



Elementary Practical Life and Sensorial Activities

By

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with

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TABLE OF CONTENTS

Elementary Level

SAMPLE LESSON FORM FOR ELEMENTARY LEVEL	1
LIST OF PRACTICAL LIFE & SENSORIAL ACTIVITIES FOR ELEMENTARY	3-4
INTRODUCTION	5
AMS Touring Symposium Notes, 4/9/05, Shanna Honan	6-14
PRACTICAL LIFE ACTIVITIES	15
Cleaning Eyeglasses/Sunglasses	17-19
Make a Sandwich	20-21
Packing a Lunch Box	22-23
Juice Tasting	24-25
Large Transfer Bowl	26-28
Using the Microwave	29-30
Tearing a Paper Towel	31-32
Planting Seeds	33-35
Making Chocolate Milk	36-37
GRACE AND COURTESY	
Writing a Thank You Letter	41-43
Making and Pouring Hot Tea	44-46
CARE OF ENVIRONMENT	
Classroom Activities	49-51
Sweeping	52-54
Folding Laundry	55-57
Feeding the Fish	58-60
Turning on the Computer	61-62
Cleaning the Computer Keyboard	63-65
SENSORIAL ACTIVITIES	
Smelling Spices	69-71
Discriminating Materials	72-73
Montessori Bells	74-76
Stringing Beads and Language Extension	77-79
Colored Cubes & Design Cards and Language Extension	80-81
Geometric Cabinet	82-88
Triangle Language Extension	89
Circle Drawer Language Extension	90
Cabinet Language Extension	91
Knobless Cylinders and Language Extension	92-93



SHELTON SAMPLE LESSON

CHILD'S NAME: _____ BIRTHDATE _____

PARENTS: _____ AGE: _____

DATE OF SAMPLE LESSON: _____ APPLYING FOR: Gr: _____ Yr: _____

I. **PARENT INFORMATION**

- A. Parent Questionnaire completed _____ yes _____ no
- B. Observation of Child in Separation from Parent
_____ Parted easily
_____ Some Hesitation
_____ Difficult to Refusal
- C. Relationship to Parent
_____ Cooperative _____ Average _____ Uncooperative

II. **CO-ORDINATION**

- A. Gross Motor Skills (carrying, walking, skipping)
_____ Above Average _____ Average _____ Low Average
- B. Fine Motor Skills (drawing, holding pencil, writing, painting (small brush))
_____ Above Average _____ Average _____ Low Average
- C. Eye Hand Co-ordination (catching a ball, bouncing a ball, drawing)
_____ Above Average _____ Average _____ Low Average

III. **LANGUAGE**

- A. Oral (auditory discrimination drills, vocabulary)
_____ Above Average _____ Average _____ Low Average
*Difficulty noted in:
_____ Word finding
_____ Expression in Phrases/Sentences
_____ Articulation
_____ Fluency
_____ Voice
- B. Written (Gates Subtest, writing alphabet cursive upper case/lower, WRAT)
_____ Above Average _____ Average _____ Low Average
Numbers (100-200, by 2's)
_____ Above Average _____ Average _____ Low Average
- C. Reading (word families, blends, passage)
_____ Above Average _____ Average _____ Low Average
- D. Spelling (CVC words, CVC + E words, sight words)
_____ Above Average _____ Average _____ Low Average



IV. ATTENTION

A. Observed in All Interactions:

_____ Above Average	_____ Average	_____ Low Average
*Difficulty noted:		
_____ Eye Contact	_____ Hyperactivity motor	
_____ Focus	_____ Hyperactivity verbal	
_____ Concentration	_____ Hypoactive	
	_____ Distractible	

V. PERCEPTION

Observed in science activities, fraction insets, number patterns, rhyming words, auditory discrimination drills, auditory blending)

A. Discrimination

_____ Above Average _____ Average _____ Low Average

B. Gradation (geometry sticks, gradation, fine motor, problem solving)

_____ Above Average _____ Average _____ Low Average

C. Pattern Maintenance

_____ Above Average _____ Average _____ Low Average

VI. RELATIONSHIP

A. Cooperation with teacher

_____ Above Average _____ Average _____ Low Average*

* Difficulty Noted

_____ Confrontational	_____ Aggressive
_____ Negative	_____ Withdrawn
_____ Manipulative	_____ Refusal to try

COMMENTS and RECOMMENDATIONS:

