Montitute®

Module 3 (Sample)

Exercises of Sensorial Development

Chapter 4

Exercises of Development of the Visual Sense

Visual exercises are an integral part of Montessori sensorial training program. They are further subdivided into the following groups;

1) Exploring Dimensions
2) Exploring Colours
3) Exploring Shapes
4) Exploring Patterns

4.1 Exploring Dimensions

In this group of exercises the child learns to develop his ability to discriminate between objects having similar shapes and colors but varying in length, width, height or thickness.

It is time now to move on to exercises. Let's begin with the cylinders.

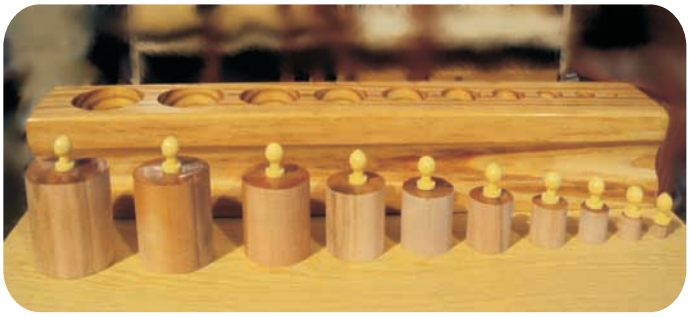
Exercise 1
The Cylinder Blocks

Material

The material consists of four finely lacquered wooden blocks; each containing ten cylinders. The cylinders vary in size in a regular way by 1/2 cm, either in height or diameter or both. Each cylinder has a wooden/plastic knob to hold it.

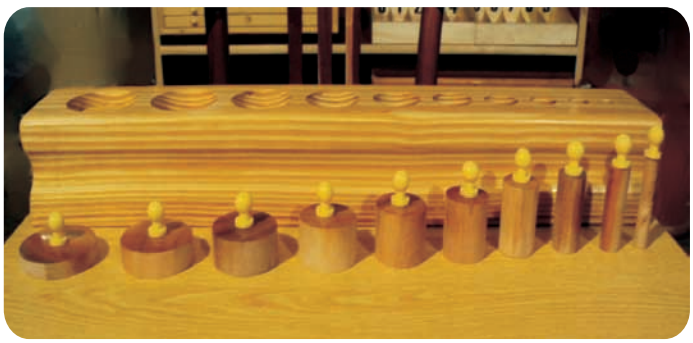
Block 1(Big / Small)

The cylinders in this block vary both in height and diameter by 1/2 cm. The largest one is 5.5 cm in both height and diameter, whereas the smallest one is 1 cm in height and diameter. Both the height and the diameter decrease in succession. The largest cylinder is the tallest and thickest.



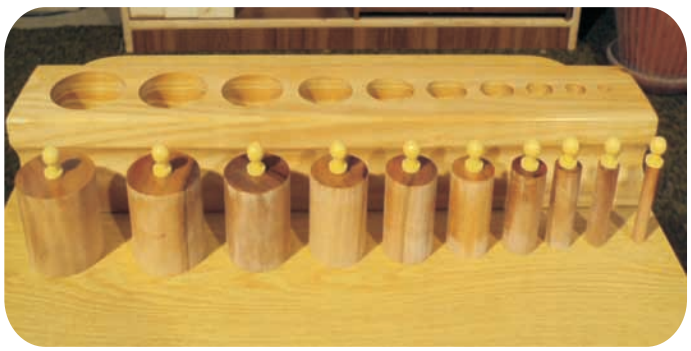
Block 2 (Deep / Shallow)

In this block the cylinders vary in height and diameter by 1/2 cm. The height of the cylinders increases by 0.5 cm *(from 1 cm to 5.5 cm)*, where as the diameter decreases in succession by 0.5 cm *(from 5.5 cm to 1 cm)*. The tallest cylinder is the thinnest and the shortest is the thickest.



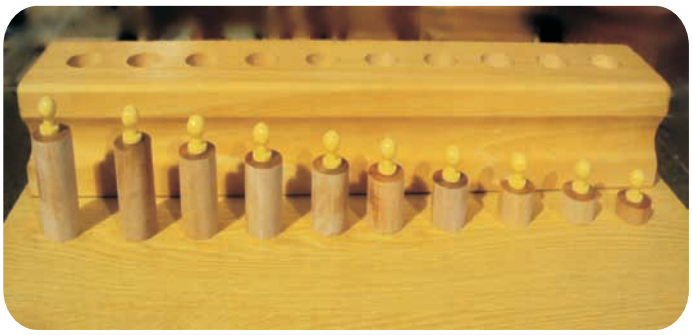
Block 3 (Thick / Thin)

In this block the cylinders are all the same height i.e. 5.5 cm. They decrease by 1/2 cm only in diameter in succession (*from 5.5 to 1 cm)*.



Block 4 (Tall / Short)

In this block the cylinders are all the same diameter i.e. 2.5 or 3 cm. They decrease by 1/2 cm only in height in succession (*from 5.5 to 1 cm)*.



Direct Aim

The child learns to judge size by sight.

Indirect Aims

1. After the child has learned to discriminate between dimensions, he begins to observe the environment with interest and more intelligence.
2. The child develops coordination of movement.
3. The child is given an indirect preparation for writing. The fingers and thumb, which will later hold the pencil, are being used to hold the knobs. These fingers are also used in the manipulation of most tools (e.g. spoon, scissors, brush, etc.). Therefore, the hand is being trained for manipulative skill.
4. Indirectly prepares the child for mathematics.

