



Montessori House
Primary Class Curriculum
Third Year: SAMPLE PAGES

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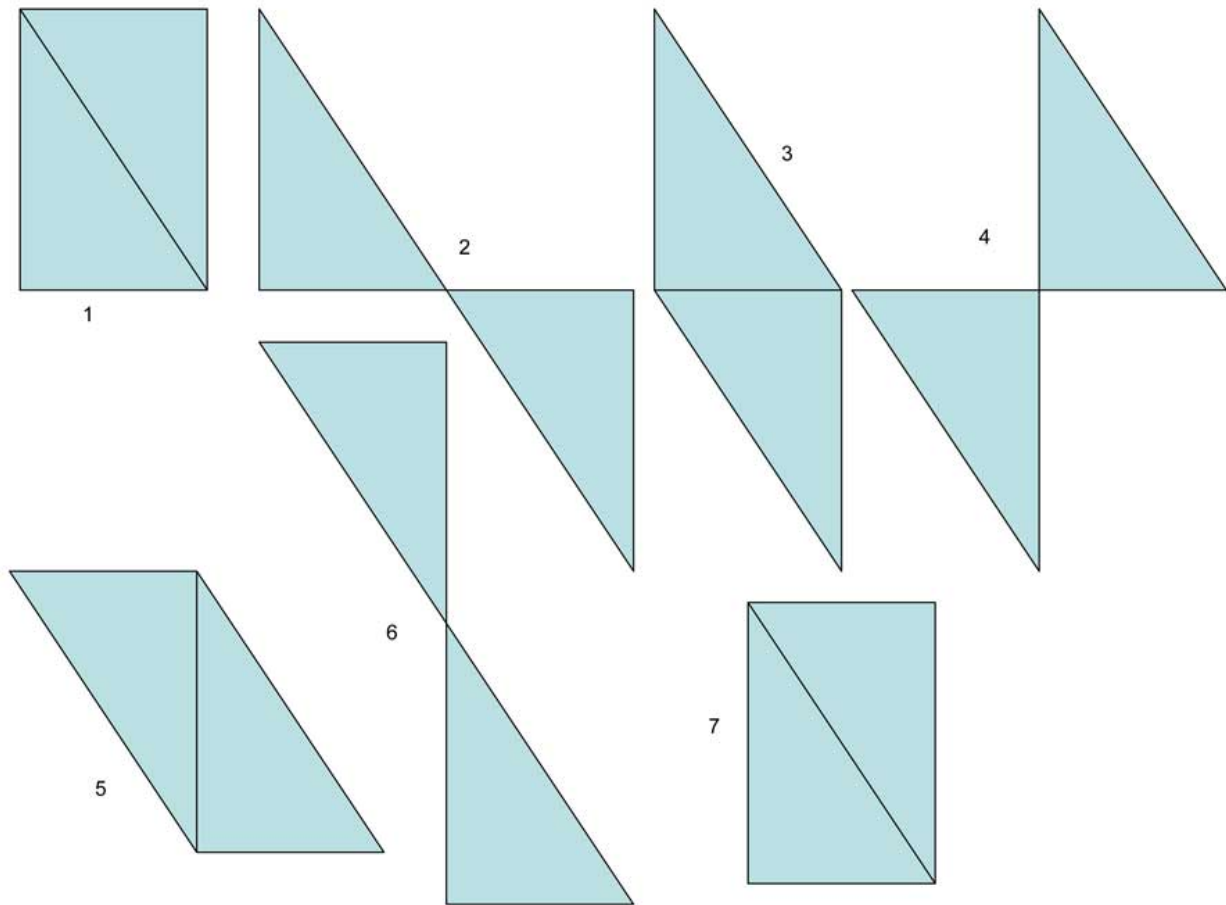
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Rectangular Box: Overview & Introduction Using Right-Angled Scalene Triangles



Materials needed for this series of presentations:

- One blue pair of right-angled scalene triangles (shown above)
- Mat for floor work or child-sized table

In the presentation below, the point of the exercise is to show your child how the pieces can flip and slide around to form new triangles. We move the triangle pieces slowly and deliberately to make new forms, allowing your child to discover independently this process, rather than

explaining it with words. When your child works with the material him or herself, the concept will become understood intuitively.

Preparation for this exercise: Year two triangle and two dimensional shape work and vocabulary

Presentation:

1. Remove the two scalene right-angled triangles.
2. Close the box and put it aside.
3. Put the triangles together to form a rectangle.
4. Now start moving the pieces to show your child how new triangles can be formed.
5. Hold the piece on the left with four fingers (don't let it move) as you slide the other part clockwise with your right hand.
6. Pause for a moment when you come to the end of a slide.
7. Stop briefly when you form a new figure.
8. When you have moved the piece all the way around to form the new figure (see the illustration), stop and ask your child to form the original figure. Ask, "Can you put it where it goes next?"
9. Offer your child a turn with the same two figures. Form the rectangle and place them aside.
10. Take the two isosceles right-angled triangles out of the box and continue to the section below.

When you do any of the presentations in this series, make sure you pause at each of the positions shown in the figure.

The purpose of this series of exercises is to show your child that by joining together different triangles, you can make a four-sided figure or other triangles. Preparation for the understanding that all plane geometric figures that have straight lines are really composed of triangles, so you can use triangles to create any plane geometric figure or deconstruct any figure into component triangles.

