

2024 Lower Montessori Math Alignment

Numerical Reasoning

Concept	Objective Montessori Method (Aims)	Montessori Materials	SCCCR Standards
Numeration	<p>Recognize quantities & symbols for numbers 10-1,000,000</p> <p>Count forward and backwards by ones, fives, and tens to 120</p> <p>Count forward and backwards by tens and hundreds to 1,000</p>	<ul style="list-style-type: none"> ● Teen Boards ● Tens Board ● Hundreds Board ● Golden Beads ● Bead Cabinet ● Number Line ● Number Cards ● Geometric Hierarchy of Numbers 	<p>1.NR.1.1 Read, write, and represent numbers to 100 using concrete models, drawings, standard form, base 10 language, and equations in expanded form.</p> <p>1.NR.1.2 Represent and explain that whole numbers 1 through 99 are organized into groups of tens and ones, and a digit has a different value depending on its placement.</p> <p>1.NR.1.3 Compose and decompose whole numbers from 1 through 99 in more than one way using tens and ones. Explain and demonstrate each composition or decomposition with the use of concrete models, drawings, and/or equations.</p> <p>1.NR.1.4 Apply place value reasoning to identify the number that is one more and one less, ten more, and ten less than a given number with up to two digits.</p> <p>2.NR.2.1 Count by ones forward or backward starting any number up to 120 making accurate decade transitions.</p> <p>2.NR.2.2 Skip count by fives and tens from any multiple of five to 100, identifying place value patterns in the sequence.</p>

Concept	Objective Montessori Method (Aims)	Montessori Materials	SCCCR Standards
			<p>3.NR.1.1 Read, write, and represent whole numbers through the thousands period (0 to 999,999) on a number line and in standard, base ten language, word, and equations in expanded form.</p> <p>3.NR.1.2 Compose and decompose 4-digit whole numbers in multiple ways using thousands, hundreds, tens, and ones.</p> <p>3.NR.1.3 Compare two whole numbers up to 999,999 based on the place value of the digits using the symbols for is equal to (=), is less than (<), or is greater than (>).</p> <p>3.NR.1.4 Round whole numbers from 0 to 1,000 to the nearest 10 or 100.</p>

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Place Value	Understand place value through 999	<ul style="list-style-type: none"> ● Introduction to the Golden Bead Material ● Place Value Cards ● Small Bead Frame ● Stamp Game ● Golden Bead Material 	<p>1.NR.1.1 Read, write, and represent numbers to 100 using concrete models, drawings, standard form, base 10 language, and equations in expanded form.</p> <p>1.NR.1.2 Represent and explain that whole numbers 1 through 99 are organized into groups of tens and ones, and a digit has a different value depending on its placement.</p> <p>1.NR.1.3 Compose and decompose whole numbers from 1 through 99 in more than one way using tens and ones. Explain and demonstrate each composition or decomposition with the use of concrete models, drawings, and/or equations.</p> <p>1.NR.1.4 Apply place value reasoning to identify the number that is one more and one less, ten more, and ten less than a given number with up to two digits.</p> <p>2.NR.2.1 Count by ones forward or backward starting any number up to 120 making accurate decade transitions.</p> <p>2.NR.2.2 Skip count by fives and tens from any multiple of five to 100, identifying place value patterns in the sequence.</p>

Concept	Objective Montessori Method (Aims)	Montessori Materials	SCCCR Standards
			<p>3.NR.1.1 Read, write, and represent whole numbers through the thousands period (0 to 999,999) on a number line and in standard, base ten language, word, and equations in expanded form.</p> <p>3.NR.1.2 Compose and decompose 4-digit whole numbers in multiple ways using thousands, hundreds, tens, and ones.</p> <p>3.NR.1.3 Compare two whole numbers up to 999,999 based on the place value of the digits using the symbols for is equal to (=), is less than (<), or is greater than (>).</p> <p>3.NR.1.4 Round whole numbers from 0 to 1,000 to the nearest 10 or 100.</p>
Comparison	<p>Compare 2 two-digit numbers using words</p> <p>Compare 2 three-digit numbers using words and symbols</p> <p>Compare 2 six-digit numbers using words and symbols</p>	<ul style="list-style-type: none"> Task Cards 	<p>1.NR.3.1 Compare representations of two numbers up to 100 using the phrases is greater than, is less than, or is equal to (the same value as)</p> <p>2.NR.3.1 Compare representations of whole numbers up to 999 and write a comparison statement using words and symbols. Limit to is equal to (=), is less than (<), and/or is greater than (>).</p>

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Rounding	Use place value understanding to round whole numbers to the nearest 10 or 100.	<ul style="list-style-type: none"><li data-bbox="785 337 982 370">• Task Cards	3.NR.1.4 Round whole numbers from 0 to 1,000 to the nearest 10 or 100.

Concept	Objective Montessori Method (Aims)	Montessori Materials	SCCCR Standards
Fractions	Recognize a whole can be broken up into equal parts	<ul style="list-style-type: none"> • Fraction skittles • Fraction insets • Fraction pieces 	<p>1.NR.4.1 Partition in multiple ways squares, rectangles, and circles into two or four equal-sized parts. Name the pieces as halves and fourths.</p> <p>2.NR.4.1 Partition in multiple ways squares, rectangles, and circles into two or four equal sized parts, and describe the parts using the words halves, fourths, a half of, and a fourth of (not quarters).</p> <p>2.NR.4.2 Explain that when partitioning a square, rectangle, or circle into two or four equal parts, the parts become smaller as the number of parts increases.</p> <p>3.NR.2.1 Identify unit fractions as the quantity formed by one part when a whole is partitioned into 2, 3, 4, 6, or 8 equal-sized parts. Express each part as a unit fraction of the whole.</p> <p>3.NR.2.2 Represent fractions from 0 to 1 using concrete, set, area, and linear models, and write them in standard form and word form. Limit denominators to 2, 3, 4, 6, and 8</p> <p>3.NR.2.3 Express whole numbers as fractions and identify fractions that are equivalent to whole numbers. Limit denominators to 1, 2, 3, 4, 6, and 8</p>

Concept	Objective Montessori Method (Aims)	Montessori Materials	SCCCR Standards
			3.NR.2.4 Compose fractions between the whole numbers 0 and 5 using unit fractions. Record the composition as a mixed number or fraction greater than 1. Limit denominators to 2, 3, 4, 6, and 8.
	Recognize a whole can be broken up into equal parts and each part is named (up to eighths)	<ul style="list-style-type: none"> • Fraction insets • Fraction pieces • Fraction on number line task cards 	<p>2.NR.4.1 Partition in multiple ways squares, rectangles, and circles into two or four equal sized parts, and describe the parts using the words halves, fourths, a half of, and a fourth of (not quarters).</p> <p>2.NR.4.2 Explain that when partitioning a square, rectangle, or circle into two or four equal parts, the parts become smaller as the number of parts increases.</p> <p>3.NR.2.1 Identify unit fractions as the quantity formed by one part when a whole is partitioned into 2, 3, 4, 6, or 8 equal-sized parts. Express each part as a unit fraction of the whole.</p> <p>3.NR.2.2 Represent fractions from 0 to 1 using concrete, set, area, and linear models, and write them in standard form and word form. Limit denominators to 2, 3, 4, 6, and 8.</p> <p>3.NR.2.3 Express whole numbers as fractions and identify fractions that are equivalent to whole numbers. Limit denominators to 1, 2, 3, 4, 6, and 8.</p> <p>3.NR.2.4 Compose fractions between the whole numbers 0 and 5 using unit fractions. Record the composition as a mixed number or fraction greater than 1. Limit denominators to 2, 3, 4, 6, and 8.</p>

