table and place between you and the child who is seated on your dominant side.
2. Starting at the top, untie the first knot by placing the first finger of the right hand on the center edge of the left cloth flap and the second finger on the center edge of the right cloth flap. With the thumb and first finger of the left hand, pull the loop made by the tie attached to the left and fold it back to the left. With the right hand, fold the other tie back to the right. Continue untying the remaining knots as before.
3. Starting at the top and using the right hand, move the tie on the left across the right side of the cloth flap below the right tie. Move the tie on the right across the left side of the cloth flap above the left tie, using the left hand.
4. Near the center opening, pick up one tie with thumb and first finger of each



- hand and hold about one inch above the cloth so that the two ties cross.
5. Slide the left thumb to the front and the left forefinger to the back of the crossover of the two ties.
  6. Holding the crossed ties in the left hand, take the end of the tie on the right between the thumb and forefinger of the right hand and move under the crossed ties from back to front. Release the fingers from the right tie, move them to the under side, grasp the tie end and pull through.
  7. Continue holding the tie end with the right hand, slide the thumb and forefinger of the left hand off the crossed ties to the left and pull gently on each tie until tight.
  8. Tie the remaining knots as before.
  9. Stand, replace chair and return tying frame to its storage place.
  10. Thank the child and say that the first tying frame may be chosen.

#### Procedure for Second Frame:

1. Invite a child who has mastered the first tying frame to the lesson.
2. Take the second tying frame to a table and place between you and the child who is seated on your dominant side.
3. Starting at the top, grasp the end of the tie at left with the left thumb and first finger and the end of the tie at right with the right thumb and first finger. Pull gently to release loops, then untie knot as learned with the first frame. Continue to untie remaining bows and knots.
4. Starting at the top, tie knot as learned with the first tying frame.
5. With the thumb and first finger of the right hand, grasp and lift the tie on the left to a vertical position.
6. With the thumb and first finger of the left hand, make a loop in the tie on the left and hold it near the knot.
7. With the thumb and first finger of the right hand, grasp the right tie about two inches from the knot and wrap the tie on the right around the loop and the left thumb in a clockwise motion.
8. With the first finger of the right hand, push the tie just wrapped around the loop through the space made by the left thumb.
9. Grasp ends of each loop with thumb and first finger of each hand and gently pull until ties are tight.
10. Continue tying the remaining ties.
11. Stand, replace chair and return tying frame.
12. Thank the child and say that the second tying frame may be chosen.

#### Control of Error:

Different color for each tie  
Appearance of knot or bow

#### Observations:

Handling of materials  
Technique of untying knots and bows  
Technique of tying knots and bows  
Appearance of knot or bow upon completion of activity  
Child's reaction to error  
Length of work time and number of repetitions  
Length of period of contemplation  
Degree of interest and concentration

#### Variations:

Invite the child to tie items in the environment which do not have two colors of ties such as shoe laces, sashes, hair bows, string on packages.

Demonstrate how to tie other types of knots such as those used by sailors.  
Demonstrate macrame as a handwork activity.

Vocabulary:

tie    tying frame    cloth flap    cross    knot    bow    loop  
vertical    wrap    clockwise

# CARE OF THE ENVIRONMENT

## WATERING PLANTS

### Purposes:

- To establish independence in caring for the environment
- To arouse awareness of different kinds of plants and their needs
- To learn how to care for plants
- To aid coordination and muscle development
- To develop appropriate vocabulary

### Preliminary Exercises:

- Carrying objects on a tray
- Sponge squeezing
- Filling containers with water
- Pouring

### Materials:

- Tray
- Sponge
- Small light colored watering can with long spout, marked inside to show level of water needed for one plant
- Moisture meter
- Tissue for wiping probe
- Potted plants marked with adhesive tape in a color to match the code on the moisture meter, for example, red for plants that need to be very wet, green for those requiring moderate moisture, yellow for plants that need to be fairly dry. (Different moisture meters have different color codes.)
- Note: All materials that can be color coded should be.

### Procedure:

1. Invite a child to the lesson.
2. Remove tray of materials from the shelf and place on a table. Child will walk beside you during this demonstration.
3. Fill the watering can with water to the mark inside and return it to the tray.
4. Take the moisture meter to any potted plant, insert the probe and check the position of the indicator on the meter. Remove probe and wipe clean with a tissue. If the meter indicates that the required level of moisture is not present, that is, the color code on the meter does not match the marking on the plant pot, get the watering can and add water to the plant. Clean up any spills with the sponge.
5. Check plants which require different amounts of moisture during the demonstration.
6. Empty the watering can, return it to the tray along with the moisture meter and sponge. Discard soiled tissue and replace with a clean one.
7. Replace the tray on shelf.
8. Thank the child and say that plant watering may be chosen.

