

Mathematics Milestones

Number concept

Number relationship from 1-10 to all basic facts for all operations

Place value

Multi-digit addition/subtraction

Multiplication/division

Decimals/fractions

Algebra

Mathematics – study of patterns in quantity and space.

Patterns

The goal is **not to be counting**, the goal is to recognize and generalize patterns – and then create patterns – the shift is from becoming engaged in the learning process to becoming an independent learner.

Cuisenaire Rod – cost per classroom set \$65.00

Cuisenaire Rods Purpose:

integrating quantity and space

to instigate and expand language

connect concept with the procedure

Take red purple and brown from your tray and put them together. Lt green, dk green and blue together. Finally, yellow and orange together. Black by itself and white by itself. Noticed we have used some kind of criteria to classify them. At the end of the century many people were asking and working on the question, How number is conceptualized particularly by children. Cuisenaire thought color, shape and size left a stronger residue on the brain than monochromatic things we use for counting purposes. So he thought using these colors, having some relationship internally. So look at red, purple and brown 2,4,8. Lt green, dark green, blue 3,6,9. and then the yellow and orange 5 and 10. black by itself. So he wanted to have some kind of association not only color but internal association also. So the warm colors are 2,4,8. the cool color Lt gr, dk gr and blue, and then the hot yellow and orange. Black by itself, white by itself. So by these associations, you can learn the numbers faster.