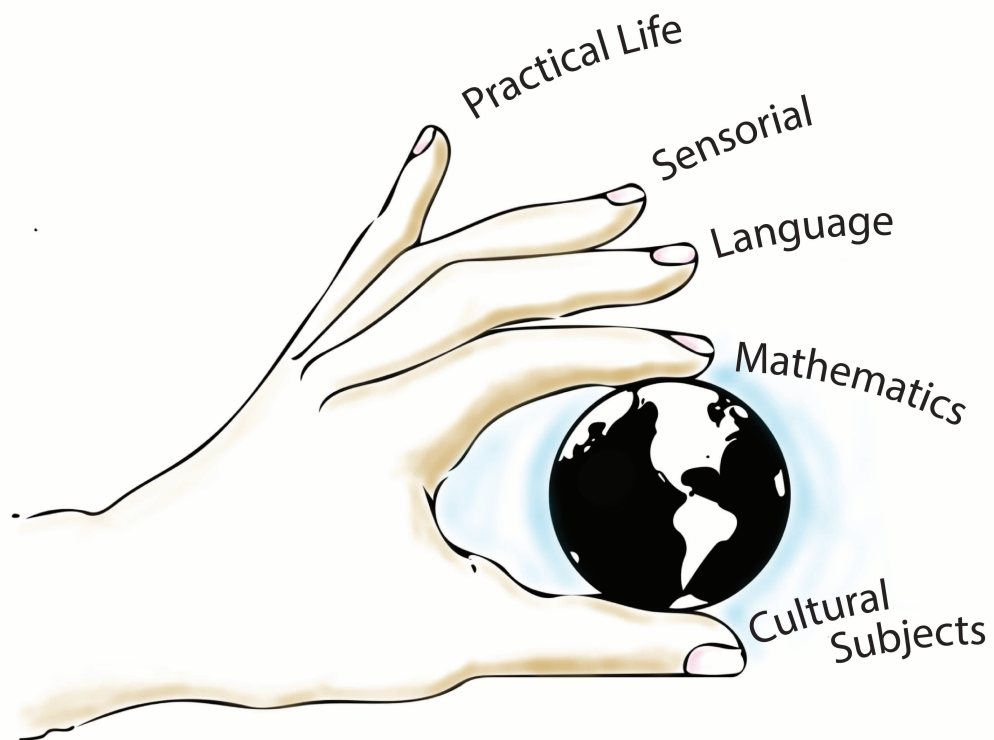


Montessori Educators International, Inc.



Practical Life
Elementary
Teacher Manual

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Child Development and Requirements for Classroom Management Second

Period of Development Ages Six to Twelve

Marked changes in the child's characteristics are:

1. slow, regular growth;
 2. great vitality and energy;
 3. increased capability for mental and physical activity;
 4. need for socialization in groups with leaders and followers;
 5. desire for adventure;
 6. strong sense of justice;
 7. conscious creativity;
 8. greater interest in outcome and product rather than process;
 9. emerging ability to think and work abstractly;
 10. deliberate, internalized learning.
-
1. a prepared environment with some changes in character;
 2. understanding adults at home and school who provide security;
 3. reasonable expectations, behavioral limits and assistance when requested;
 4. freedom of choice of friends and of activities within well-defined limits;
 5. challenging developmental activities involving the use of appropriate materials;.
 6. establishment of understanding at each progressive step in the learning sequence;
 7. interest, not intelligence, as the most important aspect of learning.

Classroom Management for Ages Six to Twelve

Requirements for the classroom environment are:

1. light colored walls and neutral floor covering, preferably wood, without distracting decorations;
2. comfortable chairs of appropriate sizes to accommodate various physiques;
3. tables of suitable sizes for individual work, for group activities and for the lay-out of extensive materials;
4. work surfaces which are smooth and light in color;
5. room arrangement which does not interfere with normal flow of movement;
6. adequate storage facilities which allow accessibility to all materials;
7. adequate lighting which does not cause a glare;
- a-suitable number of toilets and hand-washing sinks in the lavatories according to regulations of state in which school operates;
9. sink within classroom;
10. closed storage for teacher's supplies and materials not yet introduced;
11. large supply of teacher-prepared materials for all areas, suitable for the interests of the age range of children within the class;
12. suitable books including reference books, encyclopedias, dictionaries, classic literature, poetry, plays;
13. didactic materials for mathematics, language, geography, etc.;
14. art and craft supplies, woodworking equipment;
15. equipment for maintaining the environment (dry and wet mops, broom, dust pan and brush, carpet sweeper, sponges, cleaning cloths, dusters with handles, buckets, basins, suitable cleaning supplies for floors, glass, wood, metal, plastic);
16. television, recording equipment, video camera, camera, computers with carefully chosen programs;
17. cleanliness, order, simplicity, limited amount of materials and equipment to prevent visual distraction and confusion.

