

# Sensorial

- Color Matching
  - Cut out colored pieces of paper to the size of 2in. X 3in. Cut two pieces from each of the following colors: pink, purple, red, green, blue, yellow, orange, black, gray, white, and brown
  - If your child is pretty proficient at matching the colors together and naming the colors, your child can match objects to the colors.



- Differentiating size
  - Go on a walk to a place that would have a variety of rocks.
  - With your child try to collect 5-10 different sized rocks from small to big. Even better is to find flat ones so you can stack them!
  - Sort or stack the rocks from biggest to smallest.

# Math

## Group 1: Blue

- 1-10 sandpaper numbers tracing
  - **Purpose: I can write numbers 1-10**
  - On the sandpaper numbers that you created during the first few weeks, trace the numeral with your pointer finger and middle finger together in the direction you would as if you were writing that number with a pencil. Say the number when you are finished tracing.
- Spindle box
  - **Purpose: I know a number represents an amount of objects.**
  - This is what it looks like in the classroom.



- Make your own! You could make your own at home using sticks you've collected from outside or popsicle sticks or straws or pipe cleaners, etc.



**\*\* They colored the sticks in the picture. No need to do that at all! Natural sticks are much more appealing to children.**

- Bring me
  - **Purpose: I know a number represents an amount of objects. (This work adds another level of difficulty because there is no control of error.)**
  - Place numeral cards out in order across the mat from left to right.
  - Find objects in the environment and bring the right number of objects to match the numeral card.
  - When finished, place all items back where you found them in the environment.



- Memory Game
  - **Purpose: I know a number represents an amount of objects. This work adds another level of difficulty with memory being a factor.**
  - You can play this with your child or your child could play this with an older sibling!
  - Place numeral cards upside down.
  - Hide the basket with the marbles somewhere in the environment.
  - Moving from left to right, peek at a number.
  - Go get that number of marbles.
  - Place the marbles under the numeral without flipping the numeral over. Your partner counts the marbles and tries to guess your number. Once your partner has given you their guess, flip over the number to check to see if they were right. If the number card does not match the number of marbles, make the necessary correction 😊



## Group 2: Orange

- 1-10 sandpaper numbers tracing
  - **Purpose: I can write numbers 1-10**
  - On the sandpaper numbers that you created during the first few weeks, trace the numeral with your pointer finger and middle finger together in the direction you would as if you were writing. Say the number when finished tracing.
- Memory Game
  - **Purpose: I know a number represents an amount of objects. This work adds another level of difficulty with memory being a factor.**
  - You can play this with your child or your child could play this with an older sibling!
  - Place numeral cards upside down.
  - Hide the basket with the marbles somewhere in the environment.
  - Moving from left to right, peek at a number.
  - Go get that number of marbles.
  - Place the marbles under the numeral without flipping the numeral over. Your partner counts the marbles and tries to guess your number. Once your partner has given you their guess, flip over the number to check to see if they were right. If the number card does not match the number of marbles, make the necessary correction ☺



- Bead stair
  - **Purpose: I know a number represents an amount of objects. Children will use these beads for a variety of works in the Montessori classroom.**
  - Create your own with string or wire and beads!
  - Place bars out on the table in random order.
  - Counting 1-10 place the beads in order forming a triangle (See picture below). Once built, count each row of beads going down the triangle (red = one, green = two, pink = three, etc.).

- Color the bead stair as it was built on the provided paper starting with red (one) then green (two), etc. (See picture below of colored paper)
  - Please use colored pencils if possible.
  - The ten bar should be colored a gold color or a dark yellow if a gold colored pencil isn't available.
- The blank bead stair paper can be found in the Math Section.