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	Recognize parts of a whole have parts names with a numerator and a denominator	<ul style="list-style-type: none"> • Fraction insets • Fraction pieces • Fraction on number line task cards 	<p>3.NR.2.1 Identify unit fractions as the quantity formed by one part when a whole is partitioned into 2, 3, 4, 6, or 8 equal-sized parts. Express each part as a unit fraction of the whole.</p> <p>3.NR.2.2 Represent fractions from 0 to 1 using concrete, set, area, and linear models, and write them in standard form and word form. Limit denominators to 2, 3, 4, 6, and 8.</p> <p>3.NR.2.3 Express whole numbers as fractions and identify fractions that are equivalent to whole numbers. Limit denominators to 1, 2, 3, 4, 6, and 8.</p> <p>3.NR.2.4 Compose fractions between the whole numbers 0 and 5 using unit fractions. Record the composition as a mixed number or fraction greater than 1. Limit denominators to 2, 3, 4, 6, and 8.</p>
	Recognize a mixed number contains a whole number and a fraction	<ul style="list-style-type: none"> • Fraction insets • Fraction pieces 	<p>3.NR.2.3 Express whole numbers as fractions and identify fractions that are equivalent to whole numbers. Limit denominators to 1, 2, 3, 4, 6, and 8.</p> <p>3.NR.2.4 Compose fractions between the whole numbers 0 and 5 using unit fractions. Record the composition as a mixed number or fraction greater than 1. Limit denominators to 2, 3, 4, 6, and 8.</p>

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Applying Fractions	Understand fraction equivalence	<ul style="list-style-type: none"> • Fraction insets • Fraction pieces • Fraction on number line task cards 	<p>3.NR.2.5 Recognize two fractions are equivalent based on the same size whole. Limit denominators to 2, 3, 4, 6, and 8, and fractions should be limited to fractions between 0 and 1.</p> <p>3.NR.2.6 Compare two fractions with the same numerator or same denominator based on the same size whole by reasoning about their size. Use the symbols for is equal to (=), is less than (<), or is greater than (>). Limit denominators to 2, 3, 4, 6, and 8, and fractions should be limited to fractions between 0 and 1.</p>
	Generate fraction equivalence	<ul style="list-style-type: none"> • Fraction insets • Fraction pieces • Fraction on number line task cards 	<p>3.NR.2.6 Compare two fractions with the same numerator or same denominator based on the same size whole by reasoning about their size. Use the symbols for is equal to (=), is less than (<), or is greater than (>). Limit denominators to 2, 3, 4, 6, and 8, and fractions should be limited to fractions between 0 and 1</p>
	Compare two fractions	<ul style="list-style-type: none"> • Fraction insets • Fraction pieces • Task cards • Wooden Symbols 	<p>3.NR.2.6 Compare two fractions with the same numerator or same denominator based on the same size whole by reasoning about their size. Use the symbols for is equal to (=), is less than (<), or is greater than (>). Limit denominators to 2, 3, 4, 6, and 8, and fractions should be limited to fractions between 0 and 1</p>
	Add fractions and mixed numbers with like denominators	<ul style="list-style-type: none"> • Fraction pieces • Fraction on number line 	
	Subtract fractions and mixed numbers with like denominators	<ul style="list-style-type: none"> • Fraction pieces • Fraction on number line 	
Decimals	Understand decimals (like fractions) are parts of a whole number	<ul style="list-style-type: none"> • Decimal board • Decimal stamp game 	<p>4.NR.2.1 Represent fractions with denominators of 10 and 100 in words, models, and decimal notations.</p>

Patterns, Algebra, and Functional Reasoning

Concept	Objective Montessori Method (Aims)	Montessori Materials	SCCCR Standards
Addition	<p>Solve addition problems through 1,000</p> <p>Solve real-world story problems through 20 using unknowns in all positions using up to three addends</p> <p>Utilize repeated addition to create an array up to a sum of 25</p> <p>Solve addition problems with up to 4 two digit addends</p> <p>Represent whole number sums through 99 on an number line</p> <p>Solve one and two step real-world/story problems through 99 with unknowns in all positions</p>	<ul style="list-style-type: none"> ● Multiplication Bead Board ● Bead Bar Layout ● Teacher Made Materials ● Task Cards ● Golden Beads ● Stamp Game ● Bead Frame ● Dot Game ● Number Line 	<p>1.PAFR.1.1 determine and explain if an equation within 10 is true using a variety of equation formats.</p> <p>1.PAFR 1.2 Compose and decompose numbers less than or equal to 20 in more than one way. Record each composition or decomposition as an equation.</p> <p>1.PAFR 1.3 Solve add-to, take-from, and part-part-whole real-world situations to find sums and differences within 20. Situations include result or change unknown, both addends unknown, and total or one part unknown.</p> <p>1.PAFR 1.4 Add and subtract number combinations flexibly and accurately within 10.</p> <p>1.PAFR 1.5 Apply and explain the Commutative Property of Addition to find the sum (through 20) of two addends and explain that the value does not change when the order of the two numbers changes.</p> <p>1.PAFR 1.6 Determine an unknown number in addition and subtraction equations within 10.</p> <p>1.PAFR 1.7 Find the sum of a two-digit number and a one-digit number or a two-digit number and a multiple of 10 (1-99) using concrete models, drawings, and strategies that reflect place value understanding, the inverse relationship of addition and subtraction, and the properties of operations to justify the sum.</p>

Concept	Objective Montessori Method (Aims)	Montessori Materials	SCCCR Standards
			<p>1.PAFR.1.8 Find the difference between two numbers that are multiples of 10, both in the range of 10-90, and write the corresponding equations. Explain the reasoning used.</p> <p>2.PAFR.1.1 Use a strategy to accurately find sums and differences of two-digit numbers within 100 and justify the sum or difference.</p> <p>2.PAFR.1.2 Determine and explain if an equation (within 20) is true using a variety of equation formats.</p> <p>2.PAFR.1.3 Solve one-step add-to, take-from, part-part-whole, and additive comparison real-world situations through 99 with the unknown in any position.</p> <p>2.PAFR.1.4 For any number from 0 to 99, find the number that makes 100 when added to the given number.</p> <p>2.PAFR.1.5 Add and subtract number combinations flexibly and accurately within 20.</p> <p>2.PAFR.1.6 Apply the Associative Property of Addition to find the sum (through 20) of three addends and explain that the value can be found using various grouping strategies.</p> <p>2.PAFR.1.7 Determine the unknown number in addition and subtraction equations within 20, with the unknown in any position.</p>