Requirements for outdoor environment are:

1. space for garden;
2. garden equipment (rakes, hoes, shovels, trowels, wheelbarrow, plant markers, watering cans, buckets, clippers, baskets for harvesting);
3. garden supplies (seeds, organic fertilizer, organic insect control materials); 4-storage space with racks for equipment and supplies;
5. bird houses and bird feeders;
6. playing fields for various team sports;
7. simple gymnastic equipment;
8. materials for construction;
9. source of water for drinking and for garden.

Requirements for effective teaching are:

1. knowledge of general child development in the 6 to 12 period;
2. understanding of the development and interests of each child;
3. respect for all displayed through tolerance for and understanding of individual differences;
4. objective observation as in the first period;
5. understanding of materials, their presentation and purposes;
6. provision of interesting activities as in the first period, but with more written directions for lessons and fewer demonstrations;
7. provision of suitable materials to facilitate activities which are product oriented;
8. provision of materials which offer "food" for the imagination;
9. encouragement of correlation of ideas and cooperative learning;
10. promotion of the seeking of causes and reasons;
11. acceptance of questioning of the teacher by children;
12. establishment of clearly defined limits to promote orderly, considerate behavior which shows respect for others and for the environment;
13. setting of reasonable and appropriate consequences to be enforced when limits are violated; (See Behavioral Guidelines.)
14. removal of obstacles to social, intellectual, psychic and physical development;
15. encouragement of independence and self-reliance;
16. elimination of teacher-generated competition;
17. maintenance of the environment, materials and equipment;
18. keeping accurate records of each child's progress to determine needs, to report to parents and to enter into the cumulative record; (See forms.)
19. conducting objective parent conferences with examples of child's work and of specific behavior, never comparing one child with others;
20. education of parents and others on the concepts of Montessori education;
21. providing a good example in appearance and conduct.

Requirements for materials are:

1. construction and fabrication which are esthetically pleasing;
2. isolation of one concept or quality;
3. carefully designed sequence leading to more abstract thinking;
4. built-in control of error or provision of key so that the child can take responsibility for self-correction;
5. definite purpose in design;
6. design which is so interesting that it invites use;
7. appropriateness for concept which is to be developed;
8. appropriateness for developmental stage of child;
9. largely self-explanatory to allow self-directed, independent use;
10. promotion of the child's development.

Behavioral guidelines are a continuation of those established in the first period of development and include:

1. participation of children in determining clear, simple "rules" of classroom conduct;
2. allowing children the right to organize their own groups and select leaders;
3. insistence on displaying respect for others with no physical aggression;
4. insistence on showing respect for the environment through careful handling and use of materials as well as participation in environmental maintenance;
5. insistence on respecting the personal property, work and rights of others;
6. taking immediate action when limitations are violated, using techniques to prevent the behavior rather than punishing for the transgression, isolating the child when appropriate;
7. focusing on behavior rather than the child;
8. employing prolonged eye contact when stating the violation and its consequences;
9. avoiding a "lecture" on the transgression;
10. avoiding threats;
11. attempting to determine what happened rather than why it happened;
12. using every possible means to allow the development of self-discipline, yet always controlling the child who is unable to exercise self-control;
13. permitting children to solve their problems or differences whenever possible.

Requirements for Parent Communication are:

1. provision of a handbook which contains the following:
 - philosophy of Montessori education and of the school;
 - calendar of school year with dates of holidays, special school events.conference periods, parent meetings;
 - daily schedule with arrival and departure times;
 - list of supplies to be provided by parents for the child;
 - list of items which may be brought to school such as books, musical instruments, recorded music, science objects, approved videos; procedure for providing written notice for changes in transportation, departure or arrival time and identification of persons into whose custody the child may be released;
 - dress code; emergency procedures;
 - discipline procedures and consequences for rule infraction.
2. written reminders of events;
3. periodic newsletters;
4. conferences conducted in an objective manner with examples of student's work and behavioral antidotes.

Recommendations for providing practical experiences are:

1. entertaining parents or classmates at school;
2. maintaining the environment;
3. gardening;
4. stock market game;
5. spelling bees;
6. geography bees;
7. Odyssey of the Mind;
8. acting and producing skits and plays;
9. camping;
10. Scouting;
11. practicing conservation;
12. practicing recycling;
13. first aid and safety courses;
14. volunteering in nursing homes;
15. helping younger children;
16. field trips which reinforce student interests;
17. production of school publications such as newspapers, anthologies, newsletters;
18. writing articles for local newspapers;
19. participation in emergency drills.

PRACTICAL LIFE ACTIVITIES

As in Level 1, 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. It is essential that practical life activities continue beyond age six to meet the need for increased responsibilities in personal care and in care of the environment.

