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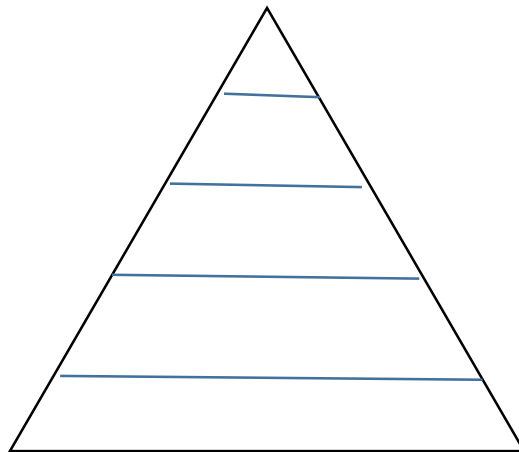
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LESSON 1-24: MONTESSORI SHAPES - TRIANGLE

Lesson Objective: Develop fine motor skills in preparation for writing; shapes names

Materials: Montessori Shapes; Crayons; Blank paper

- A. "You may bring me the Montessori Shapes and place them on the mat."
- B. Hold up the triangle shape by its knob.
- C. "This shape is called a triangle. Say with me: *triangle*."
- D. Hold up the shape that the triangle fits into.
- E. "The triangle shape fits into this triangular frame. Say with me: *triangular frame*."
- F. "You may bring me the crayons."
- G. Place the triangular frame on a blank sheet of paper.
- H. "Using any color you choose, you may draw lines like this:" Demonstrate drawing lines from left to right here:



- I. "You may fill the triangle from edge to edge [point at the left and right edges as you say this] until the triangle is filled. You may use more than one crayon if you like."
- J. Repeat steps H and I, using as many sheets of blank paper as required until the student has closure.
- K. Repeat steps G through J with lines that go vertically from top to bottom.

LESSON 1-25: THE LETTER D

Lesson Objective: Recognize the letter D

Materials: Play-Doh; Grain; Plastic Letters

- A. Put the Play-Doh, plastic letters, and grain nearby. Leave the grain in its package. Bring a shallow soup or cereal bowl to hold the grain.
- A. "This is the letter D:"

D

"Say with me: *d*."

- B. "You may point to the letter D here – you do not need to know any other letters:"

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

- C. Dump out the plastic letters on the mat. "Find me the letter D."
- D. Find a clear 10' x 10' area – inside or out – where the student can move around freely. Show the student this page and point to D above. "You may make the letter D with your feet as if you were to make the letter D in the snow covering the ground."
- E. The student may sit down or stand. "Standing or sitting, you may trace the letter D with your foot."
- F. "Can you make the letter D with your hands or body?"
- G. "You may try to make the letter D using the Play-Doh." When the student has finished his or her work, "You may put the Play-Doh back into its container."
- H. "You may bring me the bowl."
- I. "You may bring me the grain."
- J. "You may pour the grain into the bowl." Note: This activity builds fine muscle development. Should any grain spill outside the bowl, collect the spillage and put into the bowl while saying, "It is hard to get all the grain inside the bowl. You will get better at this over time."
- K. "You may trace the letter D in the grain with your finger." Note: The student may use either hand and one or two fingers (index or index and middle finger).
- L. "Do you wish to make another D in the grain?" If yes, gently shake the bowl so the grain distributes itself evenly in the bowl.
- M. Repeat steps E, F, G, H, L, and M until the student has competence and closure.
- N. "You may put the grain back in its bag." Note: See step K above.
- O. "You may put away the Play-Doh, plastic letters, bowl, and grain." Note: This helps students understand that they are in charge of their own learning and responsible for their environment.

LESSON 1-26: WORDS THAT BEGIN WITH THE LETTER D

Lesson Objective: Recognize the letter D as the first letter of certain words

- A. “There are many letters in the alphabet. You just saw the letter D. You do not need to know any other letters of the alphabet right now.”
- B. “D is the first letter of the word DOG.”
- C. Point to the letter D in the word DOG below. “I am pointing to the letter D. The word DOG starts with the letter D:”

DOG

- D. “You may show me the letter D in the word DOG above.” If the student does not do this correctly, repeat steps B and C.
- E. “What is the first letter of the word DOG?” If the student answers incorrectly, go back to step A.

LESSON 1-27: WORDS STARTING WITH D

Lesson Objective: Recognize words that start with D

- A. "The letter D starts many words."
- B. Point to the D in DOG. "For example, as we just saw, the word DOG starts with D:"

DOG

- C. Point to the D in DISH. "DISH also starts with the letter D:"

DISH

- D. Point to the D in DINNER. "DINNER also starts with the letter D:"

DINNER

- E. "You may color each box that has a word that starts with D."

