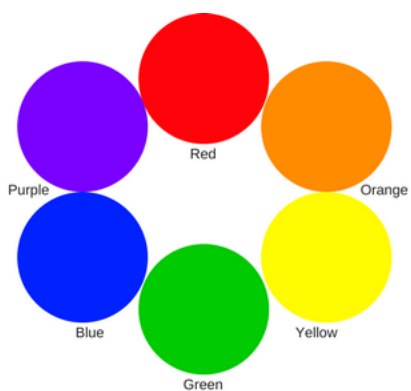


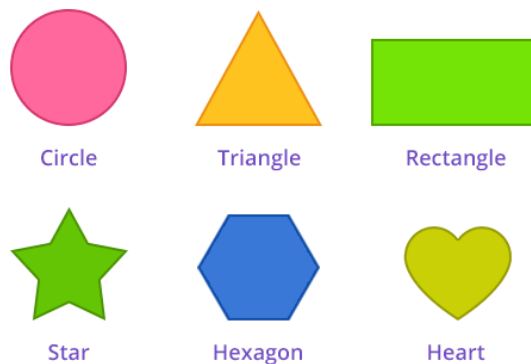
Project Ready!

Joyful Discoveries Curriculum

Basic Concepts



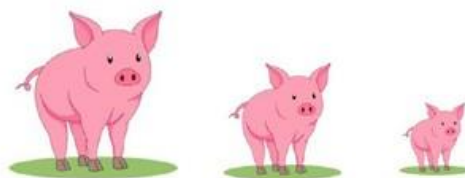
Colors



Shapes



Opposites



Relative Size

Written by:

Rosie Warburg, M.A.

Amy Murdoch, Ph.D

Table of Contents

Introduction	3
Basic Concepts General Outline	3
Objectives.....	4
Connection to Ohio Early Learning and Development Standards	5
Additional Materials to Purchase	9
Setting Up Your Materials	10
Colors	12
Possible Activities for Teaching/Reviewing Color Names.....	13
Color Books	16
Shapes	18
Possible Activities for Teaching/ Reviewing Shape Names	19
Shape Books.....	23
Opposites	25
Possible Activities for Teaching/ Reviewing Opposites	26
Opposite Books	28
Relative Size	30
Possible Activities for Teaching/ Reviewing Relative Size	31
Relative Size Books	33
Small, Medium, and Large Sorting Label Cards.....	34
Small, Medium, and Large Seasonal Sorting Cards (Classroom Items)	35
Small, Medium, and Large Sorting Cards (Items in Book).....	40

Introduction

All Project Ready! Instructional materials are copyright protected. Copyright © Dr. Amy Murdoch, 2019. You are welcome to use these free materials in your educational practice and to share with other educators or parents. The materials are not permitted to be sold commercially or used in any commercial endeavor.

The *Basic Concepts lessons* are designed to support children's development of key preschool concepts. Basic Concepts focuses on four preschool concepts: colors, shapes, opposites, and relative size. Children enter preschool with a wide variety of exposure to these skills. Some children will have these concepts mastered, others will need practice with some skills but not all, and other children will need lots of practice in all of these skill areas. Early assessment data, using the Preschool Basic Skills Assessment, will help teachers to determine where each child falls, and will guide teachers in deciding who would benefit from these lessons. It's important to note that exposure to a lesson in a skill that has already been mastered is not harmful in any way. Therefore, children should be allowed to participate in any Basic Concepts lesson that draws their attention even if they already understand the concept well. On the contrary, teachers should be certain to include all children who have not mastered these concepts.

Instruction should be **fun, engaging, interactive and designed to build students' success and enjoyment.**

Small groups can be set up homogeneously, with just students who need to learn the concept. Or, as noted above, groups can be heterogeneous with a mix of student exposure to the concept. The most important thing is that all students who need to learn the concept are included.

The books included do not relate specifically to thematic units. In some cases the books relate well to a particular unit. This is noted when it occurs.

Books and activities are divided by the four main concepts and ordered by difficulty, beginning with the easiest books and progressing to the more challenging books. Because of the simplicity of the books and concepts in Basic Concepts, teachers can use their discretion to combine multiple goals into one lesson/activity. This works particularly well with shapes and colors as they both utilize the same materials (foam shape/color set). For example, a teacher may choose to present the Three Part Lesson focusing on both colors and shapes. Instead of teaching just color *or* shape name, the teacher might present both at once. "This is a yellow triangle. This is a blue square."

Basic Concepts General Outline

At the beginning of each Basic Concepts (shapes, colors, opposites, relative size) section, you will find charts with several ideas for activities related to these concepts. These activities teach the basic concepts and reinforce a variety of concepts, each related to an Early Learning and Development Standard in the state of Ohio. These concepts are ordered by difficulty, beginning with the easiest and progressing to more challenging activities. Teachers should choose one or more activity based on the skill-level of students in the group.

Objectives

<u>Knowledge Building Targets</u> <ol style="list-style-type: none">1. Colors2. Shapes3. Opposites4. Relative Size (small, medium, large)	<u>Oral Language Skill Targets</u> <ol style="list-style-type: none">1. Answering questions2. Academic vocabulary- color, shape, opposite, small, medium, large, etc3. Length of sentences4. Extended decontextualized accounts, explanations, and narratives5. Negotiating sharing of materials
<u>Early Literacy Skills</u> <ol style="list-style-type: none">1. Listening comprehension, Answering key questions2. Explore relationship of words	<u>Math Skills</u> <ol style="list-style-type: none">1. Sorting2. Describe and compare objects3. Order objects4. Naming 2- dimensional shapes5. Naming 3-dimensional shapes6. Create shapes7. Combine shapes