Etiquette

Continue the practices established before age six:

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

Offering objects

Observing others at work

Paying close attention to one who is speaking Holding the door

Allowing others to pass

Sneeze and cough management

Covering a yawn

Requesting to share and accepting refusal Retrieving dropped objects for others

Showing concern for others

Receiving guests

Table manners

Moving carefully and quietly through the environment

Additional activities are added as the need arises:

Issuing invitations to special events

Responding to invitations by mail or telephone

Answering letters and requests promptly Acknowledging gifts and favors promptly

Writing to express thanks for hospitality

Personal Responsibility

Grooming activities for hair, nails, etc.

Maintaining clothing through proper hanging, brushing, mending, hemming, button sewing, shoe cleaning and polishing

Using a pattern and cloth to make items on a sewing machine

Fabric care and stain removal

Ironing clothing items

Selecting appropriate clothing for various occasions

Packing for a trip

Advanced first aid

Managing an allowance through a budget

Environmental Maintenance

- Maintaining furnishings through dusting, scrubbing, polishing
- Refinishing furniture by sanding and applying appropriate finish
- Maintaining floor surfaces by sweeping, dry mopping, vacuuming, scrubbing, wet mopping, polishing, spot cleaning of carpets or rugs
- Washing and sanitizing dishes
- loading and operating dishwasher
- Using washing machine and drier
- Conserving environmental materials (paper, water, etc.)
- Planting seeds, bulbs, plants in pots or beds
- Topiary objects
- Caring for garden by weeding, watering, fertilizing, raking, cultivating, pruning
- Cutting grass with non-motorized mower
- Harvesting garden produce
- Cutting flowers
- Arranging flowers
- Using and servicing computers and printers
- Using and servicing copy machines
- Providing audio and visual aids to classes
- Using audio and visual aids
- Maintaining school supplies for student use
- Inspecting the environment to maintain safety standards
- Monitoring coat hanging
- Monitoring personal property storage for neatness
- Assisting with cataloging, shelving, checkout and return of books in library
- Aiding teachers with arrival and dismissal
- Caring for domestic animals and for non-domestic animals in the outdoors

Food Handling, Preparation and Service

- Using and maintaining kitchen appliances
- Planning a balanced diet
- Planning menus for breakfast, lunch, dinner, various occasions and holidays
- Developing knowledge of ingredients such as different kinds of flour, sweeteners, herbs, etc. Learning how to read food packaging labels
- Preparing a grocery shopping list
- Storing food appropriately
- Handling food according to sanitary principles
- Measuring liquid and dry ingredients by volume and weight
- Following recipes for food preparation
- Setting up for lunch or snack
- Serving food to seated persons
- Serving food buffet style
- Setting up for formal meal
- Serving formal meals
- Cleaning up after food preparation and meals

Procedures

Etiquette: Invitations

Purposes

- To learn how to issue invitations by telephone
- To learn how to issue informal written invitations
- To learn how to issue formal written invitations
- To learn how to respond to invitations
- To develop appropriate vocabulary

Preliminary Exercises

- Use of telephone
- Exercises which establish reading, writing and spelling skills
- Practice in writing letters and addressing envelopes

Materials

- Container with list of essential elements of an informal invitation, control model and examples of informal invitation, acceptance and regret
- Container with list of essential elements of a formal invitation, control model and examples of formal invitation, acceptance and regret
- Telephone
- Container of scrap paper
- Container of writing paper or invitation stationary
- Pen
- Booklet on Invitations

Procedure

1. Invite a child to the lesson.
2. Ask the child to bring scrap paper, pen and the list of essential elements for an informal invitation to a writing surface. Seat yourself on the child's non-dominant side.
3. Call attention to the elements: what, when, where, host, type of response.
4. Have the child write on scrap paper the elements specific to the invitation to be issued, then compare it with the appropriate control.
5. Say that it may be transferred to stationary or saved to use for a telephone invitation.

Control of Error

- Control model invitation
- List of essential elements of invitation

Variations

- Invite the child to write invitations for many different occasions such as a surprise party, a birthday party, a Halloween party, etc.
- Invite the child to read the information booklet on invitations.
- Invite the child to write a formal invitation.
- Invite the child to write acceptance and regrets to both informal and formal invitations.