### Control of Error:

- Water around the area of plants after watering
- Color code on plant pots matching that of moisture meter

## Observations:

- Use of moisture meter
- Technique of filling and handling watering can
- Child's reaction to error
- Length of work time and number of repetitions
- Length of period of contemplation
- Degree of interest and concentration

## Variations:

Teacher checks plants and inserts a marker in each plant that does not need water. The child waters only those plants with no marker and places a marker in the watered plant pot. During the day, the teacher checks plants to determine if enough water has been applied and remove markers from plants needing more water.

Teacher may check plants each morning prior to the arrival of children and place a marker in those plants which require watering. As plants are watered, child removes markers and places them in a container on the tray of watering materials. (The disadvantage of this method is that the activit may be chosen only when there are markers in the plants, whereas the moisture meter may be chosen at any time even if plants do not need to be watered.)

## Vocabulary:

moisture meter   watering can   spout   probe   indicator

## **SORTING**

### Purposes:

- To aid in discrimination of size and shape
- To focus attention leading to concentration
- To establish orderly work habits and left to right progression
- To assist in maintaining the environment
- To develop appropriate vocabulary

### Preliminary Exercises:

- Carrying objects on a tray
- Chair management

### Materials:

- Compartmented tray for storing silverware with outline of each piece of silver in its appropriate compartment
- Four knives, four forks, four salad forks, four teaspoons, four soup spoons and four iced tea spoons in a basket long enough to accommodate the longest pieces of silverware
- Tray

### Procedure:

1. Invite a child to the lesson.
2. Remove the tray of materials from the shelf and place toward the back of a table. Have the child sit on your dominant side.
3. Place the compartmented storage tray directly in front of the child with the basket of silverware to the left of it.
4. Using the thumb and first two fingers of the dominant hand, pick up any piece ver, examine it closely and place in the proper compartment of the rage tray according to the outline in the bottom.

### Observations:

5. Continue to place silverware as in step 4 until all pieces have been transferred from the basket to the storage tray.
6. Replace silver in the basket and return the basket of unsorted silverware and the empty compartmented tray to the tray.
7. Stand, replace chair and return the tray of materials to the shelf.
8. Thank the child and say that silverware sorting may be chosen.

### Control of Error:

Number of pieces of silver in each compartment  
Outline of silver in bottom of each compartment of the storage tray  
Size of silverware relative to the size of the compartment

### Observations:

Grasp used in handling silverware  
Sound of placement of silver in tray and in basket  
Correspondence of silver to compartment  
Child's reaction to error  
Length of work time and number of repetitions  
Length of period of contemplation  
Degree of interest and concentration

### Variations:

Provide a compartmented tray that does not have outlines of each piece of silver.  
Introduce sorting of other large objects such as socks, napkins, etc.  
(Note: The sorting of large items should not be confused with stereognostic sorting.)

### Vocabulary:

silverware grasp compartment transfer outline  
names of pieces of silver used in sorting

## **EGG SHELL CRUSHING**

### Purposes:

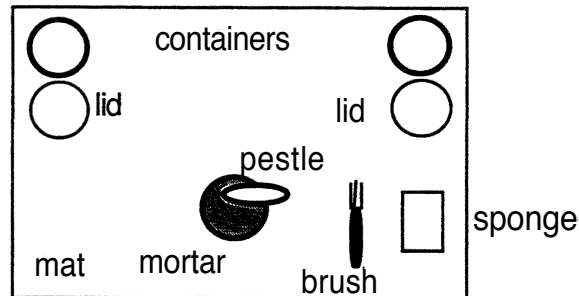
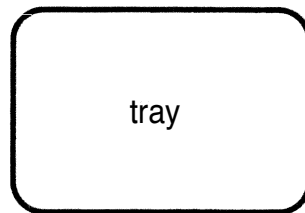
To focus attention leading to concentration  
To develop muscles of arm, hand and fingers as an aid to coordination  
To establish orderly work habits and left to right sequencing  
To encourage perseverance  
To provide material to be used in potting plants  
To establish the habit of recycling  
To develop appropriate vocabulary

### Preliminary Exercises:

Use of apron  
Unrolling and rolling a mat  
Unscrewing and screwing lids  
Carrying objects on a tray  
Sponge squeezing  
Chair management  
Use of dust pan and brush

## Materials:

Container of empty egg shells  
Container for crushed egg shells  
Sponge  
Table mat  
Mortar and pestle  
One inch flat paint brush  
Apron  
Dust pan and brush  
Note: Items are to be color coded.