Connection to Ohio Early Learning and Development Standards

Concept	Standards
Knowledge Building Targets	<p>1.Shapes</p> <ul style="list-style-type: none"> - (C11- Cognition and General Knowledge: Cognitive Skills) Demonstrate understanding that symbols carry meaning and use symbols to represent thinking - (C26- Cognition and General Knowledge: Geometry) Understand and use names of shapes when identifying objects - (C27- Cognition and General Knowledge: Geometry) Compare two-dimensional shapes, in different sizes and orientations, using informal language - (C26- Cognition and General Knowledge: Geometry) Name three-dimensional objects using informal, descriptive vocabulary <p>2.Colors</p> <p>3.Opposites</p> <ul style="list-style-type: none"> - (L12- Language and Literacy: Listening and Speaking) With modeling and support, explore relationships between word meanings <p>4.Relative Size (small, medium, large)</p> <ul style="list-style-type: none"> - (C21- Cognition and General Knowledge: Algebra) Sort and classify objects by one or more attributes - (C23- Cognition and General Knowledge: Measurement and Data) Describe and compare objects using measurable attributes - (C41- Cognition and General Knowledge: Science Inquiry and Application) Describe, compare, sort, classify, and order
Oral Language Skills Targets	<p>1. Answering questions:</p> <ul style="list-style-type: none"> - (Sa15- Social and Emotional Development: Relationships) Engage in extended, reciprocal conversation with familiar adults - (C8- Cognition and General Knowledge: Cognitive Skills) With modeling and support, remember and use information for a variety of purposes - (C46- Cognition and General Knowledge: Science Inquiry and Application) Share findings, ideas and explanations (may be correct or incorrect) through a variety of methods - (L4- Language and Literacy: Listening and Speaking) Demonstrate understanding of increasingly complex concepts and longer sentences - (L6- Language and Literacy: Listening and Speaking) Use language to communicate in a variety of ways with others to share observations, ideas and experiences; problem-solve, reason, predict and seek new information - (L7- Language and Literacy: Listening and Speaking) Speak audibly and express thoughts, feelings and ideas clearly (articulation) - (L9- Language and Literacy: Listening and Speaking) With modeling and support, use the conventions of standard English (Grammar) - (L13- Language and Literacy: Listening and Speaking) With modeling and support, follow typical patterns when communicating with others - (L13- Language and Literacy: Listening and Speaking) With modeling and support, continue a conversation through multiple exchanges - (L15- Language and Literacy: Reading) Ask and answer questions, and comment about characters and major events in familiar stories <p>2. Academic Vocabulary</p> <ul style="list-style-type: none"> - (L10- Language and Literacy: Listening and Speaking) With modeling and support, use words acquired through conversations and shared reading experiences (Vocabulary) - (L11- Language and Literacy: Listening and Speaking) With modeling and support, determine the meanings of unknown words/concepts using the context of conversations, pictures that accompany a text or concrete objects (Vocabulary)

	<ul style="list-style-type: none"> - (L11- Language and Literacy: Listening and Speaking) Identify real-life connections between words and their use (Vocabulary) - (L12- Language and Literacy: Listening and Speaking) With modeling and support, explore relationships between word meanings - (L19- Language and Literacy: Reading) Actively engage in group reading with purpose and understanding <p>3. Length of sentences</p> <ul style="list-style-type: none"> - (L4- Language and Literacy: Listening and Speaking) Demonstrate understanding of complex concepts and longer sentences - (L6- Language and Literacy: Listening and Speaking) Use language to communicate in a variety of ways with others to share observations, ideas and experiences; problem-solve, reason, predict and seek new information - (L7- Language and Literacy: Listening and Speaking) Speak audibly and express thoughts, feelings and ideas clearly (Articulation) - (L9- Language and Literacy: Listening and Speaking) With modeling and support, use the conventions of standard English (Grammar) - (L10- Language and Literacy: Listening and Speaking) With modeling and support, use words acquired through conversations and shared reading experiences (Vocabulary) - (L13- Language and Literacy: Listening and Speaking) With modeling and support, follow typical patterns when communicating with others - (L13- Language and Literacy: Listening and Speaking) With modeling and support, continue a conversation through multiple exchanges <p>4. Extended decontextualized accounts, explanations, and narratives</p> <ul style="list-style-type: none"> - (L4- Language and Literacy: Listening and Speaking) Demonstrate understanding of increasingly complex concepts and longer sentences - (L6- Language and Literacy: Listening and Speaking) Use language to communicate in a variety of ways with others to share observations, ideas and experiences; problem-solve, reason, predict and seek new information - (L7- Language and Literacy: Listening and Speaking) Speak audibly and express thoughts, feelings and ideas clearly (Articulation) - (L9- Language and Literacy: Listening and Speaking) With modeling and support, use the conventions of standard English (Grammar) - (L10- Language and Literacy: Listening and Speaking) With modeling and support, use words acquired through conversations and shared reading experiences (Vocabulary) <p>5. Negotiating sharing of materials</p> <ul style="list-style-type: none"> - (Sa10- Social and Emotional Development: Self) Demonstrate the ability to delay gratification for short periods of time - (Sa10- Social and Emotional Development: Self) With modeling and support, show awareness for the consequences for his/her actions - (Sa20- Social and Emotional Development: Relationships) Show regard for the feelings of other living things - (C34- Cognition and General Knowledge: Government) Understand that everyone has rights and responsibilities within a group - (C34- Cognition and General Knowledge: Government) Demonstrate cooperative behaviors and fairness in social interactions - (C35- Cognition and General Knowledge: Government) With modeling and support, negotiate to solve social conflicts with peers - (C35- Cognition and General Knowledge: Government) With modeling and support, demonstrate an awareness of the outcomes of choices - (C36- Cognition and General Knowledge: Government) With modeling and support, demonstrate understanding that rules play an important role in promoting safety and protecting fairness
--	--

