



Montessori Academy of Owasso

Preparing Our Children to Change the World

Practical Life

Curriculum Scope and Sequence for Pre-Primary Classroom (2 years - 3 years)

Sub Category	Lesson	Description	Element
Basic Classroom Skills	Sitting on the Line	The ability to join the group and sit calmly during circle time is one of the basic lessons in everyday life skills in Montessori	Joins the group and sits calmly during circle time or group lessons
Basic Classroom Skills	Using a Mat/Rug	In Montessori, children often work on the floor if they wish. They use a mat or rug to create a work space. A first set of lessons is how to carry a rug, unroll it to work, and then roll it back up again when done.	Carries, unrolls, and rolls a rug.
Basic Classroom Skills	Using a Chair	The child learns how to gracefully sit down in, and stand up from a chair.	<ol style="list-style-type: none"> 1. Sits on a chair, upright, with feet on floor 2. Sits down and rises from a chair in a careful manner.
Basic Classroom Skills	Sitting at a Table	In Montessori, children work together in small groups or independently. Children learn how to sit and work politely at a table.	Sits at a table with back straight and feet on the floor, working w/o disturbing others.
Basic Classroom Skills	Walking Slowly & Carefully	Children love to run and play, but one of the basic lessons in everyday life skills is the difference between the way one moves on the playground and the calm, quiet way we walk in the classroom.	Walks slowly and calmly, avoiding people and objects.
Basic Classroom Skills	Carrying a Tray	An important element in the preparation of the Montessori environment is the placement of each piece of material on a tray. This serves as both a means of carrying the work from the shelf to the table or mat on the floor and as a contained work surface for the activity. Children learn how to carry trays carefully so the materials do not fall.	Walks carrying a tray with an object on it without dropping or spilling contents.
Basic Classroom Skills	Opening & Closing a Book	The child learns how to be gentle with books through coordination and carefulness in movements	Opens and closes a book with care.
Basic Classroom Skills	Turning the Pages of a Book	The child learns how to carefully turn the pages of a book so as not to leave a crease or tear.	Turns pages carefully without creasing or tearing.

Basic Classroom Skills	Work Cycle	Children in a Montessori classroom receive support to develop a work cycle. A work cycle is defined as the process of independently choosing work from the many options, completing the work with purpose, and finally returning the work to its original location. By developing and applying the work cycle, the child is building concentration, independence, order, and coordination. Montessori children learn at a very young age how to manage themselves in a world that is full of choices. In this way, they are developing wonderful life skills that will serve them well for years to come.	<p>Element 1. Chooses work in the classroom.</p> <p>Element 2. Completes chosen work with purpose.</p> <p>Element 3. Returns wok to shelf in its original state.</p>
Basic Classroom Skills	Participates in Daily Routines: Arrival/Dismissal	Following consistent routines in the classroom gives children the sense of security they need to make independent choices and take risks. Children participate in a series of daily routines related to the arrival and dismissal times.	Participates in the arrival and dismissal routines
Basic Classroom Skills	Participates in Daily Routines: Circle Time	Following consistent routines in the classroom gives children the sense of security they need to make independent choices and take risks. Children participate in a series of daily routines related to circle time.	Participates in the circle time routines
Basic Classroom Skills	Participates in Daily Routines: Transitions	Following consistent routines in the classroom gives children the sense of security they need to make independent choices and take risks. Children participate in a series of daily routines related to transitions throughout the day.	Participates in the transition routines
Basic Classroom Skills	Participates in Daily Routines: Nap Time	Following consistent routines in the classroom gives children the sense of security they need to make independent choices and take risks. Children participate in a series of daily routines related to naptime.	Participates in the naptime routines
Care of Self: Basic Skills	Packing & Unpacking Lunchbox	The packing and unpacking of a lunch box is often a favorite activity in the classroom as young children learn how to place various items into a lunch box as well as how to unpack all of the contents of a lunch box. This activity builds their sense of independence as they learn a valuable skill that they will be able to apply for years to come.	<p>Element 1. Unpacks a lunchbox.</p> <p>Element 2. Packs a lunchbox.</p>
Care of Self: Basic Skills	Use of Bathroom	Learning how to use the toilet independently is an important milestone for a young child. In a Montessori classroom, it is one of the many confidence-building activities that a child will engage in.	<ol style="list-style-type: none"> 1. Expresses discomfort in a soiled diaper. 2. Attempts to use the toilet when prompted. 3. Without prompting, asks to use the toilet. 4. Uses bathroom under supervision. 5. Uses bathroom unsupervised.

