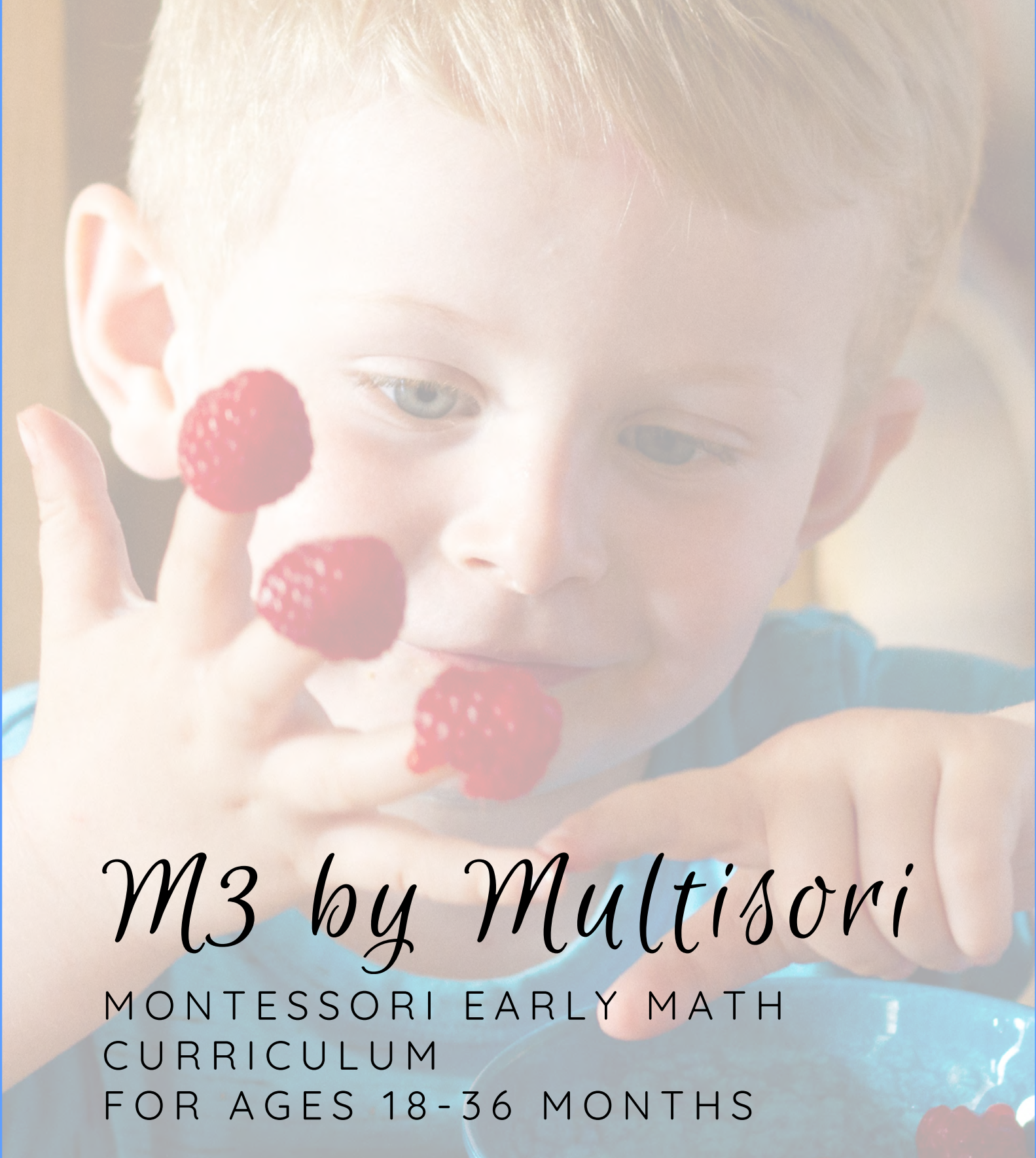




M3 by Multisori

MONTESSORI EARLY MATH
CURRICULUM
FOR AGES 18-36 MONTHS



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toddler

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Supply List

What You'll Need to Use This Resource:

Items Needed for Every Subject Area:

1. Laminator
2. Lamination sheets
3. Scissors
4. Straight edge cutting tool
5. Color printer
6. Color printer ink
7. Printer paper
8. Crayons
9. Markers
10. Pencils
11. Scotch tape
12. Stapler & staples

Items Needed for Toddler Math:

1. Small, identical objects such as blocks & socks
2. Household items that vary in size such as spoons and cups
3. Craft sticks
4. Glue and/or glue sticks
5. Muffin tin
6. Pom-poms
7. Basket to hold pom-poms
8. Building blocks, all the same size
9. Place setting supplies: plate, cup, napkin, snack
10. Bingo Daubers (optional)

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Preparing the Environment



Print

Print only the materials that are developmentally appropriate for your student(s). Print multiple copies for subject areas in which your student(s) is/are in a sensitive period. Retain the electronic files for future use.



Organize

Gather printed materials, laminated materials, books, and educational products you purchased for the study. Separate these items into groups based on the subject area.



Laminate

Laminate only the materials that:

- will be repeatedly used,
- will only be functional if laminated (like puzzles), or
- you want to store for future use.



Shelf

Set up shelves based on the subject area. Use trays arranged on secure shelving that is accessible by your student(s) independently. Ensure that each tray contains all materials required to complete the activity on the tray (think about pencils, erasers, markers, glue, daubers, pom-poms, dice, etc.). Prepare and shelf the trays in an orderly and tidy fashion. NOTE: For the toddler age group, do not leave manipulatives on shelves while your child is unsupervised.



The Fine Print

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- Join the Multisori [Facebook group](#) - it's free & provides ongoing support, along with a worldwide, supportive tribe of like-minded Montessori homeschoolers.
- Tag your social media posts using our curriculum with #Multisori.

Feedback:

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- If you have any questions at all, please do not hesitate to reach out to info@multisori.com.



*Early Math***Simplified Scope & Sequence****1** *Concept Development*

Understanding More, Less & Same, Patterns, Ordering, Sorting, Counting, Finger Plays, Identifying Zero, Ordinal Words, One-to-One Association, Advanced Sorting

2 *Measurement*

Early Measurement

3 *Geometry*

Early Geometry

4 *Practical Application*

Final Skills Project: Math in Real Life

Multisori's toddler early math curriculum offers over 100 pages of fun and engaging learning opportunities designed for children ages 18-36 months. It follows the traditional Montessori scope & sequence, which is simplified for you on the left. Use the simplified scope & sequence to the left to learn about the concepts and skills taught in the early math curriculum, and to determine an appropriate starting point for your student. Each of the headings listed to the left are hyperlinked to the corresponding materials' starting point for easy navigation.



Toddler Early Math Assessment Rubric

Student Name: _____

Student DOB: _____

Date
Started

Date
Completed

PART 1	Concept Development	Understanding More, Less, Same		
		Patterns		
		Ordering by Size		
		Sorting by Size		
		Sorting by Color		
		Counting Songs		
		Finger Plays		
		Early Counting		
		Identifying Zero		
		Ordinal Number Words		
		One-to-One Association		
		Sorting by Amount		
PART 2	Measurement	Early Measurement		
PART 3	Geometry	Early Geometry: Sensory Exploration		
PART 4	Practical Application	Final Skills Project: Math in Real Life - Setting the Table		



Assessing Readiness



A toddler is ready to begin this curriculum when they are able to walk, string words together, follow simple 1-2 step directions, grasp items using a whole hand, and **most importantly**, show interest in the activities.

There is a wide range of normal human development between 18-36 months, and each child is unique. **Please do not mistake readiness for intelligence.** That said, if you have any concerns about your child's development, speak to your pediatrician.

If anything in this curriculum does not seem appropriate for your learner, use your observations and intuition to pick and choose what to introduce as they mature.

Never be afraid to omit or adapt an activity to your student's needs.

This is part of following the child.



Why Early Math?



In Montessori education, early math is a natural extension of a child's exploration of the world. Between 18 and 36 months, children develop foundational skills through hands-on experiences with order, movement, and language. Sorting, matching, sequencing, and comparing are not separate from mathematics; they are the foundation.

Through concrete, purposeful activity, children build an internal understanding of quantity, pattern, and relationships. Rather than focusing on memorization, early math nurtures the independence, concentration, and logical thinking that form the foundation for future abstraction.





Early Math

PART 1

Concept Development



Math

Understanding More, Less, Same

18-36 months



Supplies Needed:

- Small identical objects (blocks, spoons, pom-poms)
- More or Less Sorting Cards (attached)
- Variation 1: Quantity Cards (attached) (optional)

Purpose: to build foundational mathematical reasoning and logical thinking; to internalize the abstract concepts of number value, size, and equivalence through hands-on experience

SAFETY: ALWAYS SUPERVISE YOUR LEARNER WHEN USING SMALL OBJECTS.