Age

2 ½ to 5 years

Tip»

We should begin with Blocks 1 or 2 as there are two differences in dimension i.e. height and diameter. Block 3 comes next with one difference in dimension i.e. diameter only. Block 4 is by far the most difficult of the four blocks and should be introduced at the end as the circumferences of the holes are all the same and, therefore; does not offer as great control of error as other blocks. **This should not be brought into the classroom until some children are really proficient with the first 3 blocks.**

Exercise I

1) The directress takes the consent of the child and moves block 1 to the work place (which should preferably be a table in the case of cylinder blocks) with the help of the child. She also indicates the place of the block in the shelf to place it back after use.

2) The child is made to sit / stand on the left hand side of the directress for the clarity of view. However, if the directress is left-handed the child should be on the right hand side.

3) She begins the exercise holding the knob of the first cylinder with the first two fingers and thumb of her dominant hand (the way we normally hold a pencil).

4) She removes it and places it on the table in front of the block without making a noise. She removes each cylinder in turn, holding them in the same way, placing them silently in front of the block in mixed order.

5) When all the cylinders have been removed, she pauses. She looks at the cylinders carefully, selects the largest (or smallest) and returns it noiselessly to its place, looking for the appropriate hole. She replaces the cylinders in order in this way.

6) The directress may complete the presentation and invite the child to try the exercise himself or at any point of the lesson the child may join in. If he begins removing and replacing cylinders, he can be left to work alone.

The child continues to use Block 1 as presented for as long as he likes. He may, then, be presented with Block 2 and 3 according to the presentation or use any of 1, 2, or 3 without a further lesson. He can use Block 4 when that is brought into the classroom.

Important: *Block 4 is considered to be the most difficult. So, this block is not brought into the classroom until some children are proficient with the first 3 blocks.*

Exercise II

When the child has mastered using all the blocks, he can be shown how to use two sets together, mixing the cylinders from both and replacing them.

Exercise III

When the child has mastered working with two sets together, the directress can show him how to take any three sets, place them on the table in the form of a triangle, take out all the cylinders and place in the middle of the triangle. The cylinders are then placed back in their corresponding sockets.

Exercise IV

When the child can easily deal with three blocks at a time, he can be shown how to use all four sets together. They are placed on a table in the form of a square; all the cylinders are brought out and

placed inside the square in mix order. They are then placed back.

Points to Remember

1) Dealing with Mistakes

It is important to note the child may commit mistakes in the first few attempts but he should not be interrupted when he is working. An effort to correct him can be made some other day but not when he is working and attempting to do the exercise himself. For example;

- The child may hold the cylinders incorrectly after the first presentation.
- He may make mistakes in putting them in the holes.
- The child may probably handle them noisily.
- He may put back the cylinders in the wrong order.

Whatever is the case he must not be interrupted when working, except when he is damaging the material with some kind of misuse or trying to hurt someone with it (which happens very rarely).

To deal with the above mentioned mistakes the directress may take the block the next day or some other day and show him the right way to handle the cylinders. For example:

- The teacher shows the child her hand, points out her first two fingers and thumb, and demonstrates how she holds the knob and removes a cylinder. She then says to the child, "Show me your hand. You have two fingers here and a thumb. Take out this cylinder using these two fingers and thumb." The child will enjoy taking out cylinders and replacing them while the teacher watches him. He will begin to handle the material correctly.
- Similarly, if the child is being noisy, on another day, the teacher can take a block and sit beside him. She speaks very softly. "Listen. I can take the cylinders out and put them on the table without making any noise at all. Are you listening?" The teacher demonstrates how to handle the cylinders quietly. "Now, I will listen to you. You try it." Let the child try. Children love this. Their attention is drawn to noise, and they begin to use their hands well and to make a great effort to handle the material without making any noise. The teacher also shows that the cylinders can be returned noiselessly to their sockets.
- Likewise, if the block has been introduced at the right age, the child will have difficulty in replacing cylinders. That is normal… the teacher must not interfere and have patience. Corrections will not help. **No one can train the eye to judge size.** The child learns through repeated activity.

2) Do Not Hurry

Do not introduce the exercise 2, 3 and 4 until children have really mastered the 4 blocks used singly. The aim of this exercise is never to get the children work quickly, but to allow them work for as long as they want to carry on. This self practice allows children to reach abstract conception of dimensions. Their visual sense develops the ability to discriminate between sizes which can be achieved only through active interaction with the environment and not through verbal explanations and adult interruptions. This must be understood as applying to all the apparatus.

3) Don't Forget the Purpose of the Exercise

This exercise is a sight exercise, so there is no need to use a blindfold. It is not possible to match the size of the cylinders to the size of the holes using the sense of touch as some holes are too narrow for the fingers to reach the bottom. The cylinders are used on a table - not on the floor because when we place the block on a table, the distance between eyes and the cylinders is comparatively lesser than when we have it on the floor. This helps in visual discrimination.

Control of Error

The material is self-correcting. If a mistake has been made, there will always be one cylinder that does not fit. In blocks 1, 2, and 3, a cylinder will not either enter the socket or will remain lose if the

child is not inserting the right cylinder in the right socket. In Block 4, because the diameter is the same, all can be returned but some will be too tall and others too short to fit the holes. Most children can see that this is incorrect.