Care of Self: Basic Skills	Covering Mouth when Coughing or Sneezing	Learning how and when to cover one's mouth is an important practical life skill, particularly in a classroom setting. Children learn that by covering their mouth when they cough or sneeze, they are being respectful of others and taking care not to spread germs.	<ol style="list-style-type: none"> 1. Covers mouth when prompted 2. Covers mouth w/o prompting
Care of Self: Basic Skills	Wiping/Blowing Nose with Tissue	Learning how to wipe or blow one's nose is an important practical life skill, particularly in a classroom setting. Children learn that by using a tissue to wipe or blow their nose, they are being respectful of others and taking care not to spread germs.	<ol style="list-style-type: none"> 1. Uses tissue with assistance 2. Uses tissue w/o assistance
Care of Self: Basic Skills	Washing Hands	Learning to wash hands is a vital practical life skill. Children learn the series of steps necessary to effectively clean their hands. They also learn the importance of clean hands in avoiding the spread of germs. In addition to teaching care of self and independence, this activity helps children learn control of movement and order of operations	<ol style="list-style-type: none"> 1. Washes hands with assistance 2. Washes hands w/o assistance
Care of Self: Basic Skills	Eating Meals/Snacks	The ability to eat and drink independently is fostered in the Montessori classroom.	Feeds self with fingers
Control of Movement: Basic Skills	Dry Pouring	Pouring is a fundamental exercise to help young children develop eye-hand control, as well as a skill in practical everyday living. Pouring activities are organized into a series of individual activities. Children begin pouring various forms of dry materials such as large dried beans, then rice, and fine sand. Different types of pitchers provide increasing levels of challenge for small hands, as well as novelty that can keep the child's interest over many weeks of practice. Cleaning up the grains of rice or sand spilled is a key aspect of this activity. The goal is to help the child develop order, concentration, coordination, and independence.	Element 1. Pours large beans between two containers Element 2. Pours small dry ingredients between two containers
Control of Movement: Basic Skills	Transfer from One Container to Another	Transferring is a staple activity in the Montessori classroom. Children develop their fine motor skills, focus, and concentration while transferring small objects from one bowl or small container to another. Children learn how to transfer materials from left to right. This action requires hand-eye coordination as well as careful pincer grip, all of which are important for future writing.	Element 1. Uses a spoon to transfer dry ingredients from one container to another. Element 2. Uses tongs to transfer items such as balls.
Control of Movement: Fine Motor Skills	Opening & Closing Containers	The opening & closing of containers such as jars, bottles, boxes, and tins involve size discrimination skills in addition to fine motor skills and eye-hand coordination.	Opens and closes boxes and a variety of other age-appropriate materials.
Control of Movement: Fine Motor Skills	Stringing Beads	The process of stringing beads requires concentration, fine motor skills, and eye-hand coordination. The child initially strings beads in no particular order. As they progress, they will follow a pattern.	Element 1. Strings beads independently. Element 2. Strings beads according to a pattern.
Control of Movement: Fine Motor Skills	Lacing Cards	The process of lacing a string through a hole requires concentration, fine motor skills, and eye-hand coordination.	Element 1. Laces strings through holes in a random pattern. Element 2. Laces strings through holes in a sequential order.