_____ Recommended _____ day visit to Shelton School

_____ Do not recommend a visit to Shelton at this time.

Signature: _____

Date: _____

Send 1 copy to _____

Send 1 copy to Executive Director

Code: Sample Lesson Manual//Sample Lesson Form UE.doc 6/06

CLEANING EYEGLASSES / SUNGLASSES

General Purpose:

1. Practical lens care for those who wear eyeglasses/sunglasses
2. Orderly approach to work
3. Coordination of hands and eyes

Specific Purpose:

1. Preparation for writing

Prerequisite: Preceding exercises: carrying a tray, reading “dirty” and “clean,” various index finger exercises

Materials: tray, three different colored plates, eyeglasses and sunglasses, paper towels, clear spray bottle, signage ("dirty" and "clean"), white vinegar and water.

Carry:

Location:

Expansion:

Cleaning swimming goggles, cleaning ski goggles, cleaning work goggles

Control of Error:

Choosing clean eyeglasses, missing the towel with the spray, moving in anything but a spiraling movement from outer edge to center of lens, dirt or lint on the lens after the initial cleaning, returning clean glasses to the "dirty" plate.

Preparation:

Presentation:

1. Invite the child to do the exercise.
2. Go to the shelf that holds the Cleaning Eyeglasses /Sunglasses tray.
3. Carry the tray with both hands to an available work table.
4. Place the tray on the work table.
5. Pull out the chair and be seated.
6. Choose one of the dirty eyeglasses / sunglasses and place them on the table in front of you.



7. Pick up the spray bottled with the dominant hand.
8. Pick up one paper towel with the other hand.
9. Squirt the bottle twice (with dominant index finger) onto the paper towel.
10. Return the spray bottle to the place on the tray.
11. Place, with medium pressure, the moistened towel on the lens that is topmost or leftmost.
12. Pick up the chosen dirty eyeglasses with the dominant hand.
13. Hold the hand with the moistened paper towel high and the hand with the dirty eye-glasses/sunglasses low, relative to each other.
14. Move the towel in a clockwise (counterclockwise for lefties who will be holding the paper towel in their right hands) spiraling motion from outer edge to middle of lens.
15. Clean the remaining lens by repeating steps 14 and 15.
16. Place the half cleaned eyeglasses on the table.
17. Pick up the half cleaned eyeglasses so the inside surface of the lens are facing up and extend the branches fully.
18. Repeat steps 13, 14, 15 and 16.
19. Put used paper towel on the table.
20. With both hands holding the eyeglasses / sunglasses, raise them in front of you to inspect the lens for cleanliness and lint.
21. If dirt or lint remains, repeat process from steps 12 through 19 as needed.
22. Fold the branches in and place the clean eyeglasses / sunglasses on the "clean" plate.
23. Stand up and push chair in.
24. Throw dirty paper towel in the trash and return to your work area.
25. Carrying tray with both hands, return it to its proper place on the shelf.

Being sure to start the work by choosing from the "dirty" eyeglasses, pushing the squirt button on the spray bottle, spraying the towel, place the moistened towel on the lens, the spiraling movement from outer edge to center of lens.

Variations:

Using different sizes, styles and materials of eyeglasses/sunglasses.

Informal Language Assessment:

- Label:** This is
Receptive: Show me
Expressive: What is this?

Further Language Assessment:

Expanded Language:

Labeling Objects:

eyeglasses sunglasses
paper towel plate
spray bottle lens

Actions/Verbs:

spray squirt

Prepositions:

Adjectives/Adverbs:

dirty clean

Simple Sentences: This is cleaning eyeglasses.
I can clean the eyeglasses.

Sentence Variation: The eyeglasses are clean so we can see better.

Presentation Variations: Sunglasses, magnifying glass, lens in a
telescope/microscope



MAKE A SANDWICH

General Purpose:

1. Eye-Hand Coordination
2. Independence
3. Order/Sequence

Specific Purpose:

1. Proper eating habits
2. Attention to detail
3. Using kitchen utensils

Prerequisite: 4 years for coordination, and following verbal instructions.

