



Montessori Academy of Owasso

Preparing Our Children to Change the World

Math

Montessori Scope and Sequence for a Pre-Primary Classroom (Ages 18 months - 3 years)

<u>Sub Category</u>	<u>Lesson</u>	<u>Description</u>	<u>Element</u>
Concept Development	Understanding More, Less, Same	In this activity the child is presented with objects separated into two piles and asked about one of the piles. Does it have more objects, less objects, or is it the same as the other pile?	Understands and appropriately applies the terms "more" "less" and "same"
Concept Development	Pattern Blocks	This material consists of wooden blocks representing various geometric shapes and patterns that form a simple picture. The child arranges the corresponding wooden blocks into the pattern to form the picture.	Completes a picture with the pattern blocks
Concept Development	Various Colors of Discs on Vertical Dowels	This material consists of wooden puzzles of objects ordered by size. The child works with the puzzle to arrange the pieces according to their size (largest to smallest or smallest to largest).	Element 1. Places objects in order from largest to smallest. Element 2. Places objects in order from smallest to largest.
Concept Development	Sorting By Size Activities	In these activities, the child learns to sort objects according to their size. The sorting objects vary, but may include items such as blocks or cut out shapes in varying size. The child is asked to sort the objects into groups of the same size.	Sorts items according to size
Concept Development	Counting Songs and Fingerplays	In these activities, the child learns to count things like fingers and items in the classroom as part of a song.	Participates in counting songs and fingerplays
Concept Development	Early "Counting" Activities	In these activities, the child is asked to do an action a certain number of times. For example, "Hop two times" or "Tap your nose 3 times."	Element 1. Correctly completes an action TWO times. Element 2. Correctly completes an action THREE times. Element 3. Correctly completes an action FOUR times.
Concept Development	One-to-One Association	One-to-one association activities reinforce the concept that in counting, a single number is associated with a single item. When counting items, the child touches each item and says the numbers out loud, counting in order. For example, if the child is counting red circles, the child touches the first circle and says, "One." She touches the second circle and says, "Two."	Element 1. Correctly counts with 1-1 association up to 5. Element 2. Correctly counts with 1-1 association up to 10. Element 3. Correctly counts with 1-1 association higher than 10.