DOUBLE	LAD	BIT
LADDER	DATE	DAY
LEMONADE	DOES	DON'T

If the student has trouble, say each word out loud one by one.

- F. If the student missed a word that starts with D, say, for example, DOUBLE: Point at the word DOUBLE. "Look at the word DOUBLE. What is the first letter of the word DOUBLE?"
- G. If the student colored a word that doesn't start with D, say, for example, BIT: Point at the word BIT. "Look at the word BIT. Is the first letter of the word BIT the letter D?" Let the student figure out his or her own mistake.
- H. Point at the word *don't*. "What is different about this word?" Answer: It has a funny character in it. "That funny character has a funny name: apostrophe." Note: Contractions and apostrophes are covered in later books.
- I. When a student does identify that he or she made a mistake, say, "You made a mistake and then you realized it. Great job!"

LESSON 1-28: WORDS STARTING WITH D

Lesson Objective: Come up with words that start with D

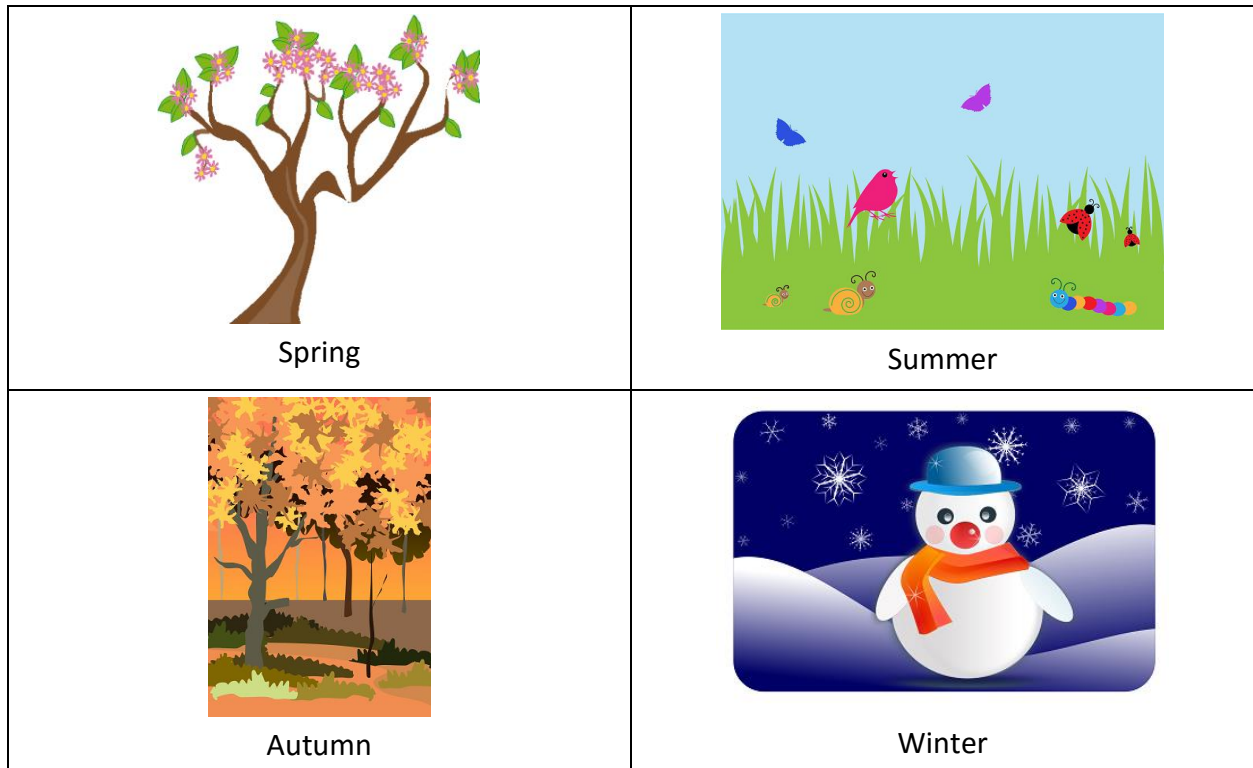
- A. "The letter D starts many words."
- B. "Can you think of more words that start with D? You may say them and I'll write them down for you!" Write down each word the student says, even if the word does not start with D. Use all capital letters.

- C. "Let's go over each word."
- Point at the first letter of each word. "Is that the letter D?"
 - If it is, "This word starts with the letter D."
 - If it isn't, "This word does not start with the letter D." If the student asks which letter it does start with, you may answer.
- D. Repeat steps B and C until the student has competence and closure.