Materials: Bread, peanut butter, spreading utensil, plate, napkins

Carry: Tray two hands.

Location: Table, counter

Expansion: Preparing various types of sandwiches in varying shapes.

Control of Error: Visual, motor, auditory

Preparation:

Presentation:

1. Introduce all materials to the child.
2. Invite child to table.
3. Say: "First, place the plate on the table"
4. Say: "Next, open the bread package and get two slices of bread"
5. Say: "Then, you need the knife."
6. Say: "Get the peanut butter jar and open the lid"
7. Say: " Put some peanut butter on the knife"
8. Say: "Next you will spread the peanut butter on one slice of bread"
9. Say: "Finally you will put the other slice of bread on top of the bread with peanut butter."
10. Say: "Great Job!! Now you have a peanut butter sandwich!!"

Variations:

Informal Language Assessment:

Label: This is
Receptive: Show me
Expressive: What is this?

Further Language Assessment:

What do you think we are about to do?, What do you think this is? What is the shape of this? What is this used for? Tell a friend how to make a sandwich.

Expanded Language:

Labeling Objects:

plate
knife
napkin peanut butter

Actions/Verbs:

carry place
spread hold

Prepositions:

on, next to
first second third

Adjectives/Adverbs:

Simple Sentences:

I can make a sandwich
This is good.
I can open the jar.

Sentence Variation:

I made a peanut butter sandwich for you.

Presentation Variations:

Use different ingredients for sandwich.



WRITING A THANK YOU LETTER

General Purpose:

1. Fine Motor Development
2. Responsibility
3. Independence
4. Creativity
5. Sequential order

Specific Purpose:

1. Develop appreciation for others
2. Courtesy

Prerequisite: Writing sentences, punctuation

Materials: . Paper, envelopes, paper edging Scissors, stamps, stamp pad, paper punches, pen or pencil, calendar, mailbox

Carry: Tray or et up at a permanent site

Location: Table – writing desk

Expansion: Writing a note to a grandparent/relative

Material: Paper, envelopes, paper edging

Control of Error: Writing Template

Preparation:

Presentation:

1. Walk to the writing desk and sit down.
2. Select a piece of stationary.
3. Take a pair of scissors and trim the edges of the paper.
4. IF desired, stamp a border with the stamps.
5. Use the paper punch to create a design. You choose around the edges.
6. Find today's date on the calendar.
7. In the top left-hand corner write the date.
8. Leave a space under the date.
9. Begin your letter with the 5alutation. Dear _____



10. Write your friend's name there.
11. Think of what you will say.
12. Begin to write your sentences as if you are talking to your Friend.
13. When you have finished, choose a closing.
14. Underneath the closing, sign your name.
15. Fold the letter in half.
16. Choose an envelope and put letter inside.
17. Write friend's name on the outside of the envelope.
18. If your Friend is in your class, put your letter in the mailbox.
19. Take the mailbox and put it on your friend's table.
20. Smile.
21. Return to the writing desk.
22. Make sure it looks beautiful before you leave.

Informal Language Assessment:

Label: This is
Receptive: Show me
Expressive: What is this?

Further Language Assessment:

What do you think I will do with this activity? What is this? What are these? Tell me about these. What are they for? (after the lesson) Tell me about what I have done.

Expanded Language:

Labeling Objects:

paper	envelope
stamp	stamp pad
scissors	paper punch
mailbox	pen
pencil	calendar

Actions/Verbs:

write
fold
stamp
punch
trim
deliver

SMELLING SPICES

General Purpose:

1. Education of the olfactory sense
2. Orderly and progressive approach to work
3. Coordination of hands and eyes and nose

Specific Purpose:

1. Preparation for cooking
2. Preparation for more refined taste in foods

Prerequisite:

1. Carrying a tray
2. Knowing "left" and "right"
3. Various grasping exercises

Materials: Eight smelling bottles, wooden tray with holes for the bottles, garlic powder, curry powder, ginger powder, nutmeg powder

Carry: Tray

Location: Table or rug

Expansion: Using different aromas

Control of Error: Arranging the bottles in two *rows*, choosing the *right* side as the control bottles when the bottles are arranged in columns

Preparation:

Presentation:

1. Invite the child to do the exercise.
2. Go to the shelf that holds the Smelling Spices tray.
3. Carry the tray with both hands to an available worktable.
4. Place the tray on the worktable so that the eight smelling bottles make two columns, four on the left, four on the right.
5. Pull out the chair and be seated.
6. Choose the smelling bottle on the top left. (The bottles on the left side of the tray will be control bottles.)
7. Smell the aroma from the openings.