Vocabulary

- R.S.V.P.(Repondez, s'il vous plait) regrets only formal invitation informal invitation

Personal Responsibility: **Managing an allowance through a budget**

Purposes

- To formulate a budget to control spending
- To learn how to manage financial matters through record keeping
- To develop fiscal responsibility

Preliminary Exercises

- Use of mathematics materials for the development of basic skills
- Practice in record keeping

Materials

- Pocket-size notebook for each child with quarter inch grid paper for keeping records of expenditures
- Container of budget sheets with headings: school supplies, clothing, entertainment, food, gifts, savings
- Six zip-top pint size plastic bags per child, to be labeled according to each budget sheet heading, to hold money for each of the budget items

Preliminary Procedure

1. Invite those who are interested in learning about budgeting to the lesson. Seating may be around a large table.
2. Give each child a record-keeping notebook and a copy of the budget sheet. Demonstrate how to divide the notebook into six sections, writing the budget sheet headings at the top of the first page of each section.
3. Show how to record the cost of items in appropriate sections of the notebook along with the date on which the expense was incurred.
4. Explain that after two weeks of record keeping, there will be a lesson on formulating a personal budget. Any money spent by parents for the child should be recorded also with a mark beside it to distinguish between allowance items and those paid for by parents.

Procedure

1. Invite any child who has kept records of expenses for two weeks to the lesson.
2. Ask the child to bring the notebook and budget sheet, at the top of which the amount of weekly allowance is recorded. Sit on the child's nondominant side.
3. Using any appropriate mathematics materials or a calculator, have the child find the average amount spent in the budget categories over the two week period.
Note: There may be no expenditures in some categories such as clothing.
4. Examine the expenditures with the child and discuss expenses which can be reduced in some categories but increased in others. Once a consensus is reached, show how to record the amount decided upon on the budget sheet opposite the appropriate item.
5. Instruct the child to label each of the six plastic bags with a budget heading and corresponding amount, then at home, to place the amount of allowance decided upon in the appropriate bag. Only the amount of money in the bag may be spent in that budget category.
6. Tell the child to continue to record expenses and their dates in the notebook for another month, at which time the budget will be evaluated again.

Control of Error

Notebook for recording expenses as made

Budget sheet

Separate bags of money for each budget item

Variations

Invite the children to formulate budgets for activities such as field trips, parties, etc.

Encourage participation in family financial planning and budgeting.

Vocabulary

budget

expense

Environmental Maintenance: Ikebana

Purpose

- To acquaint the child with customs of another culture
- To develop the vocabulary used in Ikebana
- To refine flower arranging skills
- To further develop aesthetic appreciation

Preliminary Exercises

- Experience with flower arranging

Materials

- Information booklet on History of Ikebana
- Container of definition cards and labels for Ikebana terms
- Booklet on Conditioning of Plant Materials
- Container of paper or cloth strips for handling plant materials
- Large container of water with labeled plant materials for making arrangements
- Note: Labels are needed to assure appropriate conditioning.
- Paper and pencil
- Deep container for cold water conditioning
- Candle in a sturdy candle holder and matches for singeing
- Hot plate and pan for boiling water
- Powdered alum and lid or small dish
- Oil of peppermint and small dish
- Sugar and lid or small dish
- Basin
- Shears to cut plant stems
- Booklet on Containers for Ikebana
- Containers: flat and shallow (2 to 3 inches deep); tall
- Container with kenzans of several sizes and shapes and a shippo
- Container with tomi (leaves, pebbles, pieces of wood), supporting sticks and ink or charcoal for covering plant cuts
- Booklet on Guidelines for Practicing Ikebana
- Booklet on Principles of Arrangement
- Note: Booklets may be placed in a container or between bookends
- Container with diagram cards for angles and positions of plant material for each style
- Newspaper or a sheet of plastic to cover the work surface
- Published illustrated books about Ikebana

Preliminary Procedure

1. Invite the child to read the History of Ikebana booklet and to use the definition cards and labels to develop an understanding of the Ikebana vocabulary.

Procedure

1. Invite the child to read the Conditioning Plant Materials booklet, then to select plant materials from those which are available after covering the table with paper or plastic.
2. Have the child identify the selected plant material and write the names on a piece of paper.
3. Tell the child to read the Guidelines for Practicing Ikebana and to choose a suitable container and kenzen or shippo for the conditioned plant materials
4. Ask the child to read the Conditioning Plant Materials booklet again to determine the appropriate methods to be used for each type of plant material and to write the name of the method beside the plant names.
5. Have the child proceed with conditioning then return conditioning materials to their storage place as soon as the conditioning process is completed.
Note: If the method of conditioning is singeing or boiling, stay nearby to monitor for safety.
6. Have the child read the Principles of Arrangement booklet.
7. Tell the child to choose the card with the diagram for arrangement of the style which has been chosen and the Angles card.
8. Ask the child to proceed with arranging the plant material by consulting the chosen card.
9. Have the child place the completed arrangement in the location chosen after the Guidelines booklet was read.
10. Ask the child to return the arrangement cards and to complete the cleaning of the area used for arranging.

Control of Error

Diagrams for plant arrangement
Booklets

Variations

Invite the child to read published books about Ikebana.

Invite the child to bring plant materials, containers and kenzen from home to prepare an arrangement to be taken home.

