

CH AGE 6 AGE 7 AGE 8 AGE 9 AGE 10

① GEOMETRY CONCEPT

② CONSTRUCTION FOUNDATIONS OF SHAPES

③ CLASSIFICATION OF SHAPES AND ANGLES

④ PERIMETER AND AREA

⑤ ANGLES

⑥ PERIMETER AND AREA

⑦ AREA

⑧ TRIANGLES

⑨ PERIMETER AND AREA

⑩ QUADRILATERALS

⑪ PERIMETER AND AREA

⑫ CIRCLE

⑬ PERIMETER AND AREA

⑭ CIRCLES AND AREA

⑮ CONSTRUCTION OF SHAPES AND ANGLES

⑯ CONCEPTS

⑰ CONSTRUCTION OF SHAPES AND ANGLES

⑱ CONCEPTS

⑳ CONSTRUCTION OF SHAPES AND ANGLES

TABLE OF CONTENTS. . .

Level IV: Area

- The Area of the Polygons: Introduction
 - The area of the regular decagon
 - The study of the apothem
 - Discovering the first digit of the constant: sensorial
 - Discovering the first decimal digit of the constant: the ratio between the apothem and the side
 - The triangle solution for the area of the regular polygons
- The Area of the Circle
 - A sensorial identification of the circle as a regular polygon
 - Measuring the circumference
 - Establishing the fractional value of the line segment
 - Calculating the circumference
 - The area of the circle: calculating the area
- The Area of the Parts of the Circle
 - The sector of the circle
 - The area of the segment of the circle
 - The annulus
- The Area of the Ellipse
 - What is an ellipse?
 - Calculating the area of the ellipse
 - Constructing the ellipse
- The Tiling Game: A summary of the area work
 - A Pythagorean problem
 - Covering a surface with the other polygons
 - The relationship of the calculation of the area of the regular polygons and other figures

VOLUME: LEVEL V

- Introduction
- The Solid and its Transformation at the Level of Area and Equivalence
- The Volume of the Parallelepiped: arriving at the formula: the formula
- The Materials for the Study of the Volume of other Solids
- The Prisms
 - The volume of the right triangular prism
 - The volume of the right rhombic parallelepiped
 - The volume of the regular right hexagonal prism
- The Pyramids
 - The volume of the right square pyramid
 - The volume of the regular right triangular pyramid
- Solids of Rotation
 - The volume of the cylinder
 - Formation of the solids
 - The volume of the cone
 - The volume of the sphere

GEOMETRY

We begin with a circle which represents the earth because geometry originally meant the measurement of the earth. As a result of man's needs, the ^{study} ~~study~~ grew until it became the study of the form in reality.

Level	Age	Materials
1. The exploration of forms: to study in a creative personal way and thus to enter the study of geometry.	(Children's House) The Elementary Child	a) geometry cabinet b) constructive triangles: first series c) small solids d) plane metal insets
2. Understanding, a knowledge, of the figures in detail.	(briefly in the casa) The Elementary School	a) Classified nomenclatures of geometry
3. Concepts of congruency, similarity, and equivalence. (congruent is the modern term for equality; equal means it corresponds when superimposed)	The most important chapter for the Elementary School.	A. A. Dynamic aspect: a) the square and the triangle insets b) constructive triangles: second series B. Classified nomenclature applied to equivalence. a) the insets of equivalence
4. Area	Elementary	
5. Volume	Elementary	
6. Relationships	Elementary and Secondary school	

THE CONCEPTS BEHIND THIS PLAN

FIRST LEVEL: this is the exploration of forms: natural forms and those created by man. It is the study of the square and the triangle only as an experience of recognition and the sensorial. For the child, it is not important to know the characteristics of the form; but merely that the square is the square because it has this particular shape.

In this study there is an exploration of the single plane and the three-dimensional form. Giving the name and form of the three-dimensional figures.

SECOND LEVEL: The knowledge of the figures in detail is an exploration of those same figures in detail: the angles, the sides, and what are they like? Taking what the child knows and moving to to discover the limits, the composition, the special details, all the properties that man has put together on the figures.

THIRD LEVEL: **The Golden Level for the Elementary School.** It presents the three great concepts of geometry: congruency, similarity and equivalence. The latter of the three is the most important because, once it has been explored and developed, we can work on levels 4, 5, and 6. There are two chapters: The dynamic aspect and the classified nomenclatures.

GEOMETRY. . .
THE PLAN. . .