8. Select the top right smelling bottle.
9. Smell the aroma from the openings.
10. Smell each bottle as many times as needed to determine if they match.
11. If the two bottles (top left and top right) match, then place them back on the tray in their respective same places.
12. If the top right bottle has different aroma, then progressively continue down the right side until the appropriate match can be found.
13. Choose the next lower bottle on the left side of the tray.
14. Repeat steps 7 through 13 until all for bottles on the left side have been matched with one bottle each from the right side.
15. Have the teacher check the work.
16. Mix up the order of the bottles on the right side.
17. Stand up and push chair in.
18. Carrying tray with both hands, return it to its proper place on the shelf.

Points of Interest:

Being sure to start the work by arranging the bottles in two columns, using the left side bottles as the control bottles, choosing the top left bottle first and working progressively down, choosing the top right bottle first and working progressively down to make the aromatic matches, smelling the aromas

Variations: Smelling candles, smelling perfumes. smelling odors (as opposed to aromas), smelling foods (i.e. citrus)

Informal Language Assessment:

Label: This is
Receptive: Show me
Expressive: What is this?

Further Language Assessment:

Expanded Language:

Labeling Objects:

spice	garlic
curry	ginger
nutmeg	

Actions/Verbs:

sniff	smell
match	select
choose	

Prepositions:

beside	on
--------	----

Adjectives/Adverbs:

left	right
------	-------

GEOMETRIC CABINET

Activity 19

General Purpose

1. Increase ability to distinguish figure from ground
2. To establish the basis for geometry
3. To develop perception of size and shape
4. To interpret stereognostic information
5. Concrete to abstract forms
6. Attention to detail
7. Vocabulary
8. Visual motor reproduction
9. Preparation for writing - metal insets

Specific Purpose

1. Names of geometric plane figure
2. Attention to distinguishing characteristics
3. Visual perception of geometric plane figures

Prerequisite: Geometric solids, experience with Red Rods, Rough-Smooth

Materials: Cabinet with 7 removable drawers. Drawers contain yellow solid frames and removable dark blue geometric plane insets.

Drawer I Circle, square, triangle, 3 yellow solid insets

Drawer II 6 circles decreasing in size

Drawer III 6 quadrilaterals with right angles

1. 4 rectangles of varying size
2. 2 squares of different size

Language:

1. Quadrilateral - 4 sided figure
2. Rectangle - 4 sided figure with right angles, opposite sides equal
3. Square - rectangle whose 4 sides are equal

Drawer IV 6 triangles

Language:

1. Equilateral triangle - 3 equal sides and 3 equal angles
2. Isosceles triangle - 2 equal sides and 3 acute angles
3. Acute isosceles triangle - 2 equal sides and 3 acute angles
4. Obtuse isosceles triangle - 2 equal sides, one angle greater than a right angle and opposite long side
5. Scalene triangle - 3 sides of different lengths
6. Right angle scalene triangle - 3 sides of different lengths and one right angle

Drawer V 6 polygons - a plane figure with more than 4 sides

Language:

1. Pentagon - 5 equal sides
2. Hexagon - 6 equal sides
3. Heptagon - 7 equal sides
4. Octagon - 8 equal sides
5. Nonagon - 9 equal sides
6. Decagon - 10 equal sides

Drawer VI 4 quadrilaterals

Language:

1. Trapezoid - 4 sided plane figure with 2 sides parallel
2. Right angle trapezoid - trapezoid with right angle
3. Parallelogram - opposite sides parallel
4. Rhombus - equilateral parallelogram



Drawer VII 4 curvilinear plane geometric figures

Language:

1. Quatrefoil - 4 leaf-like curved areas
2. Oval - egg shape
3. Ellipse - oval having both ends alike
4. Curvilinear triangle - bowed out triangle

- A. Set of solid cards
- B. Set of thick line cards
- C. Set of thin line cards

Once a drawer has been presented to a child, place the drawer on the shelf as an activity. The children can continue to have visual reinforcement of shape as they walk past the shelf. Those children who have not had this activity presented to them can obtain visual stimulation as they do from other sensorial materials, such as Brown Rectangular Prisms and Red Rods.