## Procedure:

1. Invite a child to the lesson.
2. Take the tray of materials and place in the upper left corner of a table.
3. Put on an apron and take the sponge to the sink to dampen it, squeezing it as dry as possible. Return sponge to tray. Seat the child on your dominant side.
4. Unroll mat at center front of the table between you and the child.
5. Place container of empty egg shells at upper left corner of mat and container for crushed egg shells at upper right corner of mat.
6. Place the mortar and pestle at the front center of the mat with sponge and brush to their right.
7. Unscrew the lids of the two containers and place in front of the containers.
8. Remove one piece of egg shell and place in the mortar.
9. Holding mortar in the non-dominant hand and the pestle in the dominant hand, crush the shell into smaller pieces with an up and down chopping motion.
10. Grind the shell by moving the pestle in a circular movement in the mortar until fine particles of shell are produced.
11. Lay the pestle on the mat beside the mortar, then hold the mortar over the container at right with the non-dominant hand and brush the ground shells into the container.
12. Place mortar on the mat, wipe the inside with the damp sponge, then wipe the pestle. Return mortar and pestle to the tray.
13. Replace lids on the two containers and return them to the tray. Return brush to the tray.
14. Wipe mat with damp sponge. Stand, replace chair, rinse the sponge clean at the sink, squeeze as dry as possible and return to the tray.

15. Roll the mat and place on the tray. Remove apron and return to its storage place, then replace tray on the shelf.
16. Clean up any spilled shell from the floor with a dust pan and brush.
17. Thank the child and say that egg shell crushing may be chosen.

Control of Error:

Visual awareness of difference between ground and unground shell  
Shell on table, floor, tray, mortar and pestle

Observations:

Handling of materials  
Sequencing of activity  
Grinding technique  
Condition of ground shell and of materials upon completion of the exercise  
Child's reaction to error  
Length of work time and number of repetitions  
Length of period of contemplation  
Degree of interest and concentration

Variations:

Other dried materials may be ground when finely divided particles are needed, for example, ground herbs for odor bottles, wheat for preparing flour.

Vocabulary:

mortar pestle grinding ground unground particle

## CLOTH SCRUBBING

Purposes:

To develop muscles of hands and arms as an aid to coordination  
To assist in maintaining the environment  
To learn how to clean cloths  
To develop appropriate vocabulary

Preliminary Exercises:

Pouring water  
Cloth *wringing*  
Clothes pinning (if wet cloths are hung on a line rather than a rack)  
Use of drying rack

Materials:

Two wash tubs or large bucket with two compartments  
Low table to hold tubs or bucket of a height for convenient up and down scrubbing motion  
Small scrubbing board placed in the left tub or compartment  
Pitcher  
Laundry detergent, preferably mild liquid, and container to measure exact amount needed to produce adequate suds  
Drying rack or clothesline and clothes pins  
Hand towel, cloth or paper  
Drying cloth  
Apron

Laundry basket or hamper to hold soiled cloths

Small basket to hold clean, wet cloths

Note: All of the items except cloths are to be color coordinated.

#### Procedure:

1. Invite a child to the lesson and put on an apron. The child will stand during the lesson.
2. Get the pitcher and fill with water to a height that will not spill when carried. (By now, the child should be able to make this judgment.)
3. Pour water into the left wash tub or compartment of the bucket, then return for more water to pour into the right tub or compartment. Replace pitcher in its location.
4. In left tub or compartment containing the scrubbing board, pour a measured amount of laundry detergent.
5. Remove three soiled cloths from the hamper and place in the tub or compartment containing detergent.
6. Stand behind the scrubbing board and place one wet cloth on the scrubbing board.
7. Using both hands, rub the cloth up and down on the board, inspecting from time to time to determine if all soil has been removed.
8. Once cloth is clean, wring as dry as possible and place in the rinse water.
9. Repeat the procedure with the remaining cloths.
10. Move to the rinse tub or compartment, and, holding two corners of a cloth, move it up and down under the water. Lift just above surface of water to examine for suds, and continue rinsing until free of suds.
11. Wring clean cloth as dry as possible and place in small basket.
12. Rinse the remaining cloths, wring and place in basket. Dry hands with hand towel.
13. Take basket of clean, damp cloths to drying rack or clothesline and hang to dry.
14. Remove scrubbing board, wipe with drying cloth and place board on table or stand against a leg of the scrubbing table. Place drying cloth on table.
15. Empty water from tubs or bucket into sink and return to scrubbing table. Note: If equipment is too heavy, a teacher may be required to empty water.
16. Get water in the pitcher and pour into tub or compartment of the bucket which held wash water. Swish the water around to rinse the tub or compartment, return to sink and empty.
17. Return tubs or bucket to table. Dry pitcher, tubs or bucket with drying cloth, then hang cloth on rack or clothesline.
18. Replace scrubbing board in tub or bucket. Place a clean hand towel and drying cloth with the scrubbing exercise.
19. Thank child and say that cloth scrubbing may be chosen.

