



Montessori Classroom: The Value and Purpose of the Practical Life Area

*Includes suggestions for typical lessons given by
the Montessori guide/teacher*

By

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Types of Practical Life Activities:

AREA: PRELIMINARY EXERCISES

Preliminary Exercises

Preliminary exercises isolate individual tasks that will later be combined into a larger task. For example, before a child can be expected to wear a smock while painting, they are first taught how to put on, take off and store a smock. This is done WITHOUT any connection to painting. The child would simply so isolated "work" with a smock.

Examples of preliminary exercises:

How to use the sink

How to wet and wring out a sponge

How to get the right amount of toilet paper

How to carry a book

How to turn a page in a book

How to tuck in a chair

How to carry a pitcher

How to fill a pitcher in a sink

How to use clothespins

AREA: CARE OF THE SELF

Care of the Self

These activities prepare the child to meet the requirements of caring for her body every day. They are critical for developing self-confidence.

Examples:

Buttoning, zipping, tying, lacing

Washing hands/face

Taking socks/shoes on and off

Preparing food

How to use a knife/follow cutting sequence- spreading jam, cutting/spreading butter, cutting bananas, cutting banana bread, cutting pickles, cutting apples, cutting carrots, cutting loaf bread

Sewing

AREA: CARE OF THE ENVIRONMENT

Care of the Environment

These activities connect the child with her surroundings and allow her to assume responsibility for her environment. Care of environment activities create a sense of joy, pride, delight not only in cleanliness but the artistic and beauty giving elements of our environment. Examples include:

Dusting

Sweeping

Folding

Washing a table

Washing cloths

Ironing

Setting a table

Polishing

Caring for pets

Caring for plants

Flower arranging

AREA: CONTROL OF MOVEMENT

Control of Movement

It is through movement that the child can organize and build his intelligence. Movement cannot be set apart from higher cognitive skills. These include activities that isolate quality of bodily movement for its own purpose. Examples include:

Waling on the line heel to toe

Marching on a line

Carrying a bowlful of water across the room

Wearing a blindfold and finding someone who is ringing a bell

AREA: GRACE & COURTESY

Grace and Courtesy

The grace and courtesy exercises allow children to adapt in a beautiful fashion to the culture around them. These exercises help the children to acquire self confidence and independence because they prepare them to behave well in all likely social situations.

These are taught by role playing. Examples include:

How to offer help

How to politely get someone's attention

How to say excuse me, please, thank you, and you're welcome

How to ask for a turn

How to wait for your turn

How to invite someone to play with you

How to politely decline an invitation

How to respond if someone says they don't want you to come to their birthday party

What to do when someone grabs something from you.

Bio



Hello! My name is Robin Norgren and I feel honored to be a part of the Montessori community. I come with almost 20 years experience in management and a love of education and creativity and believe that lifelong learning is key to the navigating the world we live in.

I was born in Wurzburg, Germany where my dad was stationed with the U.S. Army. I spent most of my childhood in Detroit, Michigan but moved to Arizona when I was 14 years old.

I have been married for 16 years and my husband has proudly served in the U.S. Navy for almost 20 years so I have been privileged to have traveled quite a bit. I have two children, a boy and a girl ages 29 and 12. The oldest is in the U.S. Air Force and currently stationed in North Korea and the youngest is excited to start Junior High.

I attended Arizona State University and earned my Bachelor of Science degree in business management and worked in retail for about 15 years and really enjoyed mentoring and training young employees not just about work but life. When I met my husband, we had dreams of being in the military together which is why I attended Fuller Theological Seminary and earned my degree in Theology with aspirations of becoming a chaplain. But God had other plans and

weeks after my candidate packet was rejected, we found out we were pregnant with our youngest. Due to the world's political climate during that time, we decided to rethink how our family would move forward since he was beginning to be deployed for long periods of time. I had a friend who talked highly about Montessori with me throughout the years so I looked into it further and decided this might be a beautiful next step.

I began my AMI certification and unfortunately had to put it on hold when my husband was reassigned to Virginia so I took my AMS certification and completed it in 2016. I am still in the process of completing my AMI certification because I find both offer a deep and rich understanding of Montessori not simply as an education process but as a lifestyle and a worldview.

I also am passionate about art education and have created programs that I have taught in both Arizona and Virginia to pre-k to 6th grade classrooms. Because I have worked in a Reggio Emilio school, I have a working knowledge of creating an Atelier space within the classroom. I have a passion for not only inspiring children to be lifelong learners but modeling it as well.

I commit to be a teacher who offers your children not only a vibrant education but an opportunity to build confidence and become independent individuals who are mindful of the world around them and interested in learning and growing into the peacemakers and change agents the world needs.

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