

Montessori Inspired Lifestyle® Activity Starter Kits

Activity Plans 1

Animal Stories

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

Materials: Eight picture cards; eight name cards; eight information cards; and a container for cards

Procedure:

Individual

1. Show the person the picture cards one at a time. Ask the person to name it. If the person does not know the name, say, "That's ok. We will find out the name."
2. Do this until all of the picture cards are laid out.
3. Pick up the first name card and ask the person to read it.
4. Ask the person to place it under its matching picture. Do not correct.
5. Do this for each name card.
6. Have the person read the first story card.
7. Ask the person to place it under the name card. (Encourage discussion.)
8. If challenged, choose a description or other piece of relevant information in the story card and relate it to the photograph of the corresponding animal.
9. Ask the person if they enjoyed this and if they would like to do this again.
10. Put away the last four items. (Have the person help you put things away if possible.)

Group

1. Say, "We have some pictures of animals from many different places."
2. Pass out the pictures to all members of the group so that each group member has one or two pictures face up.
3. Pass out the labels word side down to the group members so that each group member has one or two labels word side down.
4. Ask a group member by name to show a label to the group and to read it for the group.
5. Ask whoever has the picture corresponding to the label to raise their hand.
6. Asked the group member who has the picture label to pass it to the person who has the picture.

7. Ask the person who has the picture to put the label under the picture.
8. If people are not sure if they have the corresponding picture or not, point to their picture and say "That looks sort of like a _____ (name of animal) to me. Let's put the name under that picture for now. We will see if we can learn more about that animal later."
9. Do this until all pictures have been matched with their name label.
10. Take out the first animal story and ask a member of the group to read it out loud for the group.
11. Once the story has been read, ask the group which animal the story describes the story.
12. Pass the story to the person who has the picture and ask the person to cover the picture with the story. (If some persons keep reading previously read stories, you can ask for a story and set of materials for an animal that was discussed to be turned in so that the materials are no longer on the table.)
13. Continue until all stories have been read or the group has lost interest.
14. Ask the group if they enjoyed this and if they would like to do this again.
15. Gather the materials. (Have the persons help you put things away if possible.)

Extensions:

1. Are they dangerous to people?
2. Where would they live?
3. In what climate do they live?

Plant Stories

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

Materials: Eight picture cards; eight name cards; eight information cards; and a container for cards

Procedure: *** SAME AS FOR ANIMAL STORIES ***

Extensions:

1. If it has a seed, how does the seed travel?
2. How are the plants used by man?
3. Where would the plants live?

Influential Artists and Entertainers

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

Materials: Famous Artists and Entertainers Book; 10 picture cards; 10 name labels; 10 information cards; one storage container

Procedure:

Individual

1. Invite the person to the activity.
2. Say “Here are some pictures of some well-known actors, singers and entertainers. You may recognize some of them.”
3. Lay out picture cards without labels into rows leaving enough room under each picture for the information card.
4. If they recognize the artist or entertainer, lay out the label to match for the picture.
5. Demonstrate by reading the first information card. Conversation is welcome and encouraged.
6. Place the information card under the picture card.
7. Put the corresponding name label card under the picture card.
8. Invite the person to read the next information card.
9. Discuss the card, and ask the person to place it under the appropriate picture.
10. Invite the person to put the corresponding name label card under the picture.
11. Continue until all cards are done or until the person loses interest.
12. Ask if the person if they enjoyed this and if they would like to do this activity again sometime.
13. Gather materials and return to storage container. (Have the person help you put things away if possible.)

Adaptations

1. Read the book first.
2. Match labels with pictures first.
3. If the person has challenges, present each picture, “who am I” card, and label card in order (all corresponding materials presented for one artist/entertainer, then present all of the materials for the next artist/entertainer, etc.).
4. Do further research on specific individuals of interest to the person.

Group

1. Invite the group to take part in the activity.
2. Explain the purpose of the activity, as above.
3. Lay out picture cards and name labels.
4. Read the first “who am I” card aloud to the group and then discuss.
5. Invite a person in the group to read the next “who am I” card aloud. Discuss.
6. Continue until all cards have been completed or until group loses interest.
7. Ask if the group if they enjoyed this and if they would like to do this activity again.
8. Gather materials. (Have the persons help you put things away if possible.)

