

# Montessori Inspired Lifestyle® Activity Starter Kits

## Activity Plans A

### Living/ Non-Living

**Materials:** 2 label cards; 24 picture cards and container for storage

**Procedure:**

Individual

1. Invite participant to living/non-living activity.
2. Discuss characteristics of living/non-living, for example, breathing, growth, movement, eating, reproducing, etc.

*Question to ask: How do you know something is alive?*

3. Have the participant read the labels, then place the labels on a flat surface in a row.
4. Make sure picture cards are well mixed and place them face down in front of the participant.
5. (you) Turn over the first picture card and identify. Place the card under the correct label. You can discuss why you put it there.
6. Invite the participant to turn over the next card and to identify it. Discussion is welcome.
7. Have the participant put a card under one of the labels. Please DO NOT CORRECT. You can ask why they put it there, but do not make it sound like the person made a mistake.
8. Continue as long as the participant is engaged.
9. Ask if the participant enjoyed the activity and would like to do this again sometime.
10. Collect cards and place them back into storage container. (Have the participant help you put things away if possible.)

Group

1. Invite a small group (4-6) to the activity.
2. Place (you can have a participant read the card) the label cards (Living / Non-Living) along the top of a table in a row.

*Question to ask for discussion is same as above.*

3. Pass out the picture cards face down (and ask the participants not to turn the cards over yet) so that each participant gets cards. For individuals with challenges, a template could be used for placement of cards.
4. Ask a participant to turn over a picture card and name it. The group can help.
5. Ask the group if the picture is something that is Living or Non-Living. Encourage discussion.
6. If a consensus is not reached, the group can vote and the label card getting the majority of votes is where the picture will be placed under.
7. Continue as long as it holds interest with the group.
8. Ask if they enjoyed this and if they would like to do this again.
9. Ask if this is something they think others would enjoy.
10. Collect cards and return them to the storage container. (Have the participants help you put things away if possible.)

## Orchestral Instruments Matching

**Purpose:** Visual Discrimination; Auditory Discrimination; Vocabulary Enrichment

**Materials:** 12 instrument picture cards with labels; 12 instrument picture cards; 12 label cards

**Procedure:**

### Individual

1. Invite participant to an orchestral instruments matching activity.
2. Place and name one set of the picture cards with labels along the top of a table.

*Questions for discussion:*

Have you been to an orchestral concert?

What kind of music do you enjoy?

What is your favorite musical instrument?

Do you have a favorite musical composer?

3. Have the second set of picture cards without labels stacked in front of you.
4. Pick a card from the stack and match with card on table. Discussion is welcome.

5. Invite the participant to match the next card. Please DO NOT CORRECT. If participant does not feel comfortable, you may continue matching as long as it holds their interest.
6. Ask if they would like to do this activity again sometime.

Collect cards and return to storage container. (Have the participant help you put things away if possible.)

Extensions:

1. In advance, record each instrument's sound.
2. Instead of stacking cards, place cards in front of participant in a line.
3. Play an instrument's sound and have the participant identify with one of the picture cards and match. Discussion is welcome.
4. Instead of picture cards with labels, put the picture cards without labels in front of the participant first and stack the 12 label cards in front of them. Match the first label card to a picture card and then have the participant match label cards with picture cards.

Group

1. Invite a small group (4-6) to the activity.
2. Place and name (you can have the participant read the card) 1 set of picture cards with labels along the top of a table.
3. Questions to ask for discussion are same as above.
4. Pass out the picture cards without labels so that each participant gets cards and gets to participate. For individuals with challenges, a template could be used for placement of cards.
5. Invite a participant to turn over a picture card and name it. The group can help. Then, put the picture (or have a participant put the picture) under its match. Encourage thought process with questions such as: Does it sound like a string, brass or percussions instrument?
6. Continue as long as it holds interest with the group.
7. Ask if they enjoyed this and if they would like to do this again.
8. Ask if this is something they think others would enjoy.
9. Collect cards and return them to the storage container. (Have the participants help you put things away if possible.)

Extension: Same as with the individual participant.

# Dog Matching

**Purpose:** Visual Discrimination; Vocabulary Enrichment; Reminiscence

**Materials:** 12 dog picture cards with labels; 12 dog picture cards; 12 label cards

## **Procedure:**

### Individual

1. Invite participant to the dog matching activity.
2. Name and place six dog picture cards with labels in a row at the top of a table. Discussion is welcome.
3. Lay out the corresponding set of dog picture cards without labels in front of the participant.
4. Match a dog picture card with one at the top of the table.
5. Invite the participant to match a dog picture card with one at the top of the table. If the participant is hesitant, match another picture as a demonstration.
6. Continue to invite, or complete the matching activity as long as the participant is interested.
7. Lay out the labels in front of the participant.
8. Invite the participant to pick a label and read it.
9. If this is a challenge, you can match labels as with picture cards or skip this step.
10. Ask the participant if they would like to do this again sometime.  
Gather picture cards and labels and return them to storage container. (Have the participant help you put things away if possible.)
11. Repeat the procedures with the second set of six dog cards.

Gather materials and return to storage. (Have the participant help you put things away if possible.)