Carry: Grasp drawer in palm of hand each end

Location: Mat

Control of Error: Material, tactile kinesthetic, visual, teacher verification

Exploration: Same basic pattern as knobbed cylinders

1. Place and trace - 2 fingers right hand.
2. Counter clockwise.
3. Left hand steadies material.

Frame:

1. Place left hand.
2. Position fingers on top.
3. Trace.

Inset:

1. Hold knob with left hand.
2. Position finger bottom left.
3. Trace.

Note:

1. Movement when tracing frame causes arm to twist at elbow. This enables heightened kinesthetic feed-back in elbow and shoulder.
2. Movement when tracing inset and frame should originate in shoulder.
3. Pause systematically at angles on sided figures.
4. Do not rush through tactile kinesthetic analysis. It is the foundation for verbal analysis (establishing a concept based on perception).
5. Insist on smooth accurate movement in exploration - as done when exploring solids. Intervene when necessary to show how to touch.
6. Child may kneel when working at mat for ease of movement or stand at table.
7. This activity is based on visual discrimination, visual motor perception. At no time should a child be retained at a visual level due to inability to recall language. It is important to reinforce language with multisensory feedback, i.e. say name while tracing, thus auditory, tactile kinesthetic simultaneously stimulate CNS.



Introductory Drawer**Preparation:**

1. Ask child to obtain mat, ready work area, join you at shelf.
2. Say: "This is a geometric cabinet drawer."
3. Child repeats.
4. Carry tray to mat.
5. Place.
6. Indicate where child is to sit.

Presentation: Perceptual**Circle**

1. Position tray.
2. Remove inset.
 - a. Grasp knob with 3 fingers of left hand.
 - b. Remove. Place on mat.
 - c. Position finger of right hand for tracing.
 - d. Trace (counter clockwise).
3. Trace frame.
 - a. Left hand steadies frame.
 - b. Trace with 2 fingers of right hand.
4. Say: "It's your turn to trace the circle."
5. Observe.

Square

6. Remove inset.
 - a. Grasp knob with 3 fingers of left hand.
 - b. Remove. Place on mat.
 - c. Position 2 fingers for tracing.
 - d. Trace (counter clockwise).
7. Trace frame.
 - a. Left hand steadies frame.
 - b. Trace with 2 fingers of right hand.
8. Say: "It's your turn to trace the square."
9. Observe.
10. Three Period Lesson - frame, inset.