Food Management, Preparation and Service:

Nutrition (from Early Childhood)

Purposes

- To acquaint the child with daily nutritional needs essential for growth and development
- To provide the basis for choosing a balanced diet which meets nutritional needs
- To introduce the classification of foods into the four food groups
- To develop appropriate vocabulary

Preliminary Exercises

- Work with color tablets
- Sorting exercises
- Practice with phonogram materials

Materials

- Container of pictures of protein foods mounted on tan cover stock
- Container of pictures of dairy foods mounted on cream cover stock
- Container of pictures of fruits mounted on orange cover stock and vegetables mounted on green cover stock
- Container of pictures of grain foods mounted on yellow cover stock
- Note: Each picture has information on the reverse. For example, a picture of a carrot would have "carrot, root vegetable, can be eaten raw or cooked, good source of fiber, vitamins A, B, C."
- Container of pictures identical to those above, but mounted on white cover stock with no information on reverse; labels for each food group, color coded as in the separate containers
- Container with three cream dairy labels; two tan protein labels; three orange fruit labels; two green vegetable labels; six yellow grain labels; white labels for breakfast, lunch and dinner
- Booklet on daily needs

Procedure

1. Invite a child to the lesson, take any container of pictures to a table and have the child sit on your dominant side. Tell child the name of food group in container.
2. Take the pictures from the container, place them in a stack in front of you and remove the container to your non-dominant side.
3. Place one picture in front of the child, near the front edge of the table. Give information about it, then turn over and place by the container.
4. Continue the previous procedure, until all pictures have been shown.
5. Return the pictures to the container. Thank the child and say that any of the containers of food pictures may be chosen. If the child cannot read, say that you will give the name of the food group in any chosen container upon request. Stand, replace chair and return container to the shelf.

Control of Error

- Color coding of materials
- Labels designating required number of foods in each food group

Variations

Invite the child to sort the food pictures mounted on white, using a color-coded label for each food group.

Invite the child to plan breakfast, lunch and dinner by laying out those labels, then to use the food group labels to indicate the number of foods from each group. Tell the child that the number of labels for each food group represents the required number of daily servings from each group.

Invite the child who can write to keep a record of the foods eaten for one day, then to evaluate it, using the control labels.

Invite the child who can read to read the booklet on daily needs.

Vocabulary

nutrition balanced diet names of foods in pictures protein dairy fruit
vegetable grain food group

Example of daily menus:

Breakfast:

fruit or juice: 1/2 cup grain: bread, cornbread, muffins, waffles, pancakes, biscuits
or 3/4 cup cereal protein: egg, meat, fish, cheese, poultry, peanut butter,
milk: 3/4 cup

Lunch:

protein: 1 ounce meat, poultry, fish, cheese, peanut butter, dried peas or beans
or 1 egg
vegetable: 1/2 cup
fruit: 1/2 cup
grain: bread
milk: 3/4 cup

Dinner:

protein: 3 ounces meat, poultry, fish, cheese, peanut butter, dried peas or beans or
1 egg
vegetable: 1/2 cup
fruit: 1/2 cup
grain: bread
milk: 3/4 cup

Nutrition (Elementary)

Purposes

- To further acquaint the child with daily nutritional needs essential for growth and development
- To provide the basis for choosing a balanced diet which meets nutritional needs

Preliminary Exercises

- Work with classification materials for four food groups

Materials

- Information booklet on daily nutritional needs {from Level 1}
- Classification pictures for protein foods, dairy foods, fruits, vegetables, grains
- Container with energy heading card and fiber heading card
- Container of labels for each vitamin
- Container of labels for each mineral
- Container of information booklets on nutritional needs: water, vitamins, minerals and energy foods

Procedure

1. Invite a child to read the information booklets on daily nutritional needs, energy foods and fiber foods, then to bring the container with energy and fiber heading cards and the container of food classification pictures to a table.
2. Have the child lay out the fiber and energy heading cards, read the information on the reverse of the food classification pictures and place the pictures vertically under appropriate headings.
3. Tell the child that a nutrition notebook may be developed to include categories of fiber and energy foods.

Variations

- Invite the child to read the vitamin information booklet, then to classify food pictures under appropriate vitamin labels in the same manner and to include this information in the nutrition notebook.
- Invite the child to read the minerals information booklet, then to classify food pictures under appropriate minerals labels in the same manner and to include this information in the nutrition notebook.
- Invite the child to read the nutritional needs booklet on water and to include this information in the nutrition notebook.