Three Period Lesson

All vocabulary is to be introduced by Three Period Lesson. Please refer to ***Chapter 3 (Three Period Lesson)*** for details. Introduce adjectives, comparatives and finally superlatives separately for each block as given below.

- **Vocabulary Block 1**

i. Big-Small
ii. Big-Bigger-Biggest
iii. Small-Smaller-Smallest

- **Vocabulary Block 2**

(Some experts believe that there should be no vocabulary with this block as no dimension is isolated. However, the others suggest the following vocabulary for this block.)

i. Deep-Shallow
ii. Deep-Deeper-Deepest
iii. Shallow-Shallower-Shallowest

- **Vocabulary Block 3**

i. Thick-Thin
ii. Thick-Thicker-Thickest
iii. Thin-Thinner-Thinnest

- **Vocabulary Block 4**

i. Tall-Short
ii. Tall-Taller-Tallest
iii. Short-Shorter-Shortest

Games

- Grading from an extreme.
- Grading from the middle.
- Matching the cylinders to the hole.

Exercise 2
The Pink Tower

Material

The material consists of ten wooden cubes varying in size from 1 cubic centimeter to 1 cubic decimeter ($1cm^3$ to $10\ cm^3$). The Pink Tower is available in two versions;

(1) Cubes finely painted with pale pink paint.
(2) Plain wooden cubes finely lacquered.

Note: *A strong pink must be avoided; otherwise children become more interested in color than size. Plain wooden version is made up of lightly varnished wood. In plain version a very good hard wood must be used.*

Preparation for Mathematics

One important feature of this material is that it indirectly prepares the child for mathematics. The following are a few indirect concrete experiences that the child gets while working with this material.

- There are 10 cubes and because 10 is the basis of our number system the child gets familiar with the number system also.
- The largest cube would hold 1 liter and the smallest one would hold 1ml of liquid.
- Preparation for cube root.
- Eight of the smallest make the second cube ($2 \times 2 \times 2 = 8$).
- Twenty-seven of the smallest make the third cube ($3 \times 3 \times 3 = 27$).

- Sixty-four of the smallest cubes make the fourth cube (4 × 4 × 4 = 64), etc.
- One thousand of the smallest cubes make the tenth cube (10 × 10 × 10 = 1000).

Direct Aim

Visual and muscular awareness of sizes leading to an abstract understanding of dimensions and intelligent observation of size in the environment.

Indirect Aim

1. Development of hand and eye coordination and perfection of movements.
2. Indirect preparation for mathematics.

Age

2 ½ to 5 years.

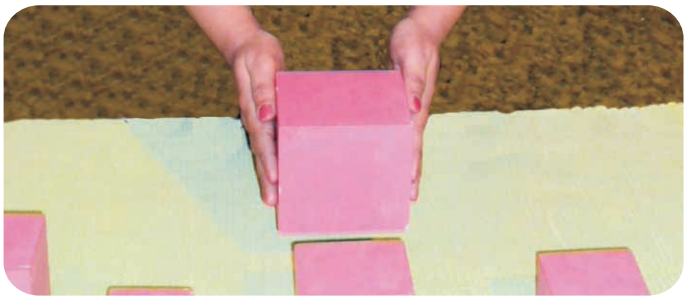
Exercise I

1) Select a mat and spread it on the floor to work. The work place should be a mat in the case of Pink Tower because of two reasons;

   - If the tower is built on the table, it goes higher than the height of the child.
   - If the tower topples down the paint may come off or the cubes may hurt the child.
   -

2) Take the consent of the child and move Pink Tower (one to three cubes at a time depending on the size of the cubes) to the work place with the help of the child indicating the place of the tower in the shelf to place the material back after use.
3) The child is made to either sit or stand on the left hand side of the directress for the clarity of view; however, if the directress is left-handed the child should be on the right hand side.

4) Hold the largest cube with both your hands and move it closer to other cubes in order to compare the sizes and make sure that you are holding the biggest one.
5) After comparing place the biggest cube on the mat right in front of you, and look for the second biggest cube.



6) Now, hold the second biggest with both your hands and compare it with the others as in step 4.
7) Place the second biggest cube concentrically on the previously placed cube. One must place the cube right in the middle of the previously placed cube very carefully, so that she doesn't have to adjust its position after placing it.

Note: *The teacher must place the cubes at the right position and avoid re-adjusting after a cube has been placed in position, as a child may think this is part of the lesson and copy her movements. Secondly, we already know that the presentation has to be made with an economy of movements. Therefore, the directress must practice making the tower herself, until she can build it perfectly before giving the lesson.*

8) Pause and look at the cubes, and then go for the next one. At this point the child can see that a deliberate choice is being made.
9) Compare and place all the remaining cubes in the same way.

Note: *The bigger cubes should be held with both the hands as the child's hands are too small to hold the bigger cubes with one hand. However, the smaller cubes can be grasped with one hand. In this way, it is possible to judge size by touch as well as by sight.*

10) After placing the last / smallest cube at the top of the tower, place both the hands on the sides of the biggest cube and slowly move them upward along sides of the tower, bringing your hands closer gradually as moving upward and avoiding contact with the cubes. Let the hands join each other over the top of the tower. The purpose of this step is that the child gets an idea how the tower becomes gradually narrower till it reaches its peak. Secondly, if there is an error the child can notice it.