Before you begin:

1. Print, laminate, and trim More or Less Sorting Cards (attached).
2. Gather two small groups of the same object. Ensure the quantities are obviously different (for “more/less”) or obviously identical (for “same”).

What to do:

1. Invite your learner to join you on the floor or at a Chowki table with all necessary materials. Sit beside your student on the side that matches your dominant hand—left if you’re left-handed, right if you’re right-handed.
2. Slowly and deliberately, place two groups of objects in front of the child.
3. Point to the group that has more and say, “This group has 4 pom-poms, it has more.”
4. Point to the other group and say, “This group has 1 pom-pom, it has less.”
5. Next, create two equal groups and say, “These groups both have 3 pom-poms, so they’re the same.”
6. Allow your learner to explore, move, manipulate and compare the objects.
7. Repeat language naturally and narrate what you observe your learner doing. Use this “more”, “less”, & “same” language in your day-to-day activities as well.

Variation:

1. Print, laminate and trim Quantity Cards. Count each group of objects and match the total with the correct number card, labeling the quantity. Then compare the groups using “more,” “less” or “same”. To compare equal groups, print and display two copies of the quantity cards.
2. Introduce the More or Less Sorting Cards. Help your learner match each image or group to the correct label. Name the relationship using “more” and “less”.

Concept
Development



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MORE OR LESS SORTING CARDS

More or Less Sorting Cards



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Less

More



More or Less Sorting Cards



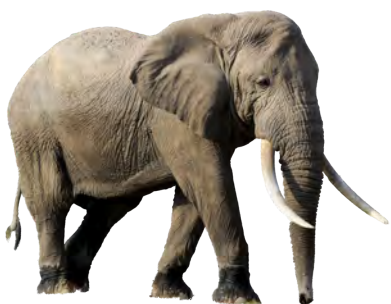
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More or Less Sorting Cards



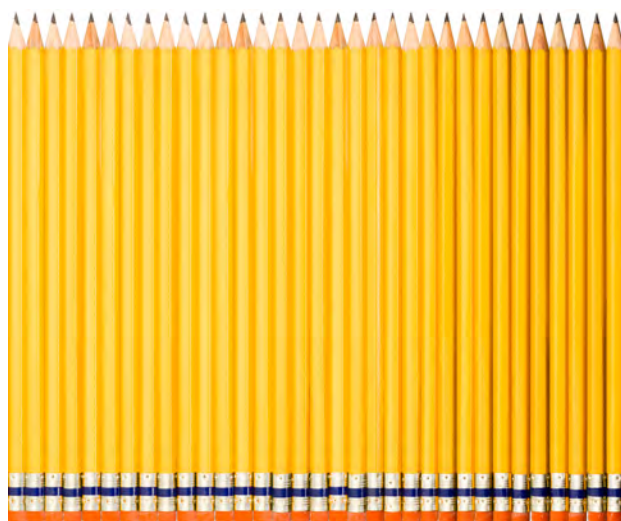
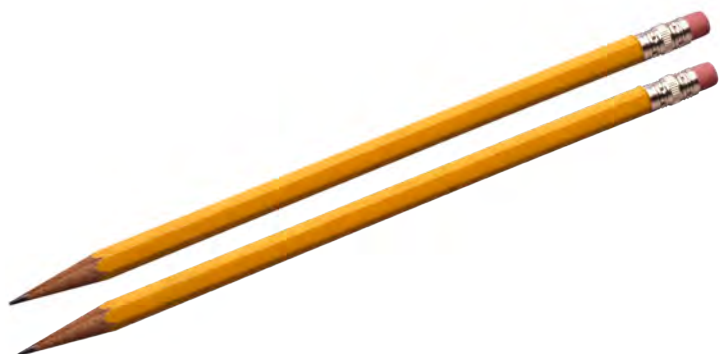
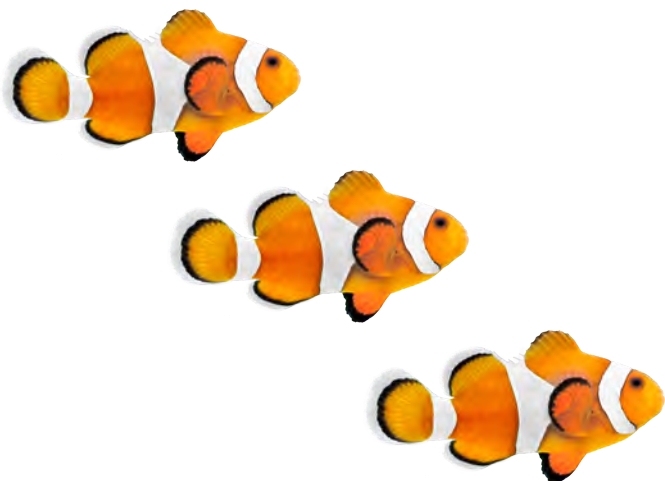
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More or Less Sorting Cards



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QUANTITY CARDS

Quantity Cards



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Quantity Cards



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7

8

9

10

Math

Patterns

18-36 months



Supplies Needed:

- Color Pattern Cards (attached)
- Variation 3: A variety of household supplies such as blocks, utensils, or socks (optional)

Purpose: to foster a child's natural desire for order; to develop early logical thinking, predictive reasoning, and cognitive flexibility, laying a crucial foundation for future math and language skills

Before you begin:

1. Print, laminate, and trim Color Pattern Cards (attached).

Note: Printing 2-3 copies of the Color Pattern Cards provides materials for repeated pattern building, matching, and extension activities.

What to do:

1. Invite your learner to join you on the floor or at a Chowki table with all necessary materials. Sit beside your student on the side that matches your dominant hand—left if you're left-handed, right if you're right-handed.
2. Say, "Today we are going to explore patterns together."
3. Slowly and deliberately, create a simple pattern using the color cards, such as red, blue, red, blue. Name the pattern as you build it.
4. Pause and invite your learner to continue the sequence.
5. Allow your learner additional time to explore and manipulate materials independently.
6. Repeat the activity. Once your learner is comfortable with simple patterns (red, blue, red, blue), introduce an additional color or a more difficult pattern (red, red, blue, red, red, blue or red, blue, yellow, red blue, yellow).

Variation:

1. Create a simple pattern using the Color Pattern Cards. Invite your learner to match the pattern by placing identical Color Pattern Cards below the original sequence.
2. Use movement patterns, such as clap, tap, clap, tap to bring movement to creating patterns.
3. Create patterns with household items such as blocks, socks, or utensils.

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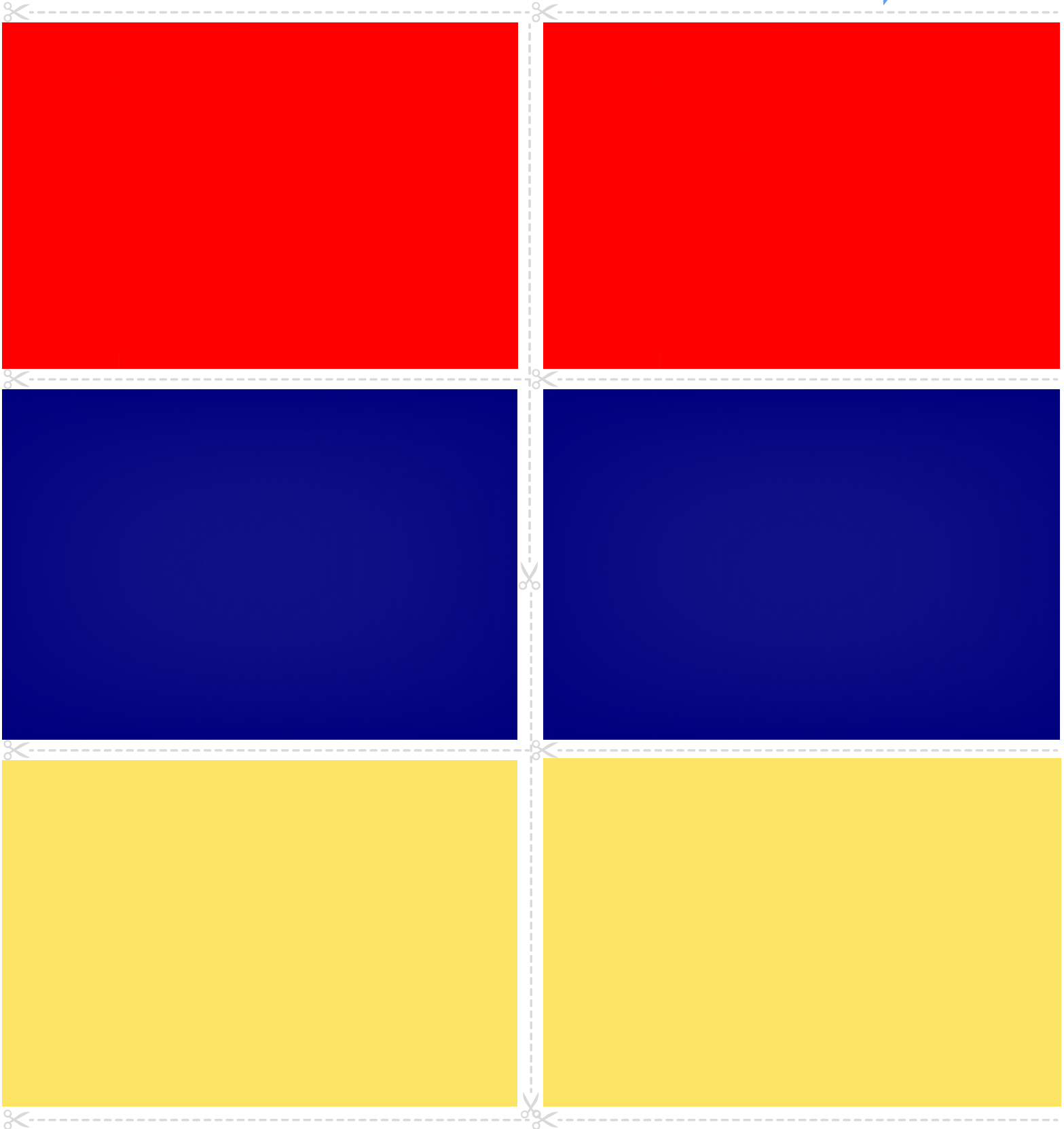
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Color Pattern Cards