Reading Food Packaging Labels

Purposes

- To become acquainted with the language of packaging
- To develop awareness of cost per unit
- To learn food values of a variety of items
- To become a knowledgeable consumer

Preliminary Exercises

- Practice with reading materials to establish reading skills
- Use of mathematics materials to establish mathematics skills
- Practice with decimal materials
- Work with nutrition materials

Materials

- Different sizes of empty cans of the same food product, each marked with its price
- Different sizes of empty cereal boxes of the same cereal, each marked with price
- Empty large and empty individual serving size potato chip bags, each price marked
- Empty one pound rice box, empty one pound rice bag, each marked with price
- Empty tin and empty plastic bag of same product with same weight, price marked
- Empty 12 ounce bag of name brand chocolate chips, empty 12 ounce bag of house brand chocolate chips, each price marked
- Control booklet with unit price answers for the above items
 - Note: All of the above are on the same tray
- Activity booklet for above materials
- Container of bar codes from many different products with name of item on reverse
- Information booklet about bar codes in the above container
- Nutrition information panel from plain oatmeal, price and weight marked
- Nutrition information panel from oatmeal ready-to-eat cereal with additives such as honey and nuts, price and weight marked
- Activity booklet for nutrition materials
 - Note: The three preceding items are in the same container
- Collection of nutrition information panels from a variety of products
- Chart or booklet with nutritional information concerning fruits, vegetables, meat, cereal products, dairy products

Procedure

1. Invite a group of interested children to the lesson and bring the tray of product containers to a large table.
2. Indicate the location of the weight of each item as well as the price on each.
3. Demonstrate the method for finding unit price by dividing price by weight on any two comparable items. Show how to record the name of the product with the unit price, noting the sizes.
4. Call attention to the differences in unit price for the same product.
5. Show the control booklet with unit price answers for each item.
6. Tell the children that these materials may be used to determine unit pricing and suggest that they collect empty product containers at home to add to the school "store."
7. Return the tray of materials to the shelf.

Control of Error

Using multiplication to check division
Control booklet with unit price answers

Variations

Invite the use of the activity booklet involving unit pricing materials.
Invite the reading of the information booklet on bar codes with examination of the examples.
Invite the reading of nutritional information from the panels and suggest that additional ones be brought to add to the collection.
Invite the use of the activity booklet involving nutritional information

Vocabulary

unit price consumer bar code UPC symbol name brand house brand

Procedures for Materials Preparation

Preparation of Cards Containing Pictures, Drawings, Definitions and Labels

1. Using a paper cutter to insure straight edges and right-angled corners, cut index or cover stock, using the color given in the materials section of any procedure requiring such material. Sizes are as follows: 5 1/4 by 6 3/4 inches for drawings given in manual; 5 1/4 by 2 inches for separate labels; 5 1/4 by 3 1/2 inches for definition cards. Pictures should not exceed 7 1/2 by 10 inches so that they can be mounted on regular 8 1/2 by 11 inch index or cover stock. Smaller pictures up to 4 1/2 by 7 1/2 inches should be mounted on 5 1/2 by 8 1/2 inch index or cover stock. No matter how small the picture, do not use index or cover stock smaller than 5 1/2 by 8 1/2 inches.
2. Using a paper cutter to insure straight edges and right-angled corners, cut copies of drawings from manual 4 1/4 by 4 1/4 inches; definitions 2 1/2 by 4 1/4 inches; labels 1 by 4 1/4 inches. On any card with drawing and label, the space at the bottom of the card will be 2 inches so that the label can be placed to maintain the half inch border on all four side of the label.
3. When using drawings supplied in the manual, make three copies of each and preserve the manual original for any future use.
4. To make sure the margins will be even, place the picture or drawing on the colored card and, if necessary, use a ruler to measure where the picture or drawing is to be placed to ensure even borders. Make light pencil dots on the colored card to indicate where the corners of the picture, drawing, definition or label will be affixed.
5. Use a small amount of Glue-stick or spray adhesive on the back of the picture, drawing, definition or label to adhere in position on the colored card. Do not use rubber cement or white glue.
6. Laminate both sides of all materials, either on a laminating machine or by hand. If possible, do not use shiny laminate. A matte finish is preferable.

Lamination by Hand Using Transparent Matte Finish Contact Paper

(See video tape supplied with the course manuals for a demonstration.)

1. On a large table, unroll about 18 inches of matte finish Contact paper with paper backing upward. Peel off the paper backing and place the back side of prepared colored cards on the exposed adhesive, pressing down carefully. Do not generate wrinkles and be sure there is no lint or dust on the adhesive surface. Several cards may be placed, leaving a small space between each card so that cutting will not damage the edges of the card.
2. When the exposed Contact has been filled with cards, cut that part away from the roll. Cut around each card very carefully so that no part of the card is trimmed away.
3. Unroll additional Contact as before, place the front side which contains the picture or drawing face down on the adhesive surface, press down carefully.
4. When the exposed Contact has been filled with cards, cut that part away from the roll. Cut around each card very carefully so that no part of the card is trimmed away. Rub both sides of the laminated card to insure good adhesion.
5. Repeat the procedure for laminating both sides of the labels.