Note: *With developmentally delayed children or children with special needs, every other cube may be given at first (e.g. cube 1, cube 3, cube 5, cube 7, and cube 9). It does not matter which five the child works with. This way the difference between any two cubes in succession will be twice as great as when using all ten together. Thus, the child will have more chance of succeeding. When he can manage 5 well, he can have all the ten cubes. The child with serious difficulty in motor control, can grade the pieces in a row horizontally on the floor, rather than building them into a tower until his movements are more controlled.*

The child will make mistakes at first, but will gradually perfect his ability to judge size with practice. The directress must not interfere and let the child continue his practice. If required, the directress may give him a new lesson some other day before he starts using the material. New lessons can also be given to help the child improve handling of the material.

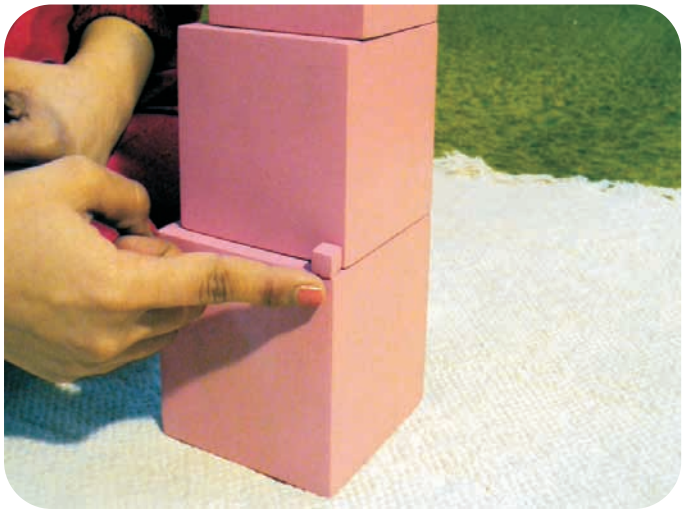
The directress may have to give special instructions on how to hold the cubes and place them slowly over one another with extreme care, so that the paint does not come off and the corners do not get rough. Similar care is required while dismantling the tower. The child must start from the top of the tower and remove cubes one by one, and carefully place them on the mat. The tower must never be knocked down as this can seriously damage the material.

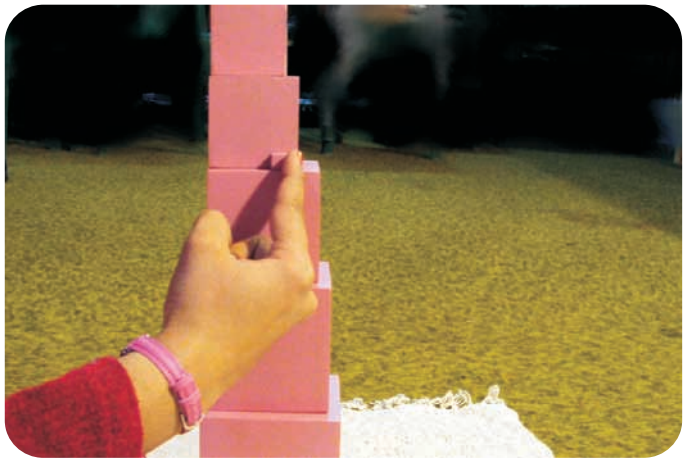
Exercise II

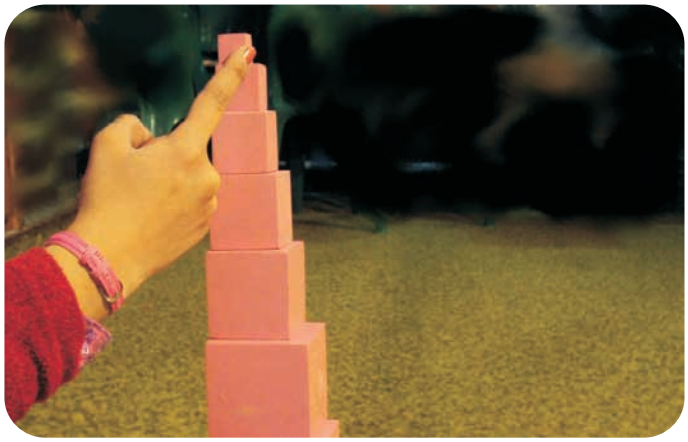
This exercise is introduced when the child has mastered Exercise 1.

1) Build the tower with one corner of each cube exactly above the other all the way up, with two sides of the cube exactly in alignment.
2) This will result in the formation of two ledges (1 cm. wide), on the other two sides of the tower.
3) As the smallest cube is 1 cm from all sides, it will fit on these ledges.

4) Take the smallest cube and run the cube along each ledge in turn with your index finger carefully.







5) This exercise demonstrates that there is a difference of the size of the smallest cube (i.e. 1 cm^3) in the sizes of all the cubes in succession.

Control of Error

a) The child can usually see his errors when looking at the tower he has completed, as it does not look harmonious if there is an error.
b) If the tower is very badly built it will topple down.

Vocabulary

After the child has mastered constructing the tower, we can introduce the vocabulary given below through Three Period Lesson.