Concept	Objective Montessori Method (Aims)	Montessori Materials	SCCCR Standards
			<p>2.PAFR.1.9 Find the total number of objects arranged in equal groups or in a rectangular array and write an addition equation to express the total as a sum (up to 25) of equal addends.</p> <p>2.PAFR.2.2 Create, describe, and extend an appropriate one-step rule for number patterns using addition and subtraction within 100.</p> <p>3.PAFR.1.1 Use a strategy to compute sums and differences up to 1,000.</p> <p>3.PAFR.1.2 Multiply whole numbers (factors 0–10) and divide whole numbers (divisors 1–10) using a model and write a corresponding equation.</p> <p>3.PAFR.2.2 Solve one- and two-step real-world situations using addition and subtraction up to 1,000.</p> <p>3.PAFR.2.3 Identify, create, and extend numerical patterns to determine the next three terms in an addition or subtraction sequence.</p>

Concept	Objective Montessori Method (Aims)	Montessori Materials	SCCCR Standards
Multiplication	<p>Solve multiplication problems using arrays</p> <p>Represent multiplication facts of single digit numbers and explain relationship</p> <p>Create equal groups or an array to represent basic facts</p> <p>Determine the missing value</p> <p>Multiply by tens</p>	<ul style="list-style-type: none"> ● Multiplication Bead Board ● Checkerboard ● Decanomial Layout ● Grid Paper ● Stamp Game ● Task Cards ● Ten Bars ● Bead Frame ● Bank Game ● Red Zero Lesson ● Dot Game 	<p>2.NR.3.2 When given a two-digit number, identify which multiple of 10 the number is closest to.</p> <p>2.PAFR.1.9 Find the total number of objects arranged in equal groups or in a rectangular array and write an addition equation to express the total as a sum (up to 25) of equal addends.</p> <p>3.PAFR.1.2 Multiply whole numbers (factors 0–10) and divide whole numbers (divisors 1–10) using a model and write a corresponding equation.</p> <p>3.PAFR.1.3 Multiply two whole numbers from 0 to 10 and divide using related facts flexibly and accurately.</p> <p>3.PAFR.2.1 Determine the unknown whole number in a multiplication or division real-world situation relating three whole numbers when the unknown is a missing factor, product, dividend, divisor, or quotient.</p> <p>3.PAFR.2.4 Recognize that a whole number is a multiple of each of its factors 1–10.</p>

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Subtraction	<p>Recognize relationship between addition and subtraction</p> <p>Solve one and two step real-world/story problems through 20 with unknowns in all positions</p> <p>Subtract multiples of 10</p> <p>Represent whole-number differences on a number line</p> <p>Solve one and two step real-world/story problems through 99 with unknowns in all positions</p> <p>Subtract whole numbers to 99</p> <p>Subtract whole numbers to 1,000</p>	<ul style="list-style-type: none"> ● Addition Charts ● Subtraction Charts ● Task Cards ● Golden Beads ● Bead Chains ● Stamp Game ● Bead Frame ● Number Line ● Dot Board 	<p>1.PAFR.1.1 determine and explain if an equation within 10 is true using a variety of equation formats.</p> <p>1.PAFR 1.3 Solve add-to, take-from, and part-part-whole real-world situations to find sums and differences within 20. Situations include result or change unknown, both addends unknown, and total or one part unknown.</p> <p>1.PAFR 1.4 Add and subtract number combinations flexibly and accurately within 10.</p> <p>1.PAFR 1.6 Determine an unknown number in addition and subtraction equations within 10.</p> <p>1.PAFR 1.7 Find the sum of a two-digit number and a one-digit number or a two-digit number and a multiple of 10 (1-99) using concrete models, drawings, and strategies that reflect place value understanding, the inverse relationship of addition and subtraction, and the properties of operations to justify the sum.</p> <p>1.PAFR 1.8 Find the difference between two numbers that are multiples of 10, both in the range of 10-90, and write the corresponding equations. Explain the reasoning used.</p> <p>2.PAFR.1.1 Use a strategy to accurately find sums and differences of two-digit numbers within 100 and justify the sum or difference.</p> <p>2.PAFR.1.2 Determine and explain if an equation (within 20) is true using a variety of equation formats.</p>

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			<p>2.PAFR.1.3 Solve one-step add-to, take-from, part-part-whole, and additive comparison real world situations through 99 with the unknown in any position.</p> <p>2.PAFR.1.4 For any number from 0 to 99, find the number that makes 100 when added to the given number.</p> <p>2.PAFR.1.5 Add and subtract number combinations flexibly and accurately within 20.</p> <p>2.PAFR.1.6 Apply the Associative Property of Addition to find the sum (through 20) of three addends and explain that the value can be found using various grouping strategies.</p> <p>2.PAFR.1.7 Determine the unknown number in addition and subtraction equations within 20, with the unknown in any position.</p> <p>2.PAFR.1.9 Find the total number of objects arranged in equal groups or in a rectangular array and write an addition equation to express the total as a sum (up to 25) of equal addends.</p>

Concept	Objective Montessori Method (Aims)	Montessori Materials	SCCCR Standards
			<p>2.PAFR.2.2 Create, describe, and extend an appropriate one-step rule for number patterns using addition and subtraction within 100.</p> <p>3.PAFR.1.1 Use a strategy to compute sums and differences up to 1,000.</p> <p>3.PAFR.1.2 Multiply whole numbers (factors 0–10) and divide whole numbers (divisors 1–10) using a model and write a corresponding equation.</p> <p>3.PAFR.2.2 Solve one- and two-step real-world situations using addition and subtraction up to 1,000.</p> <p>3.PAFR.2.3 Identify, create, and extend numerical patterns to determine the next three terms in an addition or subtraction sequence.</p>
Division	<p>Represent division facts using concrete models</p> <p>Write and solve equations using equal groups, arrays and number lines for basic division facts</p> <p>Determine the missing value</p>	<ul style="list-style-type: none"> ● Division Bead Board ● Stamp Game ● Division Charts ● Task Cards 	<p>3.PAFR.1.2 Multiply whole numbers (factors 0–10) and divide whole numbers (divisors 1–10) using a model and write a corresponding equation.</p> <p>3.PAFR.1.3 Multiply two whole numbers from 0 to 10 and divide using related facts flexibly and accurately.</p> <p>3.PAFR.2.1 Determine the unknown whole number in a multiplication or division real-world situation relating three whole numbers when the unknown is a missing factor, product, dividend, divisor, or quotient.</p>