	<p>- (C37- Cognition and General Knowledge: Economics) With modeling and support, recognize that people have wants and must make choices to satisfy those wants because resources and materials are limited</p>
Early Literacy Skill	<p>1. Listening Comprehension- Answering key questions:</p> <ul style="list-style-type: none"> - (C8- Cognition and General Knowledge: Cognitive Skills) With modeling and support, remember and use information for a variety of purposes - (C39- Cognition and General Knowledge: Science Inquiry and Application) Make careful observations - (C44- Cognition and General Knowledge: Science Inquiry and Application) Make predictions - (C45- Cognition and General Knowledge: Science Inquiry and Application) Make inferences, generalizations and explanations based on evidence - (C46- Cognition and General Knowledge: Science Inquiry and Application) Share findings, ideas and explanations (may be correct or incorrect) through a variety of methods - (L4- Language and Literacy: Listening and Speaking) Demonstrate understanding of increasingly complex concepts and longer sentences - (L6- Language and Literacy: Listening and Speaking) Use language to communicate in a variety of ways with others to share observations, ideas and experiences; problem-solve, reason, predict and seek new information - (L7- Language and Literacy: Listening and Speaking) Speak audibly and express thoughts, feelings and ideas clearly (Articulation) - (L7- Language and Literacy: Listening and Speaking) Describe familiar people, places, things and experiences - (L18- Language and Literacy: Reading) With modeling and support, identify the topic of an informational text that has been read aloud - (L18- Language and Literacy: Reading) With modeling and support, describe, categorize and compare and contrast information in informational text <p>2. Explore relationship of words</p> <ul style="list-style-type: none"> - (L12- Language and Literacy: Listening and Speaking) With modeling and support, explore the relationships between word meanings
Math Skills	<p>1. Sorting</p> <ul style="list-style-type: none"> - (C21- Cognition and General Knowledge: Algebra) Sort and classify objects by one or more attributes - (C23- Cognition and General Knowledge: Measurement and Data) Describe and compare objects using measurable attributes - (C41- Cognition and General Knowledge: Science Inquiry and Application) Describe, compare, sort, classify, and order <p>2. Describe and compare objects</p> <ul style="list-style-type: none"> - (C21- Cognition and General Knowledge: Algebra) Sort and classify objects by one or more attributes - (C23- Cognition and General Knowledge: Measurement and Data) Describe and compare objects using measurable attributes - (C27- Cognition and General Knowledge: Geometry) Compare two-dimensional shapes, in different sizes and orientations, using informal language - (C41- Cognition and General Knowledge: Science Inquiry and Application) Describe, compare, sort, classify, and order <p>3. Order objects</p> <ul style="list-style-type: none"> - (C23- Cognition and General Knowledge: Measurement and Data) Describe and compare objects using measurable attributes - (C41- Cognition and General Knowledge: Science Inquiry and Application) Describe, compare, sort, classify, and order <p>4. Name 2-dimensional shapes</p> <ul style="list-style-type: none"> - (C26- Cognition and General Knowledge: Geometry) Understand and use names of shapes when identifying objects

	<p>- (C27- Cognition and General Knowledge: Geometry) Compare two-dimensional shapes, in different sizes and orientations, using informal language</p> <p>5. Name 3-dimensional shapes</p> <p>- (C26- Cognition and General Knowledge: Geometry) Name three-dimensional objects using informal, descriptive vocabulary</p> <p>6. Create shapes</p> <p>- (C27- Cognition and General Knowledge: Geometry) Create shapes during play by building, drawing, etc.</p> <p>7. Combine shapes</p> <p>- (C28- Cognition and General Knowledge: Geometry) Combine simple shapes to form larger shapes.</p>
--	---

Additional Materials to Purchase

Books

Basic Concept	Book Title	Price
Colors	Eat Your Colors by Scholastic	\$6.99
	White Rabbit's Color Book by Alan Baker	\$7.99
	Colors of Nature by Kate Riggs	\$8.99
	Bear Sees Colors by Karma Wilson	\$12.79
	Mouse Paint by Ellen Stoll Walsh	\$7.99
Shapes	Mouse Shapes by Ellen Stoll Walsh	\$7.99
	Shapes by John Reiss	\$7.89
	Animal Shapes by Christopher Silas Neal	\$10.32
	Big Box of Shapes by Wiley Blevins	\$6.99
	Round is a Tortilla by Roseanne Thong	\$6.99
	Round by Jennifer Ward	\$18.99
	The Perfect Square by Michael Hall	\$14.99
Opposites	Walk and See Opposites by Rosalind Beardshaw	\$7.99
	The Opposite Zoo by Il Sung Na	\$6.99
	Opposites by Sandra Boynton	\$5.39
	Puppy Talk: Opposites by J.C. Coates	\$7.99
	Opposite Surprise	\$8.29
Relative Size	Big Bug by Henry Cole	\$7.99
	Mouse is Small by Mary Murphy	\$7.99
	Small, Medium, and Large by Jane Donovan	\$15.99

Setting Up Your Materials



Basic Concepts is broken into four categories:

1. Color
2. Shape
3. Opposites
4. Relative Size

Each category has its own related books, possible activities, and materials though not all categories have materials.

Before beginning work with Basic Concepts, you will need to print the following for each of the four categories:

- List of possible activities
- Individual lesson plans

You will need to purchase all related books. A list can be found on page 4 of this manual.

You will also need to create the following materials:

- Foam shapes (circle, oval, square, rectangle, diamond, heart) in a variety of colors (red, orange, yellow, green, blue, purple, pink, black, brown, white). You may wish to add more shapes or colors.
- Two Small, Medium, & Large Sorting Card Sets. Print, cut, and laminate these pictures and the label cards (Small, Medium, Large)

We recommend you store the materials for Basic Concepts in the following:

One small hanging file box with lid- Divide this box into the four main categories using a large piece of paper so books and materials can be found easily.

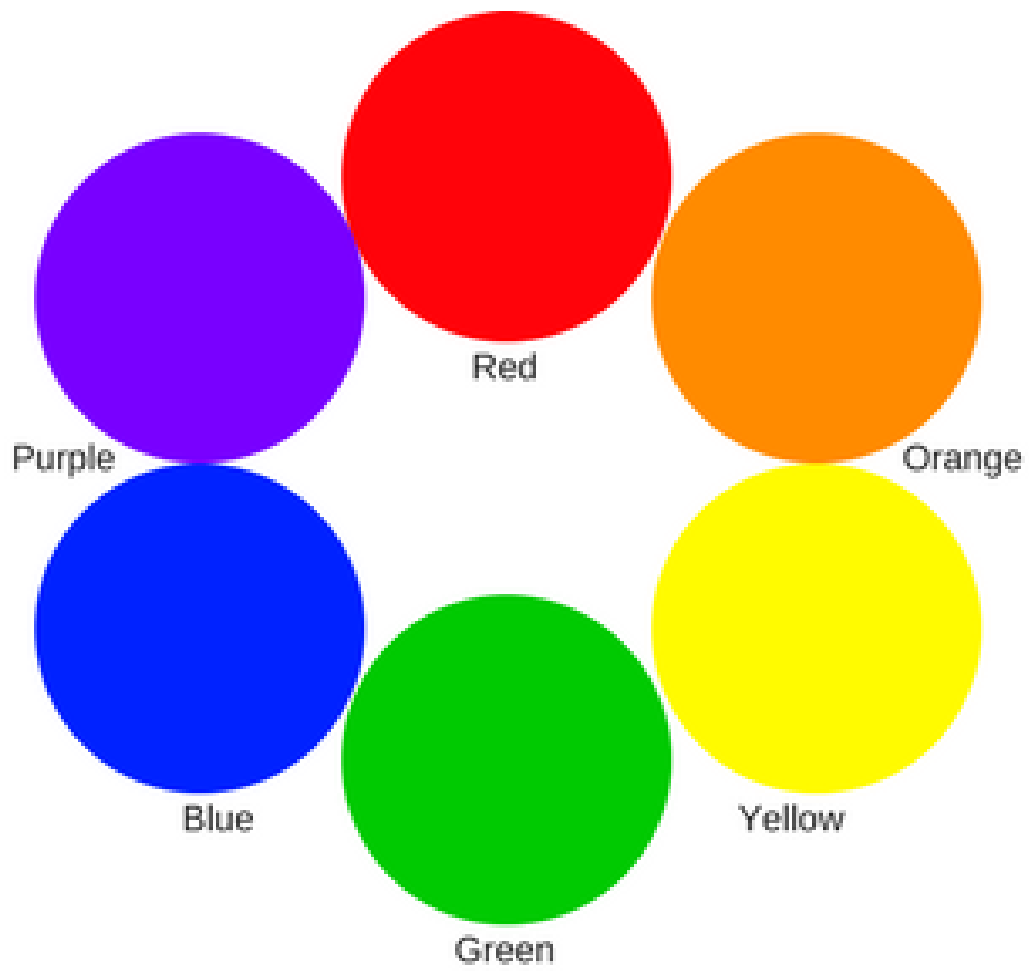
One folder with prongs- This folder is placed at the front of the box, before any of the categories.