- cube
- large, small
- large, larger, largest
- small, smaller, smallest

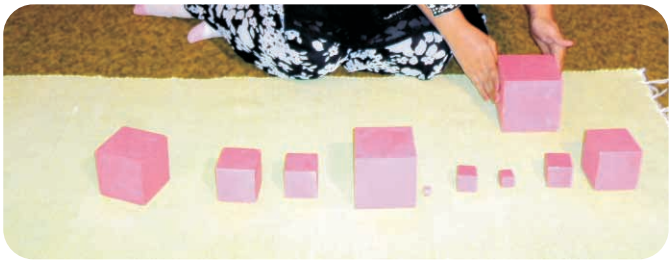
Three Period Lesson

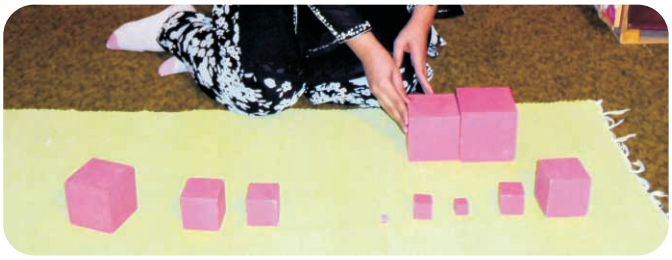
Refer to chapter 3 for teaching of positives, comparatives and superlatives keeping in mind the vocabulary of the cubes.

Exercise III

In this exercise the child grades the cubes in a row horizontally on the floor, rather than building them into a tower.

1) Take the material to a mat with the help of the child one cube at a time, and place them at random on the mat.
2) Take the biggest cube and place it on your right hand side on the mat.
3) Take the second biggest cube and place it next to it with one side of each cube in complete contact with the other. Care should be taken while placing the cubes, as each cube should be placed in the center of the previously placed cube.
4) Place the cubes at the right place and avoid readjustments.
5) Repeat the same for all the remaining cubes.





Games

- Grading from an extreme.
- Grading from a midpoint.
- Stereognostic.

Exercise 3
The Broad Stairs

Material
This material consists of ten brown wooden prisms. All the prisms have the same length (i.e. 20 cm), but vary in height and width from 1 centimeter to 10 centimeters. Thus, the dimensions are as follows;

Prism 1: Length 20cm, Width 1 cm, height 1 cm
Prism 2: Length 20cm, Width 2 cm, height 2 cm
Prism 3: Length 20cm, Width 3 cm, height 3 cm
Prism 10: Length 20cm, Width 10 cm, height 10 cm

This way the width and height sides represent squares of the numbers through one to ten.

Direct Aim
Further enhancement of the ability to discriminate between differences in dimensions by providing a material which varies in only two dimensions rather than all the three.

Indirect Aim
- Development of hand and eye coordination and perfection of movements.

- Indirect preparation for mathematics.

Indirect Preparation for Mathematics
1) There are 10 prisms and because 10 is the basis of our number system the child gets familiar with the decimal system also.
2) Provides a concrete experience of the relationship between the squares of the numbers 1 to 10;

    - Prism 2 represents 2^2 which is equal to 4. Thus, four of the first prism make the second.
    - Prism 3 represents 3^2 which is equal to 9. Thus, nine of the first prisms make the third 32).
    - Prism 10 represents 10^2 which is equal to 100. Thus, one hundred of the first prisms make the tenth.

Exercise I
1) Select a mat and spread it on the floor to work.
2) Take the consent of the child and move Broad Stairs (one to three at a time depending on the size of the prisms) to the work place with the help of the child indicating the place of the stairs in the shelf to place the material back after use.
3) The child is made to sit on the left hand side of the directress for the clarity of view; however, if the directress is left-handed the child should be on the right hand side.
4) Mix the prisms on the mat so they are parallel to one another but not touching.
5) Hold the largest cube with both your hands across its thickness and move it closer to other cubes in order to compare the sizes and make sure that you are holding the biggest one.
6) Lift the thickest prism and compare it with the rest of the prisms, in order to confirm if it is the thickest one you are holding.

7) Then, place it towards the far left side of the mat in such a way that a square side of the prism is facing towards you.
8) Observe around carefully, hold the second thickest prism and compare it with the rest of the prisms.
9) Brings it as close as possible to the first prism. Push the second prism, with both hands on the sides, towards the first prism till both the prisms touch, and there is no space left between the two.

10) Continue to arrange the remaining prisms in the above mentioned way, so that they begin to look like stairs.

11) Pause after placing each prism so the child may see that a deliberate choice is made.
12) When finished, look at the square ends of the prisms, and pass your hand over the stairs beginning from the thickest towards the narrowest one, feeling how gradually they decrease in sizes.

13) When the child understands, he may continue. If the teacher has completed the entire stair, she would rearrange the prisms in random order before inviting the child to do the exercise.

The child will make mistakes at first, but will gradually perfect his ability to judge size with practice. The directress must not interfere and let the child continue his practice. If required, the directress may give him a new lesson some other day before he starts using the material. New lessons can also be given to help the child improve handling of the material.

Exercise II

1) Build the stairs as described in Exercise I.
2) Hold the smallest prism with one finger at each end, and place it against each "step" of the stair.

3) This exercise demonstrates that there is a difference of the height of the smallest prism (i.e. 1 cm) in the heights of all the cubes in succession.

Control of Error

- The child can usually see his mistakes.
- Feeling down the stairs make him aware of any irregularities.
- Exercise II also makes the child aware of any errors in the arrangement.