Concept	Objective Montessori Method (Aims)	Montessori Materials	SCCCR Standards
Word Problems	Solve 2-step word problems with all operations	Task Cards	<p>2.PAFR.1.3 Solve one-step add-to, take-from, part-part-whole, and additive comparison real world situations through 99 with the unknown in any position.</p> <p>3.PAFR.2.2 Solve one- and two-step real-world situations using addition and subtraction up to 1,000.</p>
Fluency	<p>Demonstrate fluency with addition and subtraction facts through 20</p> <p>Determine missing numbers in addition and subtraction equations within 20</p> <p>Determine if a number is odd or even</p> <p>Demonstrate fluency for multiplication and division facts through 100</p>	<ul style="list-style-type: none"> ● Addition Strip Board ● Addition Fingerboard ● Addition Charts ● Equation Tiles ● Memorization Booklets ● Task Cards ● Subtraction Strip Board ● Multiplication Bead Board ● Division Bead Board 	<p>2.PAFR.1.1 Use a strategy to accurately find sums and differences of two-digit numbers within 100 and justify the sum or difference.</p> <p>2.PAFR.1.5 Add and subtract number combinations flexibly and accurately within 20.</p> <p>2.PAFR.1.7 Determine the unknown number in addition and subtraction equations within 20, with the unknown in any position.</p> <p>3.PAFR.1.2 Multiply whole numbers (factors 0–10) and divide whole numbers (divisors 1–10) using a model and write a corresponding equation.</p> <p>3.PAFR.1.3 Multiply two whole numbers from 0 to 10 and divide using related facts flexibly and accurately.</p> <p>3.PAFR.2.1 Determine the unknown whole number in a multiplication or division real-world situation relating three whole numbers when the unknown is a missing factor, product, dividend, divisor, or quotient.</p> <p>3.PAFR.2.4 Recognize that a whole number is a multiple of each of its factors 1–10.</p>

Algebraic Thinking

Concept	Objective Montessori Method (Aims)	Montessori Materials	SCCCR Standards
Patterning	Analyze, explain and apply repeating patterns and growing patterns	<ul style="list-style-type: none"> Task Cards 	<p>1.PAFR. 2.1 Create, describe, and extend (to the next term) a growing shape pattern.</p> <p>1.PAFR 2.2 Create, describe, and extend (to three terms within a sequence) repeating patterns using <i>AB</i>, <i>AAB</i>, <i>ABB</i>, and <i>ABC</i> type patterns.</p> <p>2.PAFR.2.1 Describe, extend, and create a growing shape pattern with up to three terms within a sequence.</p> <p>3.PAFR.2.3 Identify, create, and extend numerical patterns to determine the next three terms in an addition or subtraction sequence.</p>
Odd/ Even	Identify and apply odd and even number rules	<ul style="list-style-type: none"> Stamp Game Task Cards 	2.PAFR.1.8 Sort a collection of 20 or fewer objects into two groups to determine if the number of objects is even or odd.
Properties	<p>Apply commutative and associative properties to find the sum (through 20) of two or three addends</p> <p>Identify and apply the commutative property, associative property and distributive property</p>	<ul style="list-style-type: none"> Addition Chart 1 Multiplication Charts Division Charts Teacher Made Materials 	<p>2.PAFR.1.6 Apply the Associative Property of Addition to find the sum (through 20) of three addends and explain that the value can be found using various grouping strategies.</p> <p>3.PAFR.1.1 Use a strategy to compute sums and differences up to 1,000. (strategy could be using a property or order of operations)</p>

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Equations	<p>Recognize and understand meaning of math symbols</p> <p>Write an equation to solve real-world problems</p> <p>Write and solve two step equations using letters to represent the unknown quantity</p> <p>Write an equation to represent a pattern</p>	<ul style="list-style-type: none"> ● Task Cards ● Addition Charts ● Multiplication Charts ● Pythagoras Board 	<p>2.PAFR.1.2 Determine and explain if an equation (within 20) is true using a variety of equation formats.</p> <p>2.PAFR.1.5 Add and subtract number combinations flexibly and accurately within 20.</p> <p>2.PAFR.1.6 Apply the Associative Property of Addition to find the sum (through 20) of three addends and explain that the value can be found using various grouping strategies.</p> <p>2.PAFR.1.7 Determine the unknown number in addition and subtraction equations within 20, with the unknown in any position.</p> <p>3.PAFR.1.1 Use a strategy to compute sums and differences up to 1,000.</p> <p>3.PAFR.1.2 Multiply whole numbers (factors 0–10) and divide whole numbers (divisors 1–10) using a model and write a corresponding equation.</p> <p>3.PAFR.1.3 Multiply two whole numbers from 0 to 10 and divide using related facts flexibly and accurately.</p>

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			<p>3.PAFR.2.1 Determine the unknown whole number in a multiplication or division real-world situation relating three whole numbers when the unknown is a missing factor, product, dividend, divisor, or quotient.</p> <p>3.PAFR.2.2 Solve one- and two-step real-world situations using addition and subtraction up to 1,000</p> <p>3.PAFR.2.3 Identify, create, and extend numerical patterns to determine the next three terms in an addition or subtraction sequence.</p> <p>3.PAFR.2.4 Recognize that a whole number is a multiple of each of its factors 1–10.</p>
Multiples, Squaring, Cubing	Determine and explain the relationship of the products of the same factors occurring multiple times.	Bead Chains	<p>2.NR.3.2 When given a two-digit number, identify which multiple of 10 the number is closest to</p> <p>2.PAFR.1.9 Find the total number of objects arranged in equal groups or in a rectangular array and write an addition equation to express the total as a sum (up to 25) of equal addends.</p> <p>3.PAFR.2.4 Recognize that a whole number is a multiple of each of its factors 1–10.</p> <p>3.PAFR.2.3 Identify, create, and extend numerical patterns to determine the next three terms in an addition or subtraction sequence.</p>

Data, Probability, and Statistical Reasoning

Concept	Objective Montessori Method (Aims)	Montessori Materials	SCCCR Standards
Graphing	<p>Collect and organize data into a chart or graph with up to four categories</p> <p>Draw conclusions from a chart or graph</p> <p>Collect, organize, and interpret data in a scaled graph</p> <p>Use measurement data to a whole number in a line plot</p> <p>Use measurement data to a quarter inch in a line plot</p> <p>Represent whole numbers on a number line</p>	<ul style="list-style-type: none"> ● Task Cards ● Integrate into Cultural Studies ● Number Line 	<p>1.DPSR.1.1 Sort pictures or objects into at least three categories (not to exceed 10 items in each category).</p> <p>1.DPSR.1.2. Create a survey question and collect data with up to three categories. Create charts and graphs with a single unit scale to display the data. Use the graph to draw conclusions. Limit to one-step add-to, take-from, and part-part-whole questions.</p> <p>2.DPSR.1.1 Create a survey question and collect data with up to four categories. Create tally charts, picture graphs, dot plots, and bar graphs with a single-unit scale to read the graph, answer questions, and draw conclusions. Limit to one-step add-to, take-from, part-part-whole, and comparison questions.</p> <p>3.DPSR.1.1 Collect and organize categorical and numerical data based on observations, surveys, experiments, and investigations with whole number values using tables, scaled picture graphs, scaled bar graphs, or dot plots. Use titles and labels. Limit scales to multiples of 1, 2, 5, and 10.</p>

Concept	Objective Montessori Method (Aims)	Montessori Materials	SCCCR Standards
			3.DPSR.1.2 Solve one-step, real-world situations using whole number data represented in tables, scaled picture graphs, scaled bar graphs, or dot plots. Limit scales to multiples of 1, 2, 5, and 10.