The term dynamic in geometry indicates something entirely different from that which it indicates in arithmetic. It is the process in which a figure is taken apart and those pieces are reunited in a new way so that a new figure is formed; one which is equivalent to the first. So that I may say that one triangle is equivalent to a rectangle, having taken the first apart and put the pieces into a new relationship.

The second chapter, the Classified nomenclatures of geometry, combines the repetition of what is done in part A---the dynamic aspect---with the details gained during the Second Level of study; that is, the details discovered in that study of the figures. The Second Level provides the reasons why the dynamics of part A happen; and this part B, the nomenclature provides a rich synthesis of that combined information.

LEVEL FOUR AND FIVE: Because of the knowledge in Level 3, this study is possible. Level 5 is the least explored in Montessori study usually because much of her note material is sophisticated in the area of polyhedrons and the truncated pyramids and cones.

LEVEL SIX: This is the most sophisticated study; putting into relationship the generalities we have made about each figure. The figures in relation to each other produce the theorems which are here discovered.

NOTE: The constructive triangles are in two sets, each composed of various boxes:

- Series 1: 1) rectangular box (colored pieces)
2) rectangular box (blue pieces)
3) rectangular box (pinwheels)
- Series 2: 1) triangular box
2) small hexagonal box
3) large hexagonal box

NOTE: Contrasting the work in the Children's House and the Elementary School:

The criterion for the material used in geometry for the children's house must be modified for the elementary age. The major part of the curriculum in casa is the education of the senses: the visual sense is offered particularly rich material.

When we see an object we perceive 3 elements: dimension (how big or small), shape with its details, and color. Though generally our perception is more global, more general. Montessori arranged visual education in three levels:
for the visual sense of dimension
for the visual sense of shape
for the chromatic sense (perception of color)

We are here interested in the visual sense applied to shapes: to find within the shape the component parts. The shapes within nature (mountains, stones, flowers, leaves) and those shapes created by man and imposed on nature.

Reality is the custodian of forms great and small; tiny ones can be discovered only through the lens. The child knows the shapes of leaves and he knows the shapes created by man: the plate he eats on and the pattern on his floor. But, in his casa work, he has not studied biology or geometry, neither design nor writing. He is only doing a study of shapes and indirectly he is entering many fields. Directly he is educating his visual sense as applied to shape.

The child in the children's house is exploring and ordering shapes.

The child in the elementary school is in the process of bringing to consciousness the shapes in their details; and then in the process of exploring the relationship between figures.

DETAILED OUTLINE FOR GEOMETRY

1. Geometry Cabinet

Identification, etymology
The commands

2. Constructive Triangles, First Series

Box #1: Forming figures
Box #2: Exploration without guide lines; characteristics
Box #2: Variations
Box #3: The stars and the diaphragms
Box #3: Variations on the stars

3. CN Fundamental Concepts/Study of Lines

Point, Line, Surface, Solid
Giving the concept
With the decimal materials
Straight and curved line
With the plane insets
With the string
With the sticks
In the environment
Grammar analysis
Positions of a straight line
Concepts of horizontal, vertical, oblique
On the plane
In the environment
Grammar analysis
Parts of the straight line
Concepts of ray, origin, line segment, end-point
Two straight lines on the same plane
Concepts of parallel, convergent, divergent

3a. CN Perpendicular and Oblique Lines

3b. CN Two Non-parallel Lines Cut by a Transversal

Interior and exterior angles
Interior and exterior alternate angles
Interior/exterior angles on the same side of the transversal
Corresponding angles
Examining the different roles one angle can play
Grammar analysis

3c. CN Two Parallel Straight Lines Cut by a Transversal

Equality of alternate angles
Equality of corresponding angles
Straight angle formed by pair of interior/exterior angles on the same side of the transversal

4. CN The Study of Angles

Concepts of whole, straight, right, acute, obtuse
Measuring the angles of the plane insets

4a. The Measuring of Angles/Use of the Protractor

History of and concept of degree
The Montessori protractor
Measuring the insets
Introduction and comparison with the regular protractor
The four operations: addition, subtraction, multiplication, bisecting angle
Other protractors

4b. CN Relationship Between Two Angles

Two cases of adjacent angles
Vertical angles
Vertical angles are equal
Sensorial proof
First calculation
Complementary and supplementary angles

4c. CN New Definition of Angles

Convex and reflex angles
According to size
According to the prolongation of the sides
The concave polygon
The new definition