This folder functions as a small, portable manual. Place all papers you need handy for Basic Concept lessons here.

Three gallon sized zipper bags- You will label these as follows:

- Foam shape/color set
- Small, Medium, & Large Sort (Classroom Items)
- Small, Medium, & Large Sort (Pictures from the book)

You will keep all related materials in these bags.



Colors

Possible Activities for Teaching/Reviewing Color Names

Naming Colors

Three Part Lesson

1. Read the book. Follow the three steps for the classic Montessori Three Part Lesson for introducing new information.
2. *First Part "This is..."* Choose one shape from the foam shape/color set. Set out several different colors of the same shape. Choose 1-3 colors for younger students and 2-5 for older students.
3. Point to each color and say, "This is (name the color.)"
4. Encourage the child to repeat the name of the color.
5. Continue naming and pointing at the different colors.
6. *Second Part "Show me"* Say, "Show me (name the color.)" Children point to the color named. Repeat this lesson until children can point to colors without error.
7. *Third part "Tell me"* Point to each color one at a time and ask the child to name the color.

Easy- Choose 1-3 colors at a time. Move slowly through the steps. Encourage the children to repeat the color name frequently.

Medium- Follow the above procedure.

Hard- Choose 2-5 colors at a time. Move quickly through the steps.

What Color?

1. Read the book.
2. Bring out the bag or basket containing one foam shape in several colors (already introduced) hidden inside.
3. The teacher pulls one color out and the children name it.

Easy- The teacher names the color as it is pulled from the bag or basket and children repeat the color name.

Medium- Follow the above procedure.

Hard- Children take turns playing "Teacher" by pulling one color at a time and naming it for peers to repeat.

I Spy

1. Read the book. Choose one shape and select several colors of that shape. Make sure all colors have been introduced previously.
2. Play I Spy. One person says, "I spy with my little eye (a color name.)" The other player(s) then find the color named.

Easy- Set out just a few colors. The teacher, not the children, is the only one who says, "I spy with my little eye." The teacher guides children in finding the color.

Medium- Follow the above procedure.

Hard- Set out several colors. The teacher and children take turns spying colors.

Using Colors to Teach Other Concepts

Sorting

1. Read the book.
2. Explain that you are going to be sorting the colors today. *"Sorting means putting things that are alike together. Today we are going to sort by color. That means we are going to put all of the shapes that are the same color together. Let's get started by putting all of the (choose one color) here."*
3. Continue putting all the same colors together into groups.
4. When all of the pieces are sorted according to color, review the work by pointing to each group and naming the color they have in common. For example you might say, *"These shapes are all yellow. What color? Yes, yellow. These shapes are all blue. What color? Yes, blue."* Continue in this way until all groups are named.

Easy- Follow the steps outlined above. Move slowly and encourage the children to repeat the color names as often as possible.

Medium- Follow above procedure.

Hard- Follow the steps above. Move quickly. Encourage the children to be the teacher by telling how they will sort the shapes and then sorting them. Consider combining two identical sets of shapes to make sorting by two attributes possible. For example, "Let's put all of the yellow triangles here, all of the blue triangles here, etc.)

Describe and Compare Objects

1. Read the book.
2. Explain that you are going to be playing a game called "Same or Different."
3. Hold up one shape. Discuss the color. Talk about things the children know that are the same color.
4. Next, explain that you are going to pick out a new shape and the children will have to tell you if it is the same or different.
5. Hold up the new shape and discuss if it is the same color as the first item.
6. Talk about what makes the shapes the same or different. For example, *"Yes! These are the same color because they are both yellow."* or *"These are different because this shape is pink and this shape is yellow."*
7. Repeat this game multiple times, making sure to show two shapes that are both the same in color and different in color.

Easy- Follow the steps outlined above. Move slowly and encourage the children to repeat the color names as often as possible. Consider setting out three shapes and asking the children to point to the shape that is a different color.

Medium- Follow above procedure.

Hard- Follow the steps above. Move quickly. Encourage the children to be the teacher by choosing a few shapes and telling if they are the same or different colors.

What Else?

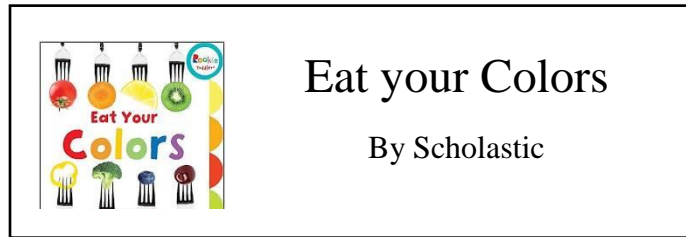
1. Read the book.
2. Set out a few shapes in matching colors. For example, you may choose to set out triangles, circles, and squares that are red, yellow, and blue.
3. Explain that you will be playing a game called What Else?
4. Hold up one shape. Name the color. Ask, "What else is this color?"
5. Children find all of the other shapes that are the same color.

Easy- Choose just 2 different shapes and 2 different colors. Move slowly. Model frequently. Encourage the children to repeat the color name as frequently as possible.

Medium- Follow the above procedure.

Hard- Choose 3-5 shapes in 3-5 colors. Move quickly.