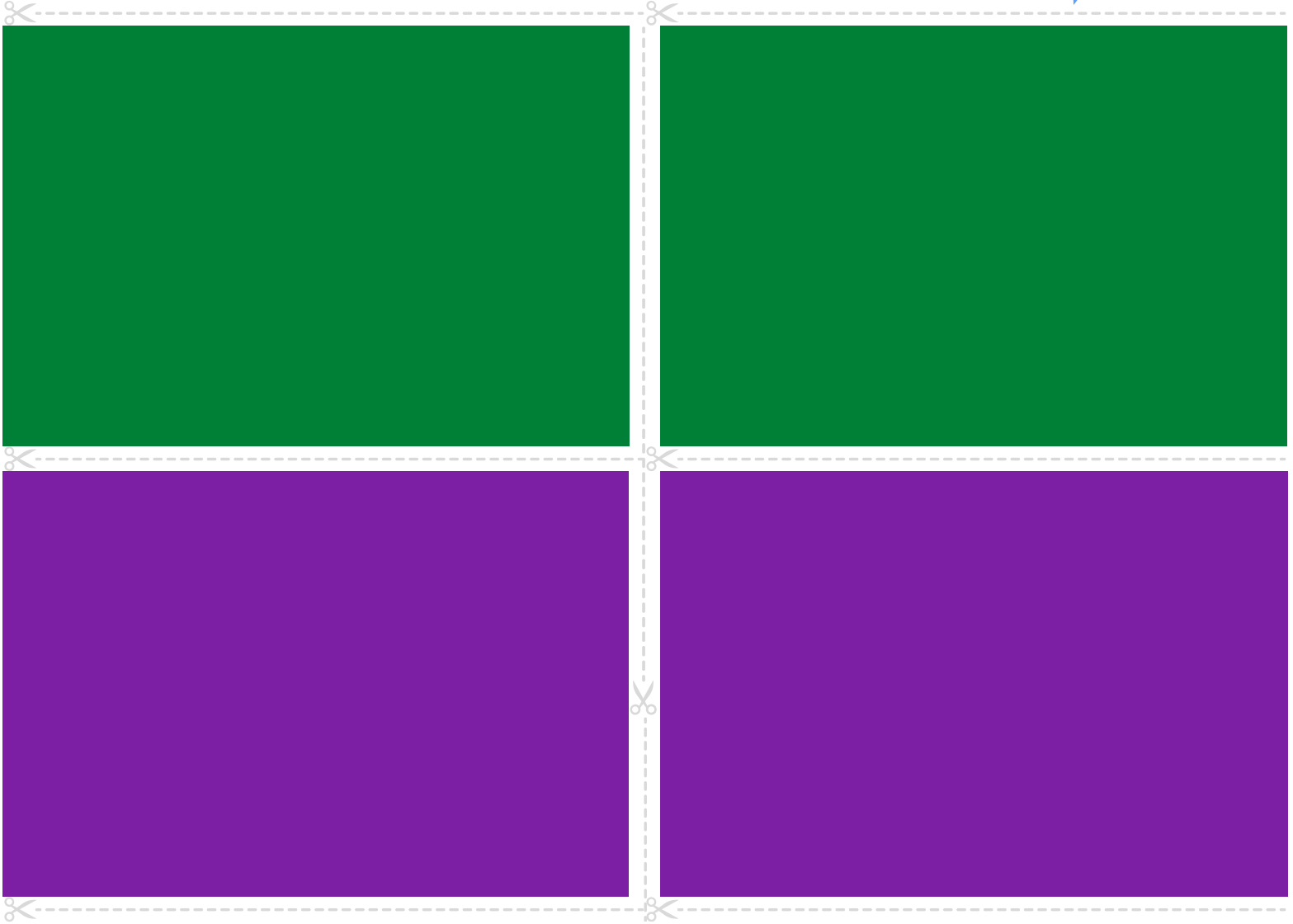
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Color Pattern Cards



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Math

Ordering by Size

18-36 months



Supplies Needed:

- Two copies of Ordering by Size Cards (attached)
- Variation 1: household items of various sizes such as spoons, cups, socks, or blocks (optional)
- Variation 3: Ordering by Length Cards (attached) (optional)

Purpose: to refine the child's visual discrimination and spatial awareness, laying a physical foundation for future mathematical concepts

Before you begin:

1. Print, laminate and trim Ordering by Size Cards (attached).

What to do:

1. Invite your learner to join you on the floor or at a Chowki table with all necessary materials. Sit beside your student on the side that matches your dominant hand—left if you're left-handed, right if you're right-handed.
2. Say, "Today we are going to explore sizes. The word size refers to how big or small an object is."
3. Begin with only 3 cards: the largest, medium, and smallest. Slowly and deliberately, pick up the largest rectangle and say, "This one is the biggest." Place it at the top of the workspace.
4. Compare the remaining rectangles and place the medium rectangle below the largest rectangle, saying, "This one is in the middle."
5. Place the smallest rectangle at the bottom and say, "This one is the smallest."
6. Invite your learner to try. When they are comfortable with three sizes, add the remaining sizes of the shape.

Variation:

1. Gather household items that are the same, but that also vary in size, such as spoons, cups, socks or blocks. Invite your learner to compare the objects and order them by size.
2. Print, laminate and trim the rectangles on an additional copy of Ordering by Size cards. Invite your learner to match the different sizes of rectangles.
3. Print laminate and trim the rectangles on an additional copy of Ordering by Size cards. Invite your learner to match the different sizes of rectangles.

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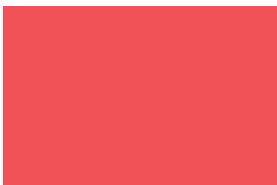
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Ordering by Size Cards



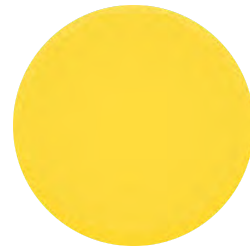
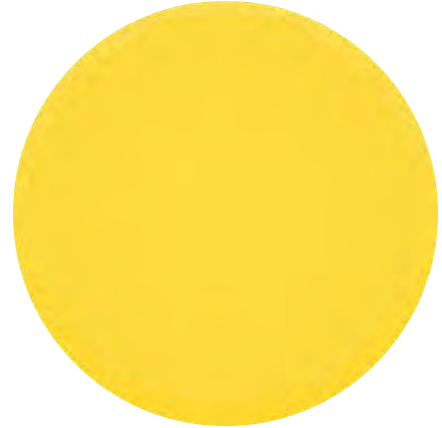
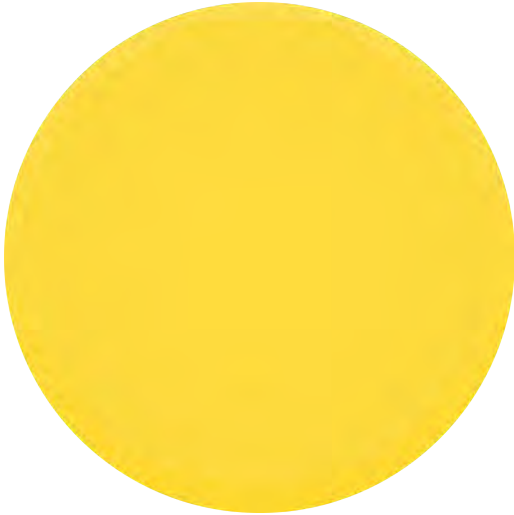
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Ordering by Size Cards