4d. CN The Equality of Vertical Angles: Second calculation

5. CN Formation of the Regions

Concepts of simple closed curved regions and polygons
Forming the polygons with the sticks

6. CN The Systematic Analysis of Triangles

According to the sides
According to the angles
According to sides and angles/the 7 triangles of reality
The hopeless search for an eighth with the sticks
Relationship of the lengths of the sides of jointed triangles: Sensorial
Scalene triangle: Cases of impossibility, limit, possibility
Isosceles triangle: Impossibility, limit, possibility
The unique property of the equilateral triangle
The specific nomenclature of the triangle
The study of altitudes
Identification of interior and exterior altitudes
The altitudes of the 7 triangles with the plane insets
With the fractional insets
Drawing the altitudes
Study of the orthocenter with paper triangles
Researching the other points of concurrency
Specific nomenclature of the right-angled triangle

6a. CN Written notation of the relationship of the lengths of the sides of jointed triangles

Scalene triangle: Cases of impossibility, limit, possibility
Isosceles triangle: Impossibility, limit, possibility

7. The Concepts and Names of Congruency, Similarity and Equivalence

Introduction of the materials: insets
The concept and name of congruent
The concept and name of similarity
The concept and name of equivalence
Equivalent figures with the insets

7a. Further Study of Similarity and Equivalence

The similarity of rectangles, of squares, of triangles
The equivalence of two halves
Passages from one equivalent figure to the other

7b. Criteria for the Similarity of Triangles

Constructing similar cardboard figures

8. CW Quadrilaterals

Construction and characteristics of the 6 quadrilaterals of reality
An exercise in sets with the 6 quadrilaterals

The diagonal

Matching labels and plane figures with the constructed quadrilaterals

The nomenclature of the quadrilaterals

Interior and exterior altitudes

The second diagonal

Printed form: Sum of the interior angles of the polygon (1 - 3)

Construction of the four trapezoids

Grammar analysis

9. Constructive Triangles, Second Series

Box T:

Formation of the figures

5 new figures equivalent to the whole

Transitive property of equivalence

Relationship between lines: Between the whole and other figures
Among the other figures

Box H₁:

Forming the figures

Equivalence according to fractional value

Relationship between lines: 2 modes

Relationship of hexagon to equilateral triangle

Inscribed triangle; circumscribed hexagon

Relationship of lines: hexagon with triangle and rhombus

Box H₂:

Formation of the figures

Fractional relationship between trapezoid and rhombus

Relationship of lines: hexagon/trapezoid, hexagon/rhombus,
rhombus/trapezoid

Equivalence between T₂ and the trapezoid

The ratio between T₁ and T₂

Proof #1: Trapezoid as mediator

Proof #2: Rhombi (composed of 2/3 and 2/4) as mediators

Proof #3: With the deltoid as mediator

Union of the three boxes

The difference between T₁ and T₂

The ratio between the hexagons

The difference between H₁ and H₂

Arithmetical calculation

$H_1 - H_2 = \text{rhombus}$

Frame cut from H₁ - H₂

Sensorial proof with metal insets

The Pythagorean Theorem

Equivalence between the rhombi

Two proofs of the ratio 3:4

With the equilateral and obtuse-angled isosceles triangle

With the green trapezoid

Ratio of the equilateral triangle inscribed in another equilateral

Ratio of the triangle inscribed in the hexagon

Equilateral triangle built on the altitude of another equilateral

Ratio of the two hexagons

The inscribed square

The Pythagorean theorem

The Pythagorean theorem applied to other figures: sensorial

x. Mathematical notation of the Pythagorean theorem applied to other figures.

10. Regular and Irregular Polygons: Sensorial-exploration

With the plane insets
Drawing the figures

10a. From the Irregular to the Regular Polygons: Second Level.

Constructing the figures
Precise identification with labels
My Regular Polygons: redefinition
Nomenclature of the square and the triangle
Construction of the polygons with straws

11. Sum of Interior and Exterior Angles

Interior angles of the polygons

Triangle; quadrilateral, polygons: First level
Quadrilateral, polygon: Second level
Polygon: Third level

Exterior angles of the polygon

Identification of the exterior angles

With the sticks

With the plane insets

Sum of the exterior angles of the triangles

Sum of the exterior angles of the quadrilaterals

Variations with the diaphragms

Measuring the interior and exterior angles of the polygons

12. The Circle

Nomenclature of the circle and its properties

Redefinition of the segment and the sector

Relationship between the position of the straight line and the circles:

External

Tangent

Secant

Relationship of the position of two circumferences: Level II

External

Internal

Externally tangent

Internally tangent

Secant circles

Concentric circles

12a. Relationship Between the Straight Line/Circle and Two Centers: Level III

The three cases of the straight line in relation to the circle, with radii and notation.