Vocabulary

- Prism
- Broad - Narrow
- Broad - Broader - Broadest
- Narrow - Narrower - Narrowest

or

- Thick - Thin
- Thick - Thicker - Thickest
- Thin - Thinner - Thinnest

Age

2 ½ to 4 years

Three Period Lesson

Refer to chapter 3 for teaching vocabulary given above through Three Period Lesson.

Special Circumstances

With developmentally delayed children or children with special needs, every other prism may be given at first (e.g. prism 1, prism 3, prism 5, prism 7, and prism 9). It does not matter which five the child works with. This way the difference between any two prisms in succession will be twice as great as when using all ten together. Thus, the child will have more chances of succeeding. When he can manage 5 well, he can have all the ten prisms.

Games

- Grading from an extreme
- Grading from a midpoint
- Stereognostic
- Matching to the environment

Extension Exercises with Pink Tower & Broad Stairs

Extension 1 - Horizontal

Material

Pink Tower, Broad Stairs, a Mat

Presentation

1) Bring the (broad stairs) prisms first with the help of the child to the workplace, and arrange them in stairs as described in Broad Stairs (Exercise I).
2) Once all the prisms are arranged on the mat, bring the (pink tower) cubes also.
3) Take the largest cube of the pink tower and place it along the square side of the thickest prism. Push it to join its side exactly with the prism.
4) Then, take the second cube and join it with the square side of the second prism.
5) Continue until all the cubes are placed alongside the prisms, horizontally.

Extension 2 - Vertical

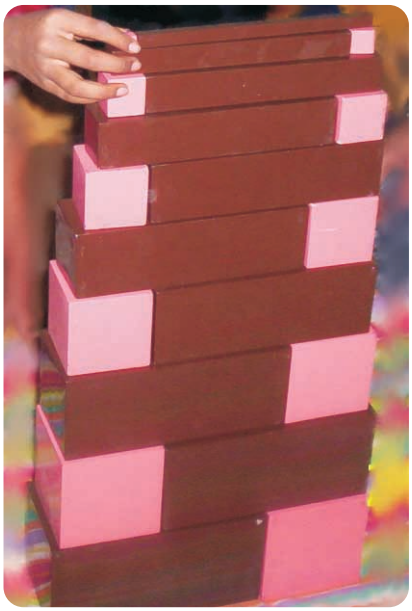
Material
Pink Tower, Broad Stairs, a Mat

Presentation
1) Spread out the mat.
2) Bring the (broad stairs) prisms first with the help of the child to the workplace.
3) Take the thickest prism and place it in on the mat with a rectangular *(not square)* side facing you.
4) Then, take the second prism and place it on the first one exactly in the center. *(If the prisms are kept towards the edge of the previous prisms, the structure might collapse.)*
5) Arrange all the remaining prisms in this way over one another vertically.
6) Then, take the largest cube of pink tower and place it close to the right square side of the thickest prism.
7) Push the cube gently with both hands till it comes in complete contact with the square face of the prism.

8) Now, take the second largest cube and place it on the previously placed cube in such a way that it comes in contact exactly with the square side of the second prism.
9) Continue to assemble the rest of the cubes in the same way till the broad stairs and pink tower are vertically aligned alongside.

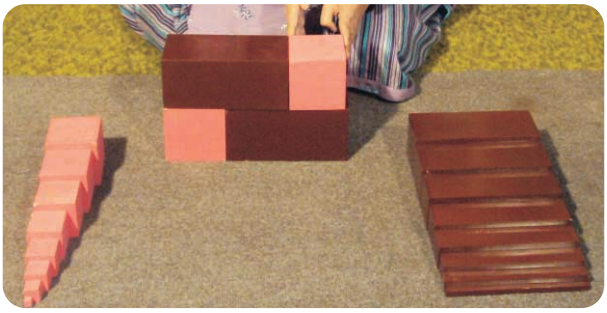
Extension 3 - Monument

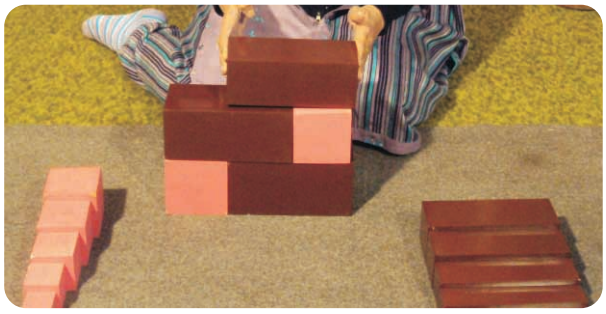
Material
Pink Tower, Broad Stairs, a Mat

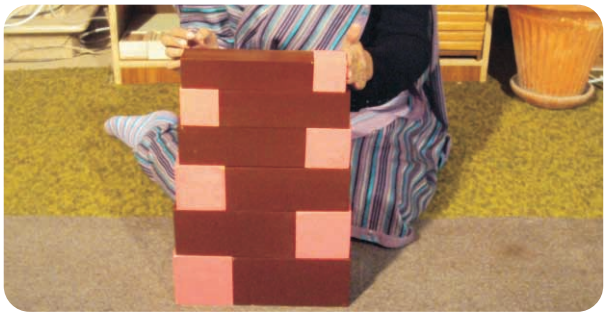


Presentation
1) Spread out the mat on the floor.
2) Bring broad stairs and pink tower to the work place with the help of the child.
3) Arrange the prisms in stairs on the left hand side of the mat.
4) Grade the pieces of the pink tower in a row horizontally on the mat on right hand side of the mat, rather than building them into a tower.
5) Now pick up the broadest prism with two hands and place it in front of you on the mat.
6) Similarly, pick up the largest cube of pink tower and place it together with the right hand side square face of the prism.
7) Now, pick up the 2nd prism and place it on right hand side of the previously placed cube and prism in such a way that almost half of the prism is on the 1st cube and the remaining half is on the 1st prism.
8) The above step leaves us space for the 2nd biggest cube of the pink tower alongside the 2nd prism on the left side. Place the 2 biggest cube there.

