

Montessori at Home (0-3 years) Ebook

By: Sylvia Arotin & Kara Rones

Within the child lies the fate of the future

- Maria Montessori -



Hi, I am **Sylvia Arotin**.

CEO and founder of Guide and Grow. I am also the Director of a Montessori school in Sydney, Australia. I am passionate about working with children and adults, to lay the foundations for our future generations. In an age where there are lots of environmental factors contributing to a child's learning and development, our skill set and knowledge can make all the difference. These skills include the ability for children to deal with their emotions, develop intrinsic motivation, self-discipline, mindfulness and autonomy.

MY PASSION: On my journey, which started 10 years ago, I fell in love with a quote I read by Dr. Maria Montessori stating:

“*The education of a small child therefore does not prepare him for school, but for life*”.

Throughout my journey in early childhood I also found it difficult to navigate through the hundreds of recommended books and theories in raising children to find one that would be applicable to today's society - which actually worked!

This led me to the creation of Guide & Grow which simplifies the overload of information available into 7 main modules. Each module has a set of practical skills and tools you can apply with children to build these life skills, laying the foundation for their future.

In these vital years it is essential to help build a child's life skills, guiding them in how to learn rather than what to learn.

MY QUALIFICATIONS:

- Masters in Teaching (Birth – 5years) (Academic Excellence) – Macquarie University
- Bachelor of International Communications – Macquarie University
- International Montessori Teaching (Assistants to Infancy Diploma 0-3 yrs) – Northern American Montessori Centre (NAMC)
- AMI Montessori Assistants Certificate (3-6 yrs) - Montessori Australia Foundation

About the Authors



Hi, I am **Kara Rones**.

I am Certified as a Montessori infant/toddler guide and child care provider, and spent the previous nine years in a Montessori school setting and home day care setting.

MY PASSION: I have a passion for promoting independence in the 0-3 age range, and respecting the child as an individual from birth.

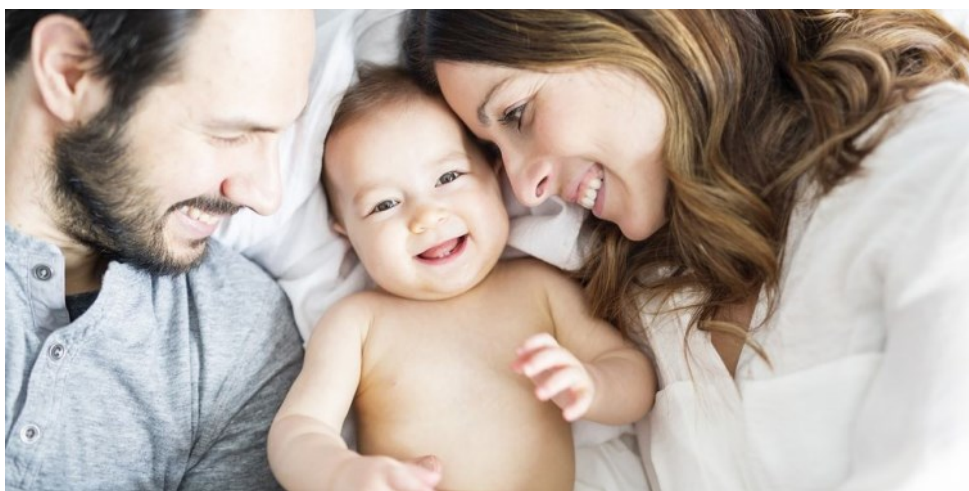
I provide Montessori Home Environment Consultations through my business, Evergreen Reiki & Wellness, based out of Baltimore, Maryland, USA. In my current role, I provide families with tools to implement a Montessori at Home lifestyle.

I have the AMS Infant/toddler (0-3) credential and a variety of child care certifications.



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CHAPTER 1

| INTRODUCTION |

Sylvia Arotin

“ Montessori is an education for independence, preparing not just for school, but for life.

- Maria Montessori

Montessori at home is about understanding the context you are in and applying the basic principles and philosophy of Montessori to your environment, rather than trying to simulate a classroom.

Your Montessori journey with your families will look different to other households, depending on your cultural context, values, various diverse backgrounds, religious beliefs and so on. The underlying Montessori principles can reflect and support these beliefs, to help raise a future generation of children who are capable, confident and ready for the world. It is important to remain true to who you are, understand the fundamentals of the philosophy and not get caught up in the must have “things” around Montessori.

Many of us understand the importance in the first 3 years of a child's life being the foundation for whom and what they will become.

In this Ebook we dive into the basics of understanding Montessori, communicating effectively & some activities to get your child involved at home.

It may take slightly longer to complete, and it may not be perfect in your eyes BUT the learning and development taking place for your child is worth every moment!