LESSON 1-58: THE FOUR SEASONS

Lesson Objective: Learn the names of the four seasons

A. "Each year has four seasons:"



- B. "Spring is when the cold weather starts to end and trees begin to bud. You may point to the picture for Spring."
- C. "Summer comes after Spring and is the hottest time of the year. Many flowers and trees are in full bloom. Birds sing and insects chirp. Grass gets tall. You may point to the picture for Summer."
- D. "Autumn comes after Summer. Leaves that were green become colorful and then brown. Leaves then begin to fall from trees. It starts to get colder. You may point to the picture for Autumn. Autumn is also called Fall."
- E. "Winter comes after Autumn and is the coldest time of the year. In many areas snow falls and children may make and decorate snowmen. You may point to the picture for Winter."
- F. "The words for each season are shown but you don't have to know them for now."
- G. "Do you have a favorite season?"

LESSON 1-67: AURAL TRAINING GAME



Lesson Objective: Recognize mistakes in pronunciation of common objects

- A. "Today we will play a game where I make a mistake in saying a word and you correct my mistake. For example, if I point at my nose and say, NAZE I made a mistake in saying the word NOSE and you say the correct word, which is NOSE."
- B. "Pronounce means to say a word correctly. Say with me: *pronounce*."
- C. "When I make a mistake in saying a word it means that I have not pronounced it correctly: I have mispronounced the word. Say with me: *mispronounced*."
- D. Mispronounce each of the following words as suggested. If the object is available, you may point to it.

Fruits

WORD	MISPRONUNCIATION
ORANGE	Err-range
GRAPE	Grip
FRUIT	Frote
CANTALOUPE	Canelope
PINEAPPLE	Pin-apple

Kitchen Objects

WORD	MISPRONUNCIATION
TABLE	Tabble
CHAIR	Char
BOWL	Bale
TOWEL	Twill
SPOON	Spun

Body

WORD	MISPRONUNCIATION
FACE	Foss
EAR	Ahr
MOUTH	Myth
EYE	Oh
FOREHEAD	Furhead

- E. "Now you test me! You may mispronounce a word on purpose and I will try to pronounce the word correctly."

LESSON 1-68: MOTHER GOOSE RHYME



Lesson Objective: Develop listening skills and awareness

A. “You may watch and listen as I read this Mother Goose Rhyme:”

A tisket, a tasket,
A green and yellow basket,
I wrote a letter to my love,
And on the way I dropped it.

I dropped it, I dropped it,
And on the way I dropped it.
A little boy picked it up
And put it in his pocket.

- B. “What was the story about?” Answer: A love letter
- C. “Did the story have any people in it? Who were they?” Answer: The person who wrote the love letter and the little boy who picked it up.
- D. “What bad thing happened in the story?” Answer: The letter writer dropped the letter so it won’t be sent
- E. “When you first learned of the bad thing that happened, did you know how it was going to be fixed?” Answer: No
- F. “Was it fixed?” Answer: Don’t really know but probably not.
- G. “What feelings did you think the writer had?” Answer: Sad because the letter won’t get sent.
- H. “What feelings did you have?” Answer: Empathy for the letter writer. Curiosity about what the boy will do with the letter.
- I. “Do you know if the letter writer is a boy or girl, a man or woman?” Answer: No. Note: This introduces the idea of making assumptions.
- J. “Did the story have a happy ending?” Answer: No.
- K. “Do you think the questions I’ve been asking are helping you to become a better listener?”
Note: This question is designed to help the student develop self-awareness of what makes a better listener.

Note: You may read Mother Goose Rhymes at any time to the student. See the book Language Arts: Mother Goose Rhymes, which comes with the Language Arts Kit I and is also available separately.

LESSON 1-69 POSTURE

Lesson Objective: Develop posture appropriate for reading and writing

- A. “How you sit makes a difference in how well you read and write. How you sit is called posture. Say with me: *posture*.”
- B. “Find me a chair where you’d like to work on your posture. It could be any chair but the seat must be firm and the chair must have a back. And your feet must be able to touch the ground!”
- C. “These are the things that tell that you have good posture:”
 - a. “You are seated squarely on your buttocks.”
 - b. “Your buttocks is pushed all the way to the back of the chair.”
 - c. “Both of your feet are firmly on the ground, with both feet pointing straight ahead.”
 - d. “Your back is straight.”
 - e. “Your head is straight.”
- D. “You may sit.” For each criterion in C, ask the student if he or she is doing that:
 - a. “Are you seated squarely on your buttocks?”
 - b. “Is your buttocks pushed all the way to the back of the chair?”
 - c. “Are both your feet firmly on the ground, with both feet pointing straight ahead?”
 - d. “Is your back straight?”
 - e. “Is your head straight?”
- E. Repeat steps B through D with different chairs until the student has competence and closure.