Alternate Laminating Procedure

1. On a large table, unroll about 18 inches of matte finish Contact paper with the paper backing upward. Peel off the paper backing and place the back side of prepared colored cards on the exposed adhesive, pressing down carefully. Do not generate wrinkles and be sure there is no lint or dust on the adhesive surface. Several cards may be placed, leaving a small space between each card so that cutting will not damage the edges of the card.
2. When the exposed Contact has been filled with cards, cut that part away from the roll. Cut around each card very carefully so that no part of the card is trimmed away.
3. Unroll additional Contact as before, place the front side which contains the picture or drawing face down on the adhesive surface but leave a 1 inch space between each.
4. When the exposed Contact has been filled with cards, cut that part away from the roll. Cut between each card so that there is a 1/2 inch border of Contact around each card. Cut the corner of the laminating material diagonally up to the corner of the card, being careful not to trim the card's corner.
5. Carefully fold each edge of laminating material over the back of the card which already has been laminated.
6. Rub both sides of the laminated card to insure good adhesion.
7. Repeat the procedure for laminating both sides of the labels.

Lists, Control Models and Examples of Invitations

1. Copy the lists, control models and examples of invitations, acceptances and regrets and cut to 4 1/4 inches wide and 5 inches long.
2. Cut beige cover stock 5 1/4 by 6 inches.
3. Mount lists, control models and examples on the prepared covered stock and laminate. Place informal invitation materials in one container and formal in another.

Booklets

1. Determine the number of pages required for each booklet. Cut the necessary number of pieces of white paper 10 1/2 by 6 1/2 inches and fold to make pages 5 1/4 by 6 1/2 inches.
2. For booklet covers, cut cover stock 11 by 7 inches, fold and label appropriately, then laminate. Note: See list of recommended colors for booklet covers which follows.
3. Copy information from white pages and cut to 4 1/2 by 4 1/2 inches.
4. Mount the information on the right pages in proper sequence. Appropriate drawings, diagrams or pictures may be mounted on the left page facing the information. Laminate pages.
5. Sew all pages and the cover together by hand using dental floss with back stitches in the fold.

Recommended colors for booklet covers, definition card and picture mounting

Invitations-beige

Budget-gray

Ikebana - green or Japanese printed paper

Nutrition

Water - white

Minerals - gray

Energy Foods -

pink Fiber - medium

blue Vitamins -

beige Dairy foods -

cream Protein foods

- tan Fruits - orange

Vegetables - green

Grains - yellow

Definition Cards and Labels

1. Determine the number of definition cards required and cut cover stock 3 1/2 by 5 1/4 inches in the appropriate color.
2. Determine the number of labels required and cut cover stock 2 by 5 inches in appropriate colors.
3. Copy definition cards and labels and cut definitions to 4 1/4 by 2 1/2 inches and labels 1 by 4 1/4 inches.
4. Mount definitions and labels on the cut cover stock and laminate.

Diagram Cards for Ikebana

1. Copy the diagrams from the white pages for Ikebana onto white cover stock and cut to 3 by 5 inches.
2. Laminate and place in a container.

Command Cards

1. Cut the required number of pieces of cover stock in the recommended color to 3 by 5 inches.
2. Copy command cards and cut 4 1/2 inches long and 1 inch wide. Note: For other materials, some commands may need to be cut to a wider width.
3. Mount command on cover stock and laminate.

Example of Daily Menus

1. Cut white cover stock 5 1/2 to 8 1/2 inches.
2. Make a copy of the example of daily menus and cut to 4 1/2 inches wide and 7 1/2 inches long.
3. Mount the copy on the cover stock and laminate.

Labels and Heading Cards

1. Copy and cut labels and heading cards 1 by 4 1/4 inches and mount on 2 by 5 1/4 inch cover stock in appropriate colors, then laminate.
2. For vitamin labels, color code is light yellow for fat soluble vitamins (A, D, E, K) and light blue for water soluble vitamins. (B-1, B-2, B-3, B-6, B-12, pantothenic acid, folic acid, C)

Materials for Nutrition (from Early Childhood)

1. Cut cover stock 4 1/4 by 4 1/4 inches in appropriate color for each food group as given below. Type information on reverse before mounting picture and laminating.