CHAPTER 2

| THE FUNDAMENTALS OF UNDERSTANDING MONTESSORI |

Sylvia Arotin

- **Follow the child:** The child is the centre of the philosophy and is seen as capable, confident and a contributing member of the family and community to whom all respect is due. The child determines the pace of the work often repeating an activity until they feel they have mastered it and it is important to allow time for this to happen. Try not to break their concentration by stepping in unnecessarily and follow the child's interests.
- **Freedom “within limits”** – The idea of freedom in Montessori sometimes can be misunderstood, it is really important to know that although the child is free to choose, to do and to lead, this freedom is within limits. Although we follow the child, it is important to note that this idea of freedom has 3 limits; Respect for one's self, respect for each other and respect for the environment. These are the fundamentals of having freedom in Montessori, as long as these ground values and morals are respected and upheld, the child is free. All respect is due to the child, the environment and those around them and it is important to instill healthy boundaries to reflect this.

- **Absorbent mind** – what the child takes in during the absorbent mind period is taken in effortlessly and remains as the foundation of his or her personality. It refers to children's minds being like a sponge and soaking in all of their surroundings in their environment and their experiences to create their understanding and mind.
- **Basic trust** – a child must feel safe, secure and supported in their infancy, building these relationships with their caregiver, their environment and those around them. Once they have a secure attachment they will then feel confident to explore further and start separating.

Dr. Silvano Montanaro in 'Understanding the Human Being', makes this powerful statement:

"Basic trust in the environment forms the first pillar of psychological ego and already must be present in the first 2 months of life - if established - the child will become an optimistic person who will, no matter what happens, continue to strive for positive solutions to any difficult situation."

- **Sensitive period** – this is a period of time where a child is observed to have a very strong interest in a particular activity, interest, understanding or skill. They are seen to almost exclude any other thing and concentrate on that particular interest. This is a window of opportunity to facilitate and really support this stage of development. There are four main sensitive periods that Maria Montessori identified: order, language, movement, perception (fixation on small objects, sensory & tactile exploration).
- **"The hands are the instruments of a man's intelligence"** – Maria Montessori: This quote reminds us of the importance of sensory & tactile experiences that involve the hands! We learn by doing and this is at the heart of the Montessori philosophy.

The use of the hands helps the child to construct themselves, internalize the visual and dimensional aspects of the world, refinement of their senses & forms solid connections between the world around them and their brain.

- **Role of the adult** – The role of the adult is seen as the observer, the facilitator and the guide. We need to be intentional in our practice, observe the child's interest, prepare the environment for rich learning opportunities and support children in their development. We are always there, but not the center of attention. Being the guide and facilitator is just as important to make sure children are supported, understand there is freedom within limits and the limits are to be respected.

As stated in the Montessori book "Education for a New World" p.54:

"....So the logic of the natural development is seen: first the child prepares his instruments, hands and feet, then gets strength by exercise, next he looks at what other people are doing and sets to work in imitation, fitting himself for life and freedom".

A child
needs
freedom
within
limits

Maria Montessori



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A good blog to read: "Helicopter Parenting" is it really helpful?

This blog is all about the importance to allow our children to be independent where possible so they feel a sense of autonomy. This boosts their self-confidence and makes them feel like they are contributing members of our society. How do we let go so our children have the breathing space (within reason) to be the best versions of themselves rather than the version we are telling them to be? Read more in the [blog](#).



CHAPTER 3

| COMMUNICATION AND ENCOURAGEMENT |

Sylvia Arotin



Effective communication is essential to use alongside Montessori to help guide your children to grow lifelong skills. With technology in the home and so many factors influencing parenting in our modern society many of us understand that times are changing.

Research tells us the importance of the first 5 years of a child's life and what you might not know is that **80% of a child's brain is developed by the age of 3** and that number increase to 90%...90% by the age of 5.

Now is the time where raising children counts the most. It is essential to equip yourselves with the vital skills and tools to raise a future generation of children that are mindful, intrinsically motivated, self confident and have the ability to critically think, preparing them for life.

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Guide & Grow was developed alongside our Montessori practice to establish a style of communication that encourages children to be the best they can be. Aligning with many positive parenting philosophies and drawing on international acclaimed child psychologists Faber & Mazlish, it goes one step further using practical tools and skills to implement the method that actually works.

It aims to minimise the pressures, stress & frustrations you may feel, to maintain healthy and loving relationships and become more aware of your feelings and thoughts so you are more responsive to your child's needs. The best part is that the children then adopt these skills and start using it themselves, building their skill set and equipping them with tools to tackle any of life's challenges and moments.

Many early childhood centres and hundreds of families have adopted this method hand in hand with Montessori.