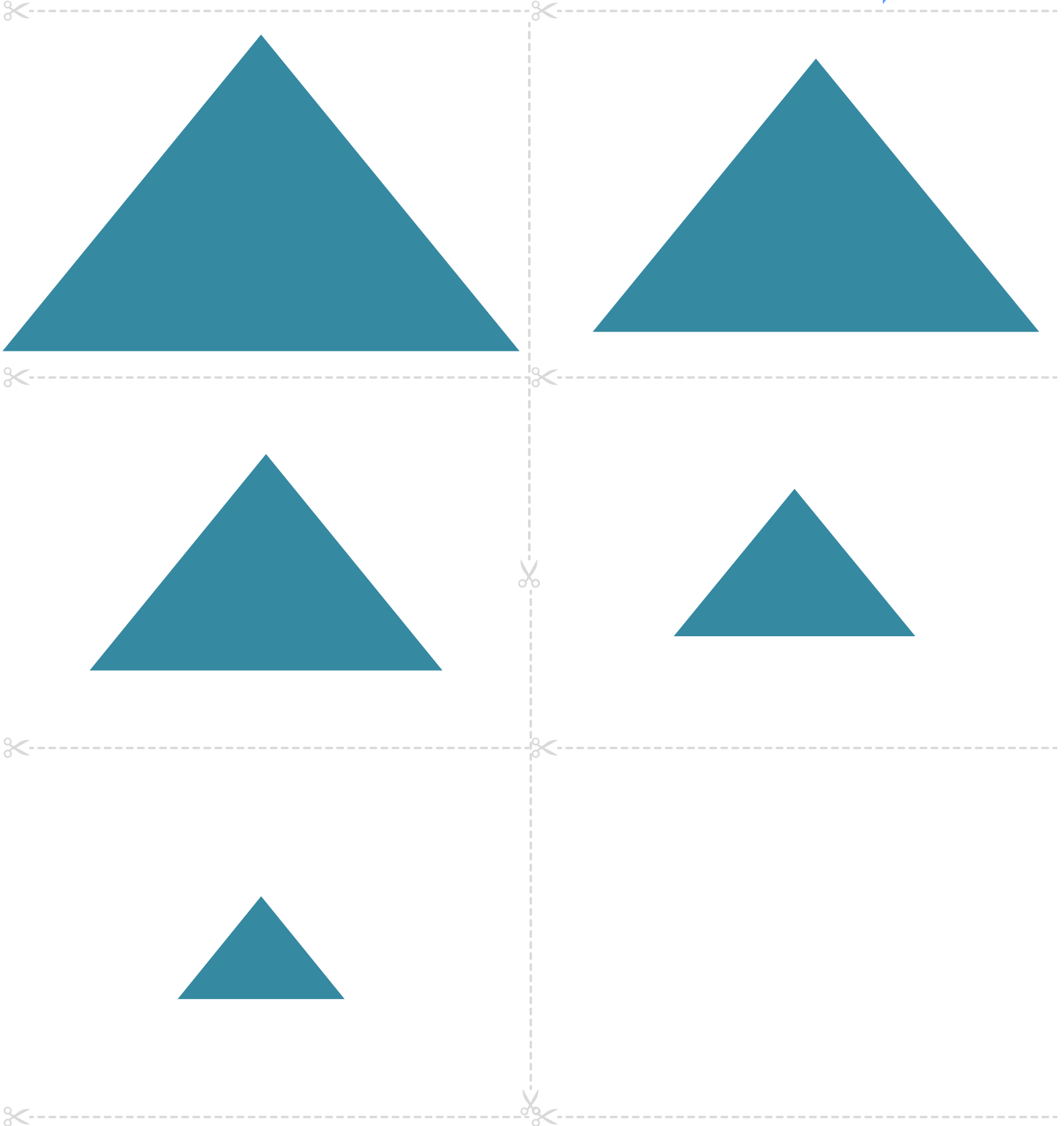
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Ordering by Size Cards



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Math

Sorting by Size

18-36 months



Supplies Needed:

- Big and Small Sorting Cards (attached)
- Variation 1: Pairs of household items that vary in size such as spoons, cups, toys, clothing, etc. (optional)
- Variation 2: Tall and Short Sorting Cards (attached) (optional)

Purpose: to build foundational math and logical reasoning skills by refining visual discrimination, developing descriptive vocabulary, and laying the groundwork for understanding quantity and numerical relationship

Before you begin:

1. Print, laminate and trim Big and Small Sorting Cards (attached).

What to do:

1. Invite your learner to join you on the floor or at a Chowki table with all necessary materials. Sit beside your student on the side that matches your dominant hand—left if you're left-handed, right if you're right-handed.
2. Say, "Today we are going to sort objects by size. The word size refers to how big or small an object is."
3. Slowly and deliberately, pick up the card that says "Big." Pointing to the word, say, "This says big." Lay it at the top of the workspace in front of you. Repeat with the card that says "Small."
4. Pick up a picture card and identify the object, saying, "This is a big tree. I am going to put it with the card that says 'Big.'" Lay the card below the card that says "Big."
5. Encourage your learner to sort the remaining cards. When your learner correctly sorts a card, reinforce their understanding: "That's right. Trees are big." Ask guiding questions to help the child accurately sort items.

Variation:

1. Offer pairs of household objects that vary in size, such as spoons, cups, containers, toys, or clothing. Invite your learner to compare the objects and sort them into "big" and "small" categories.
2. Repeat the process to the left using the attached Tall and Short Sorting Cards.

Guiding questions help your learner think without giving the answer. For example, when comparing the tree and flower, ask your learner which one they could hold in their hand and which one wouldn't fit.

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BIG AND SMALL SORTING CARDS

Big and Small Sorting Cards (18-36 Mos)



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Big

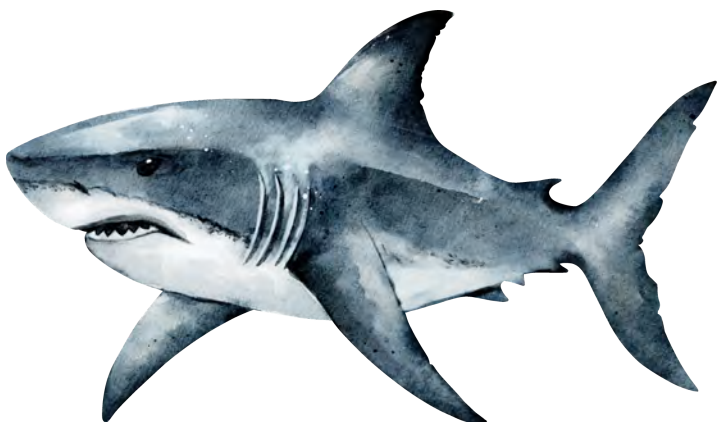
Small



Big and Small Sorting Cards



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TALL AND SHORT SORTING CARDS

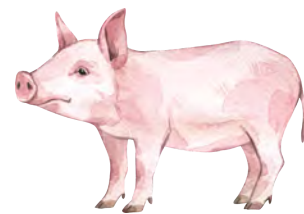
Tall and Short Sorting Cards (24-36 Mos)



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Tall

Short



Tall and Short Sorting Cards



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Math

Sorting by Color

18-36 months



Supplies Needed:

- Basic Color Sorting Cards (attached)
- Variation 1: Color Sorting Jar Activity (attached) (optional)

Purpose: to develop grouping and matching skills, which are the foundational steps for understanding numbers, sets, and sequences later on

Before you begin:

1. Print, laminate and trim Basic Color Sorting Cards (attached). At the start, use only 2 colors. Gradually advance to all 3 colors when your student masters 2.

What to do:

1. Invite your learner to join you on the floor or at a Chowki table with all necessary materials. Sit beside your student on the side that matches your dominant hand—left if you're left-handed, right if you're right-handed.
2. Say, "Today we are going to sort objects by color."
3. Slowly and deliberately, pick up the card that says "Red." Pointing to the word, say, "This says red." Lay it at the top of the workspace in front of you. Repeat with the cards that say "Yellow" and "Blue."
4. Pick up a card and identify the object, saying, "This is a red circle. I am going to put it with the card that says 'Red.'" Lay the card below the "Red" card. Repeat with one of the yellow circles and one of the blue circles.
5. Encourage your learner to sort the remaining cards. When your learner correctly sorts a card, reinforce their understanding: "That's right. This circle is red." Ask guiding questions to help the child accurately sort items.

