| Purpose | Content | Lessons |
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| *We spend a lot of "time" on time. This is because time is an abstract concept and difficult for children to understand (and adults!)*<br><br>*As we are exploring time be certain that your mastery practice - math operations in particular are being covered with extra fervor. Operations can be put in the theme of time quite easily and this will give them more practice on addition, subtraction, multiplication and division. Keep in mind that WORD PROBLEMS in the* | MATHEMATICS:<br><br>Geometry<br><br>Continuing Time<br><br>Money | **A. CONTINUING OUR EXPLORATION OF TIME.**<br><br>Take your time (no pun intended) on these lessons. Each Learner who receives this lesson should have ample opportunity to digest the meaning, create their own written interpretation of what is presented and to reference it in the classroom (make a working chart).<br><br>1. The Year (and it's parts)<br>2. INTRODUCE: Naming the Year and BCE/CE Timeline.<br>3. The Name of the Year (One Unit = One Year)<br>4. The Names of the Year (One Unit = Ten Years)<br>5. The Name of the Year (2018 Years After What?)<br>6. BCE/CE Timeline<br>7. The CLOCK (Please see Upper Elementary for a more advanced resource).<br>8. The Clock (Dividing the Day into Hours)<br>9. Reading digital and analog clocks by the hour (i.e., 4:00, 7:00, 12:00)<br>10.The Clock (Dividing hour/mins)<br><br>**B. Reading Digital and Analog clocks.**<br><br>1. in 5-minute increments (i.e., 5:15, 3:25, 6:50)<br><br>2. Utilize the 5 chain to make the connection between counting by 5's and reading an |

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| *area of time are particularly vital. Use them frequently.*<br><br>*Subtraction is especially difficult. Use time questions with subtraction.*<br><br>*Geometry moves into a full array of lessons. We start with Area and Perimeter and the Yellow Material and move into the Angle and the Quadrilateral.*<br><br>*Money in conjunction with President's Day and also in our effort to make certain that subtraction is mastered.* | | analog clock.<br><br>3. The Clock (Linear Clock: A.M./P.M.)<br><br>4. The Clock (Dividing the Hour into Minutes)<br><br>5. Review reading times that are even hours.<br><br>6. Review reading times where the minute is a 5-minute increment (i.e. 5:15, 3:25, 6:50).<br><br>7. Reading the clock to the nearest minute (i.e., 4:27, 5:56, 11:29)<br><br>ADVANCED LEARNERS REGARDLESS OF AGE:<br><br>Review of reading clocks to the exact hour and minute.<br><br>The Clock (Common Terminology: Before and Until)<br><br>The Clock (Common Terminology: Quarters and Half) |

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| | | C. MONTESSORI EARTH AND TIME ZONES LESSON AND CHART<br><br>1. Tell the story of how Time Zones were created.<br>2. In America, these times zones were used during the Industrial Revolution to keep trains on time.<br>3. It would have been funny to have one person say it was 12:05 and the other say it was 12:40.<br>4. Standardized Time helped us solve this, but it might have been nice to have a loose interpretation of time.<br>5. Discussion on how time can create stress.<br>6. Do we always need to pay attention to time, or can we also live by what nature is telling us?<br>7. LEARNERS can CHOOSE two of the Options on Time.<br>– THE BIG WORK FOR THIS SESSION on Time will be using pairs to TELL TIME or TO QUIZ TIME.<br>– TO MAKE TIME PIECES IN THE ATELIER.<br>– TO Make a SERIES of TIME ZONE CARDS with time zone word problems! Match up younger and older Learners into pairs and have a contest!<br><br>D. MORE TIME WORK. |

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| | | 1. Use an analog clock that has the second, minute and hour tags on the face.<br>2. Show the Learner as you move the minute hand how the time changes and make certain to point out the five-minute markers throughout the clock.<br><br>3. Ask them to move the hands to certain times and the Educator will write down what those times are when the Learners stop.<br><br>4. Now, reverse the game. The Educator uses the clock to set random times and the Learner can say and write down what those times are.<br><br>5. The Learner can own the clock that day. They are in charge of telling the Educator… when it is time for handwashing, snack, clean up, etc. Instead of person-of-the day, it's **Time Manager of the Day.**<br><br>6. Once mastered, two Learners can play the clock game together to write down times.<br><br>7. Connect advanced Learners to the fact that time does not exist in the Universe… It is a human invention. Have them research how time is considered throughout space. |

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| | | E. GEOMETRY: FIRST PRESENTATIONS AND AREA AND PERIMETER<br><br>1. Perimeter Review<br><br>a. Follow-Up: Collect a series of plane figured objects around the school/classroom (paperback books, rugs, paper, and shapes from the geometry cabinet are all great options).<br>b. Have Learners start by measuring each side (younger Learners rounding to the nearest inch/centimeter and older Learners measuring to the nearest quarter inch).<br>c. Have Learners calculate the perimeter by adding the length of each side. As a class or in small mixed aged groups, invite Learners to measure the perimeter of larger areas such as the perimeter of the school or playground.<br><br>2. Area (Montessori Presentation)<br><br>a. Calculating Area: Collect a series of plane figured objects around the school/classroom (paperback books, rugs, paper, and shapes from the geometry cabinet are all great options).<br>b. Have Learners start by measuring each side (younger Learners rounding to the nearest inch/centimeter and older Learners measuring to the nearest quarter inch).<br>c. Draw and label the measurements of each object on grid paper. Ex. If the object is 3in x 4in, the student should draw three boxes over and 4 boxes down, etc.<br>d. Ask Learners to calculate the area by counting the square units. Ask Learners to calculate the area by multiplying the base and the height or the side by the side (rectangles only). |

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