Seven Wonders of the Ancient World

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

Materials: Seven Wonders of the Ancient World book; Picture cards; Name labels for picture cards

Procedure:

Individual

1. Invite the person to activity.
2. Say “Throughout time, ancient civilizations have built great structures. Many of these were around the Mediterranean Sea, an area dominated by the Egyptians and Greeks.”
3. “As peopled traveled in these ancient times, a list of great things ‘to be seen’ was made. Today, we know of these structures as the Seven Wonders of the Ancient World. Sadly, only one of these wonders remains today.”
4. Place the Great Pyramid of Giza picture on the table, along with its corresponding label. “We know that pyramids were built to be the burial chambers of the pharaohs of Egypt. This one in particular was built for the Pharaoh Khufu around 2800 BC. The stones came from Arabia and it took many years and many men to build. It is the only remaining structure of the original Seven Wonders of World still left.”
5. Lay out the other picture cards into rows leaving enough room under each picture for the corresponding name label.
6. Have the person read the next story with only the text of that story exposed. Encourage discussion. Ask them to guess which picture the story belongs to.
7. Show them how to check their choice against the book so that they can self-check and self-correct and place the corresponding name label under the picture.
8. Continue until all cards are done or until the person loses interest.

9. Ask if the person if they enjoyed the activity and if they would like to do this activity again sometime.
10. Gather materials and return to storage container. (Have the person help you put things away if possible.)

Adaptations

1. Read the entire book first.
2. If the person has challenges, present each picture, story, and label card in order (all corresponding cards presented for one wonder, then present all of the cards for the next wonder, etc.).

Group

1. Invite the group to take part in the activity.
2. Explain the purpose of the activity, as above.
3. Lay out picture cards and name labels.
4. Read the first story aloud to the group and then discuss.
5. Invite a person in the group to read the next story aloud. Discuss.
6. Continue until all stories have been completed or until group loses interest.
7. Ask if the group would like to do this activity again.
8. Gather materials. (Have the persons help you put things away if possible.)

Seven Wonders of the Modern World

Use same approach as for the Seven Wonders of the Ancient World, but change the introduction to: "Here are some more recent creations that are called wonders and that people travel many miles to see."

Fundamental Needs of Humans – Nutrition

Purpose: Vocabulary Enrichment; Visual Discrimination; Exercising Thought Process;

Ability to Explain Thinking

Materials: One Summary of Contents sheet; Story cards for each picture; Picture cards; Name labels for pictures.

Procedure:

Individual

1. Invite the person to the activity.
2. Lay out the first picture card and say: “We are looking at the way that different people have met their fundamental needs through different time periods. Remember, we all have the same needs. It is how we meet those needs that is different, and it has been different throughout time as well.”
3. Lay out the other picture cards with labels, with corresponding name labels below each picture, into rows leaving enough room under each picture for the corresponding story cards with name label.
4. Have the person read the next story from the book, with only the text of that story exposed. Encourage discussion. Ask them to guess which picture goes with the story.
5. Show them how to check their choice using the Summary of Contents card so that they can self-check and self-correct and place the corresponding name label under the picture.
6. Continue until all cards are done or until the person loses interest.
7. Ask if the person enjoyed this and if they would like to do this activity again sometime.
8. Gather materials and return to storage container. (Have the person help you put things away if possible.)

Adaptations

1. Read the entire set of story cards first.
2. Match name labels with pictures, or name labels with stories.
3. Discuss other fundamental human needs during various ages, e.g., clothing, shelter, etc.

Group

1. Invite the group to take part in the activity.
2. Explain the purpose of the activity, as above.
3. Lay out picture cards and name labels.

4. Read the first story aloud to the group and then discuss.
5. Invite a person in the group to read the next story aloud. Discuss.
6. Continue until all stories have been completed or until group loses interest.
7. Ask if the group enjoyed this and if they would like to do this activity again.
8. Gather materials. (Have the persons help you put things away if possible.)