Variation:

1. Repeat the process to the left using the attached Color Sorting Jar Activity. Introduce 2-3 colors at a time.
2. Variation 2: Use the Color Sorting Jars from the previous activity and do a scavenger hunt to fill the jars.

If your student sorts a card incorrectly, say, "This is a yellow circle. We are looking for red circles to go with the red card."

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Basic Color Sorting Cards (18-36 Mos)

Basic Color Sorting Cards (18-36 Mos)



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Red

Yellow

Blue



Basic Color Sorting Cards (18-36 Mos)



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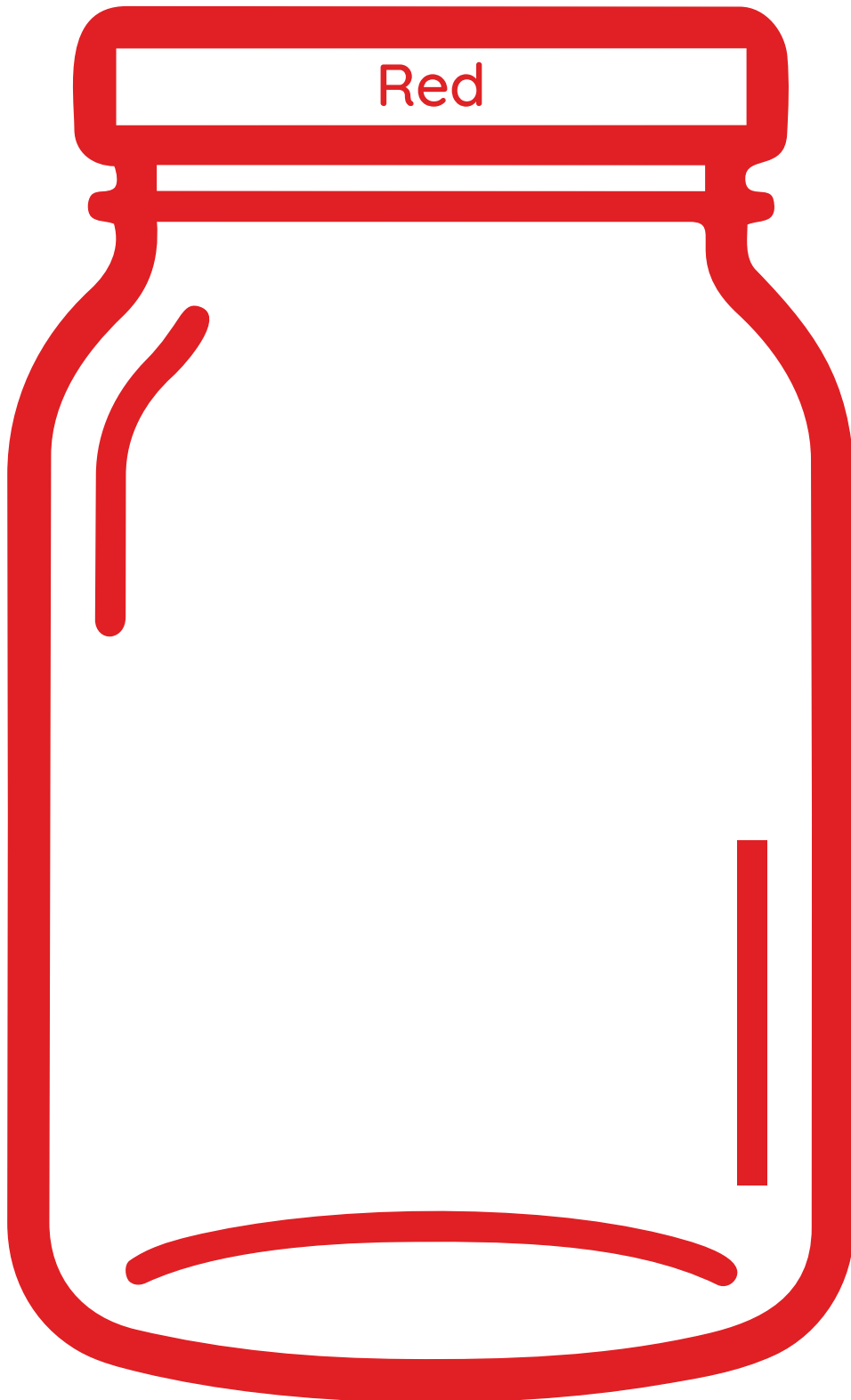
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Color Sorting Jar Activity (24-36 Mos)

Color Sorting Jars (24-36 Mos)



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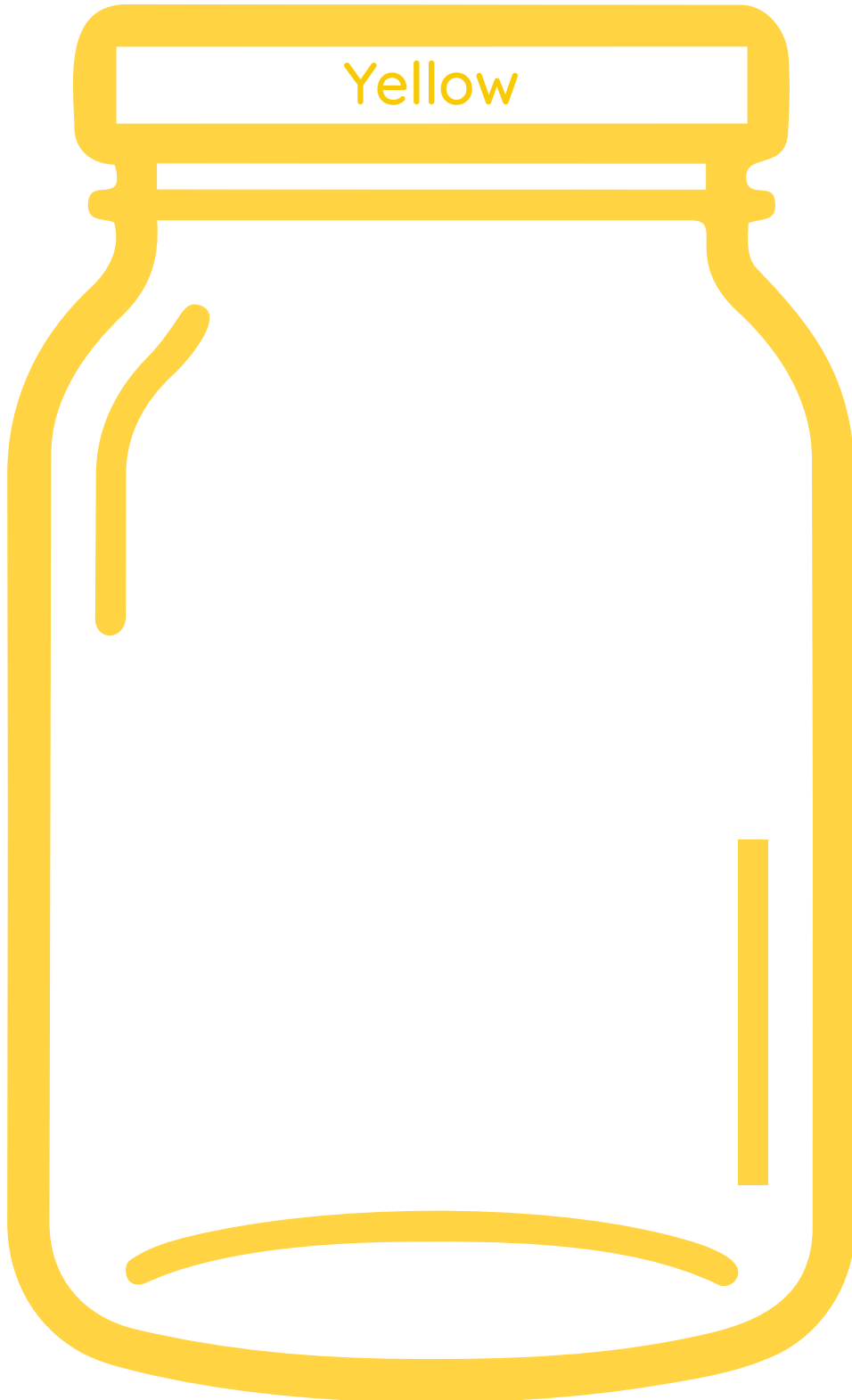
Color Sorting Jars (24-36 Mos)