#### Control of Error:

Water on floor, pitcher, scrubbing board, tubs or bucket

No soap on cloths

Cloths still soiled

No water dripping from cloths on rack or line

#### Observations:

Handling of materials

Pouring water

Use of detergent

Scrubbing technique

Wringing

Hanging



Cleanup  
Child's reaction to error  
Length of work time and number of repetitions  
Length of period of contemplation  
Degree of interest and concentration

Variations:

Other soiled cloths used for any purposes in the environment may be scrubbed.

Vocabulary:

tub scrubbing board laundry detergent drying rack or clothes  
clothesline pins laundry basket or hamper rinse suds drip clothes

## FLOOR SCRUBBING

Purposes:

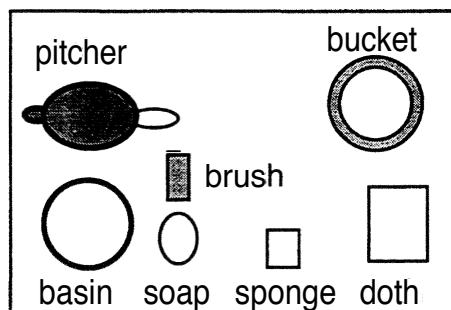
To develop muscles of arm, hand and fingers as an aid to coordination  
To establish orderly work habits  
To encourage perseverance and concentration  
To aid in establishing left to right progression  
To assist in maintaining the environment  
To develop appropriate vocabulary

Preliminary Exercises:

Pouring water  
Carrying and filling a pitcher  
Using an apron  
Unrolling and rolling mats  
Sponge squeezing

Materials:

Bucket, basin and pitcher  
Soap and soap dish  
Sponge, scrub brush, drying cloth  
Floor mat  
Area marked on the floor about 12 by 18 inches to designate scrubbing area, placed out of heavy traffic area  
Apron  
Note: All materials should be the same color.



Procedure:

1. Invite a child to the lesson and put on an apron. Child sits on the floor at your dominant side.
2. Get the floor mat and spread at the left of the area to be scrubbed.
3. Remove materials from the shelf. (Usually, the materials are nested for ease of handling and storage.) Place the materials on the floor near the mat.
4. Place basin at left front corner of the mat and place the pitcher above the basin.
5. Place bucket at upper right corner of the mat with drying cloth below it.
6. Place scrub brush on dominant side of basin with soap in its dish below it and the sponge to the right of the soap.
7. Put water in the pitcher.
8. Carefully pour water into the center of the basin, saving some for rinsing. Replace pitcher behind the basin.
9. Taking the scrub brush in the dominant hand, immerse in the water, then shake three times over the water but within the basin to eliminate excess water.
10. Rub the damp brush once across the soap in the dish.
11. Starting in the upper left corner of the marked scrubbing area, scrub from left to right with small circular, counterclockwise motions, staying within the marked area. Go back to left side of marked area when the right side is reached. If necessary, dampen brush and apply more soap as in steps 9 and 10.
12. After entire area is scrubbed, immerse brush in water and swish to remove soap, then shake three times over the basin as before and return to the mat.
13. Pour soapy water into bucket and pour clean water into basin. Dip sponge into basin and holding just above the surface of the water, squeeze out excess water.
14. Use the sponge to remove the soap from the area, wiping from top to bottom, left to right, and turning the sponge after each stroke. Rinse and squeeze the sponge as often as necessary, and clean well after rinsing has been completed. Squeeze sponge as dry as possible and return sponge to mat.
15. Fold drying cloth over dominant hand and wipe area dry, moving top to bottom, left to right. Touch the area to check for dryness unless visual check is possible.
16. Empty basin into bucket and rinse basin with water from the pitcher, then wipe with the drying cloth and place items in it for storage.
17. Empty bucket and rinse with water from the pitcher, then wipe with the drying cloth.
18. Empty pitcher if any water remains in it and wipe with the cloth. Return pitcher to its storage place, hang used drying cloth on the drying rack. Get a clean drying cloth and replace materials on the shelf.
19. If necessary, wipe mat with sponge. Squeeze the sponge as dry as possible, then return to its storage place.
20. Remove apron and put away.
21. Thank the child and say that floor scrubbing may be chosen.