The six cases of the relationship of the position of two circumferences, with radii and notation.

13. The Insets of Equivalence

Montessori

Geometry

Preschool

- Nomenclature: figures of plane and solid geometry
- Equivalence, area, volume: sensorial

First elementary year

- Nomenclature: equivalence, lines, angles

Second elementary year

- Definition of plane figures
- Measuring angles
- 7 triangles of reality
- Concepts: congruence, similarity, equivalence.

Third elementary year

- Definition of Δ s and quadrilaterals
- Regular and irregular polygons
- Area
- Definition & nomenclature: circle
- Concepts: congruence, similarity and equivalence.

□ Introduction

■ mastery

TABLE OF CONTENTS

THE PLAN AND THE CONCEPTS BEHIND THE PLAN

THE EXPLORATION OF FIGURES: LEVEL I

- A Description of the Geometry Cabinet
- The Geometry Cabinet: A Casa Presentation
- The Geometry Cabinet: For the Elementary
- The Constructive Triangles: First Series, Box #1
- The Constructive Triangles: First Series, Box #2
- The Geometry Commands
- The Constructive Triangles: First Series: Variations with Box #2
- The Constructive Triangles: First Series: Box #3
 - Presentation: Let's Construct the Stars
 - Presentation: Let's Construct the Diaphragms
 - Variations

THE KNOWLEDGE OF THE FIGURES IN DETAIL: LEVEL II

- The Classified Nomenclature: A Description of the Material
 - A Sample Presentation
- The Box of Sticks: A Description of the Material
- The Study of the Geometry Nomenclature
 - Basic Ideas
 - Presentation #1: Concepts of point, line, surface, solid.
 - Presentation #2: Using the classified nomenclature
 - Presentation #3: The four concepts with the decimal materials
 - The Study of Lines
 - Presentation #1: Discovery with the plane insets: curved and straight lines
 - Presentation #2: The pure concept
 - A Game: The search in the environment
 - The Positions of a Straight Line
 - The Parts of a Straight Line
 - Parallel, Convergent and Divergent Lines
 - Perpendicular and Oblique Lines
 - Two Straight Lines Cut By a Transversal
 - Case A: When the straight lines are not parallel
 - Case B: When the straight lines are parallel
 - The Study of Angles: Whole Straight, Right, Acute, Obtuse
 - Angles: Adjacent, vertical, complementary and supplementary angles
 - Presentation #1: First Case of Adjacent Angles
 - Presentation #2: Another Case of Adjacent Angles
 - Presentation #3: Vertical Angles
 - Presentation #4: Vertical Angles are Equal Angles
 - Presentation #4a: Vertical angles are equal: abstract proofs
 - Presentation #5: Complementary and Supplementary Angles
 - Measuring Angles
 - Presentation #1: The Concept of degree and the Montessori protractor
 - Presentation #2: Introducing the regular protractor
 - The Operations with the Protractor
 - Addition, Subtraction, Multiplication
 - Division of an Angle: bisecting the angle
 - Presentation #3: Other Protractors
 - Convex and Reflex Angles
 - Presentation #1: Defining the angles
 - Presentation #2: The concave polygon
 - A New Definition of the Angle
 - The Formation of the Regions
 - The Study of Polygons: Regions Limited by Broken Lines
 - The Triangle: The First Polygon
 - Part I: The Study of the Triangle according to the sides
 - Part II: The Study of the Triangle according to the angles
 - Part III: The Study of the Triangle According to the sides and the angles
 - The Equilateral Triangle
 - The Construction of the Triangles
 - The Scalene construction: sensorial and advanced level
 - The Isosceles construction: sensorial and advanced level

TABLE OF CONTENTS. . .