### Adaptations:

1. Pick dogs that have large contrasts: Ex: Great Danes and Miniature Pinchers
2. Sort large/small, or long vs short hair
3. Classification of dogs: show dogs, work dogs, hounds etc.
4. Training dogs

### Group

1. Invite a small group to do the dog matching activity (4-6)
2. Place and name first set of dog picture cards with labels across the top of the table. (You could invite one of the participants to read the cards.) Discussion is welcome and encouraged.
3. Distribute the second set of picture cards without the labels. A template maybe used for a participant who might have challenges.
4. Taking turns, ask each participant by name to pick one of their cards and match it with a card at the top of the table.
5. Discuss the characteristic of the dog.

*Questions to ask for discussion:*

Did or do you have this dog as a pet?

Is this a dog you would like as a pet?

What would you name this dog?

Would you have this dog as an indoor or outdoor pet?

6. Continue matching as long as the group stays interested. If not, ask them if they would like to do another activity.
7. Ask if they think others would enjoy this activity.
8. Gather materials and return to storage. (Have the participants help you put things away if possible.)
9. Do this with the second set of dog pictures.

## Same and Different

**Purpose:** Visual Discrimination; Auditory Discrimination; Vocabulary Enrichment; Exercising Thought Process; Ability to Explain Thinking

**Materials:** Set of 20 cards with four pictures on each card (Optional - small container with poker chips, black squares of cardboard, or some other “marker” materials to place on picture chosen as “different;” and storage container)

**Procedure:**

Individual

1. Invite the participant to the activity. [Use 10 items. You can repeat with the second set of 10 items later.]
2. Remove one card from the tray and place it face up in front of the participant.

3. Put a marker in front of the participant.
4. Say, "Let's look at these pictures. Three of them are alike or similar, but one of them is different. Which picture do you think is different?"
5. The participant can indicate by spoken word or by pointing to the "different" picture.
6. When the "different" picture is chosen, say "What makes this one different?" (Encourage discussion. Do not correct. See if the participant self-corrects, but let the choice made by the participant be the "right" answer.)
7. Optional - Have the participant put a marker on it. (If they are hesitant, you can ask the participant to point to the "different" picture and place the marker for the participant.)
8. Remove the marker (if used), put it in front of the participant, and put the second card on top of the first.
9. Use the same procedures as above. Discussion is welcome.
10. Continue as long as the participant is engaged.
11. Ask if the participant enjoyed this and if they would like to do this again sometime. (You also can ask if they would like to do this with another set of items now.)
12. Collect cards and place them back into storage container. (Have the participant help you put things away if possible.)

### Group

1. Invite a small group (4-6) to the activity.
2. Remove one card from the tray and show it to the group.
3. Say, "Let's look at these pictures. What are they? What do they represent?"
4. Say, "What do they have in common and which one is different from the others?" (Encourage discussion. Do not correct. Do not tell the group that one picture is the "right" answer.)  
  
(Note: Use of a marker to put on the group's choice is optional, and may not be necessary.)
5. After the group has discussed the pictures on the first card, turn it over and show the second card.
6. Continue as long as it holds interest with the group.
7. Ask if they would like to do this again.
8. Ask if this is something they think others would enjoy.  
  
Collect cards and return them to the storage container. (Have the participants help you put things away if possible.)

### Animals / Continents

**Purpose:** Vocabulary Enrichment; Visual Discrimination; Exercising Thought Process; Ability to Explain Thinking

**Materials:** Twenty-eight picture cards, each with the picture and name of an animal (four animals per continent, outline of the corresponding continent on the back of each animal card); 28 animal label cards; seven continent cards with the outline and name of the continent on each continent card; container for storage.

**Procedures:**

Individual

1. Invite participant to the activity.
2. Place two continent cards in a row at the top of a table; and place the label cards of the 8 animals of these continents in a column next to the continent picture page. Discussion is welcome.
3. Place the animal picture cards corresponding to the two continents in front of the participant.
4. Pick up an animal picture, point to the label and name it, and put the card under the corresponding continent card, saying "This is a(n) \_\_\_\_\_ (name of animal), and it is found in \_\_\_\_\_ (name of continent)."
5. Invite the participant to pick up the next animal picture card and match it with one continent at the top of the table. If the participant is hesitant, match another picture as a demonstration.
6. Continue to invite, or complete the matching activity as long as the participant is interested.
7. If the person is hesitant, ask the participant to point to or just say the name of the corresponding continent.
8. You can show them that the matching continent is on the back of the animal card if they need to check before making a choice.
9. Ask the participant if they enjoyed this and if they would like to do this again sometime.

Gather materials and return them to storage container. (Have the participant help you put things away if possible.)

Adaptations:

1. Use additional pairs of continents and animals.
2. Use all seven continents and 28 animals at once.
3. Have the participant match pictures with corresponding label cards.
4. Ask the participant which animals would make good pets.

5. Ask the participant if they ever have seen these animals before (in a zoo; in nature).

Group

1. Invite a small group to do the activity (4-6)
2. Place and name the continent cards across the top of the table. (You could invite one of the participants to read the cards.) Discussion is welcome and encouraged.
3. Distribute the animal cards face down (continent side up). A template may be used for a participant who might have challenges.
4. Taking turns, ask each participant by name to pick one of their animal cards and match it with a continent at the top of the table.
5. Discuss the characteristics of the animals.

*Questions to ask for discussion:*

Would you like to have this animal as a pet?

What would you name this animal?

Have you seen this animal before? If so, where?

6. Continue matching as long as the group stays interested. If not, ask them if they would like to do another activity.
7. Ask if they think others would enjoy this activity.
8. Gather materials and return to storage. (Have the participants help you put things away if possible.)