Control of Error:

- Clean floor
- No water on mat or floor
- No water dripping from sponge or brush
- No soap on floor
- Scrubbing outside the designated area

Observations:

Arrangement of materials  
Handling of materials  
Sequencing of activity  
Pouring water  
Child's reaction to error  
Length of work time and number of repetitions  
Length of period of contemplation  
Degree of interest and concentration  
Variations:  
Invite the child to scrub a larger area of the floor that is not marked.  
Using different colored sets of materials, introduce table, stool and chair scrubbing.

Vocabulary:

basin bucket designated area excess circular motion immerse  
counterclockwise scrubbing

## METAL POLISHING

Purposes:

To develop muscles of fingers, hand and arm as an aid to coordination  
To establish orderly work habits  
To encourage perseverance and concentration  
To assist in maintaining the environment  
To develop appropriate vocabulary

Preliminary Exercises:

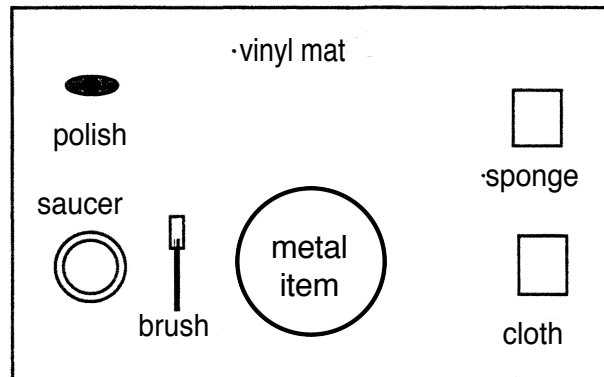
Chair management  
Use of dropper bottle  
Unscrewing and screwing lids  
Use of apron  
Sponge squeezing Carrying a tray

Materials:

Dropper bottle for polish or small screw-top bottle containing enough polish for one item  
A commercial nontoxic liquid metal polish suitable for type of metal being polished or a small container of baking soda and a dropper bottle of water (for silver) and a small container of equal amounts of flour and salt and a dropper bottle containing lemon juice or vinegar (for brass) to be mixed just before use

Brush about 1/4 inch wide  
Vinyl mat with outlines of each object to indicate placement  
Small saucer about two inches in diameter  
Apron  
Small polishing cloths  
Sponge  
Small metal item to be polished (silver, brass, copper, stainless steel) Basket or tray to contain all items  
Note: In order to color code each metal polishing activity, use a different color basket or tray, polishing cloth, saucer, vinyl mat for each. For example, silver polishing could be color coded by having all items blue.  
Container for used polishing cloths

## basket



### Procedure:

1. Invite a child to the lesson and put on an apron.
2. Select an item to be polished.  
Note: Items are placed beside appropriate containers of polishing materials.
3. Take polishing materials appropriate for item chosen to a table and place at back between you and the child who is seated on your dominant side.
4. Remove vinyl mat from the basket or tray and unroll it in front of the basket.
5. Place the polish in upper left corner of the mat and the saucer in front of the polish.
6. Place brush at right of saucer and metal item at right of brush.
7. Place polishing cloth at right of metal item and sponge at upper right of mat.
8. Put polish into saucer, or put baking soda into saucer, drop in appropriate liquid, and return closed polish container to proper place on the mat.
9. With the dominant hand, dip the brush into polish and apply to the metal item with short left to right strokes. The metal item remains on the mat and is turned over to apply polish on the reverse, then turned right side up again.
10. Rest the brush against saucer.
11. Wrap polishing cloth around first three fingers of the dominant hand and wipe dried polish from the metal item, turning over to polish reverse side. Examine item to be sure all polish has been removed.
12. Stand, replace chair. Take the sponge to the sink and moisten, squeezing out excess water. Use the sponge to remove any remaining traces of polish from the saucer. Take brush to sink and rinse, gently squeezing out excess water with two fingers.
13. Place used polishing cloth in the laundry basket or container for such cloths.
14. Replace polish, saucer, brush and metal item in basket or on tray. If a single service polish bottle is used, return empty bottle to its storage place and get a fresh bottle of polish to put in the basket or on tray.
15. Take the sponge to the sink and moisten, squeezing out excess water.
16. Wipe all traces of polish from the vinyl mat, rinse and squeeze sponge before replacing on the tray or in basket.
17. Roll vinyl mat and replace in basket or on tray.
18. Place a clean polishing cloth with the polishing materials.

19. Remove and replace apron.
20. Thank the child and say that metal polishing may be chosen.

Control of Error:

Polish remaining on metal item, vinyl mat or saucer  
Vinyl mat with outlines of materials

Observations:

Arrangement of materials  
Application of polish  
Removal of polish  
Handling of materials  
Condition of materials upon completion of exercise  
Replenishing of expendable supplies  
Child's reaction to error  
Length of work time and number of repetitions Length  
of period of contemplation  
Degree of interest and concentration

Variations:

Introduce other types of metal items to be polished.  
Suggest that various metal items in the environment be polished with the appropriate type of polish. Demonstrate wood polishing.