Feel free to visit [Guide&Grow](#) for helpful resources such as:

- Blog: Alternatives to constantly saying No! ([Go to blog](#))
- Blog: Sharing is not always caring. ([Go to blog](#))
- Blog: The Battle of the In-laws. ([Go to blog](#))
- Video: DIY Montessori Materials on a budget ([Go to video](#))
- Video: Montessori and Discipline ([Go to video](#))
- Video: Decluttering your Montessori space ([Go to video](#))
- Video: Dealing with BIG Emotions ([Go to video](#))



SUBSCRIBE on **YouTube**



Our latest video: Effective Praise



What to say instead of 'Good girl / Good boy or Great Job'.

In this video we explore ways on how to communicate praise to children that allows them to build self esteem, confidence and independence!

[Watch this video!](#)

When you find yourself in a situation, and you are in doubt of what your next step should be? Remember to always:

1. Acknowledge feelings, 2. State expectations and 3. Offer a choice.

Click the links above to find out more...

We also have an Online community [Montessori at Home \(0-3 years\)](#) which you are welcome to join for free advice from experts in the field and other like-minded Montessori parents experiencing the same issues that you are dealing with. This community will support you on your journey in parenting and raising tomorrow's children.

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Quality Authority



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CHAPTER 4

| GETTING THEM INVOLVED |

Sylvia Arotin

The biggest part of Montessori at Home is getting them involved in the day to day activities. These practical life activities form the foundation of Montessori learning and provide a rich platform for children to thrive. Essentially they **just** want to do what we do and it is our job to allow them and see them as capable and contributing members of the family.

All of these activities should be done with child sized utensils and instruments & accessible to them (*so in reach*), so they are able to succeed with minimal accidents.

Weaning table

This is an infant sized table and chair that allows babies to have a place of their own to sit and enjoy a meal, like they have seen parents do from birth. Usually introduced when a child is able to sit upright on their own. It promotes independence, comfort, table manners, a potential work table, household participation and sibling interaction.

Work table

This is a child sized table and chair where children do activities at, sit, enjoy a meal together and be independent. This can also be placed near their activity shelves to give children a meaningful and intentional work space.

Learning Tower

This is a game changer! As soon as your child can stand, a learning tower can be a great addition to your kitchen. From as early as 12—14 months they are able to help you in the kitchen at your level. They will enjoy watching, stirring, cooking, making smoothies, chopping and really getting involved in food prep activities. These can be quite



Image from greenspringmontessori.org



Image from My Montessori school

expensive but there are some great Kmart or Ikea hacks for the fraction of the cost and well worth every penny!

Dressing

If possible try and allow your children access to their clothes in their room by having low shelves available, a small cupboard to hang and keep their belongings in so they are accessible and in reach. It can also be helpful to use a dressing stool, where children can sit to dress, so they can even put their socks and trousers on themselves. Try and use Velcro and elastic where you can, rather than buttons and laces, to promote independence and ease.

Activities they can get involved in:

Preparing food

Wherever possible allow children to help prepare food and cook. Using a child safe knife with a rounded edge and a chopping board, they are able to cut fruit and vegetables. You can also involve them in peeling eggs, grating vegetables, stirring food, pouring ingredients etc... Make sure all of the instruments are child sized where possible.

Cleaning the house

Children LOVE to help with household chores! You can setup window washing with a spray bottle and squeegee, sweeping, mopping, a small dustpan and broom or even dish washing. These activities promote caring for their environment, a sense of fulfilment and contribution for your child and building relationships.

Laundry

Children are so capable in contributing to the laundry, they love to pass clothing one at a time or remove items from the washing machine and placing them in the dryer. They can help with hanging laundry to dry, using pegs on an eye level washing line. Remember it is all about the processes at this age, so they can help you carry items or pack away, it doesn't matter if it is not perfect.

Shopping

They are able to carry a list or help you put items into the trolley.

Setting the table

Children love this, they can get involved in setting the table using placemats, cutlery, plates etc, putting a small vase with a flower in the center etc.

CHAPTER 5

| ENVIRONMENT SETUP |

Kara Rones

When preparing to setup the environment, ask yourself these questions:

Does the space...

- allow a child to complete tasks independently?
- encourage development and growth in mind, body, and spirit?
- allow a child to focus and concentrate?
- encourage curiosity and problem solving?
- teach children how to contribute to their family and community?

Where possible, furniture and materials should be wooden or natural. These are materials that are naturally encountered in the real world and are appealing to the child. They also provide a sensory experience that plastic toys are unable to. There are certain instances when it makes sense to use them, but as a general rule, they are best avoided. In Montessori philosophy, the environment presented to the child should be aesthetically beautiful, calming and attractive.