II. Presentation: Introduce Triangle - Perceptual

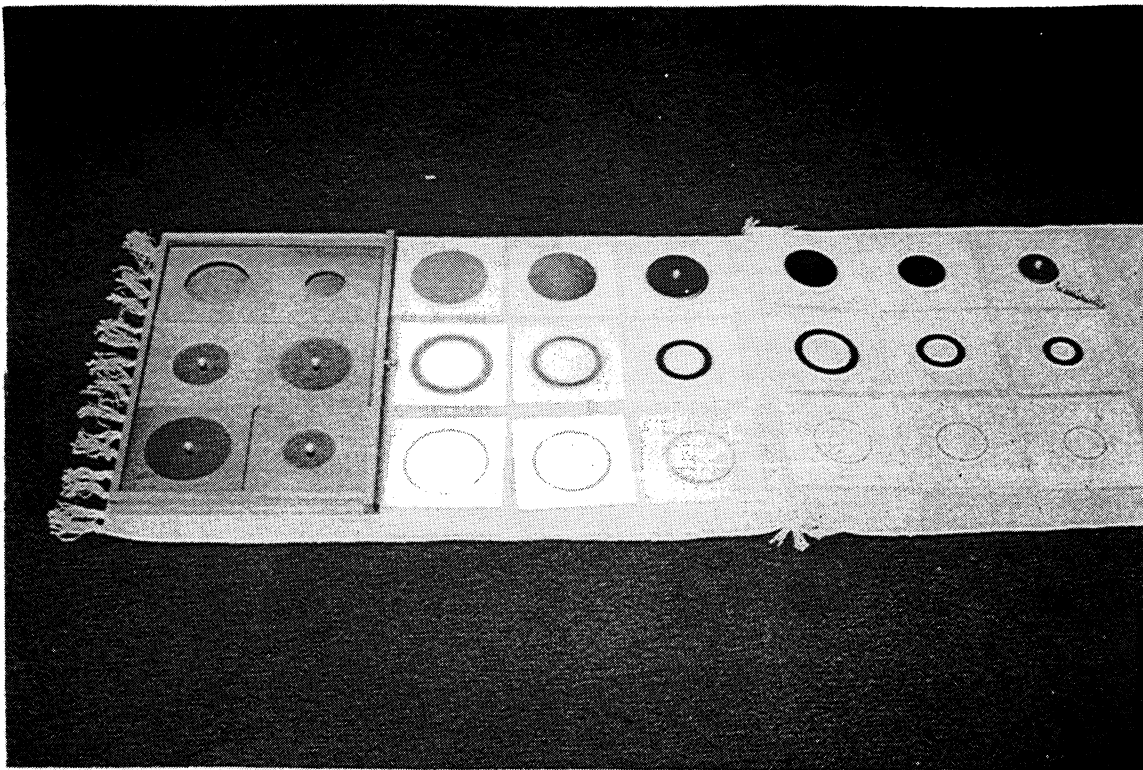
1. Repeat Presentations I and II, reviewing.
2. Follow procedure in Presentation I, steps 5, 6, and 7 to introduce triangle.
3. Review:
 - a. "What is this?" Circle
 - b. "What is this?" Square
 - c. Three Period Lesson - teach triangle - language.

Circle Drawer - Perceptual

Circles should be arranged large to small in drawer.

Preparation

1. Ask child to obtain mat, ready work area, join you at shelf.
2. Say: "These are circles." Child repeats.
3. Say: "This is the circle drawer." Child repeats
4. Remove from shelf.
5. Hand to child.
6. Ask him to place on mat.
7. Join him at the mat and be seated.



Presentation:

Pattern Remove:

- a. Remove inset. Place on mat. Trace inset.
- b. Trace frame in drawer.

Pattern Replace:

- a. Trace frame.
- b. Trace inset.
- c. Replace inset.

1. Remove each figure from the drawer.
 - a. Begin large circle.
 - b. Place and trace large to small - left to right.
2. Replace each figure in drawer.
 - a. Begin large circle.
 - b. Trace and place large to small - left to right.
3. Say: "It's your turn to trace the circles."

Proceed to next drawer when you observe evidence that task is internalized.

Cards

Procedure:

1. Solid - each drawer individually.
2. Thick lines - each drawer individually.
3. Thin lines - each drawer individually.

Example Presentation - Circle Drawer

Preparation:

1. Ask child to obtain a mat, ready work area by placing circle drawer on mat, be seated.
2. Join child bringing solid circle cards.
3. Be seated.

Presentation:

1. Position tray upper left corner of mat.
2. Place cards left to right (large to small) under tray.
3. Remove inset - trace. Match solid trace and check edges. Trace frame.
4. Remove insets in sequential order left to right (large to small).
5. Replace, indicating frame and inset are the same by tracing.
 - a. Trace frame.
 - b. Remove inset - trace.
 - c. Trace card.

GEOMETRIC CABINET LEVELS

Level I - Inset and Frame

1. In drawer (inset and frame).
2. Vocabulary Three Period Lesson - names of shapes.

Level II - Inset and Frame

1. Inset and frame - left to right - random order.
2. Inset and frame - left to right - gradation.
3. Vocabulary Three Period Lesson for gradation.

Level III - Inset and Frame

1. Analysis of figure - vocabulary.
 - a. How many sides?
 - b. How many angles?

Level IV Thin Cards - Thick Cards