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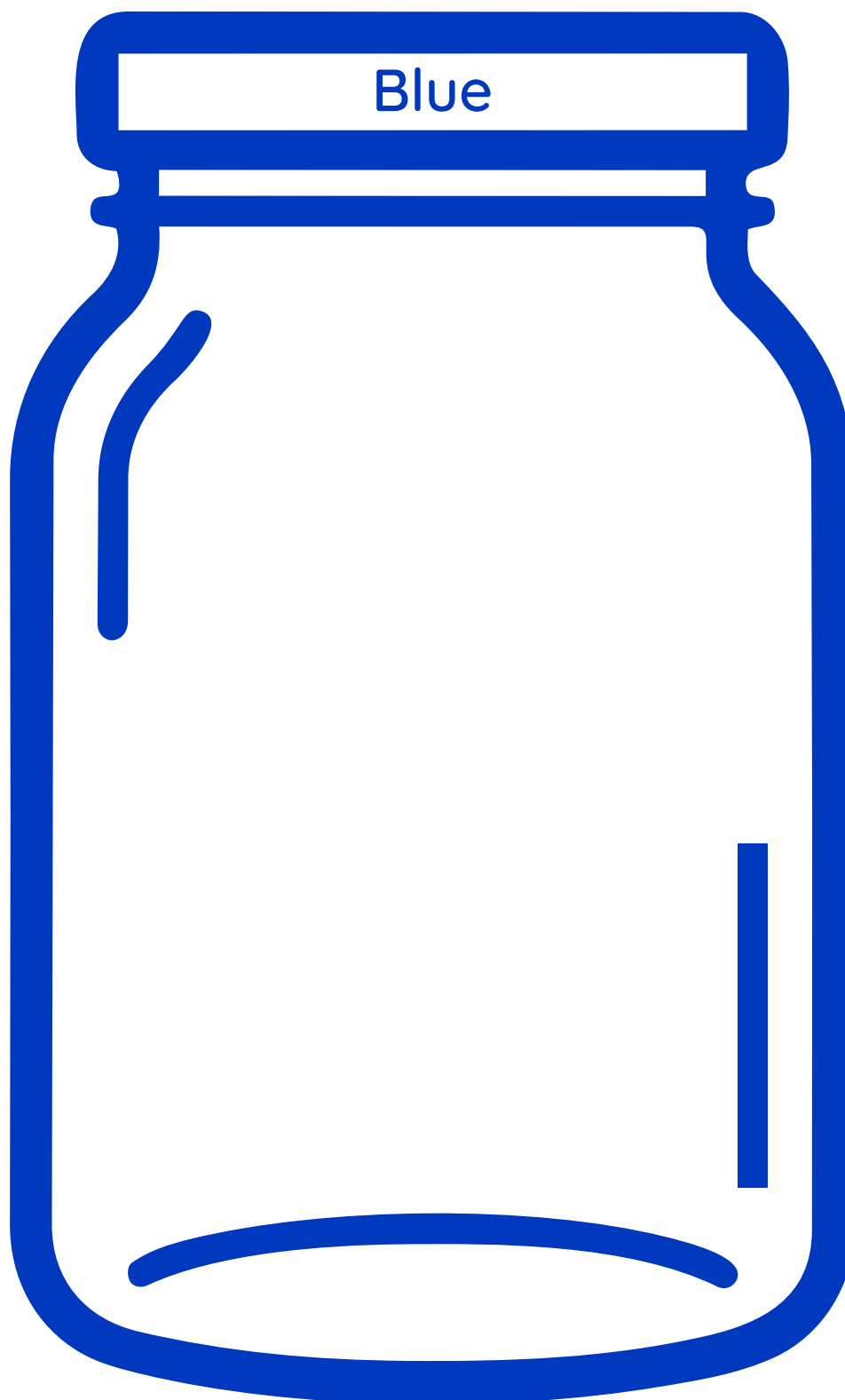
Yellow



Color Sorting Jars (24-36 Mos)



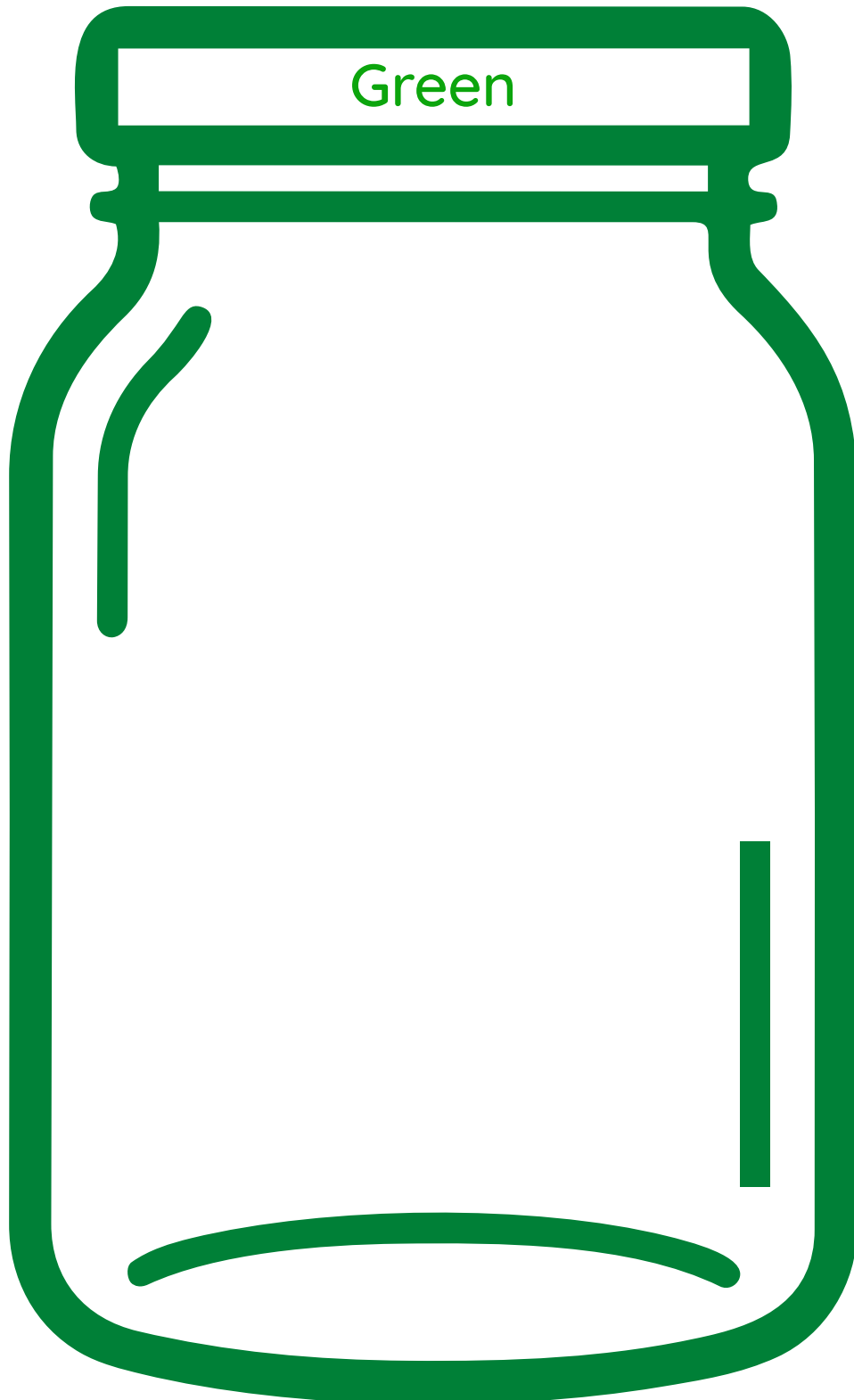
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Color Sorting Jars (24-36 Mos)