When entering a child's space, it should be immediately evident that it was created with the child in mind. All furniture should be child size and child height and promote independence.

The environment should be: clean, appealing, orderly, safe for free movement, and free from anything that discourages the ability to be independent.

Children love and have a need for order. Children's materials should be stored in a way that is visually appealing and easily accessible. Shelving should be low and open with materials stored in low, open baskets and wooden trays. This setup can be used for toys, kitchen items and food, clothing, bathroom supplies, and more.

Establishing a daily routine will also help with the flow of the environment. Usually Montessori materials are self-correcting, meaning that the child should be able to teach themselves how to do it without adult interaction and able to clearly identify if an error is made and how to fix it. Materials should be realistic and life-like where possible and also reflect children's current interests.

The environment should reflect learning opportunities in the following areas:

- | | |
|---------------------------|--------------|
| • Practical life | • Language |
| • Gross motor development | • Math |
| • Fine motor development | • Art |
| • Sensory stimulation | • Music |
| • Living things | • Quiet area |

General Rules to Follow when setting up a Montessori environment

- Rotate materials every 2 weeks, or as your child loses interest.
- When creating activities, always add 2 materials more than your child's age. For example, if you are creating a basket of animal figurines and your child is 2 years old, add up to 4 animals.
- When putting out activities, add 2 more than your child's age, if your child is 1, put out up to 3 activities on each shelf.
- Setup activities from left to right and in order from easiest to most difficult.



*The Love of
ones environment
is the
secret of social
evolution*

- Maria Montessori -

*"The child wants to do and see
and learn for himself, through
his senses and not through the
eyes of an adult. The child
who accomplishes this
becomes a full person. He is
educated."—Dr. Maria
Montessori*



*The greatest gift we can give
to children are the roots of
responsibility and the
wings of independence*

- Maria Montessori -

CHAPTER 6

| MONTESSORI INFANT |

Sylvia Arotin

How to prepare the Montessori Infant room:

- **The Child**

The first 6—8 weeks (Symbiotic Period) the child spends most of their time feeding or sleeping and while the environment is still important, your focus can be on building a relationship with your child.

- **The Environment**

The room should contain a **floor bed** or some parents prefer a Moses Basket.

Topponcino (this is the thin, oval mattress picture on the floor on the bed). The purpose of the Topponcino is to allow the infant to be safely, warmly and securely held. They can be held by siblings or transferred without being disturbed or woken. The aim is for the child to feel comfort and secure in their environment.

Black and white images for the child's developing vision and concentration, these can be cards on the wall or in books. **Low hanging artwork** and interesting images to look at can be useful for language development.

Low shelving, the child will begin to map their environment. It's a good idea to place the shelves in the same position they will stay when the child is older.

Movement mat or play area, wall mirror and visual mobiles. **Visual mobiles** are used during this period and vary to the child developing vision and concentration. It's nice to open a window or provide just a little breeze so there is some movement in the mobiles

Developmentally appropriate materials and toys such as **rattles** for when the child is ready.

Examples of suggested materials:



Munari Mobile
Octahedron Mobile
Gobbi Mobile
Dancers Mobile
Topponcino
Grasping Beads



Crochet Rattle
Bell Rattle



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CHAPTER 7

| MONTESSORI ACTIVITIES: BIRTH TO THREE |

Kara Rones

Ages are intended only as an indication of when a child is most likely ready for that specific activity. Some children will do things before the stated age and some will come after. Observe your child to determine when they are ready for the activity.

Following the ages, there is information on: treasure baskets, sensory bins, sensory processing, indoor gross motor activities, setting up a peace area, and caregiver resources.

The ages are categorized as follows:

- Birth – 3 months
- 3 – 6 months
- 6 months – 1 year
- 1 year – 18 months
- 18 months – 2 years
- 2 – 3 years



Image from pinterest.com



Image from mamatheexplorer.com



Image from howwemontessori.com

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Activities by Age : Birth – 3 Months

Sensitive Period: Movement, Expressive Language & Mathematics

- **Movement area**
 - Mirror attached to the wall
 - Soft rug or mat
 - Mobile
 - Art hanging at eye level
 - Topponcino
- **Mobiles**
 - Munari Mobile | 2 – 6 weeks
 - Octahedron Mobile | 5 – 8 weeks
 - Gobbi Mobile | 7 – 10 weeks
 - Dancer's Mobile | 8 weeks – 3 months
 - Bell on a Ribbon | 2 months of age & up
- **Books**
 - Black & White, by: Tana Hoban
 - Art for Baby
 - Look Look, by: Peter Linenthal
 - Hello Animals, by: Smriti Prasad
 - You are my Sunshine, by: Jimmie Davis
- **Massage**
- **Go for a walk outdoors and talk about the surroundings.**
- **Play music in the background.**
 - Native American flute music / classical music
 - Nature sounds
 - Jewel – Lullaby album
- **Sing to your child.**
- **Rattles**
 - Wooden bell rattle / silver rattle / black & white crochet rattle.