Vocabulary:

dispensing polishing saucer vinyl mat polish brush names of  
metals being polished (silver, brass, copper, stainless steel)

# FOOD PREPARATION AND SERVICE

## FOOD SERVICE

### Purposes:

- To provide nutritious food
- To develop awareness of appropriate foods for a balanced diet needed for growth
- To give opportunities for learning table manners and correct food service To develop appropriate vocabulary

### Preliminary Exercises:

- Hand washing
- Folding
- Liquid pouring
- Elementary food preparation activities
- Table setting
- Dish washing
- Chair management

Note: Very young or new children who have not learned preliminary exercises may participate with other children who are able to do the necessary tasks.

### Materials:

- Table and four chairs
- Tablecloth or placentas
- Napkins
- Plates
- Platter or serving dish
- Finger foods prepared by children if possible
- Centerpiece of flowers or plant
- Buffet or shelf on which to place food and service items for self-service
- Sign with drawing and numeral indicating number of pieces of food to be chosen
- Dish washing equipment
- Waste basket or trash can
- Table crumber (brush and pan set to be used for table crumbing only) Sponge

### Procedure:

1. Invite three children to wash their hands. Take them to the buffet or food service shelf and show the sign which indicates how many pieces of food may be chosen.
2. Invite each child to get a plate and take the given number of pieces of food, then go to the designated table that is set with cloth or place mats, centerpiece and napkins.
3. If milk, juice or water is available, children pour their own and also pour for those who have not yet accomplished liquid pouring. The teacher will pour if no children are able to do so. The glass of liquid is placed at top right of plate.
4. Invite the children to be seated with you.
5. Demonstrate how to place a napkin in the lap, place non-dominant hand in lap and eat with the dominant hand.
6. Without calling attention to any one child, make appropriate remarks relative to the manner in which one should eat, such as, "We talk only when there is no food in the mouth."

7. When finished, show how napkin is used to wipe mouth and fingers.
8. If one is finished eating before the others, tell the child to say, "May I be excused?"
9. When finished eating, each child stands, replaces chair and takes napkin to waste basket unless cloth napkins are used, in which case they are placed in the laundry basket.
10. The used plate is taken to the dish washing area to be washed by the child or saved to be washed later.
11. Each child is responsible for wiping with a sponge the place mat or table cloth if vinyl or for using the crumber if cloth is used. If any liquid is spilled on cloth, then it is replaced with a clean cloth mat or table cloth.
12. Each child lays a fresh napkin at the left of the place where the plate **will** be placed.

Note: Older children who are accustomed to the food service procedure may invite new children to eat with them so that the teacher does not need to give every new child a lesson unless it is the beginning of a class of all new children.

#### Control of Error:

Sign indicating amount of food to be taken  
 Teacher or experienced child seated at table  
 Condition of table after eating

#### Observations:

Amount of food taken  
 Pouring technique  
 Manner in which child eats (open mouth, noisy chewing, talking with food in the mouth)  
 Placement of napkin during eating  
 Condition of mouth and hands after eating  
 Disposal of napkin  
 Cleanup procedure and replacement of fresh napkin  
 Child's reaction to error

#### Variations:

Serve foods requiring silverware.  
 If children eat lunch or if there is an occasion for eating a meal in class, demonstrate the technique for serving food to each seated child by presenting food at the left. Liquids are poured at the right. Depending upon the situation, children may be required to remain seated until all have finished eating as in the case of occasional meals served for special events. If there is daily lunch service, it may be more practical for each child to ask to be excused after eating so that cleanup can take place more gradually. Under ideal Montessori conditions, children would help prepare food, set the table, serve food, clean up and wash dishes. Unfortunately, laws prohibit many of these activities today. Have the children plan a special event to which parents or members of other classes are invited, such as a holiday tea. In advance, demonstrate the technique of serving when guests are not seated and have the children practice.

#### Vocabulary:

buffet   place mat   tablecloth   napkin   table crumber   centerpiece  
 excused   serve   serving   lay

## VEGETABLE SCRUBBING

### Purposes:

To aid the development of coordination  
To learn about food preparation  
To assist in establishing independence  
To develop appropriate vocabulary

### Preliminary Exercises:

Tray carrying  
Water pouring  
Sponge squeezing  
Chair management

### Materials:

Tray  
Two identical medium size bowls  
Vegetable scrubbing brush  
Small pitcher  
Paper towel  
Sponge  
Potatoes, carrots, beets or any other vegetable requiring scrubbing before preparation  
Small pail  
Drying cloth  
Note: All items are to be color coded.