Measurement, Geometry, and Spatial Reasoning

Concept	Objective Montessori Method (Aims)	Montessori Materials	SCCCR Standards
Time	Tell and record time to tell and record time to hour half hour using both digital and analog clocks.	<ul style="list-style-type: none"> • Large analog clock • Reference cards for time to hour and half hour • Digital clock • Commercial materials from Montessori vendors 	1.MGSR.1.3 Use analog and digital clocks to tell and record time to the hour and half hour
	Tell and record time to tell and record time to the nearest 5-minute interval using both am & pm with digital and analog clocks.	<ul style="list-style-type: none"> • Large analog clock • Reference cards for time to 5-minute intervals • Digital clock • Commercial materials from Montessori vendors 	2.MGSR.1.2 Use analog and digital clocks to tell and record time in five-minutes intervals, identifying AM and PM. 3.MGSR.2.2 Use analog and digital clocks to tell and record time to 1-minute intervals, identifying AM and PM
	Tell and record time to tell and record time to the nearest 1-minute interval using both am & pm with digital and analog clocks.	<ul style="list-style-type: none"> • Large analog clock • Reference cards for time to 5-minute intervals • Digital clock • Commercial materials from Montessori vendors 	3.MGSR.2.2 Use analog and digital clocks to tell and record time to 1-minute intervals, identifying AM and PM 3.MGSR.2.3 Solve problems involving addition and subtraction of time intervals to determine elapsed time to the nearest half hour
	Solve problems involving addition and subtraction of time intervals within 60 minutes	<ul style="list-style-type: none"> • Commercial materials from Montessori vendors. 	3.MGSR.2.3 Solve problems involving addition and subtraction of time intervals to determine elapsed time to the nearest half hour

Concept	Objective Montessori Method (Aims)	Montessori Materials	SCCCR Standards
	Convert a larger unit of time to smaller unit of time using seconds, minutes and hours	Commercial materials from Montessori vendors	
	Solve problems involving addition and subtraction of time intervals within 12 hours, i.e., elapsed time	Commercial materials from Montessori vendors	3.MGSR.2.3 Solve problems involving addition and subtraction of time intervals to determine elapsed time to the nearest half hour
Money	Identify a penny, nickel, dime and quarter and write the coin values using a cents symbol and decimal	<ul style="list-style-type: none"> • Money box • Task Cards 	1.MGSR.1.4 Identify and write the values of a coin or a bill using a ¢ symbol for coins values or \$ symbol for bills. Limit to penny, nickel, dime, quarter, one-dollar bill, five-dollar bill, and ten-dollar bill.
	<p>Solve real world/story problems involving dollar bills using the \$ symbol or involving quarter, dimes, nickels and pennies using the cents symbol.</p> <p>Determine the value of a collection of coins and bills greater than \$1.00.</p>	<ul style="list-style-type: none"> • Money box • Task Cards 	<p>1.MGSR.1.5 Count a collection of like coins to determine the total value of the set. Limit to pennies, nickels, and dimes with values not to exceed a dollar.</p> <p>2.MGSR.1.3 Determine the value of mixed sets of coins or bills in mathematical and real world situations and record the value using a ¢ or \$ symbol. Limit to pennies, nickels, dimes, and quarters up to a dollar; one-dollar bills, five-dollar bills, ten-dollar bills, and twenty-dollar bills up to \$100, and add-to or take-from problem types</p> <p>3.MGSR.2.1 Determine the value of any collection of coins, not to exceed \$5. Write the amount in the form of dollars and cents using the decimal notation. Limit to penny, nickel, dime, and quarter.</p>

Concept	Objective Montessori Method (Aims)	Montessori Materials	SCCCR Standards
Non-standard	Order objects by length using nonstandard tools	Measurement Object Box	1.MGSR.1.1 Order three objects by length from shortest to longest and longest to shortest using direct comparison.
	Measure an object using alternate measuring tools	Measurement Object Box	1.MGSR.1.2 Use nonstandard physical objects to estimate and then measure the length of an item as the number of same size units of length with no gaps or overlaps.
Metric	Use appropriate tool to measure length	<ul style="list-style-type: none"> • Rulers • Meter Sticks • Measuring Tapes 	<p>2.MGSR.1.1 Select and use appropriate tools to estimate and measure length of an object or distance to the nearest customary unit. Limit to inches, feet, and yards.</p> <p>3.MGSR.2.5 Determine which unit of liquid volume is most appropriate to measure in real-world situations. Limit to fluid ounces, cups, pints, quarts, gallons, milliliters, and liters.</p>
	Estimate and measure length using metric units	<ul style="list-style-type: none"> • Rulers • Meter Sticks • Measuring Tapes 	<p>2.MGSR.1.1 Select and use appropriate tools to estimate and measure length of an object or distance to the nearest customary unit. Limit to inches, feet, and yards.</p> <p>3.MGSR.2.5 Determine which unit of liquid volume is most appropriate to measure in real-world situations. Limit to fluid ounces, cups, pints, quarts, gallons, milliliters, and liters.</p>

Concept	Objective Montessori Method (Aims)	Montessori Materials	SCCCR Standards
Customary	<p>Use appropriate tool to measure length</p> <p>Measure and add objects using two standards of length and explain why the measurements differ.</p> <p>Estimate and measure length using customary units.</p> <p>Determine the difference in the length of two objects using standard lengths</p>	<ul style="list-style-type: none"> • Rulers • Yard Stick • Measuring Tapes 	<p>2.MGSR.1.1 Select and use appropriate tools to estimate and measure length of an object or distance to the nearest customary unit. Limit to inches, feet, and yards.</p> <p>3.MGSR.2.4 Estimate and measure length/distance to the nearest half inch and nearest whole centimeter</p> <p>3.MGSR.2.5 Determine which unit of liquid volume is most appropriate to measure in real-world situations. Limit to fluid ounces, cups, pints, quarts, gallons, milliliters, and liters.</p>
Perimeter	<p>Find the perimeter of a polygon and unknown lengths of sides</p>	<ul style="list-style-type: none"> • Grid Paperwork 	<p>3.MGSR.1.2 Determine the perimeter of regular and irregular triangles and quadrilaterals with known side lengths.</p> <p>3.MGSR.1.3 Determine if a real-world situation is an example of the need for finding the area or the perimeter of a figure.</p>