- **Call the child by their name.**
 - Do not use "baby" in front of their name when talking about them or to them. For example, if the child's name is Sam, they should be referred to as Sam and not Baby Sam.
- **Tell the child what you are going to do** before doing it to them or with them. If your child is making eye contact or sounds, wait for a response or acknowledgment before doing the task.
 - "I am going to pick you up."
 - "I am putting your diaper on."
 - "I am going to move you from your bed to the floor."
 - "I am putting your arm through the sleeve."
- **Prepare your child for what is going to come next.**
 - "I am going to change your diaper and then it will be time for nap."
 - "I am going to give you a bath and then get you dressed."

Activities by Age : 3 – 6 Months

Sensitive Period: Movement, Expressive Language & Mathematics

At around 4 months your child will begin mouthing things. Allow them to do so as they are exploring and imprints are being made in the mind of the world around them. Skin and mouth are their instruments for learning.



Images supplied by Kara Rones

- **Mobiles**

Primary Colors Mobile | 3 months & up
Ring on a ribbon | 3-4 months & up
Wooden Musical Mobile | 5 months & up
Kick ball mobile and bell

- **Books**

Global Babies, by: The Global Fund for Children
Ten Little Fingers and Ten Little Toes, by: Mem Fox
Touch and Feel Farm
Touch and Feel Animals
Smile, by: Roberta Grobel Intrater
Pantone: Box of Color
Good Dog, Carl, by: Alexandra Day

- **Tummy time** – Place your child on their stomach so that they are encouraged to lift their head, arms and legs. Start with a few minutes per day. As your child's muscle and neck strength develops, the amount of time spent on the stomach can be increased.
- **Place mobiles**, soft toys, wooden toys and other natural toys just out of your child's reach to encourage them to move their body to get the item.
- **Rolling over** – This is something your child should do naturally when they are ready. It can be encouraged by placing them on their back in an open space on the floor, or on a blanket.
- **Bicycle your child's legs while they are lying on their back.**
- **Sitting** – As the core develops, sometime around 4 months of age, you can place your child in the sitting position, while supporting them by holding their torso. A boppy pillow around their waist can support them as well. Roll a ball back and forth with an adult
- **Grasping toy**
- **Rattles** — Black and white crochet / silver rattle
- **Taggies ball**
- **Crochet ball**
- **Activity gym**
- **Play mat**
- **Vary body positions** – Assist your child by placing them on their back, stomach, side, sitting up and standing.
- **Work on neck strength** – Start by not supporting your child's head for a few seconds at a time. As the neck strength develops, you can support the head less and less.



Every great cause is
born from
repeated failures
and from
imperfect
achievements.

- MARIA MONTESSORI -

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Activities by Age : 6 Months — 1 Year

Sensitive Period: Movement, Expressive Language & Mathematics

- **Books:** First 100—(Words / Animals /Colors & Shapes /Objects Trucks)
- Baby Beluga, by: Raffi
- My First Signs, by: Annie Kubler
- Basic instruments
- Sensory bottles
- Introduce drinking from an open cup.
- Introduce hand washing.
- **Crawling** – Once your child is successfully sitting on their own, they will figure out how to move themselves from sitting to being on their stomach. Once this step takes place, you can assist them into the crawling position by placing them on their hands and knees and supporting them by gently placing your hands on their stomach.
 - Tunnels or a cardboard box open on both ends.



Image from guide&grow.com

- **Introduce sign language.**
More | Done | Please | Eat | Sleep | Milk | Water | Change
Help | Bath | Play
- **Standing** – Once your child is mobile and crawling they will begin to pull themselves up to stand.
 - A bar pm a mirror is a beneficial way to encourage this.
- **Wagon to push** — Setup the environment to encourage your child to **pull to stand**. You can use lounge cushions on the floor to climb over. Ottomans in the middle large open spaces so it encourages cruising (moving from one piece of furniture to another, to encourage walking).