Control of Movement: Fine Motor Skills	Bolts	The bolt block builds hand-eye coordination as well as fine motor and color discrimination skills. In addition, this activity reinforces the "right is tight" and "left is loose" rule. The child turns the wooden bolts to attach them to the wooden block. The action of twisting the bolts builds the muscles involved in pincer grip and wrist rotation for writing.	Turns the bolts to fasten them to the block.
Control of Movement: Fine Motor Skills	Lock Boxes	Opening and closing activities refine motor skills and eye-hand coordination. They may include work with twisty ties, pipe cleaners, or latches. The lock boxes require concentration and coordination as the child determines how to open each different lock. The activity also builds the muscles involved in pincer grip and writing rotation for writing.	Element 1. Correctly unlocks and locks some of the 6 lock boxes. Element 2. Correctly unlocks and locks all 6 lock boxes.
Control of Movement: Gross Motor Skills	Balance	Young children are still developing their sense of equilibrium. They make great strides during toddler years as they build their sense of balance. Initially a young child is able to balance on one foot with their hand being held. Eventually they progress to balancing on one foot independently. Young students may use a vestibular board in the classroom to build their sense of balance.	Element 1. Can stand on one foot with hand being held. Element 2. Can stand on one foot independently. Element 3. Balances on a vestibular board.

Control of Movement: Gross Motor Skills	Walking Up/Down Stairs	Walking up and down stairs requires coordinated movement of the entire body. Children learn to concentrate on carefully moving their body in order to maintain balance as they walk up and down stairs.	Element 1. Walks up and down the stairs with assistance from adult. Element 2. Walks up and down the stairs without assistance. Element 3. Walks up and down with alternating feet.
Control of Movement: Gross Motor Skills	Silence Game	Children experience a deeper level of awareness and sensitivity to noise when they sit in silence. During this lesson, in order for children to participate in the making of the silence, they must have good coordination of movement, self-control, and a great awareness of themselves and of others. They must want to cooperate with those who are silent around them. When children actively create silence, they experience a moment of peace and tranquility.	Element 1. Is silent for a brief period during the specified time. Element 2. Is able to hold body still during the specified silent time.
Grace and Courtesy: Intrapersonal Skills	Awareness of Self	Young children grow increasingly aware of themselves as individuals separate from others around them. This sense of independence and self-confidence is nurtured in the Montessori classroom.	Element 1. Refers to self using own name. Element 2. Begins to use "I" when referring to self.
Grace and Courtesy: Intrapersonal Skills	Identifying Emotions in Others	The ability to identify emotions in others is an important first step for a child to be able to identify and verbalize his or her own emotions.	Identifies with what another child is feeling (happy, sad, angry, etc) without prompting.
Grace and Courtesy: Intrapersonal Skills	Identifying Emotions in Self	Identifying and verbalizing emotions is an important skill for a young child. This skill is nurtured in the Montessori classroom.	Uses words to verbalize emotions (I'm happy, I'm angry, etc)

Grace and Courtesy: Intrapersonal Skills	Expressing Emotions	The expression of emotions comes easily to the typical child. Young children learn appropriate ways to express anger, frustration, happiness, and empathy for others.	Element 1. Expresses empathy and affection to others. Element 2. Expresses anger appropriately.
Grace and Courtesy: Interpersonal Skills	Social Interactions: Mimicry	Young children use mimicry as a tool to establish a social connection with others. A young toddler is more likely to interact with a peer or adult who has mimicked their play with a specific material.	Imitates behavior of others, including actions in songs and play activities.
Grace and Courtesy: Interpersonal Skills	Social Interactions: Enjoys Company	Play is a vital part of a child's development. It is through play that children begin to explore and learn about their world. In addition, it is through play that children develop imagination, creativity, social skills, and problem solving skills. It has been established that from birth through the ages of 4 or 5, children go through 4 main stages of play: solitary play, parallel play, symbolic play, and cooperative play. Although a child may be engaged in solitary play or parallel play, where they are not actively engaged with other children, they still enjoy the company of other children.	Shows interest in being in the company of other children.
Grace and Courtesy: Interpersonal Skills	Social Interactions: Parallel Play	In parallel play, children will be in the same room with other children, they will play with similar toys, but they do not interact with each other. Although they are observant of others and may even copy how others are playing, they are playing beside them rather than with them.	Engages in parallel play
Care of Person: Dressing Oneself	Dressing Frames	To refine fine motor skills and independence, Montessori uses dressing frames made of two pieces of fabric that are fastened together using one of several everyday fastening devices, such as buttoning, zipping, lacing, tying, pinning, buckling, and hooking. They help children to develop the skills necessary to dress themselves. Mastery comes through repetition and practice.	Element 1. Works with velcro dressing frame. Element 2. Works with snapping dressing frame.