9) Arrange all the remaining prisms and cubes in the same way, reversing the order of the cubes and the prisms from left to right in each row of the structure till it begins to look like a wall.



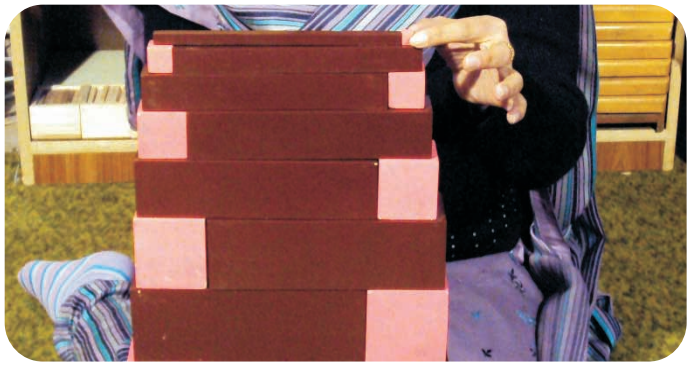


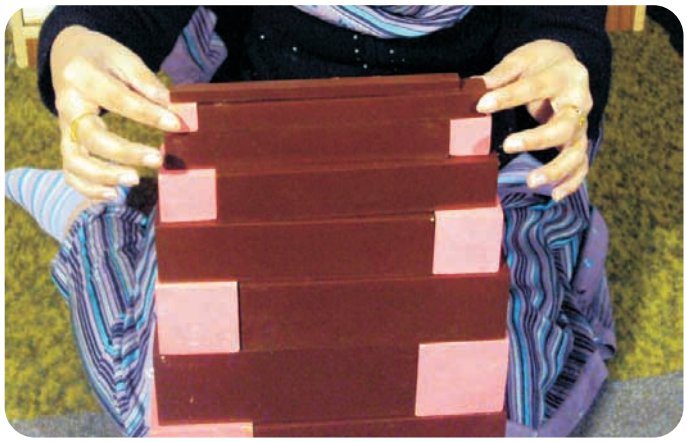


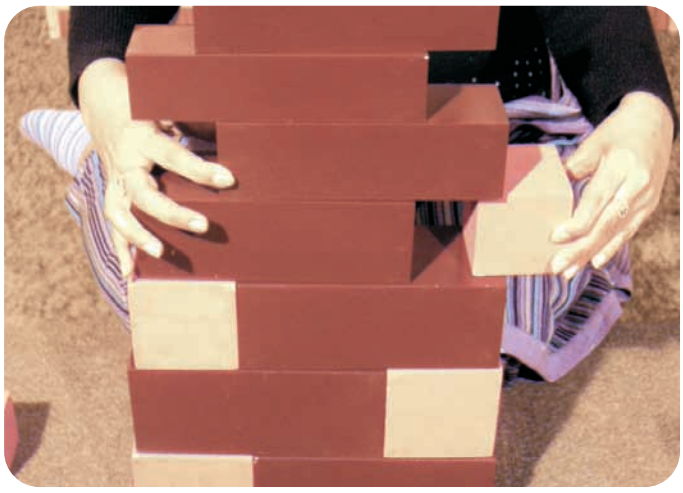
10) Now beginning from the top, take away the smallest cube of pink tower and place it to your left side on the mat.

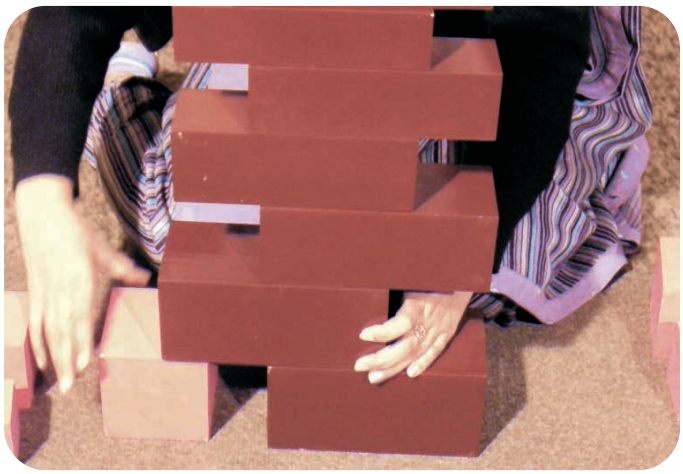
11) Come to the 2nd level, hold the 1st prism with a finger and a thumb of one hand and take away the 2nd cube, placing it on the right side on the mat.

12) Similarly, move to the next level. Hold the 2nd prism with a finger and a thumb of one hand and take away the 3rd cube, placing it now on the left side on the mat.
13) Follow the above procedure and carefully take away all the cubes one by one.