Concept	Objective Montessori Method (Aims)	Montessori Materials	SCCCR Standards
Area	Find the area of a quadrilateral by unit squares and multiplication	<ul style="list-style-type: none"> • Yellow Area Material • Grid Paper work 	<p>3.MGSR.1.1 Determine the area of squares and rectangles presented in relevant problems by covering the space with square units and counting the total number of units needed.</p> <p>3.MGSR.1.2 Determine the perimeter of regular and irregular triangles and quadrilaterals with known side lengths.</p> <p>3.MGSR.1.3 Determine if a real-world situation is an example of the need for finding the area or the perimeter of a figure.</p>
Capacity	Estimate and measure liquid volumes	<ul style="list-style-type: none"> • Measuring cups • Containers 	<p>3.MGSR.2.5 Determine which unit of liquid volume is most appropriate to measure in real-world situations. Limit to fluid ounces, cups, pints, quarts, gallons, milliliters, and liters</p>

Geometry

Concept	Objective Montessori Method (Aims)	Montessori Materials	SCCCR Standards
Point, Line, Planes, and Solids	Introduction of concepts: Point, Line, Plane, Solid	<ul style="list-style-type: none"> • Golden Bead materials • Geometric Cabinet • Open Material (String and Water) • Geometric Solids/Stick Box • Nomenclature Cards 	<p>3.MGSR.3.1 Describe and draw right, acute, obtuse, and straight angles. Identify these angle types in two-dimensional figures including triangles and quadrilaterals.</p> <p>3.MGSR.3.2 Identify, describe, and draw points, lines, line segments, rays, intersecting lines, perpendicular lines, and parallel lines. Identify these in two-dimensional figures.</p>
	Identify solid figures based on vertices, lines, and faces	<ul style="list-style-type: none"> • Geometric Solids • Nomenclature Cards • Metal Insets used as templates • Yellow Area Materials 	<p>3.MGSR.3.1 Describe and draw right, acute, obtuse, and straight angles. Identify these angle types in two-dimensional figures including triangles and quadrilaterals.</p> <p>3.MGSR.3.2 Identify, describe, and draw points, lines, line segments, rays, intersecting lines, perpendicular lines, and parallel lines. Identify these in two-dimensional figures.</p>
	Recognize straight and curved figures	<ul style="list-style-type: none"> • Geometry Cabinets • Nomenclature Cards • Geometric Stick Material • Metal Insets • Boxes of Constructive Triangles 	<p>3.MGSR.3.1 Describe and draw right, acute, obtuse, and straight angles. Identify these angle types in two-dimensional figures including triangles and quadrilaterals.</p> <p>3.MGSR.3.2 Identify, describe, and draw points, lines, line segments, rays, intersecting lines, perpendicular lines, and parallel lines. Identify these in two-dimensional figures.</p>

Concept	Objective Montessori Method (Aims)	Montessori Materials	SCCCR Standards
	Fundamental Concepts	<ul style="list-style-type: none"> • Geometric Stick Box • Nomenclature Cards 	
	Recognize and identify horizontal, vertical, and oblique lines	<ul style="list-style-type: none"> • Geometric Stick Box • Nomenclature Cards • Bowl & Water • Plumb Line & Bob 	
	Understand the relationship between lines (e.g., parallel, divergent, and congruent)	<ul style="list-style-type: none"> • Geometric Stick Box • Nomenclature Cards • Geometric Cabinet 	<p>3.MGSR.3.1 Describe and draw right, acute, obtuse, and straight angles. Identify these angle types in two-dimensional figures including triangles and quadrilaterals.</p> <p>3.MGSR.3.2 Identify, describe, and draw points, lines, line segments, rays, intersecting lines, perpendicular lines, and parallel lines. Identify these in two-dimensional figures.</p>
	Understand the relationship between lines (e.g., intersecting, perpendicular, and oblique)	<ul style="list-style-type: none"> • Geometric Stick Box • Nomenclature Cards • Geometric Cabinet 	<p>3.MGSR.3.1 Describe and draw right, acute, obtuse, and straight angles. Identify these angle types in two-dimensional figures including triangles and quadrilaterals.</p> <p>3.MGSR.3.2 Identify, describe, and draw points, lines, line segments, rays, intersecting lines, perpendicular lines, and parallel lines. Identify these in two-dimensional figures.</p>

Concept	Objective Montessori Method (Aims)	Montessori Materials	SCCCR Standards
Angles	Define angles and their parts	<ul style="list-style-type: none"> • Geometric Cabinet • Nomenclature Cards • Geometric Stick Box 	3.MGSR.3.1 Describe and draw right, acute, obtuse, and straight angles. Identify these angle types in two-dimensional figures including triangles and quadrilaterals.
	Recognize the six types of angles	<ul style="list-style-type: none"> • Geometric Cabinet • Nomenclature Cards • Adjective Triangle Box • Geometric Stick Box 	3.MGSR.3.2 Identify, describe, and draw points, lines, line segments, rays, intersecting lines, perpendicular lines, and parallel lines. Identify these in two-dimensional figures.
	Measure angles	<ul style="list-style-type: none"> • Geometric Cabinet • Nomenclature Cards • Adjective Triangle Box • Protractor • Montessori Instrument for Measuring Angles • Metal or Plastic Fraction Pieces 	
	Create angles using a protractor	<ul style="list-style-type: none"> • Geometric Cabinet • Nomenclature Cards • Adjective Triangle Box • Protractor 	

Concept	Objective Montessori Method (Aims)	Montessori Materials	SCCCR Standards
Polygons	Create open and closed figures	<ul style="list-style-type: none"> • Nomenclature Cards • Geometric Stick Box 	2.MGSR.2.2 Classify shapes as polygons or non-polygons and defend that determination based on their attributes.
	Identify and critique differences between closed figures and polygons	<ul style="list-style-type: none"> • Nomenclature Cards • Geometric Stick Box 	<p>1.MGSR.2.1 Sort a mixed set of polygons and describe the reasoning used while sorting the polygons.</p> <p>1.MGSR.2.2 Identify and describe the attributes of two-dimensional shapes and three-dimensional shapes. Limit to triangle, square, rectangle, rhombus, hexagon, circle cone, cube, cylinder, square pyramid, and sphere.</p> <p>1.MGSR2.3 Identify and describe a given shape in everyday situations to include two-dimensional shapes and three-dimensional shapes. Limit to triangle, square, rectangle, rhombus, hexagon, circle, cone, cube, cylinder, square pyramid, and sphere.</p> <p>1.MGSR.2.4 Classify shapes and two-dimensional/flat or three-dimensional/solid and explain the reasoning using formal mathematical language. Limit to triangle, square, rectangle, rhombus, hexagon, circle, cone, cube, cylinder, square pyramid, and sphere.</p>

