



# Montessori Academy of Owasso

Preparing Our Children to Change the World

## ***Practical Life***

### **Curriculum Scope and Sequence for Primary Classroom (ages 3.5 - 6)**

<b><u>Sub Category</u></b>	<b><u>Lesson</u></b>	<b><u>Description</u></b>	<b><u>Element</u></b>
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. The size of the pitcher is another aspect of pouring. 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. Pouring exercises are always placed on a small tray, which is used to carry the work from the shelf to the table. 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.	<b>Element 1.</b> Pours large beans between two containers <b>Element 2.</b> Pours small dry ingredients between two containers
Control of Movement: Basic Skills	Liquid Pouring	Pouring is a fundamental exercise to help young children develop eye-hand control, as well as a skill in practical everyday living. Children move from dry pouring to pouring liquids. The size of the pitcher is another aspect of pouring. Clear pitchers help the child see the liquid that is being poured, which is helpful in the learning process. Pouring exercises are always placed on a small tray, which is used to carry the work from the shelf to the table. Cleaning up drops of water spilled is a key aspect of the activity that helps the child develop order, concentration, coordination, and independence.	<b>Element 1.</b> Pours water between two pitchers. <b>Element 2.</b> Pours water from one large pitcher into two smaller pitchers. <b>Element 3.</b> Pours water to a specified level in a graduated container. <b>Element 4.</b> Pours water through a funnel into a narrow-necked container.

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.	<b>Element 1.</b> Uses a spoon to transfer dry ingredients from one container to another. <b>Element 2.</b> Uses tongs to transfer items such as balls from one container to another. <b>Element 3.</b> Uses a spoon to transfer liquid from one container to another. <b>Element 4.</b> Uses a baster to transfer water. <b>Element 5.</b> Transfers water one drop at a time using a dropper or pipette.
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	Clothespins	One of the important eye-hand movements involves controlled squeezing of clothespins to open and close them. We help children to initially develop this skill through a table top activity involving a miniature clothesline frame. They practice pinning squares of cloth or paper to the clothesline. They then progress to using clothespins to hang paintings or wet cloths to dry.	<b>Element 1.</b> Hangs items on tabletop clothesline frame. <b>Element 2.</b> Hangs paintings or wet clothes on actual clothesline.
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. <i>As they progress, they will follow a pattern.</i>	<b>Element 1.</b> Strings beads independently. <b>Element 2.</b> 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.	<b>Element 1.</b> Laces strings through holes in a random pattern. <b>Element 2.</b> 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 wrist rotation for writing.	<b>Element 1.</b> Correctly unlocks and locks some of the 6 lock boxes. <b>Element 2.</b> Correctly unlocks and locks all 6 lock boxes.
Control of Movement: Fine Motor Skills	Tweezing	Tweezing activities require a strong pincer grip, controlled movement, hand-eye coordination, and concentration. Tweezing activities can involve the transferring of items such as dried peas, beads, and marbles.	Lifts small items with tweezers using pincer grip