Note: *The trick is that you hold the prism which is one level above the cube to be pulled out. For example, to pull out the fifth cube out of the structure, hold the sixth prism with the other hand. This helps maintain the balance and the prism does not get pulled out along with the cube.*

14) Be extra careful with the last few cubes as it requires a lot of concentration and exactness. If an error is made the whole structure might collapse.

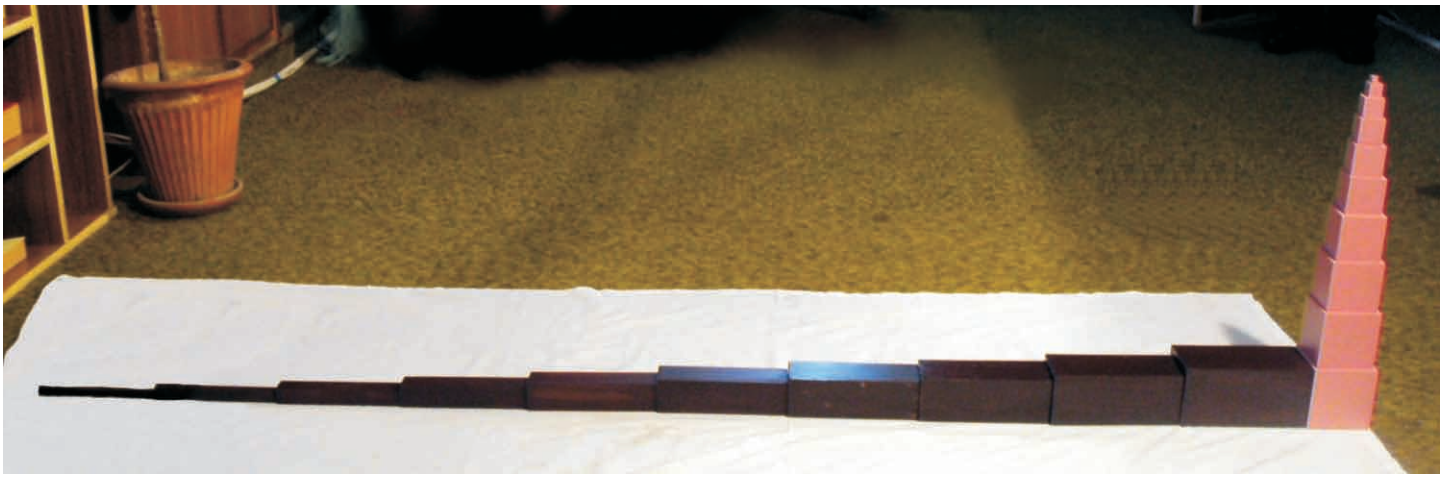
Extension 4 - Shadow

Material

Pink Tower, Broad Stairs, A white sheet 2.25 meter long and about 1 meter wide

Presentation

1) Spread out the white sheet on the floor with the help of the child.
2) Construct the pink tower in the middle of a shorter side (width) of the sheet.
3) Take the thickest prism and join the square face of the prism with the largest cube so that the length of the prism makes a ninety degree angle with the tower.
4) Place the second thickest prism next to the first prism so that their square faces join each other.
5) Continue to assemble the rest of the prisms in the same manner.
6) Once all the prisms are placed in the above said manner, switch off a few lights and draw the curtains/blinds of the room.
7) Hold the torch and move behind the pink tower with all the stairs and pink tower aligned vertically in one line in front of you.
8) Switch on the torch and point it towards the pink tower.
9) Adjust the position of the torch so that the shadow of the pink tower becomes exactly equal to the broad stairs.
10) Now, turn the beam of light slightly left to right very slowly and then backward. With this you will see the shadow of the pink tower moving slightly right to left, left to right and passing over the stairs also.



11) Children will notice that the shadow of the tower is exactly similar to the entire 2 meter length of the thick stairs.

Note: *Sun dials (which were used for time keeping in the ancient world) were based on more or less the same principle.*

Extension 5 - Alternate

Material

Pink Tower, Broad Stairs, a Mat

Presentation

1. Bring the pink tower and thick stairs on the mat.
2. Assemble the thick stairs towards your right hand and the pink tower towards the left hand side.
3. Take the thickest prism and place it in front of you with a rectangular (and not square) side facing you and another resting on the ground.
4. Now take the largest cube and place it over the thick stair exactly in the middle of the prism.
5. Place the 2nd thickest prism over the 1st cube lengthwise carefully, so that the prism balances and does not fall off.
6. Again on the second prism, place the 2nd cube of the pink tower in the middle.
7. Continue this formation till all the cubes and the prisms are assembled.

Extension 6 - High Stairs

Material

Pink Tower, Broad Stairs, a Mat

Presentation

1. Bring the pink tower and thick stairs on the mat.
2. Place the thickest prism with the square face resting on the mat in front of you towards the left side.
3. Just along with it place the second prism in such a way that its rectangular side touches the rectangular side of the previously placed prism. Again a square side should be resting on the mat.
4. Go on assembling the rest of the prisms in the same manner, until you reach the narrowest of the prisms.
5. Now take the largest cube and place it on top of the thickest prism.
6. Then take the 2nd largest cube and place it on the 2nd thickest prism and so forth, until you reach the final cube.

Sometimes children see relationship in materials and derive their own exercises and arrange materials in unique ways. It is healthy if they do this by themselves and should be encouraged.

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