Concept	Objective Montessori Method (Aims)	Montessori Materials	SCCCR Standards
	Identify and critique differences between different polygons	<ul style="list-style-type: none"> • Geometric Cabinet • Geometric Stick Box • Nomenclature Cards 	<p>1.MGSR.2.1 Sort a mixed set of polygons and describe the reasoning used while sorting the polygons.</p> <p>1.MGSR.2.2 Identify and describe the attributes of two-dimensional shapes and three-dimensional shapes.</p>
	Study irregular polygons	<ul style="list-style-type: none"> • Geometric Cabinet • Geometric Stick Box • Nomenclature Cards 	<p>Limit to triangle, square, rectangle, rhombus, hexagon, circle cone, cube, cylinder, square pyramid, and sphere.</p> <p>1.MGSR.2.4 Classify shapes and two-dimensional/flat or three-dimensional/solid and explain the reasoning using formal mathematical language. Limit to triangle, square, rectangle, rhombus, hexagon, circle, cone, cube, cylinder, square pyramid, and sphere.</p> <p>1.MGSR.2.5 Analyze and compare a pair of two-dimensional shapes or three-dimensional shapes of assorted sizes and orientations using formal mathematical language. Limit to triangle, square, rectangle, rhombus, hexagon, circle, cone, cube, cylinder, square pyramid, and sphere.</p> <p>2.MGSR.2.2 Classify shapes as polygons or non-polygons and defend that determination based on their attributes.</p>

Concept	Objective Montessori Method (Aims)	Montessori Materials	SCCCR Standards
Circles and Closed Curved Figures	Naming circular figures	<ul style="list-style-type: none"> • Geometric Cabinet 	<p>1.MGSR.2.2 Identify and describe the attributes of two-dimensional shapes and three-dimensional shapes. Limit to triangle, square, rectangle, rhombus, hexagon, circle cone, cube, cylinder, square pyramid, and sphere.</p> <p>1.MGSR2.3 Identify and describe a given shape in everyday situations to include two-dimensional shapes and three-dimensional shapes. Limit to triangle, square, rectangle, rhombus, hexagon, circle, cone, cube, cylinder, square pyramid, and sphere.</p> <p>1.MGSR.2.4 Classify shapes and two-dimensional/flat or three-dimensional/solid and explain the reasoning using formal mathematical language. Limit to triangle, square, rectangle, rhombus, hexagon, circle, cone, cube, cylinder, square pyramid, and sphere.</p> <p>1.MGSR.2.5 Analyze and compare a pair of two-dimensional shapes or three-dimensional shapes of assorted sizes and orientations using formal mathematical language. Limit to triangle, square, rectangle, rhombus, hexagon, circle, cone, cube, cylinder, square pyramid, and sphere.</p> <p>2.MGSR.2.1 Identify and describe a given shape in everyday situations to include two-dimensional shapes and three-dimensional shapes. Limit to triangle, quadrilateral, pentagon, hexagon, octagon, circle, cone, cube, cylinder, rectangular prism, square pyramid, and sphere.</p>
	Identifying parts of a circle	<ul style="list-style-type: none"> • Geometric Cabinet • Nomenclature Cards • Geometric Stick Box 	

Concept	Objective Montessori Method (Aims)	Montessori Materials	SCCCR Standards
Triangles	Identifying parts of a triangle	<ul style="list-style-type: none"> • Geometric Cabinet: Detective Triangle Drawer • Nomenclature Cards • Geometric Stick Box • Tool for Measurement of Altitude 	<p>1.MGSR.2.2 Identify and describe the attributes of two-dimensional shapes and three-dimensional shapes. Limit to triangle, square, rectangle, rhombus, hexagon, circle cone, cube, cylinder, square pyramid, and sphere.</p> <p>1.MGSR.2.4 Classify shapes and two-dimensional/flat or three-dimensional/solid and explain the reasoning using formal mathematical language. Limit to triangle, square, rectangle, rhombus, hexagon, circle, cone, cube, cylinder, square pyramid, and sphere.</p>
	Classifying triangles by their sides	<ul style="list-style-type: none"> • Triangle Matrix • Detective Triangle • Adjective Box • Geometric Stick Box • Geometric Cabinet 	<p>1.MGSR.2.5 Analyze and compare a pair of two-dimensional shapes or three-dimensional shapes of assorted sizes and orientations using formal mathematical language. Limit to triangle, square, rectangle, rhombus, hexagon, circle, cone, cube, cylinder, square pyramid, and sphere.</p> <p>2.MGSR.2.1 Identify and describe a given shape in everyday situations to include two-dimensional shapes and three-dimensional shapes. Limit to triangle, quadrilateral, pentagon, hexagon, octagon, circle, cone cube, cylinder, rectangular prism, square pyramid, and sphere.</p> <p>2.MGSR.2.2 Classify shapes as polygons or non-polygons and defend that determination based on their attributes.</p>

Concept	Objective Montessori Method (Aims)	Montessori Materials	SCCCR Standards
	Classifying triangles by their angles	<ul style="list-style-type: none"> • Triangle Matrix • Detective Triangle Adjective Box • Montessori Protractor • Geometric Stick Box • Geometric Cabinet 	<p>1.MGSR.2.2 Identify and describe the attributes of two-dimensional shapes and three-dimensional shapes. Limit to triangle, square, rectangle, rhombus, hexagon, circle cone, cube, cylinder, square pyramid, and sphere.</p> <p>1.MGSR2.3 Identify and describe a given shape in everyday situations to include two-dimensional shapes and three-dimensional shapes. Limit to triangle, square, rectangle, rhombus, hexagon, circle, cone, cube, cylinder, square pyramid, and sphere.</p>
	Building equilateral, isosceles, and scalene triangles	<ul style="list-style-type: none"> • Geometric Stick Box • Paper and Pencil 	<p>1.MGSR.2.4 Classify shapes and two-dimensional/flat or three-dimensional/solid and explain the reasoning using formal mathematical language. Limit to triangle, square, rectangle, rhombus, hexagon, circle, cone, cube, cylinder, square pyramid, and sphere.</p>
	Building right, obtuse, and acute triangles	<ul style="list-style-type: none"> • Geometric Stick Box • Paper and Pencil 	
	Classifying triangles by sides and angles: The seven types of triangles	<ul style="list-style-type: none"> • Geometric Stick Box • Paper and Pencil • Geometric Cabinet 	<p>1.MGSR.2.5 Analyze and compare a pair of two-dimensional shapes or three-dimensional shapes of assorted sizes and orientations using formal mathematical language. Limit to triangle, square, rectangle, rhombus, hexagon, circle, cone, cube, cylinder, square pyramid, and sphere.</p>
	Study the sides of right triangles	<ul style="list-style-type: none"> • Triangle Matrix • Triangle Adjective Box • Geometric Stick Box • Geometric Cabinet 	