Color Books



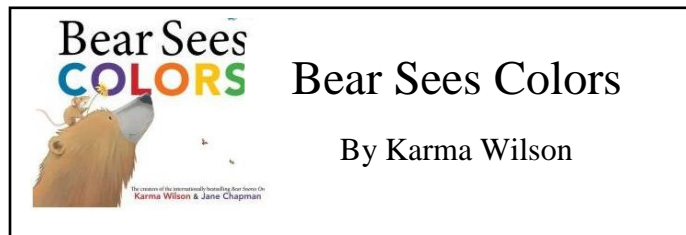
This book fits well with the My Amazing Body unit.

Colors introduced in this book: red, orange, yellow, green, blue



This book fits well in the Seasons and Weather unit.

Colors introduced in this book: green, pink, purple, blue, white, red, orange, gray

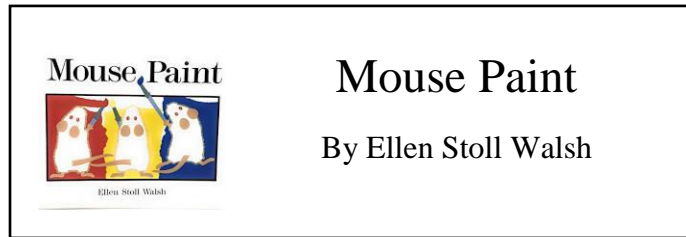


This books fits well in either the Seasons and Weather unit “*What season do you think this is?*” or the My Amazing Body unit “*Is this food healthy or unhealthy?*”

This is a good book to use once children know a few color names because the sound of the text helps students to guess what color comes next.

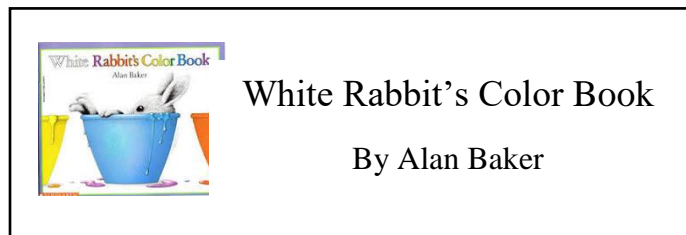
The text invites children to seek the colors in the book. If children are actively engaged in this task, it could be considered as an activity instead of choosing one of the potential color activities.

Colors introduced in this book: blue, red, yellow, green, brown



This book introduces the concept of color mixing. The colors are mixed twice. This repetition is good for younger students.

Colors introduced in this book: white, red, yellow, blue, orange, green, purple



This book introduces the concept of color mixing.

Colors introduced in this book: white, red, yellow, blue, orange, purple, green, brown



Circle



Triangle



Rectangle



Star



Hexagon



Heart

Shapes

Possible Activities for Teaching/ Reviewing Shape Names

Naming Shapes

Three Part Lesson

1. Read the book. Follow the three steps for the classic Montessori Three Part Lesson for introducing new information.
2. *First Part "This is..."* Choose one color from the foam shape/color set. Set out several different shapes of the same color. Choose 1-3 shapes for younger students and 2-5 for older students.
3. Point to each shape and say, "This is (name the shape.)"
4. Encourage the child to repeat the name of the shape.
5. Continue naming and pointing at the different shapes.
6. *Second Part "Show me"* Say, "Show me (name the shape.)" Children point to the shape named. Repeat this lesson until children can point to shapes without error.
7. *Third part "Tell me"* Point to each shape one at a time and ask the child to name the shape.

Easy- Choose 1-3 shapes at a time. Move slowly through the steps. Encourage the children to repeat the color name frequently.

Medium- Follow the above procedure.

Hard- Choose 2-5 shapes at a time. Move quickly through the steps.

What Shape?

1. Read the book.
2. Bring out the bag or basket containing several shapes (already introduced) in one color hidden inside.
3. The teacher pulls one shape out and the children name it.

Easy- The teacher names the shape as it is pulled from the bag or basket and children repeat the shape name.

Medium- Follow the above procedure.

Hard- Children take turns playing "Teacher" by pulling one shape at a time and naming it for peers to repeat.

I Spy

1. Read the book. Choose several shapes of the same color. Make sure all shapes have been introduced.
2. Play I Spy. One person says, "I spy with my little eye a (shape name.)" The other player(s) then find the shape named.

Easy- Set out just a few shapes. The teacher, not the children, is the only one who says, "I spy with my little eye." The teacher guides children in finding the shape.

Medium- Follow the above procedure.

Hard- Set out several shapes. The teacher and children take turns spying shapes.

Further Exploration of Shapes

Creating Shapes

1. Read the book.
2. Show the students one shape from the shape set.
3. Discuss the name and features of the shape.
4. Find the shape in the book.
5. Use art materials to create or draw the shape.
6. Ask students to tell about the shape when they are finished. Encourage them to use the name of the shape frequently.
7. Repeat with other shapes.

Easy- Follow the steps outlined above. Move slowly. Consider creating or making just one shape.

Medium- Follow the steps outlined above.

Hard- Follow the steps above. Move quickly. Create several different shapes that appear in the book.

Combine Shapes to Make Larger Shapes

1. Read the book.
2. Set out a group of shapes and show the children how they can be combined to make new shapes. For example, several squares can be placed together in a line to make a rectangle.
3. Encourage the children to explore using smaller shapes to make larger ones, while identifying the smaller shapes and larger shapes created.
4. Guide the children through their exploration.

*This is a great activity to use with *Mouse Shapes* and *Big Box of Shapes* but can be used with any shape books.

Easy- Follow the steps outlined above. Give the children only the smaller shapes needed to create the target larger shape. For example you might say, "We are going to put these little triangles together to make one big triangle." Then talk the children through the steps to create the bigger triangle.

Medium- Follow the steps outlined above.

Hard- Follow the steps outlined above. Ask the children to use the smaller shapes to create specific larger shapes. For example, you might say, "I'd like you to use these small shapes to make one big square. Which of these little shapes could you put together to make a big square? Show me."

Using Shapes to Teach Other Concepts

Sorting

1. Read the book.
2. Explain that you are going to be sorting the shapes today. *"Sorting means putting things that are alike together. Today we are going to sort by shape. That means we are going to put all of the shapes that are the same together. Let's get started by putting all of the (choose one shape name) here."*
3. Continue putting all the same shapes together into groups.
4. When all of the pieces are sorted according to shape, review the work by pointing to each group and naming the shape they have in common. For example you might say, *"These shapes are circles. What shape? Yes, circle. These shapes are all squares. What shape? Yes, square."* Continue in this way until all groups are named.

Easy- Follow the steps outlined above. Move slowly and encourage the children to repeat the shape names as often as possible.

Medium- Follow above procedure.