Control of Movement: Fine Motor Skills	Using Scissors	In a Montessori classroom, children begin using scissors at an early age as it has been recognized that the use of scissors is an important early step toward building handwriting skills. Scissors are a great way to build the small muscles of the hand to prepare for holding a pencil. In addition, when a child cuts paper they are building the bilateral coordination as they must use both hands to manipulate paper and scissors in a coordinated fashion.	Holds scissors correctly and uses small movements of thumb and middle fingers to control the opening and closing of the blades to cut paper.
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.	<b>Element 1.</b> Can stand on one foot with hand being held. <b>Element 2.</b> Can stand on one foot independently. <b>Element 3.</b> 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.	<b>Element 1.</b> Walks up and down the stairs with assistance from adult. <b>Element 2.</b> Walks up and down the stairs without assistance. <b>Element 3.</b> Walks up and down with alternating feet.
Control of Movement: Gross Motor Skills	Red Rod Maze	The red rods are 10 wooden rods that differ in length by 10cm. In this lesson, the rods are arranged to create a maze with narrow pathways. Navigating the pathway without disturbing the rods requires concentration, balance, and controlled movements. Children learn to take slow, careful steps while focusing on balance.	<b>Element 1.</b> Walks around the maze without touching the rods. <b>Element 2.</b> Walks around the maze while carrying an object.
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.	<b>Element 1.</b> Is silent for a brief period during the specified time. <b>Element 2.</b> Is able to hold body still during the specified silent time. <b>Element 3.</b> Maintains silence, then acts on commands given in a whisper.
Control of Movement: Gross Motor Skills	Walking the Line	When children walk along logs or other straight items, they are perfecting their sense of balance and movement. In this activity, a line is taped on the floor and the children learn to walk on it. The purpose of this whole body exercise is to aid the child in establishing equilibrium. Children progress through a series of steps beginning with careful steps, walking heel-to-toe, hands at sides, hands above head, and walking while holding an object.	<b>Element 1.</b> Walks on the line. <b>Element 2.</b> Walks heel-to-toe on the line. <b>Element 3.</b> Walks on the line with hands at sides. <b>Element 4.</b> Walks on the line with hands above head. <b>Element 5.</b> Walks on the line carrying an object in hands.
Care of Person: Basic Skills	Using a Cubby	Montessori children are given individual cubbies where they can store their personal belongings. Very young children learn to carry their bag, lunch box, and other items to their cubby independently. They develop a sense of personal responsibility as they learn to keep their own cubby neat and tidy.	<b>Element 1.</b> Carries bag to cubby. <b>Element 2.</b> Places own bag in correct cubby. <b>Element 3.</b> Keeps cubby tidy.

Care of Person: Basic Skills	Packing & Unpacking a Lunch Box	The packing and unpacking of a lunch box is often a favorite activity in the classroom as young children. This activity builds their sense of independence.	<b>Element 1.</b> Unpacks lunch box for lunch. <b>Element 2.</b> Repacks and closes lunch box after lunch.
Care of Person: 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.	Covers mouth when coughing or sneezing.
Care of Person: Basic Skills	Wiping/Blowing Nose with Tissue	Learning how to wipe or blow one's nose is an important practical life skills, 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.	<b>Element 1.</b> With assistance, uses a tissue to wipe or blow nose. <b>Element 2.</b> Independently uses a tissue to wipe or blow nose.
Care of Person: 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.	Washes hands without assistance.
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.	<b>Element 1.</b> Works with zipper dressing frame. <b>Element 2.</b> Works with snapping dressing frame. <b>Element 3.</b> Works with button dressing frame. <b>Element 4.</b> Works with buckle dressing frame. <b>Element 5.</b> Works with hooks & eye dressing frame. <b>Element 6.</b> Works with lacing dressing frame.
Care of Person: Dressing Oneself	Clothing/Shoes	Dressing oneself is an important step as children grow their independence skills set. In the Montessori classroom, children are given the opportunity to learn and master a variety of steps involved in dressing themselves.	<b>Element 1:</b> Puts on socks without assistance. <b>Element 2.</b> Put on velcro/slip on shoes without assistance. <b>Element 3.</b> Puts on jacket without assistance. <b>Element 4.</b> Puts on shoes with tying laces without assistance. <b>Element 5.</b> Puts on pants without assistance. <b>Element 6.</b> Puts on shirt without assistance.

