

Purpose	Content	Lessons
<p><i>Math is Everywhere!</i> <i>Learners can pursue math in the Atelier, outside and anywhere where there are objects to count!</i></p> <p><i>Consider Math Scavenger Hunts both inside and outside the building. Making math fun and accessible now will make it so much easier in Elementary.</i></p>	<p>Math: Measurement (Length)</p>	<p>A. TRADITIONAL MONTESSORI PRESENTATIONS</p> <ol style="list-style-type: none"> 1. Brown Stairs (or Broad Stairs). 2. Red Rods. 3. Knobbed Cylinders. 4. Colored Cylinders. <p>Use the Red Rods and Blue and Red Rods to measure objects and people in the classroom.</p> <p>Take a picture of each Learner holding a rod in their hands indicating their current height. Keep the picture and take a second one a few months later, have the Learners notice how much they have grown.</p> <p>B. COMPARING OBJECTS</p> <ol style="list-style-type: none"> 1. Read <i>Fish Eyes</i> by Lois Ehlert. <ol style="list-style-type: none"> a. Compare the lengths of the fish in the book! 2. Weight. <ol style="list-style-type: none"> a. Gather a unit bead, ten bar, hundred square and thousand cube. b. Have Learners compare the weight of each. Which is heavier? Lighter? Can they arrange them in order from heaviest to lightest? How else might they describe them

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		<p>(smallest to largest)?</p> <p>3. Comparing in different ways!</p> <p>a. Ask Learners to collect different objects to bring to the rug and compare.</p> <p>b. <u>How many paperclips does it take?</u> Is there another work you can create in a basket with other objects? They can count (or log) how many paper clips for a pencil, a figurine, a banana?</p> <p>c. Be sure to make your paper clip exactly one inch long!</p> <p>4. Read Pattern Fish.</p> <p>a. Introduce the Learners to patterns in Math.</p> <p>b. Connect the content to works available in the room.</p> <p style="text-align: right;"><u>Book Suggestions:</u></p> <ul style="list-style-type: none"> - <i>The Great Graph Contest</i> by Loreen Leedy - <i>Tally O'Malley</i> By Stuary Murphy