Hard- Follow the steps above. Move quickly. Encourage the children to be the teacher by telling how they will sort the shapes and then sorting them. Consider combining two identical sets of shapes to make sorting by two attributes possible. For example, "Let's put all of the yellow triangles here, all of the blue triangles here, etc.)"

Describe and Compare Objects

1. Read the book.
2. Explain that you are going to be playing a game called "Same or Different."
3. Hold up one shape. Discuss the attributes. How many sides or vertices in the shape? Are the edges straight or round?
4. Next, explain that you are going to pick out a new shape and the children will have to tell you if it is the same or different.
5. Hold up the new shape and discuss if it is the same shape as the first item.
6. Talk about what makes the shapes the same or different. For example, *"Yes! These are the same shape. They are both squares. They both have four equal sides."* or *"These are different because this shape is a triangle and this shape is a circle. The triangle has three sides and the circle has one round side."*
7. Repeat this game multiple times, making sure to show shapes that are the same and different.

Easy- Follow the steps outlined above. Move slowly and encourage the children to repeat the shape names as often as possible. Consider setting out three shapes and asking the children to point to the shape that is different.

Medium- Follow above procedure.

Hard- Follow the steps above. Move quickly. Encourage the children to be the teacher by choosing a few shapes and telling if they are the same or different.

What Else?

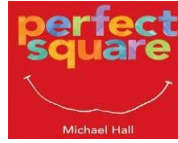
1. Read the book.
2. Set out a few shapes in matching colors. For example, you may choose to set out triangles, circles, and squares that are red, yellow, and blue.
3. Explain that you will be playing a game called What Else?
4. Hold up one shape. Name the shape. Ask, "What else is this shape?"
5. Children find all of the other shapes in different colors.

Easy- Choose just 2 different shapes and 2 different colors. Move slowly. Model frequently. Encourage the children to repeat the color name as frequently as possible.

Medium- Follow the above procedure.

Hard- Choose 3-5 shapes in 3-5 colors. Move quickly.

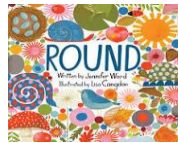
Shape Books



Perfect Square

By Michael Hall

Shapes introduced in this book: square, other shapes are depicted but not named



Round

By Jennifer Ward

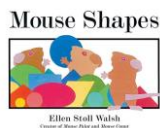
Shapes introduced in this book: circles and ovals, though not named in the text



Round is a Tortilla

By Roseanne Thong

Shapes introduced in this book: circle (called round), square, rectangle, triangle, oval, star

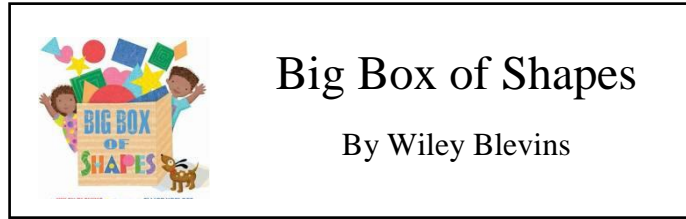


Mouse Shapes

By Ellen Stoll Walsh

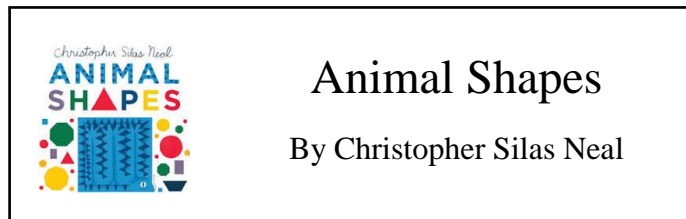
This book shows how smaller shapes can be combined to create bigger shapes that resemble everyday objects.

Shapes introduced in this book: square, triangle, rectangle, circle, diamond, oval



This book shows how smaller shapes can be combined to create bigger shapes that resemble everyday objects.

Shapes introduced in this book: square, triangle, circle, rectangle, diamond, star, oval, heart



Shapes introduced in this book: triangle, square, circle, oval, trapezoid, rectangle, pentagon, octagon, nonagon



This book introduces the concept of 3-dimensional shapes and the 2-dimensional shapes from which they are built.

Shapes introduced in this book: square, cube, triangle, pyramid, circle, sphere, rectangle, oval, pentagon, hexagon, octagon



Opposites

Possible Activities for Teaching/ Reviewing Opposites

Clap with Me

1. Read the book.
2. Explain that you will be using movements to practice opposites.
3. Choose a movement (clapping, marching, tapping knees, etc).
4. Show children how to make the movement and give them time to practice.
5. Tell the children the opposites (fast/slow, high/low, loud/quiet, etc) they will demonstrate with the movement.
6. Demonstrate how to do the movement in opposite ways.
7. Encourage the children to do the same and repeat the opposite words frequently.
8. Repeat with a variety of opposite words. Encourage the children to demonstrate how to do the movement in opposite ways without teacher modeling first once they have the hang of the activity.

Easy- Choose just two or three opposite pairs. Model. Don't expect the children to demonstrate. Encourage the children to say the opposite words frequently.

Medium- Follow the above procedure.

Hard- Move quickly. Encourage the children to model the movement in opposite ways as much as possible. Choose several different movements.

Simon Says

1. Read the book.
2. Explain that you will be playing a game called Simon Says. "I will be Simon and you must listen and follow my directions, but you only do it if I say, 'Simon says.' If I don't say, 'Simon says,' then you don't move at all."
3. Play Simon Says but repeat the same movement in opposite ways. "*Simon says clap quietly. Simon says clap loudly. Simon says hop quickly. Simon says hop slowly.*"
4. Continue the game for roughly 1 minute.

Easy- Play for less than one minute. Model the movements for the students. Move slowly. Always say, "Simon says" to allow students to focus on the opposite words instead of listening for "Simon says."

Medium- Follow the above procedure.

Hard- Play for a longer period of time, possibly 1-2 minutes. Move quickly.

Are These Opposites?

1. Read the book.
2. Explain that you will be playing a game called Are These Opposites. You will say two words and children will have to tell if they are opposites or not by showing a thumbs up (yes, they're opposites) or a thumbs down (no, they're not opposites.)
3. Say two words and pause for think time. Ask the children to show their thumbs.
4. Talk about the two words and discuss if they are or aren't opposites.
5. Repeat with several more word pairs.

Easy- Do just 3-5 word pairs. Show the correct answer with your thumb when you ask children to show their thumbs. Guide the discussion about the answer. Encourage children to repeat the words that are opposites.