### Procedure:

1. Invite a child to the lesson, take the tray of materials from the shelf and place on a table between you and the child who is seated on your dominant side. The pail is placed on the floor at the right of the table.
2. Wash hands.
3. Take the pitcher to the sink and half fill with water, then return it to the top corner of the tray on the dominant side, behind the two bowls which are at center front of tray. The brush is on the dominant side of the bowls with the paper towel on the right side and the sponge behind the paper towel. The drying cloth is behind the two bowls.
4. Get one vegetable from its storage place and put in the left bowl on the tray.
5. Pour in enough water to half cover the vegetable.
6. With the vegetable brush in the dominant hand, hold the vegetable in the other hand.
7. Move the brush in an up and down motion. Rotate the vegetable until the entire surface is scrubbed. Shake the brush gently over the bowl to remove as much water as possible, then return it to the tray.
8. Lift the vegetable just above the water and allow excess to drip off, then place in the other bowl.
9. Pour small amounts of water over the vegetable to rinse, turning as necessary. Lift from the water and allow to drip until excess water runs off.
10. Lay the vegetable on the paper towel, fold paper towel over the vegetable and pat dry.
11. Empty bowls into the small pail and rinse each with water from the pitcher which has been refilled if necessary.
12. Wipe the bowls with the drying cloth and use sponge to clean up water on the tray or table if any has spilled. Squeeze the sponge as dry as possible into the pail.



13. Empty the pitcher into the pail, empty the pail into the sink and dry both with the drying cloth. Hang the towel on the drying rack to be placed in the laundry hamper when dry.
14. Place the scrubbed vegetable in the storage place for clean vegetables.
15. Dispose of the paper towel in the trash can or waste basket.
16. Place a clean paper towel and a clean drying cloth on the tray. Return the materials to the shelf.
17. Thank the child and say that vegetable scrubbing may be chosen.

Control of Error:

Layout of materials  
 Appearance of scrubbed vegetable  
 No water on tray, table or floor

Observations:

Handling of materials  
 Technique of scrubbing  
 Appearance of scrubbed vegetable  
 Disposal of towels and waste water  
 Condition of materials upon completion of activity  
 Child's reaction to error  
 Length of work time and number of repetitions  
 Length of period of contemplation  
 Degree of interest and concentration

Variations:

Invite the child to scrub vegetables other than that used in the demonstration.

Vocabulary:

name of vegetable being scrubbed scrub brush

## **CARROT PEELING**

Purposes:

To aid the development of coordination  
 To learn about food preparation  
 To assist in establishing independence  
 To develop appropriate vocabulary

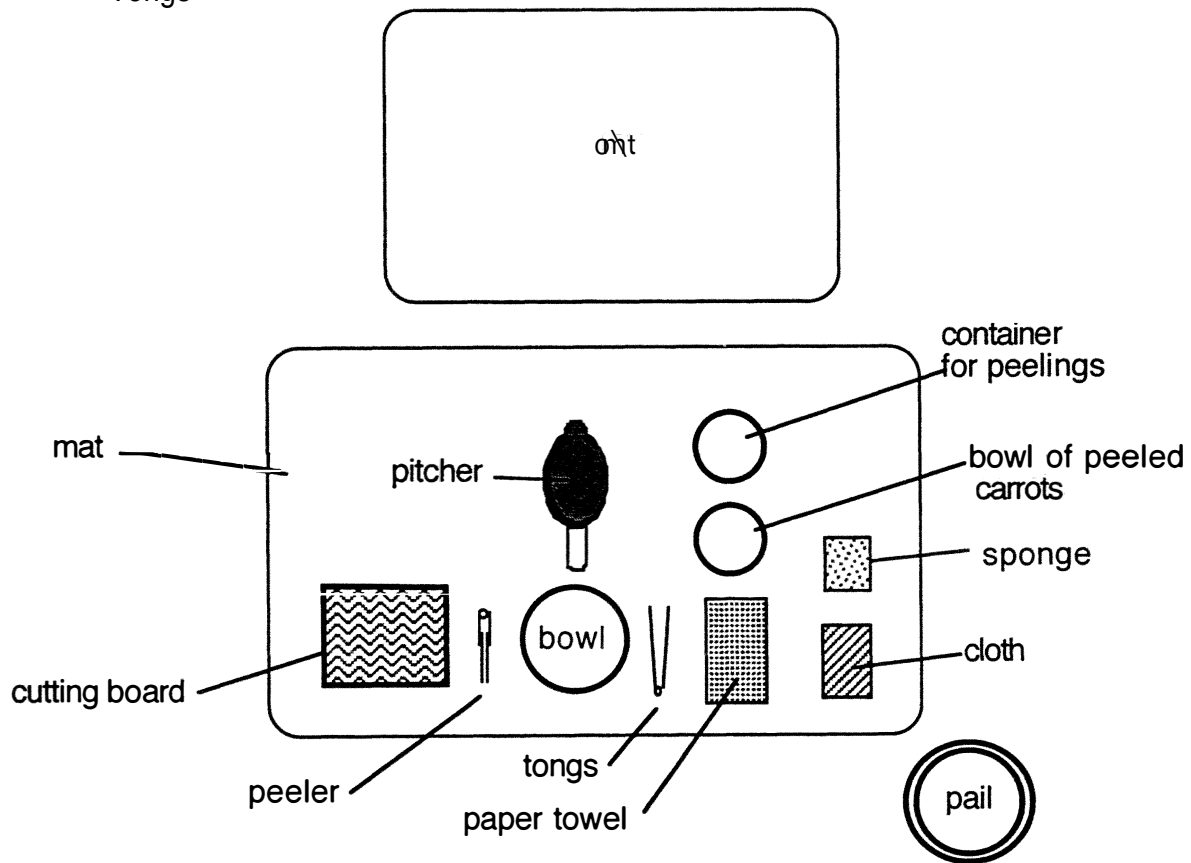
Preliminary Exercises:

Tray carrying  
 Water pouring  
 Sponge squeezing  
 Chair management  
 Vegetable scrubbing  
 Use of tongs  
 Hand washing  
 Unrolling and rolling mats

Materials: (Note: All items are to be color coordinated.)

Tray  
 Mat with diagram of layout of materials  
 Small cutting board

Small bowl  
 Vegetable peeler  
 Small pitcher  
 Paper towel  
 Sponge  
 Small pail  
 Closed container of scrubbed carrots kept refrigerated  
 Closed container for peeled carrots kept refrigerated  
 Closed container with wide mouth for peelings  
 Drying cloth  
 Apron  
 Tongs



**Procedure:**

1. Invite a child to the lesson and put on an apron.
2. Take the tray of materials from the shelf and place near the back of a table. Unroll the mat between you and the child who is seated on your dominant side.
3. After washing the hands, take the pitcher to the sink and half fill with water, then return it to its place on the mat. Dampen the sponge and place on the mat. Arrange the remaining materials on the mat according to the layout. Place pail on floor at right front of the table
4. Get one scrubbed carrot from its container and put it on the cutting board.
5. Hold up the small end of the carrot with the non dominant hand and place the large end at about the center of the board.
6. Take the vegetable peeler in the dominant hand and slide it down the carrot

- from the center to the bottom with just enough pressure to peel the outer surface. Rotate the carrot with each stroke of the peeler.
7. After the large end is peeled, reverse and hold the large end so that the small end rests on the board. Continue peeling as before.
  8. Place the peeled carrot in the bowl and pour a small amount of water over it. Using the dominant hand, lift the carrot from the bowl with the tongs and let it drip until most of the water runs off.
  9. Lay the carrot on a paper towel, fold the paper towel over the carrot and pat dry.
  10. Open the container for peeled carrots and using the tongs, place it in the container, then replace the lid.
  11. Hold the vegetable peeler over the bowl with the non dominant hand and pour water from the pitcher over the blade. Dry with the drying cloth and replace on the tray.
  12. Empty the bowl into the pail and pour water from the pitcher into the bowl to rinse it. Dry with the drying cloth and return to the tray.
  13. Remove the lid from the container for peelings, pick up the board in the non dominant hand and push the peelings into the container with the paper towel used to dry the carrot. Replace the lid and return container to the tray.
  14. Dispose of the used paper towel in the waste basket and get a clean one to place on the tray.
  15. Using the dominant hand, wipe the cutting board with the damp sponge, return it to the tray, then wipe the mat before rolling it and return to the tray. Rinse the sponge at the sink and return to the tray.
  16. Empty the pitcher into the pail and empty the pail into the sink, then wipe both with the drying cloth before replacing on the tray. Hang the cloth on the drying rack to be placed in the laundry hamper when dry. Place a clean drying cloth on the tray and return the tray of materials to the shelf.
  17. Thank the child and say that carrot peeling may be chosen.

Control of Error:

- Diagram of layout of materials on mat
- Appearance of peeled carrot
- Condition of materials at conclusion of activity
- Absence of peelings and water from mat, cutting board or table

Observations:

- Handling of materials
- Technique of peeling
- Condition of peeled carrot
- Disposal of towels, peelings and waste water
- Condition of materials upon completion of activity
- Child's reaction to error
- Length of work time and number of repetitions
- Length of period of contemplation
- Degree of interest and concentration