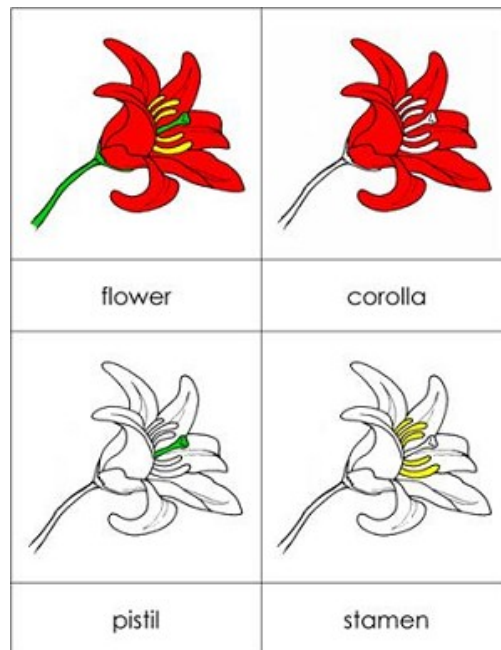
Botany: Parts of a Flower



Puzzles of parts of a flower from Nienhuis

Before your child reaches First Grade, he or she should be familiar with the parts of a tree, flower, leaf, and root system, four key botany puzzles in the Primary class years. It is still important for children to practice the three-fingered grip and hand-eye coordination.

Vocabulary terms include flower, calyx, corolla, pistil, stamen, and pedicel.



Flower Parts Cards by Montessori for Everyone at www.montessoriforeveryone.com

Vocabulary Enrichment: Descriptive Language (Advanced)



In the first two years of our curriculum, your child worked with basic and intermediate descriptive language for different nouns and settings. Now we introduce more complex language that will help your child develop his or her use of descriptive language in a natural way.

Materials needed:

- Eight magazine pages or photographs
- Eight complex labels
- 24 simple labels
- Box or tray
- Mat for floor work or child-sized table

Magazine pages from science or nature magazines can provide intriguing, complex scenes such as the one shown above. For the picture above, the name label would be "Bull seal with King Penguins" and the three adjective labels would be "ocean," "white," and "colony." Penguins live in colonies. All the name labels should be similarly complex. Species names make wonderful vocabulary words.

Presentation:

Since your child already worked with this material last year, no presentation is needed. The picture cards are spread out at the top of the mat, the label cards are spread out at the bottom, and your child matches one complex label card and three simple label cards to each picture.

Decimal System -- Association of Quantities and Symbols

This exercise follows on decimal system work that we introduced last year. As with most of the decimal system work, this exercise is designed to be performed by two or more children. Substitute an adult, if you cannot find another child, but it is more fun with a group of children.

Materials needed:

- Three mats
- Box of large numeral cards from 1 to 1000
- 9 unit beads
- 9 ten bars
- 9 hundred squares
- 1 thousand cube
- Empty tray for each child
- Small bowl (to hold units) for each child

Presentation with a single category:

1. Say, "Today will work with the golden beads and decimal cards."
2. You and your child can unroll the mats. Place the mats side by side with about one mat's worth of space between each mat.
3. Set up the cards on one mat (thousands on the left, units on the right).
4. Set up the beads on another mat (thousands on the left, units on the right).
5. Ask each child to find a tray and small bowl.
6. Give each child a number and place it on his or her tray. Ask each child to read the number and then collect the beads for it.
7. When a child returns with the beads, count together with the child as you move the beads and place them under the numeral (for example, put the two hundred squares directly under the "2" in "200").
8. Repeat with all children. Repeat the entire process several times or more, until the children always get the quantities right. Make sure than each child can associate the words with the quantities and symbols. If one part is weak, reinforce it with additional practice, focusing on the weak area. For example, if your child is not sure that "two hundred" means the two hundred squares, then practice with all the hundred squares in different quantities, and then practice with different quantities to see how your child does.

9. Make sure that there are enough beads on the mat so that each child can put together the quantity needed.

Presentation #2:

Reverse the process by giving the beads to the children, and ask them to find the corresponding card.

Linear Counting -- Skip Counting with Long Chains



Long Chains are a staple piece of equipment for this age group. You can make your own using regular colored plastic beads (make sure to follow the colors in the photo above), buy used equipment online, or splurge on new equipment.

Materials needed:

- Long and short chains
- Cubes for all the chains
- Mat for floor work

Preparation: Counting work with the short bead chains and comfort with counting quantities from 1 to 100.

Presentation:

1. Start with the 5 long chain spread out on a mat.
2. Form the first square by turning the first bar in the chain so that it is pointing toward you.
3. The next square in the chain should be created by pointing the first bar in the square in the same direction that the last bar in the previous square was pointed.
4. Consecutive squares should be created in the same way, starting in the same direction as the last bar in the previous square.
5. When all the squares have been completed, the squares should alternate diagonally to each other. (continued on next page)

Stamp Game for Long Addition



This exercise is for children who have already worked extensively with the Golden Bead material in the Banker's Game. Your child should also be comfortable with long addition of large numerals that require changing (e.g. $9876+8969$) before starting this exercise.

Here we show how to present the concept of the Stamp Game and work with addition. The unit stamps all have “1” on them, the blue ten stamps have “10” and the red hundred stamps have “100” on them. Finally, the green stamps for a thousand have “1000” on them. All are quite easy to make.

If your child is ready to work with multiplication or division, you can adjust the exercise accordingly. We will also cover it in detail next week.

Material needed:

- Stamp Game set in a box with compartments for each set of objects
- Long addition problem cards
- A mat for floor work or a child-sized table

What to do:

1. Invite your child to join you for this exercise. (continued on the next page)