Medium- Follow the above procedure.

Hard- Do 5-8 word pairs. Move quickly.

Fill in the Blank

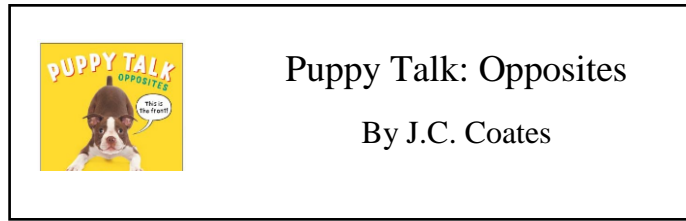
1. Explain that you will be playing a game called Fill in the Blank.
2. Choose a rhythm for clapping. Choose more pause beats (3-5) for younger students and fewer (2-3) for older students.
3. Demonstrate how you will clap the rhythm and pause for the children's answer. Clap your hands as you say, "The opposite of fast is (clap in the same rhythm a few times to pause for think time) slow." On the word "slow" open your hands and point at the children to demonstrate that you want them to say the word.
4. Repeat the opposite pair for emphasis. "Yes, the opposite of fast is slow."
5. Tell the children you will do it again. This time choose another opposite pair. Encourage the children to fill in the blank by providing the opposite word at the end of the sentence.
6. Repeat with other opposite pairs.

Easy- Do this with just 2-3 opposite pairs. Provide several beats (3-5) for think time. Model filling in the blank each time. Encourage the children to repeat the opposite words frequently.

Medium- Follow the above procedure.

Hard- Do this with 5-10 opposite pairs. Provide only a few beats (2-3) for think time.

Opposite Books



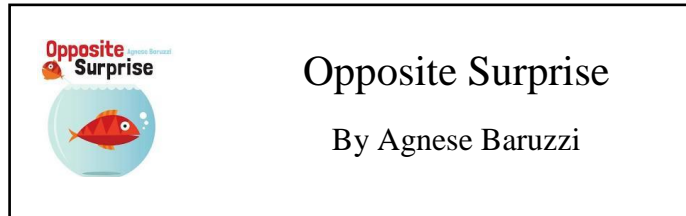
This book may fit well in the Kindness unit when studying kindness to animals.

Opposites introduced in this book:

far/near
big/little
coming/going

awake/asleep
long/short
no/many

dry/wet
alone/together



Opposites introduced in this book:

small/big
short/long
clean/dirty
thin/wide

one/many
straight/curvy
closed/open

empty/full
hot/cold
slow/fast

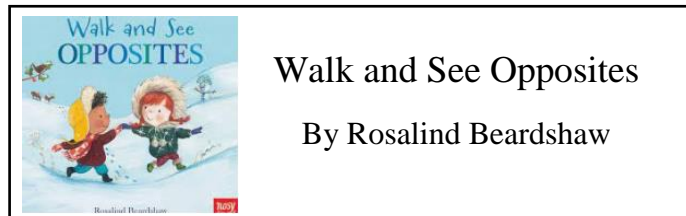


Opposites introduced in this book:

closed/open
tall/short
black/white
dark/bright

awake/asleep
shy/bold
slow/fast

hairy/bald
soft/prickly
noisy/quiet



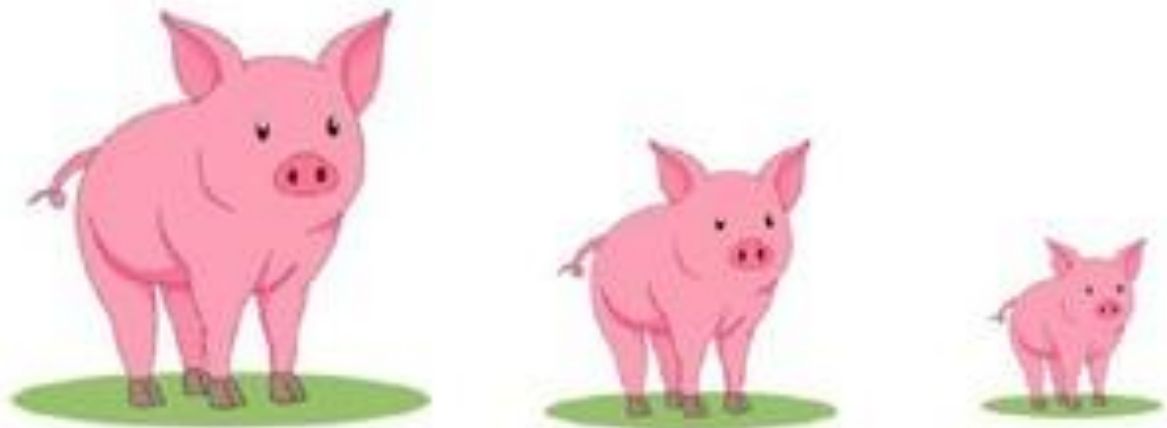
This book fits well with the Seasons and Weather unit.

Opposites introduced in this book:

inside/outside
tall/short
high/low
narrow/wide
dark/light

up/down
quiet/loud
spiky/soft
big/small

near/far
over/under
heavy/light
warm/cold



Relative Size

Possible Activities for Teaching/ Reviewing Relative Size

Three Part Lesson

1. Read the book. Follow the three steps for the classic Montessori Three Part Lesson for introducing new information.
2. *First Part "This is..."* Choose one picture in small, medium, and large. Set them out in size order.
3. Point to each picture and say, "This is small. This is medium. This is large."
4. Encourage the child to repeat the words "small, medium, and large."
5. *Second Part "Show me"* Say, "Show me small." Children point to the small picture. "Show me medium." Children point to the medium picture. "Show me large." Children point to the large picture.
6. *Third part "Tell me"* Point to each picture one at a time and children name it "small," "medium," or "large."

Easy- Move slowly through the steps. Consider just using small and large for each picture.

Medium- Follow the above procedure.

Hard- Move quickly through the steps. Consider mixing up the order of the pictures instead of placing them in size order.

Sorting

1. Read the book.
2. Explain that you will be sorting by size. Remind students that sorting means putting things that are alike together. "Today we are sorting by size so we will put all of the small things together, all of the medium things together, and all of the small things together."
3. Designate an area for pictures of each size. "Let's start by putting all of the small pictures here."
4. Encourage children through sorting all of the pictures. Discuss the relative size as you go. "This pencil is big but this one is bigger. The bigger pencil must be large."
5. Continue until all pictures have been sorted by size.