- Egg in a cup toy
- Single knobbed cylinder
- Basket of various types of balls
- Ring stacker
- Posting
- Stairs for climbing
- Treasure baskets
- Ball tracker
- Stacking cups
- Water play



Image from guide&grow.com



Activities by Age : 1 Year—18 Months

Sensitive Period: Small objects, Movement, Expressive Language & Mathematics

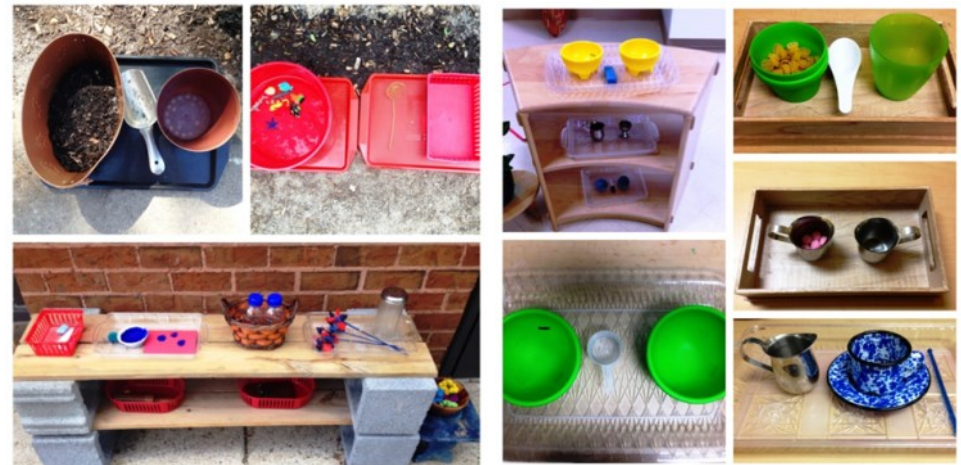
- **Wagon** – encourages walking and walking around the edge of furniture while holding on.
- Provide furniture that is safe for cruising.
- **Books**
 - Little Animals Books Innovative Kids
 - Everywhere Babies, by: Susan Meyers
 - Tool Book, by: Gail Gibbons
 - Butterfly: Colors and Counting, by: Jerry Palletta
 - Wheels on the Bus, by: Raffi
- Introduce stand up diapering
- Large knobbed puzzles
- Large blocks
- Baby doll – Lots to Love babies are excellent!
- Object permanence box – tray and ball
- Object permanence box – ball and drawer
- Sponging
- Dressing frame – Velcro
- Conestax
- Animal figurines—realistic
- Walk and roll
- Play dough
- Paper & crayons
- Easel & chalk
- Easel & paint
- Finger paint
- Vocabulary objects and cards
- Sensory bin
- Learning tower
- Shape sorter
- Colors
- Textures



Image from guide&grow.com

Activities by Age : 18 Months—2 Years

Sensitive Period: Small objects, Expressive Language & Mathematics



Images supplied by Kara Rones

- **Running, Jumping, Climbing** – This will come in time as the muscle strength increases. Visit the playground, provide a variety of terrain—grass, mulch, rocks, sand pavement etc. Make an obstacle course.
- **Books**
 - Hands Can, by: Cheryl Willis Hudson
 - Eating the Rainbow Star Bright Books
 - From Head to Toe, by: Eric Carle
 - Miss Rhonda's Readers, by: Rhonda Lucadamo
 - The Very Hungry Caterpillar, by: Eric Carle
 - Roadwork, by: Sally Sutton
 - We're Going on a Bear Hunt, by: Helen Oxenbury and Michael Rosen
- Wooden blocks
- **Preparing simple food**
 - Squeezing orange juice / Cutting a banana
 - Serving themselves snack
- Wiping the table
- Dusting
- Water color painting
- Gluing
- Object matching



- Object to picture matching
- Sorting
- Stringing beads
- Flower arranging
- Pouring
- Scooping
- Transferring
- Watering plants
- Caring for a fish, reptile, or other animal
- Nuts and bolts
- Music box
- Train table
- Barn with animals
- Play kitchen
- Activity board
- Introduction of the peace area
- Pikler triangle
- Knobbed puzzles with more pieces
- Trucks

“ There is no description, no image in any book capable of replacing the sight of real trees, and all the life, to be found around them in a real forest.

Maria Montessori

Activities by Age : 2—3 Years

Sensitive Period: Order, Grace & Courtesy, Refinement of the Senses, Music, Small objects, Expressive Language & Mathematics

- Give your child the option to make a choice shows that you validate their opinion. It is important, however, to limit the options so that your child does not feel overwhelmed. Choices can be made for:
 - Clothing** - Lay out two or three outfits and have your child choose what they would like to wear.
 - Food** - If packing a lunch... Do you want strawberries or grapes? Do you want turkey or ham? Do you want bread or crackers? Do you want cheese or yogurt?
 - Where to go** - Would you like to go to the park today or take a walk in the neighborhood?
 - What to do** - Do you want to brush your teeth first or put on your pajamas first?
- **Acknowledge feelings** first then, Say “you need to do this because...” and then **offer a choice**:
 - it will keep you safe.
Ex: holding hands when crossing a street
 - it will keep you healthy.
Ex: brushing teeth
 - it will help you grow.
Ex: eating vegetables