The Specific Nomenclature of the Triangle
Altitudes: Drawing the altitudes
The orthocenter
Research for the three points of concurrency
Specific Nomenclature of the right-angled triangle
Exploration of the Quadrilaterals
Presentation #1: The Six Quadrilaterals of Reality
Presentation #2: The diagonal
Presentation #3: The nomenclature of the quadrilaterals
Presentation #4: The trapezoid
The printed form for the analysis of the sum of interior angles of a polygon.
On the Regularity and Irregularity of Polygons
Presentation: Regular and Irregular Polygons
Presentation: From the irregular to the regular polygons: Second level
Presentation: Nomenclature of the square and the triangle
Concluding activity: Let's Construct the Polygons
The Circle
Nomenclature of the circle and its parts
A Game: the redefinition of the sector and the segment
Relationship between the position of the straight line and the circle
First level: without the radius
Second level: with the radius and the calculation
Relationship of the positions of two circles
First level: without the radius
Second level: with the radius and the calculation
The Concept of Infinity
The Sum of the Angles of a Polygon
Presentation: The Sum of the Interior Angles of the Triangle
Presentation: The Sum of the Interior Angles of the Quadrilateral
Level 1 and 2
Presentation: The Sum of the Interior Angles of the Polygons with more than
4 Sides: Levels 1, 2, 3
The Sum of the Exterior Angles of a Polygon
Presentation #1: Identifying the exterior angles
Presentation #2: The Sum of the Exterior Angles of a Polygon
Presentation #3: The Same Experience with the Quadrilaterals
Exercise: Measuring the exterior and interior angles on the insets

THE GOLDEN CHAPTER OF GEOMETRY FOR THE ELEMENTARY SCHOOL: LEVEL III: CONGRUENCE,
SIMILARITY AND EQUIVALENCE

Introduction
Presentation: An Introduction to the Materials
First Level: The concepts and the names
Part I: The Concept and the Name of Congruent
Part II: The Concept and the Name of Similarity
Part III: The Concept and the Name of Equivalence
Exercises
Second Level: The Further study of Similarity and Equivalence
Part I: The Concept of Similarity: a further study
Third level: the criteria for the similarity of triangles
Part II: The Further Study of Equivalence
The Constructive Triangles: Second Series
T₁ (Box #1)
Constructing the figures
Equivalence between one figure and many other figures
The transitive property of equivalence
The relationship between lines: in two modes
H₁ (Box #2)
Formation of the figures
Relationship of the lines
Relationship between two figures of different fractional value
The equivalence between one figure and the sum of more than one figure equal
among themselves
Relationship of lines between the inscribed triangle and the circumscribed
hexagon

TABLE OF CONTENTS. . .

Level III: Congruence, Similarity and Equivalence. . .

H₂ (Box #3)

Formation of the figures

Relationship of the fractional value among figures which do not have the same fractional value

Equivalence between the yellow equilateral triangle (T₂) and the trapezoid

The ratio between the yellow triangle (T₂) and the grey triangle (T₁)

A second proof of the ratio

Third proof of the ratio

The Union of the Three Boxes

T₁ - T₂

The Difference between H₁ and H₂: arithmetical

The sensorial difference between H₁ and H₂

A Study of the Relationship between T₁ and T₂

The equivalence between the two red rhombi

Two proofs of the ratio 3:4

Using the green trapezoid to make the proof

The ratio between figures: between the equilateral triangle inscribed in another equilateral triangle

The ratio between figures: triangle inscribed in the hexagon

The ratio between figures: the equilateral triangle built on the altitude of another equilateral triangle

The ratio between figures: the inscribed square

The Pythagorean Theorem

Extensions of the Pythagorean Theorem

The sensorial construction

The mathematical notation

The Insets of Equivalence

Introduction to the materials

Presentation #1: The triangle is equivalent to the rectangle. . .

Presentation #2: The rhombus is equivalent to the rectangle. . .

Presentation #3: The equivalence of the common parallelogram and the rectangle

Presentation #4: The equivalence of a trapezoid and a rectangle. . .with #10

Presentation #5: The equivalence between a regular polygon and a rectangle. .

Part I: The regular pentagon

Part II: The division of the regular decagon

Presentation #6: All triangles having the same base and altitude are equivalent

Researches and exercises

The Pythagorean Theorem

Introduction

Presentation #1: The sensorial proof with frame #18

Presentation #2: The numerical proof with frame #19

Exercise: the triples. . .

Presentation #3: The Euclidean Theorem with frame #20

Presentation #3a: The relationship of lines of the equivalent quadrilaterals

Presentation #4: Algebraic proof

AREA: LEVEL IV

The Four Rectangles: How to measure a surface

Constructing the formula

Inverse properties

The Area of the Parallelogram

The Area of the Triangle: Introduction

Area of the acute-angled triangle

Area of the right-angled triangle

Area of the obtuse-angled triangle

The Area of the Square

The Area of the Rhombus

. . .with the paper construction

. . .with the insets of equivalence

The Area of the Trapezoid