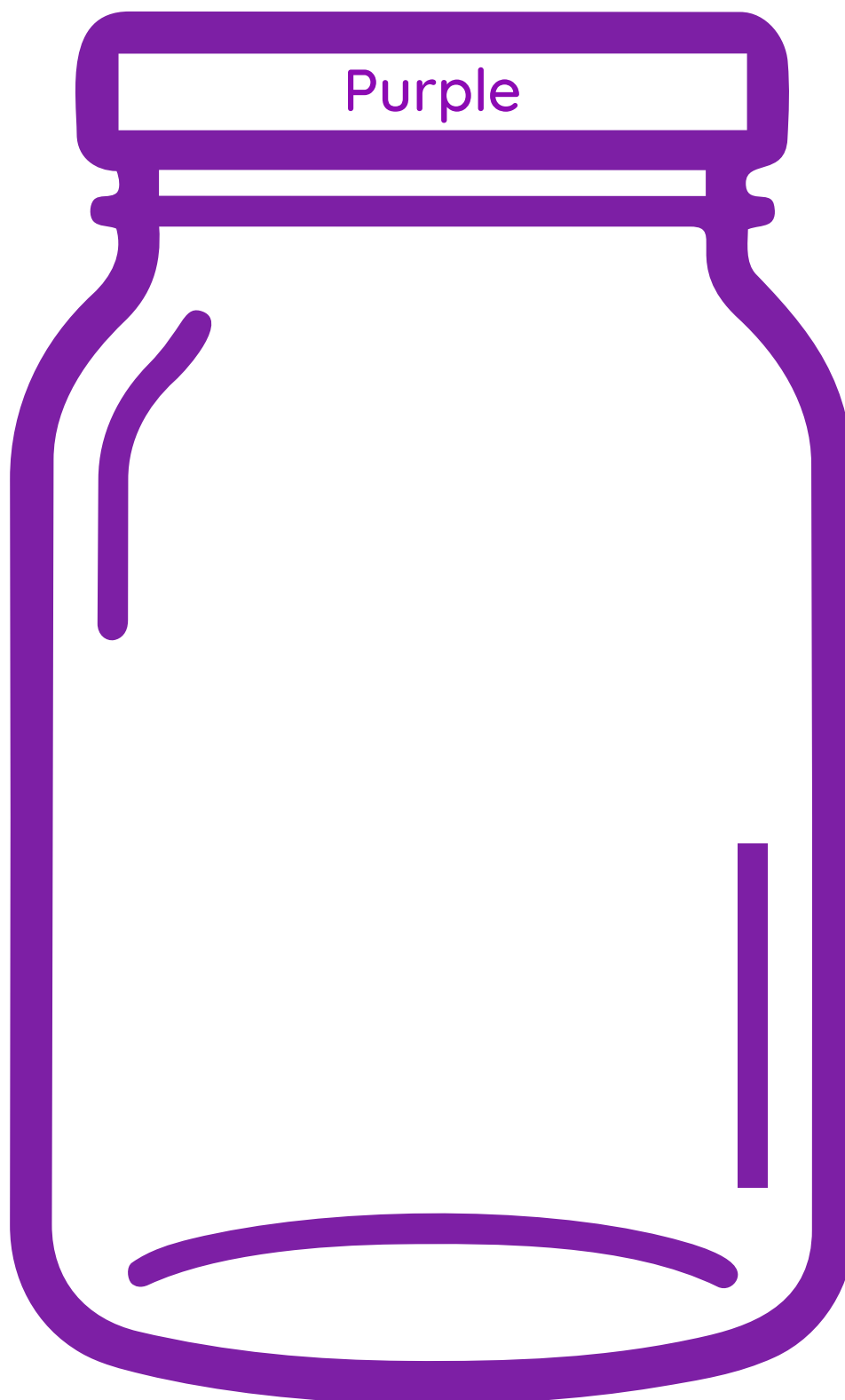
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Color Sorting Jars (24-36 Mos)



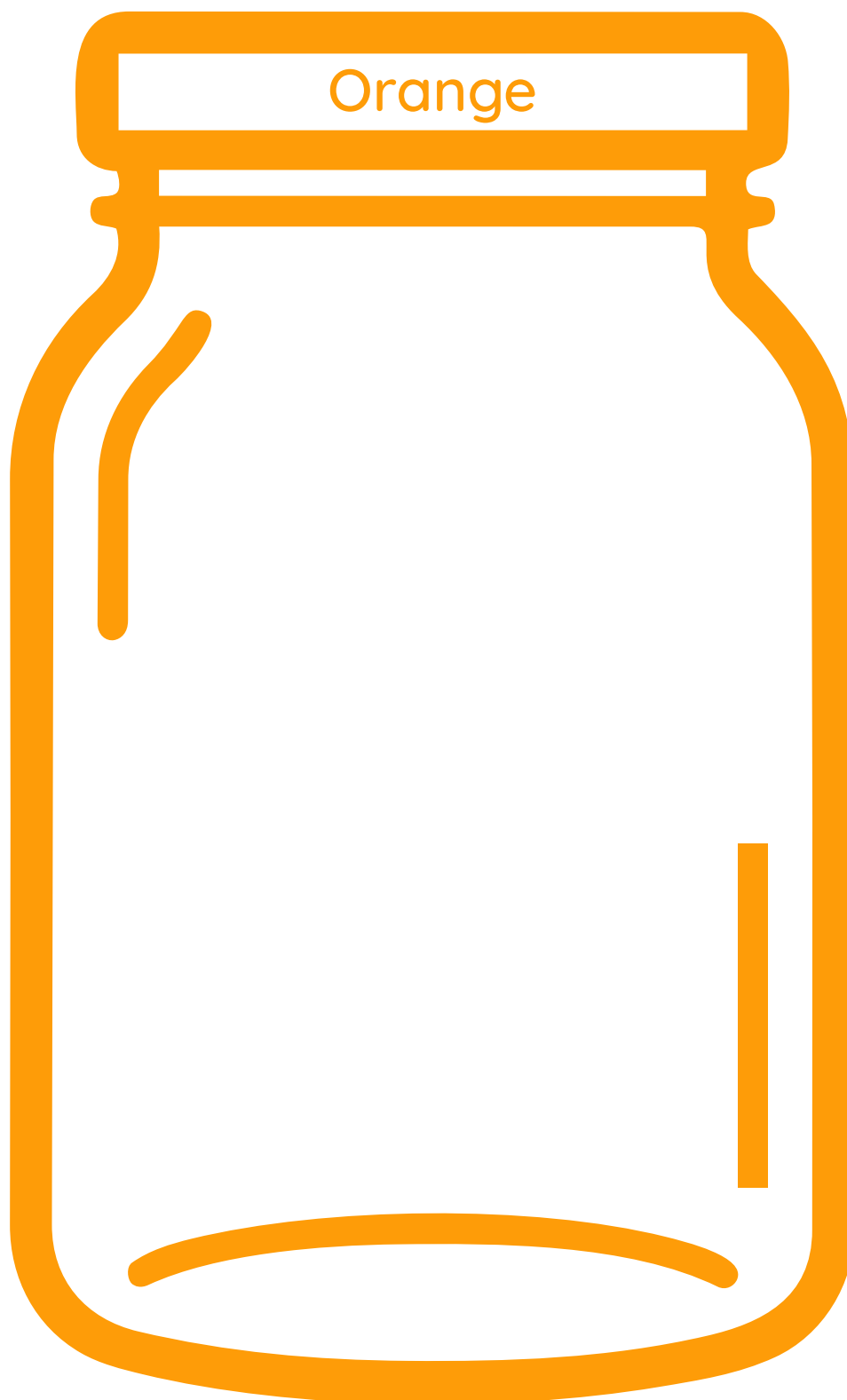
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Color Sorting Jars (24-36 Mos)



IMPORTANT:
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Color Sorting Jar Cards (24-36 Mos)



IMPORTANT:
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Trim directly on top of all black lines.

