

FOUR-DAY WORKSHOP

A Survival Guide: How to Start a 3-6 Montessori Class

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🖥️ FULLY ONLINE

Response Games

In all stages we start from simple commands moving towards more challenging ones.

- STAGE 1: The child does an action while sitting on his chair in the group

1. Miss Pearce Says:

'Miss Pearce says stamp your feet, touch your nose, stroke your cheek, wiggle your fingers'.

Continue with as many actions as needed with all children in the group by saying the name of the Directress/Director before the action.

2. Variation of Miss Pearce Says:

Children should only do an action when the Directress/Director's name is mentioned. Explain the game to the children and reinforce that listening is very important for this game.

E.g.: 'Miss Pearce says rub your tummy. Miss Pearce says stroke your thighs. Clap your hands (children should remain motionless). Miss Pearce says place your little finger on your nose.'

3. Individual Action:

Give an individual response to a child and ask him to carry on doing the action until you say stop.

E.g.: 'Ben, can you clap your hands until I say *Stop?*' Give each child a different action.

4. Adverb Game:

E.g.: 'Miss Pearce says clap your hands quietly, rub quickly your fingers on your knees, lift one knee slowly, tap quickly one finger on another finger.'

- STAGE 2: The child does an action in the middle of the group

Introduce to the group how the game will work. It is up to us to have one or more children at a time in the middle of the group. We can always give them a Point of Consciousness.

E.g.: 'I wonder if you can play this game without touching any friends. Let's see. Ready?' The child or children can have 3 different actions, depending how they are playing and if they are confident with the game.

1. 1 Action + 1 Instrument:

a) The instrument and action related are introduced to the children.

E.g.: 'When you hear the tambourine, this means march. When I stop playing the tambourine then you need to stop marching. Ready?'

b) A child is asked to come to the middle of the group.

c) The tambourine is played and the child marches in the middle of the group until the instrument stops playing.

2. Question Game

This game can be adapted with the other games in Stage 2 accordingly:

The instrument and action related are introduced to the children. When the child stops, the Directress/Director asks some questions.

Example:

- 'Ben, what did I ask you to do?' 'March.'
- 'Did you march?' 'Yes.'
- 'What did you do when you heard the tambourine?' 'Stopped.'

3. 2 Actions + 2 Instruments:

- a) Introduce both instruments (e.g. maraca and triangle).
- b) Play both instruments and introduce the actions one at a time (e.g. maraca/jump and triangle/tiptoe).
- c) A child is invited to come to the middle of the group.
- d) Play one instrument at a time. The child should remember the connection between instrument/action. The child performs the action following the instrument.
- e) The Directress/Director should use the element of surprise by always starting with a different instrument for each child. All children do the same actions with the same selected instruments.

4. 3 Actions + 3 Instruments:

- a) Follow the same steps as described before with 2 Actions + 2 Instruments.
- b) To increase the challenge, have the children looking away so they don't see which instrument will be played next.

5. Stop + Go sign:

Using different objects to represent the actions GO and STOP.

E.g.: Red Flag - STOP / Green Flag - GO.

'Can you crawl?' Show the Green Flag. The children start making the action. Show the Red Flag. The children then stop. Give each child or a group of children 3 different actions.

6. Body Sounds:

Each sound that we make with your body will represent a different action.

E.g.: Clap Hands/Jump and Rub Hands Together/Slide. When we stop making the sound the child has to stop.

7. Actions + Different Tunes made with Bells or Different Tunes played on the piano:

a) The Directress/Director selects some bells and places them on a table.

b) Play a different tune and tell the children this will tell them to do an action (related to each tune played). E.g.: skip / run / walk.

c) The tune is played and the children do the action following the tune. Change the tune so the children can have three times, always changing the Tune/Action.

d) All children do the same actions following the same tunes.

8. Preposition Game:

Give each child a different action and a different preposition. Always after the child has completed the game, do the Question Game.

a) 1 Action + 1 Preposition: 'Jane, can you twirl 3 times in front of Kate?'

Question Game: 'What did I ask you to do?' And then - 'Where did I ask you to twirl?'

b) 2 Actions + 1 Preposition: 'Jane, can you slide your feet and jump behind Kate 6 times?'

Question Game: 'What did I ask you to do?' 'What else did you do?' And then - 'Where did I ask you to jump?'

c) 2 Actions + 2 Prepositions: 'Jane, can you skip on the spot 3 times and jump 5 times beside Kate?'

Question Game: 'What did I ask you to do first? Where?' and 'What did I ask to do afterwards? Where?'

9. Adverb Game:

Give each child a different action and a different adverb. Always after the child has completed the game, do the Question Game.

a) 1 Action + 1 Adverb: 'Jane, can you walk quickly?'

Question Game: 'What did I ask you to do? And then - 'How did I ask you to walk?'

b) 2 Actions + 2 Adverbs: 'Jane, can you dance gracefully and march proudly?'

Question Game: 'What did I ask you to do first?' And then - 'How did I ask you to dance?' 'What else did you do?' And then - 'How did I ask you to march?'

- STAGE 3: The child does an action away from the group

Introduce to the group how the game will work. At this stage the children can listen.

- It can be practiced in the garden.

- It can be played with one or two children at a time in the middle of the group. We can always give them a Point of Consciousness.

E.g.: 'Today we are going to play a game where cooperation is very important. We are going to work together. Can you hold hands with Jane and walk together at her pace? Let's see. Ready?'

1. 1 Action + 1 Place:

E.g.: 'Jane, can you skip to the piano and come back?'

Question Game: 'What did I ask you to do?' 'Skip.' And then - 'Where did I ask you to go?' 'To the piano'.

2. 2 Actions + 1 Place:

E.g.: 'Jane, can you jump 3 times, dance to the book corner and come back?'

Question Game: 'What did I ask you to do?' 'Jump.' 'What else did you do?' 'Dance.' And then - 'Where did I ask you to go?' 'To the book corner.'

3. 2 Actions + 2 Places:

E.g.: 'Jane, can you hop to the pink tower, run to the button frame and come back?'

Question Game: 'What did I ask you to do?' 'Hop.' And then - 'Where did I ask you to hop to?' 'To the pink tower.' 'What else did you do?' 'Run.' And then - 'Where did I ask you to run to?' 'To the button frame'.

4. 1 Action + 1 Place + 1 Action:

E.g.: 'Jane, can you jump 5 times, march to the painting easel and come back?'

Question Game: 'What did I ask you to do?' 'Jump.' 'What else did you do?' 'March.' And then - 'Where did I ask you to march to?' 'To the painting easel.'

5. Preposition Game:

a) 1 Action + 1 Place + 1 Action + 1 Preposition: 'Jane, can you tiptoe to the red rods and jump 2 times beside them, and come back?'

Question Game: 'What did I ask you to do?' 'Tiptoe.' 'Where did I ask you to go?' 'To the red rods.' And then - 'What else did you do?' 'Jump.' 'Where did I ask you to jump?' 'Beside the red rods'.

b) Increase the challenge to the children as they get more experienced with the game.

6. Adverb Game:

Give each child a different action and a different adverb. Always after the child has completed the game, do the Question Game.

a) 1 Action + 1 Adverb + 1 Place: 'Jane, can you walk slowly to the milk table and come back?'

Question Game: 'What did I ask you to do? Where?' And then - 'How did I ask you to walk?'

b) Increase the challenge to the children as they get more experienced with the game.