Grace and Courtesy: General Language and Actions	Manners	The lessons of Grace & Courtesy are central to Montessori education. They are the essential lessons and exercises by which we create a peaceful and cooperative classroom. Through these lessons, students learn the kind and polite way to handle everyday situations. Students also learn how to communicate and behave in a manner that is considered kind, gentle, and polite in society. As students learn these skills, they feel a sense of internalized order and self-discipline. As these skills are developed, students become confident and active members of the community.	<b>Element 1:</b> Saying "please" when appropriate. <b>Element 2.</b> Saying "thank you" when appropriate. <b>Element 3.</b> Saying "excuse me" when appropriate. <b>Element 4.</b> Uses a quiet voice when appropriate. <b>Element 5.</b> Makes eye contact when speaking to someone. <b>Element 6.</b> Maintains appropriate space when speaking to someone. <b>Element 7.</b> Understands turn-taking in conversations.
Grace and Courtesy: Kindness and Consideration	Sharing & Taking Turns	The lessons of Grace & Courtesy are central to Montessori education. They are the essential lessons and exercises by which we create a peaceful and cooperative classroom. Through these lessons, students learn the kind and polite way to handle everyday situations. Students also learn how to communicate and behave in a manner that is considered kind, gentle, and polite in society. As students learn these skills, they feel a sense of internalized order and self-discipline. As these skills are developed, students become confident and active members of the community.	<b>Element 1:</b> Shares with request from peer or adult. <b>Element 2:</b> Spontaneously shares with peers or adults. <b>Element 3.</b> Uses appropriate language when asking for a turn. <b>Element 4.</b> Waits patiently for a turn in various situations.
Grace and Courtesy: Kindness and Consideration	Offering Help	The lessons of Grace & Courtesy are central to Montessori education. They are the essential lessons and exercises by which we create a peaceful and cooperative classroom. Through these lessons, students learn the kind and polite way to handle everyday situations. Students also learn how to communicate and behave in a manner that is considered kind, gentle, and polite in society. As students learn these skills, they feel a sense of internalized order and self-discipline. As these skills are developed, students become confident and active members of the community.	<b>Element 1:</b> Offers help to another student or adult with prompting. <b>Element 2.</b> Independently offers help to another student or adult.
Grace and Courtesy: Kindness and Consideration	Handling Conflict: Apologizing	Teachers and students work on conflict resolution through role play, practice, and discussion. This allows students to practice using effective language to share their own feelings and ideas with others. Students also practice using active listening skills as they listen to the feelings and thoughts of others. The long term goal is that, through this practice, students feel empowered to resolve conflicts within their communities with respect and success.	<b>Element 1:</b> Apologizes with appropriate language when prompted. <b>Element 2.</b> Apologizes with appropriate language independently.
Grace and Courtesy: Kindness and Consideration	Handling Conflict: Assertively and Politely	Teachers and students work on conflict resolution through role play, practice, and discussion. This allows students to practice using effective language to share their own feelings and ideas with others. Students also practice using active listening skills as they listen to the feelings and thoughts of others. The long term goal is that, through this practice, students feel empowered to resolve conflicts within their communities with respect and success.	<b>Element 1:</b> Actively avoids hurting peers' feelings. <b>Element 2.</b> Deals with conflict assertively and politely.

Grace and Courtesy: Kindness and Consideration	Waiting in a Line	Students learn the skills necessary to wait in line with grace and courtesy. These skills include knowing when to move forward and how much space to maintain between people in line. Students have many opportunities to practice and observe these skills within the school community during the day.	<b>Element 1.</b> Understands when to move forward in a line. <b>Element 2.</b> Stands in a line while maintaining an appropriate amount of space between peers.
Grace and Courtesy: Group Etiquette	Joining a Group	Students learn the skills necessary to join and enter a group with grace and courtesy. These skills include knowing how to enter into and leave a small or large group conversation or activity. Students have many opportunities to practice and observe these skills within the school community during the day.	<b>Element 1:</b> Sits in a group. <b>Element 2.</b> Joins a group quietly without interrupting. <b>Element 3.</b> Asks permission to join a group.
Grace and Courtesy: Group Etiquette	Communicating in a Group	Students learn the skills necessary to communicate in a group with grace and courtesy. These skills include knowing how to enter into a conversation, participate in conversational turn-taking, and actively listening to others. Students have many opportunities to practice and observe these skills within the school community during the day.	<b>Element 1:</b> Listens with respect while others speak. <b>Element 2.</b> Actively listens during discussions. <b>Element 3.</b> Asks to speak or waits to speak, as appropriate to context. <b>Element 4.</b> Replies appropriately to others in a group.
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.	<b>Element 1.</b> Refers to self using own name. <b>Element 2.</b> 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.	<b>Element 1.</b> Expresses empathy and affection to others. <b>Element 2.</b> Expresses anger when interrupted.
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
Grace and Courtesy: Interpersonal Skills	Social Interactions: Imaginary/Symbolic Play	In imaginary/symbolic play, children play familiar behavior such as sleeping, eating, or going to the store.	Engages in imaginary play
Grace and Courtesy: Interpersonal Skills	Social Interactions: Cooperative Play	In cooperative play, children work together to achieve a goal	Engages in cooperative play