- **Books**

Lots of Feelings, by: Shelley Rotner
Shades of People, by: Shelley Rotner
All by Myself, by: Alki
10 Things I can do to Help my World, by: Melanie Walsh
When I Make Silence, by: Aline Wolf
I Want to Hear the Quiet Parent Child Press
Have You Filled a Bucket Today, by: Carol McCloud

- Sweeping
- Counter cards and Knobless Puzzles.
- Matching similar pictures
- Dressing themselves & lacing
- Hugg-a-Planet Earth
- Knobbed & knobless cylinders
- Stacking and nesting blocks
- Geometric solids / shapes
- Scissors
- Mystery bag
- Sequencing
- Baking
- Sandpaper letters, numbers: Tracing in sand
- Sound basket (letters – smat, crip, bfog)
- Dressing frame – button, zipper, snap

Visit [Guide & Grow TV](#) on YouTube for helpful videos on “sorting a Montessori space using baskets & trays”, Decluttering... and many more!



Parenting advice to guide you through challenging everyday moments! **Educational**

Weekly Vlogs **Hot Topics!**

• **HELPFUL ADVICE** • Practical strategies to implement every day



Images supplied by Kara Rones

What is a Treasure Basket?

A treasure basket contains a variety of real-life objects with the purpose of encouraging open-ended exploration. The original version of a treasure basket exclusively contains every day, household items.

Developmentally

Treasure baskets encourage the use of all senses, assisting in sensory development. It also promotes: language development, fine motor skills, sorting and classifying.

Themes

- **Color**
 - o One color per basket
 - o Introduce colors in the order of: black, white, red because they are the colors that infants see first, then yellow and blue since they are primary colors, then orange, green, purple to complete the rainbow and eventually pink and gray.
- o Kitchen
 - o Possible Items: spatula, wooden spoon, whisk, measuring cup, dish towel, rolling pin, sponge.
- o Brushes
 - o Paint brush, hair brush, make-up brush, scrubbing brush, toothbrush.
- o Herb & Spice
 - o The container or bag should be sealed and unable to be opened.
- o Some herbs and spices I would recommend for children include: lavender, chamomile, cinnamon, ginger, vanilla, peppermint.

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• Seasons

- o Winter – large white pompom (snowball), snowflake, mittens, hat, gloves, scarf, pine tree, snowman.
- o Spring – flower, bee, bird egg, butterfly, sprout, caterpillar, umbrella, gardening pail, gardening shovel.
- o Summer – beach ball, ocean animal, sun, flip-flops, sunglasses, watermelon, sailboat.
- o Fall – scarecrow, leaf, pumpkin, gourd, corn, rake, acorn, fox, turkey, owl, apple.
- Nature
- Seashell, pinecone, rock, twig, flower, bird feather.
- Textures
- Wooden
- Metal
- Soft
- Bumpy

• Animals

Start with broad animal groups in infancy and gradually work toward specific species. For example, farm animals would include a wide range of animals and birds are a specific type of animal.

- Farm | Woodlands | Oceans | Arctic | Desert | Reptiles
- Fish | Amphibians | Mammals | Birds | Pets | Insects



Sensory Bin

A *sensory bin* or *bag* is a container or mystery bag filled with objects that stimulate the senses. I like to change the bin materials to match the season or theme of the month.

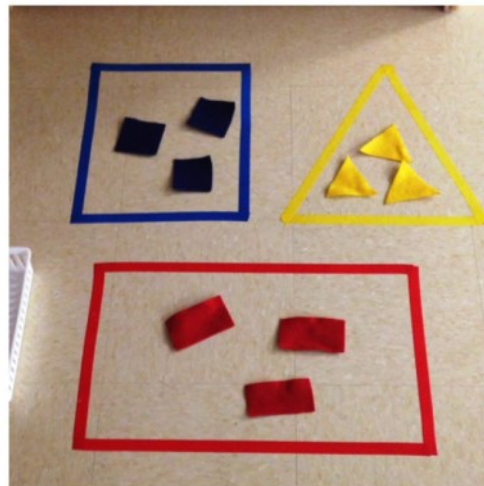
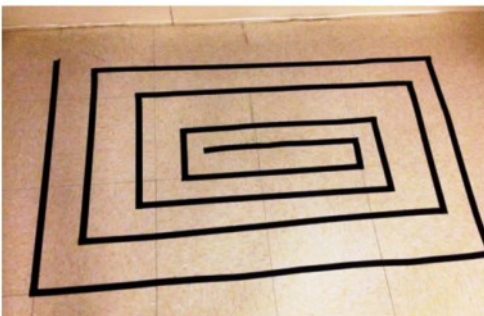


Images supplied by Kara Rones

Gross Motor Activities

Movement and coordination of large body parts, especially arms and legs.