tan: protein foods

meat: beef, veal, pork, lamb

game: rabbit, venison, squirrel

poultry: chicken, turkey, duck, goose, squab, eggs

game birds: duck, goose, pheasant, quail, dove

seafood: fish, clams, oysters, crab, lobster, scallops, shrimp

freshwater foods: fish, mussels, clams, eels, turtles, crayfish

legumes: dried beans, peas, lima beans, kidney, black-eyed peas, soybeans,

peanuts nuts: almonds, cashews, pistachios, pecans, macadamias, Brazil, hazel, chestnuts,

coconuts

seeds: sunflower, pumpkin, sesame, anise, poppy, caraway

cream: dairy products

milk, cheese, yogurt, butter, cottage cheese, cream, ice cream

orange: fruit

citrus: oranges, grapefruit, tangerines, limes, lemons, tangelos

from trees: apples, peaches, pears, apricots, nectarines, plums, cherries

from bushes: blueberries, raspberries, blackberries, currants, gooseberries

from vines: strawberries, grapes, pumpkins, watermelons, cantaloupes,

honeydews,

kiwis

from other plants: pineapple, bananas

green: vegetables

fruits considered vegetables: eggplant, peppers, squash, okra,

cucumbers, tomatoes, olives

roots: potatoes, sweet potatoes, beets, turnips, radishes, carrots

stems: asparagus, celery, rhubarb

leaves: cabbage, lettuce, spinach, turnip greens, mustard greens,

kale, collards, parsley, Brussel sprouts

flowers: broccoli, cauliflower

seeds: peas, corn, string beans, mung beans, soybeans

bulbs: onions, garlic

yellow: grains

wheat, oats, rice, rye, millet, barley, buckwheat made into cereal

or flour for bread, pasta, cookies, cake

light orange: fats

vegetable: olive oil, corn oil, soybean oil, safflower oil, coconut

oil, sunflower oil, sesame oil, cotton seed oil, canola oil, peanut

oil animal: lard, butter, tallow

lavender: sugar

refined sugar, brown sugar, honey, maple syrup, sorghum

2. Cut cover stock 2 by 5 1/4 inches as follows: 3 cream color, 2 tan, 3 orange, 2 green, 6 yellow, and 3 white.
3. On white paper make labels 1 by 4 1/4 inches by copying and cutting as follows: 3 copies dairy products, 2 copies protein, 3 copies fruit, 2 copies vegetable, 6 copies grain.
4. Make copies of labels for breakfast, lunch, and dinner.
5. Mount labels on appropriate color as given previously and place labels in a container.

Nutritional Needs Labels and Information Controls

1. Copy labels for Water Soluble Vitamins, Fat Soluble Vitamins, Minerals, Energy Foods on white paper and cut to 1 by 4 1/4 inches.
2. Cut cover stock 2 by 5 1/4 inches in these colors: water soluble vitamins, light blue; fat soluble vitamins, yellow; minerals, gray; energy foods, pink; fiber, orange.
3. Mount white labels from step 1 on cover stock from step 2 according to the colors given.
4. Copy the control for each classification on white paper, cut to 4 1/2 by 5 1/2 inches.
5. Cut cover stock to 5 1/2 by 7 inches in the same colors as given in step 2.
6. Mount controls in appropriate colors as before.

Preparation of Containers for Pictures or Drawings

1. Materials for preparing containers may be fabric-backed vinyl, heavy cloth or heavy paper. Vinyl may be dyed with Rit dye to obtain appropriate colors if the needed color is not available. Do not use vinyl which has no fabric backing. The fabric backing prevents splitting and gives a longer lasting product. If heavy cloth is used, it must be the appropriate color. Fabric containers require an extra compartment to hold a piece of reinforcing cardboard or plastic, so this requires additional fabric as well as reinforcing material. Do not use felt unless you are prepared to replace the container frequently. Paper containers must be laminated and the laminating material tends to wear out quickly where it holds edges together.
2. Color of container must match the mounting color of the items to be contained. For example, if the pictures are mounted on red, the container will be red.
3. To prepare a container, cut material appropriate sizes as follows for pictures, 13 inches wide, 21 inches long (to produce a container 12 inches wide and 9 inches high, not including the flap which will be approximately 12 inches wide by 3 inches); for cards with drawings from manual, 7 1/2 inches wide, 18 inches long (to produce a container 6 1/2 inches wide and 7 1/2 inches high, not including the flap which will be approximately 6 1/2 inches wide by 3 inches).

Note: If there are more than 8 cards, 8 controls and 8 definitions, cut the material 1 inch wider so that the total width is 8 1/2 inches.

4. Place right sides of fabric together, leaving 3" at top for flap, and sew the two sides in 1/2 inch seams. For the large containers, the seam will be on the 9 inch sides, the 9 inches having been obtained by folding the longest dimension of the fabric. For the smaller containers, the seam will be on the 7 1/2 inch sides, the 7 1/2 inches having been obtained by folding the longest dimension of the fabric.
5. Miter the bottom of the seams to reduce bulk in the corners. Trim 1/2 inch from the short sides of the flap and carefully round the corners of the flap after first drawing on the reverse in pencil in ensure equal curves. Turn right side out. Write name of contents on the flap.
6. Place pictures mounted on colors in their container of matching color.