Concept	Objective Montessori Method (Aims)	Montessori Materials	SCCCR Standards
	Combining triangles to make stars	<ul style="list-style-type: none"> • Box of 12 Blue Constructive Triangles • Geometric Stick Box • Geometric Cabinet 	2.MGSR.2.1 Identify and describe a given shape in everyday situations to include two-dimensional shapes and three-dimensional shapes. Limit to triangle, quadrilateral, pentagon, hexagon, octagon, circle, cone cube, cylinder, rectangular prism, square pyramid, and sphere.
	Combining triangles to make diaphragms	<ul style="list-style-type: none"> • Box of 12 Blue Constructive Triangles • Geometric Stick Box • Geometric Cabinet 	<p>2.MGSR.2.2 Classify shapes as polygons or non-polygons and defend that determination based on their attributes.</p> <p>3.MGSR.3.1 Describe and draw right, acute, obtuse, and straight angles. Identify these angle types in two-dimensional figures including triangles and quadrilaterals.</p> <p>3.MGSR.3.2 Identify, describe, and draw points, lines, line segments, rays, intersecting lines, perpendicular lines, and parallel lines. Identify these in two-dimensional figures.</p>

Concept	Objective Montessori Method (Aims)	Montessori Materials	SCCCR Standards
Quadrilaterals	Identifying types of Quadrilaterals	<ul style="list-style-type: none"> • Geometric Stick Box • Geometric Solids 	<p>1.MGSR.2.2 Identify and describe the attributes of two-dimensional shapes and three-dimensional shapes. Limit to triangle, square, rectangle, rhombus, hexagon, circle cone, cube, cylinder, square pyramid, and sphere.</p> <p>1.MGSR.2.4 Classify shapes and two-dimensional/flat or three-dimensional/solid and explain the reasoning using formal mathematical language. Limit to triangle, square, rectangle, rhombus, hexagon, circle, cone, cube, cylinder, square pyramid, and sphere.</p> <p>1.MGSR.2.5 Analyze and compare a pair of two-dimensional shapes or three-dimensional shapes of assorted sizes and orientations using formal mathematical language. Limit to triangle, square, rectangle, rhombus, hexagon, circle, cone, cube, cylinder, square pyramid, and sphere.</p> <p>2.MGSR.2.1 Identify and describe a given shape in everyday situations to include two-dimensional shapes and three-dimensional shapes. Limit to triangle, quadrilateral, pentagon, hexagon, octagon, circle, cone cube, cylinder, rectangular prism, square pyramid, and sphere.</p> <p>2.MGSR.2.2 Classify shapes as polygons or non-polygons and defend that determination based on their attributes.</p>

Concept	Objective Montessori Method (Aims)	Montessori Materials	SCCCR Standards
	Making Quadrilaterals with Geometry Stick Box	<ul style="list-style-type: none"> • Geometric Stick Box • Geometric Solids 	<p>2.MGSR.2.1 Identify and describe a given shape in everyday situations to include two-dimensional shapes and three-dimensional shapes. Limit to triangle, quadrilateral, pentagon, hexagon, octagon, circle, cone, cube, cylinder, rectangular prism, square pyramid, and sphere.</p> <p>2.MGSR.2.2 Classify shapes as polygons or non-polygons and defend that determination based on their attributes.</p>
	Combining triangles to make quadrilaterals	<ul style="list-style-type: none"> • Constructive Triangle Boxes • Geometric Stick Box • Geometric Solids 	
	Making figures using the reverse sides of triangles	<ul style="list-style-type: none"> • Constructive Triangle Boxes • Geometric Stick Box • Geometric Solids 	
	Classify quadrilaterals	<ul style="list-style-type: none"> • Geometry Cabinet • Geometric Stick Box 	<p>1.MGSR.2.4 Classify shapes and two-dimensional/flat or three-dimensional/solid and explain the reasoning using formal mathematical language. Limit to triangle, square, rectangle, rhombus, hexagon, circle, cone, cube, cylinder, square pyramid, and sphere.</p>

Concept	Objective Montessori Method (Aims)	Montessori Materials	SCCCR Standards
			<p>2.MGSR.2.5 Analyze and compare a pair of two-dimensional shapes or three-dimensional shapes of assorted sizes and orientations using formal mathematical language. Limit to triangle, square, rectangle, rhombus, hexagon, circle, cone, cube, cylinder, square pyramid, and sphere.</p> <p>2.MGSR.2.3 Classify two-dimensional shapes as triangles or quadrilaterals and justify each classification</p>
Polygons with Five or More Sides	Identify regular many-sided polygons	<ul style="list-style-type: none"> • Geometric Cabinet • Nomenclature Cards • Constructive Triangle Boxes • Geometric Stick Box 	<p>1.MGSR.2.2 Identify and describe the attributes of two-dimensional shapes and three-dimensional shapes. Limit to triangle, square, rectangle, rhombus, hexagon, circle cone, cube, cylinder, square pyramid, and sphere.</p> <p>1.MGSR.2.4 Classify shapes and two-dimensional/flat or three-dimensional/solid and explain the reasoning using formal mathematical language. Limit to triangle, square, rectangle, rhombus, hexagon, circle, cone, cube, cylinder, square pyramid, and sphere.</p> <p>1.MGSR.2.5 Analyze and compare a pair of two-dimensional shapes or three-dimensional shapes of assorted sizes and orientations using formal mathematical language. Limit to triangle, square, rectangle, rhombus, hexagon, circle, cone, cube, cylinder, square pyramid, and sphere.</p> <p>2.MGSR.2.2 Classify shapes as polygons or nonpolygons and defend that determination based on their attributes.</p>

Concept	Objective Montessori Method (Aims)	Montessori Materials	SCCCR Standards
	Form regular many-sided polygons	<ul style="list-style-type: none"> • Geometric Cabinet • Nomenclature Cards • Constructive Triangle Boxes 	
3-D Figures	Review geometric solids	<ul style="list-style-type: none"> • Geometric Solids • Nomenclature Cards 	<p>1.MGSR.2.2 Identify and describe the attributes of two-dimensional shapes and three-dimensional shapes. Limit to triangle, square, rectangle, rhombus, hexagon, circle cone, cube, cylinder, square pyramid, and sphere.</p> <p>1.MGSR2.3 Identify and describe a given shape in everyday situations to include two-dimensional shapes and three-dimensional shapes. Limit to triangle, square, rectangle, rhombus, hexagon, circle, cone, cube, cylinder, square pyramid, and sphere.</p> <p>1.MGSR.2.4 Classify shapes and two-dimensional/flat or three-dimensional/solid and explain the reasoning using formal mathematical language. Limit to triangle, square, rectangle, rhombus, hexagon, circle, cone, cube, cylinder, square pyramid, and sphere.</p> <p>1.MGSR.2.5 Analyze and compare a pair of two-dimensional shapes or three-dimensional shapes of assorted sizes and orientations using formal mathematical language. Limit to triangle, square, rectangle, rhombus, hexagon, circle, cone, cube, cylinder, square pyramid, and sphere.</p>

Concept	Objective Montessori Method (Aims)	Montessori Materials	SCCCR Standards
			2.MGSR.2.1 Identify and describe a given shape in everyday situations to include two-dimensional shapes and three-dimensional shapes. Limit to triangle, quadrilateral, pentagon, hexagon, octagon, circle, cone, cube, cylinder, rectangular prism, square pyramid, and sphere