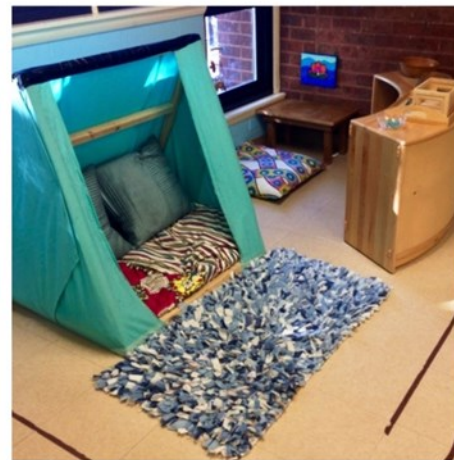
- Movement cards
- Yoga cards / book
- Jumping square
- Walk-able maze



Images supplied by Kara Rones

Peace Area / Calming Corner

A peace area, or quiet area, is a space where a child can retreat when they are feeling overwhelmed or need a few moments to themselves. Some things that may be included in a quiet area are: pillows, blankets, sensory rug, sensory bottles, window to view the outdoors, tent or teepee, books, calming scent bottles, and photos of family.



Images supplied by Kara Rones

www.generationmindful.com - Time-in toolkit is useful! [Click here](#)

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CHAPTER 8

| ADDITIONAL RESOURCES |

Additional Resources to help you further

Recommended Books:

- **How to Talk so Kids will Listen and Listen so Kids will Talk**
by Faber & Mazlish
- **Liberated Parents**
by Faber & Mazlish
- **The Joyful Child**
by Susan Stephenson
- **Understanding the Human Being, the importance of the first three years of life**
by Dr S. Montanaro
- **At Home with Montessori**
by Patricia Orti
- **Education for a New World**
by Maria Montessori
- **French Children don't throw food**
by Pamela Druckerman
- **Your Guide to a Happier Family**
by Adele Faber & Elaine Mazlish
- **Montessori from the start**
by Paula Polk Lillard & Lynn Lillard Jessen
- **Raising your child in a digital world**
by Dr Kristy Goodwin
- **How to raise an Amazing Child The Montessori way**
by Tim Seldin
- **The Montessori Toddler**
by Simone Davies

Websites/Blogs

Guide & Grow - Raising tomorrow's children

<https://www.guideandgrow.com/blog-1>

Kara Ronés Montessori at Home services.

<https://www.evergreenreikiwellness.com/montessori-at-home>

How we Montessori

<http://www.howwemontessori.com>

Two families' descriptions of how they apply the Montessori Method at home.

<http://www.thekavanaughreport.com/p/montessori.html>

A resource for Montessori parents and educators that focuses on the development of the whole child.

<http://carrotsareorange.com>

Montessori activities and ideas for parents and homeschoolers.

<http://livingmontessorinow.com>

YouTube Videos

321 Fastdraw [Trevor Eissler Montessori Madness](#) & [Superwoman Was Already Here](#)

TED talk [Looking to Montessori to Guide Education Reform](#): Anna Lee

TED talk John Hunter – [Teaching the World Peace Game](#)



Recommended Podcasts

[Your Parenting Mojo](#) | [Montessori Education](#) | [Janet Lansbury](#)

Facebook Group: Montessori at home (0 - 3 years)



@Montessori at home (0 to 3 years)

More resources and helpful links:

What / Where?

Toys/Materials & Furniture

Montessori Services	https://www.montessoriservices.com/
Allison's Montessori	https://www.alisonsmontessori.com/
For Small Hands	https://www.forsmallhands.com/
Lakeshore	https://www.lakeshorelearning.com/
Sprout	https://sprout-kids.com/
Amazon	https://www.amazon.com/
Etsy	https://www.etsy.com/
Ikea	https://www.ikea.com/
Michael's Craft Store	https://www.michaels.com/
Crate & Barrel – Crate & Kids	https://www.crateandbarrel.com/kids/
Educating Kids	https://educatingkids.com.au/
A2Z Montessori	https://a2zmontessori.com.au/
Adena Montessori	https://www.adenamontessori.com/
Voila Montessori	https://www.voilamontessori.com/

Your Local Dollar Store / OP Shops, Goodwill & Thrift stores!

Subscription Boxes

Guide & Grow	https://www.guideandgrow.com/
Lovevery	https://lovevery.com/
Monti Kids	https://montikids.com/

Brands

Melissa & Doug | Hape | Manhattan Toys | Schleich



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