Easy- Choose just one or two pictures. Consider just using small and large and eliminating medium. Model sorting and thinking aloud. Encourage children to use the words, "small, medium, and large" frequently.

Medium- Follow the above procedure.

Hard- Select several pictures. Use small, medium, and large for each. Set out all pictures at once. Move quickly. Encourage children to use relative size words and explain their sorting choices.

Putting Objects in Order by Size

1. Read the book.
2. Explain that you will be putting objects in order by their size. Remind students that objects can be different sizes. We use words like “small, medium, and large” to tell us about the object’s size.
3. Set out one picture in all the sizes. Model putting the pictures in order small to large. Name each size.
4. Set out another picture in all the sizes. Encourage the children to put the pictures in order and name the sizes.
5. Continue this way with a total of 2-5 pictures.

Easy- Select just 2-3 pictures to order by size. Model placing them in order each time. Encourage children to repeat the size names frequently.

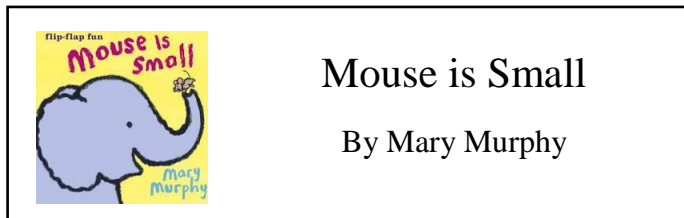
Medium- Follow the above procedure.

Hard- Select 5-8 pictures to order by size. Encourage children to take over putting the pictures in order and naming the sizes after minimal modeling. Move quickly.

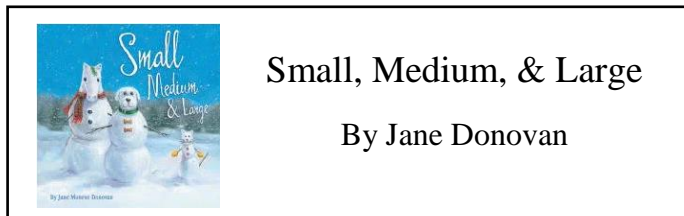
Relative Size Books



This book uses “small” and “big.”



This book uses “small,” “big,” “bigger,” “biggest,” and “smallest.”



This is a wordless picture book. Teacher and students work together to tell the story of a little girl who receive three Christmas gifts that are small (cat), medium (dog), and large (pony). She spends the day enjoying her gifts. Encourage children to use the words “small, medium, and large” as often as possible.

Small, Medium, and Large Sorting Label Cards

large



medium



small



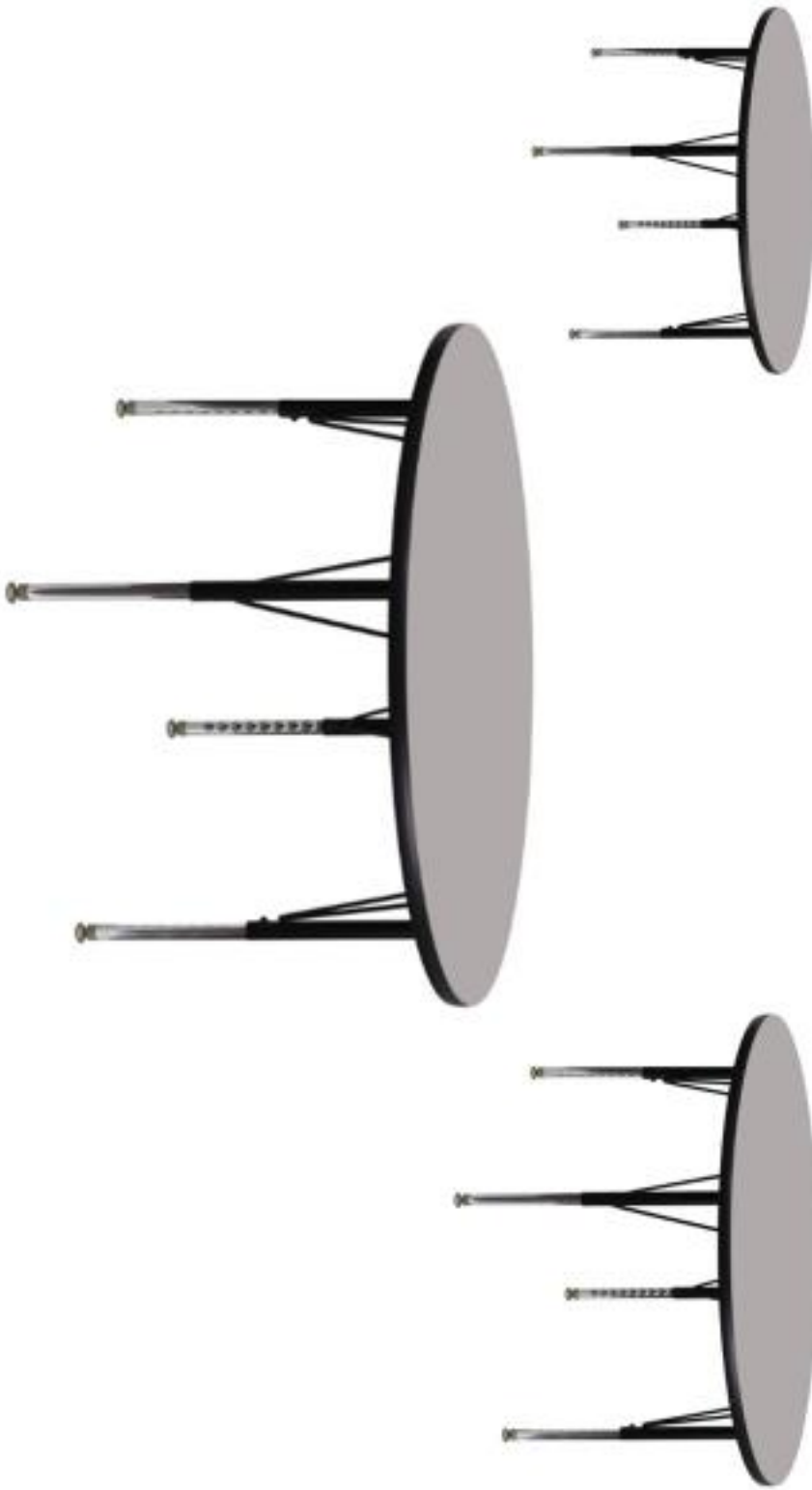
Small, Medium, and Large Seasonal Sorting Cards (Classroom Items)











Small, Medium, and Large Sorting Cards (Items in Book)

