



Where curiosity leads, learning follows

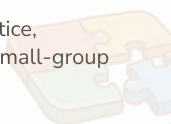
PRINTABLE WEEKLY CARDS

Grace and Courtesy Weekly Practice Cards

Eight calm Montessori mini-presentations for 3-6 classrooms and homeschool co-ops. Print, cut, and keep one card near the shelf, snack table, or transition area for a week of repeated practice.



Format	Printable web page
Age	3-6 classroom
Focus	Grace and courtesy mini-presentations
Use	Weekly practice, transitions, small-group role-play



How to use this week

- Model one tiny action slowly, with fewer words than you think you need.
- Practice in pairs or groups of three before expecting the whole class to use it.
- Repeat the same card during transitions, not only at circle time.
- Watch for transfer into the work cycle before introducing another new courtesy focus.

Observation aim

Do not look for perfect performance during the lesson. Look for transfer: the greeting at arrival, the quiet hand during adult conversation, the repaired spill, the material returned without a prompt.

WEEK OF

CARD FOCUS

SMALL GROUP

TRANSITION TO WATCH

CARD 1

Greeting someone

Purpose

Help children enter the room, welcome visitors, and acknowledge peers with calm confidence.

Model slowly

Walk slowly toward the person. Make eye contact if it feels comfortable. Say, "Good morning, I am happy to see you."

Practice

Invite two children to take turns greeting, pausing, and answering without rushing.

Observe for transfer

Does the child use a softer voice and wait for the other person to respond?

CARD 2

Interrupting politely

Purpose

Give children a respectful way to get help without pulling adults out of concentration.

Model slowly

Place one hand lightly on the adult's shoulder or table edge. Wait. The adult places a hand over yours to show, "I know you are waiting."

Practice

Role-play with one adult speaking to another while a child waits quietly for a turn.

Observe for transfer

Can the child wait longer when the adult acknowledges them without words?

CARD 3**Inviting a peer****Purpose**

Support children who want company without taking over another child's work.

Model slowly

Stand beside the child and ask, "Would you like to work with me?" Wait for yes or no. Say, "Maybe another time," if the answer is no.

Practice

Try yes, no, and "after I finish" answers so children hear all three as acceptable.

Observe for transfer

Does the child accept the answer and choose a next step peacefully?

CARD 4**Offering help****Purpose**

Teach help as an invitation, not rescue or correction.

Model slowly

Watch first. Ask, "Would you like help?" If the answer is yes, help with the smallest useful action and step back.

Practice

Use a tray, apron, or dropped pencil so children can offer help without taking the work away.

Observe for transfer

Does the helper leave the other child in charge of their own work?

CARD 5**Walking around work****Purpose**

Protect floor mats, concentration, and the child's sense of order.

Model slowly

Stop before the mat. Point to the safe path. Walk slowly around the work with quiet feet.

Practice

Place two mats on the floor and invite children to carry an empty tray around them.

Observe for transfer

Does the child notice work on the floor before stepping into it?

CARD 6**Returning materials****Purpose**

Make restoration part of the work cycle instead of an adult clean-up command.

Model slowly

Carry the material with two hands. Match each piece to its place. Push in the chair or roll the mat.

Practice

Choose one familiar material and practice only the return sequence, slowly and silently.

Observe for transfer

Can the child leave the shelf ready for the next person?

CARD 7**Snack and table manners****Purpose**

Build independence and kindness during snack, lunch, and small-group food work.

Model slowly

Sit down, serve a small amount, chew with mouth closed, wipe the place, and say, "May I offer you some?"

Practice

Use an empty cup, napkin, plate, and pitcher before practicing with real food or water.

Observe for transfer

Does the child notice spills, crumbs, and the needs of the next person?

CARD 8**Peaceful repair language****Purpose**

Give children words for repair after bumps, grabs, spills, and hurt feelings.

Model slowly

Use a quiet voice: "I did not like that." "I am sorry." "How can I help fix it?" "Can we try again?"

Practice

Act out small, low-drama moments with puppets, trays, or chairs before using the words in real conflict.

Observe for transfer

Does the child move from blame toward repair with adult support?

Classroom adaptations

- ☐ Change the exact words to match your room language.
- ☐ Practice with assistant, guide, parent volunteer, or older child first.
- ☐ Repeat during arrival, snack, line, outdoor return, or dismissal.

Notes after the week

Exploritori Teachers' Corner · exploritori.com/teachers/grace-and-courtesy-weekly-practice-cards



Where curiosity leads, learning follows

EXPLORE

Home

Reviews

Guides

Teachers' Corner

Newsletter

About

LEGAL

Affiliate Disclosure

FOLLOW US



© 2026 Exploritori. All rights reserved.

Independent Montessori reviews and guides for parents and educators.