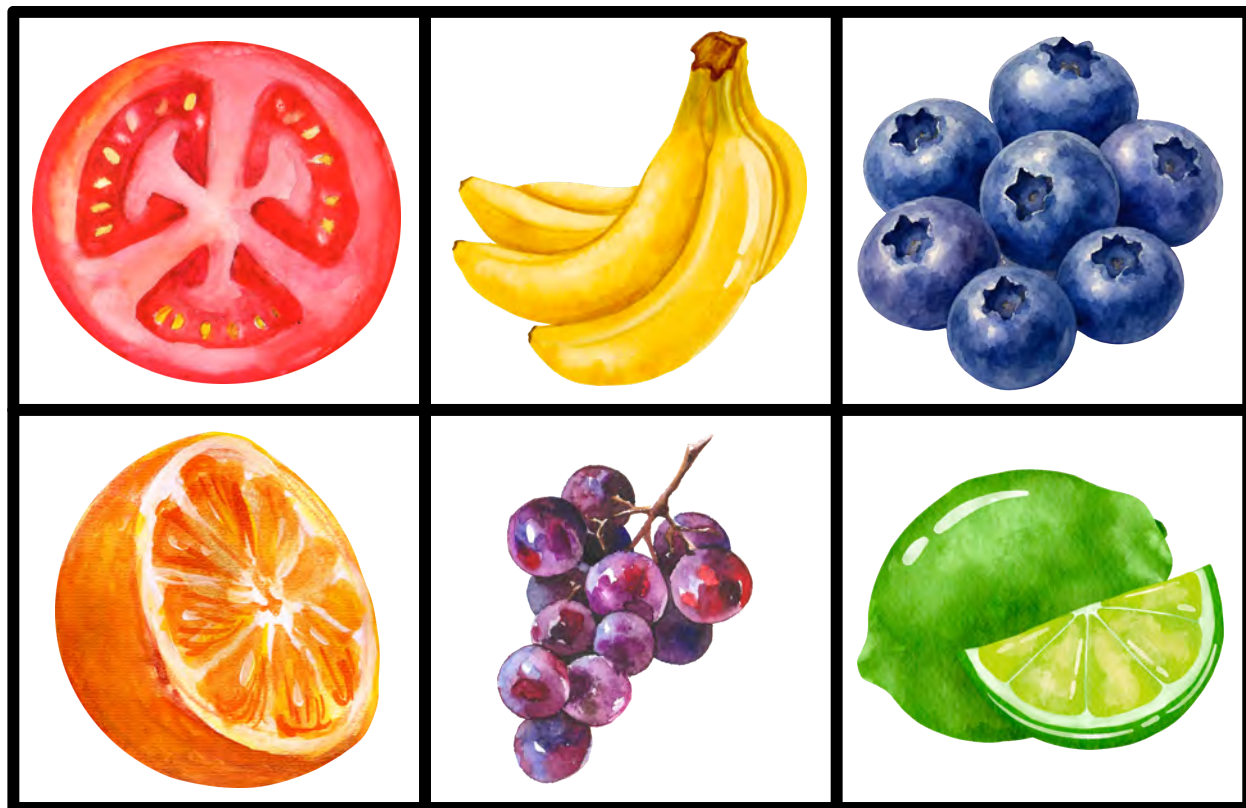


Color Sorting Jar Cards (24-36 Mos)



IMPORTANT:
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Trim directly on top of all black lines.



Fingerplay Activities



Fingerplay activities build fine motor coordination, attention, and early math skills. Here are some ideas for songs that focus on counting. In Montessori classrooms, fingerplay is typically incorporated into circle time, but you can do it at any point in the day.

1. Five Little Ducks – counting backwards from five to one
2. Five Little Monkeys – counting and bouncing fingers
3. One, Two, Buckle My Shoe – counting forward with rhyming and sequencing
4. Ten in the Bed – counting backward while exploring quantity and space concepts
5. The Ants Go Marching – counting forward and movement



Math

Counting Songs & Fingerplays

18-36 months



Supplies Needed:

- Five Little Speckled Frogs Finger Puppets (attached)
- Craft sticks
- Glue

Purpose: to provide a foundational, multi-sensory way to introduce abstract math and language concepts through natural rhythm and movement; to physically connect quantities to words, develop fine motor skills, and build focus

Before you begin:

1. Print, laminate and trim Five Little Speckled Frogs Finger Puppets (attached). Glue each onto a craft stick.
2. Familiarize yourself with the song and associated hand movements (Here's a video: [Five Little Speckled Frogs](#)).

What to do:

1. Gather your finger puppets (you will need all five regardless of how many children are in your care).
2. Invite your student to join you on the floor.
3. Say, "Today we are going to sing a counting song!"
4. Place the five frogs on the floor where the child(ren) can see them.
5. Sing "Five Little Speckled Frogs," moving one frog away each time a frog jumps into the pool.
6. Encourage your learner to hold up fingers or move the frogs as you count.
7. Count the remaining frogs after each verse.
8. When all five frogs are gone, use that opportunity to introduce and reinforce the concept of "zero" or "none" by saying "Now there are zero frogs!" or "Now there are none."

Variation:

1. Explore other counting songs and fingerplays. Use fingers, simple props, or movement to act out the songs as you count together. Continue to reinforce counting and the concept of zero/none as opportunities present themselves. Links to ideas for more fingerplay songs are on page 47.

For toddlers, understanding that the spoken word "three" represents exactly 3 objects is an abstract concept. Fingerplay provides a concrete, visual representation of number relationships.

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Speckled Frog Puppets



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Math

Early “Counting” Activities

18-36 months



Supplies Needed:

- Everyday household objects sized appropriately for counting
- Variation 3: Color, dob, cut & paste the Bead Stair activities using crayons, bingo daubers, and glue sticks (attached) (optional)

Purpose: to establish the concrete foundation for mathematical thinking; to teach toddlers to link number names with physical quantities, laying the groundwork for complex problem-solving and logical reasoning

Before you begin:

1. Gather household objects for the activity.

Note: Begin with only 6 objects, one group of one (1 cup), one group of two (2 socks) and one group of 3 (3 books). As your student begins to understand, increase the number of objects.

What to do:

1. Invite your learner to join you on the floor with all necessary materials. Sit beside your student on the side that matches your dominant hand—left if you’re left-handed, right if you’re right-handed.
2. Say, “Today we are going to practice counting objects.”
3. Slowly and deliberately, point to the object you have one of and say, “Let’s count our cups. One. We have one cup.”
4. Next, move on to the item you have two of. Slowly and deliberately, point to the objects, saying, “Let’s count our socks. One. Two. We have two socks.”
5. Continue until you have counted all groups of items with your learner. Encourage your learner to touch or move the objects as they are counted.
6. Use mathematical language throughout the activity, such as “one,” “two,” “three,” “more,” and “less.”

Variation:

1. Count jumps, claps, stomps, or steps together. Encourage your student to perform each movement as you count aloud.
2. Once your learner can count groups of objects with one, two, and three items, include groups with four and then five objects.
3. Once the child can count to 3 - and then to 5 - introduce the attached Bead Stair activities.

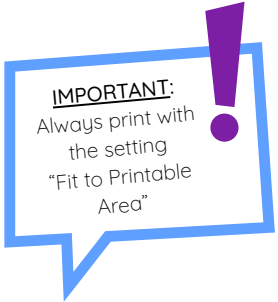
Identify opportunities throughout the day to naturally incorporate counting. The goal is not perfect counting, but exposure to math through daily experiences.

Concept
Development



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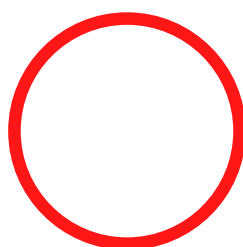
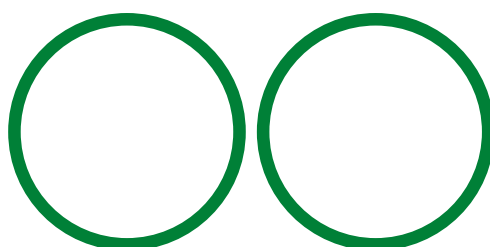
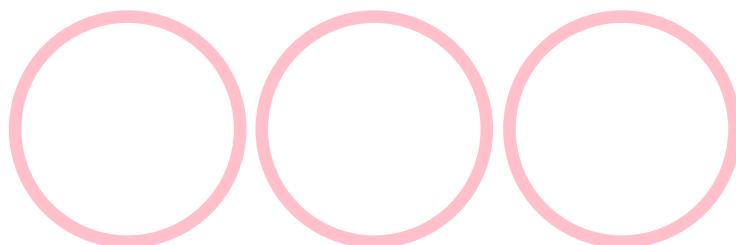


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"COUNT TO 3" BEAD STAIR

Color or Dob

“Count to 3” Bead Stair - Color or Dob



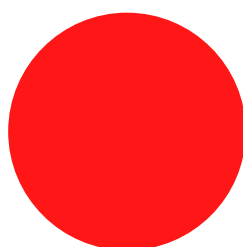
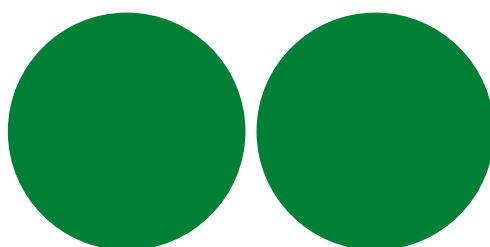
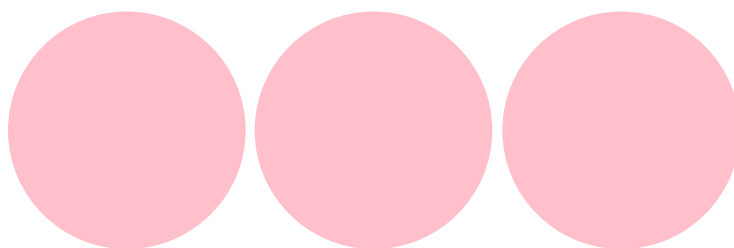


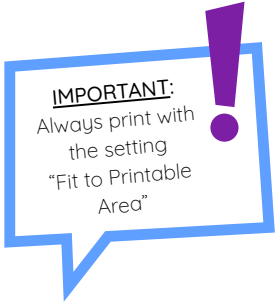
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"COUNT TO 3" BEAD STAIR

Cut & Paste

“Count to 3” Bead Stair - Cut & Paste



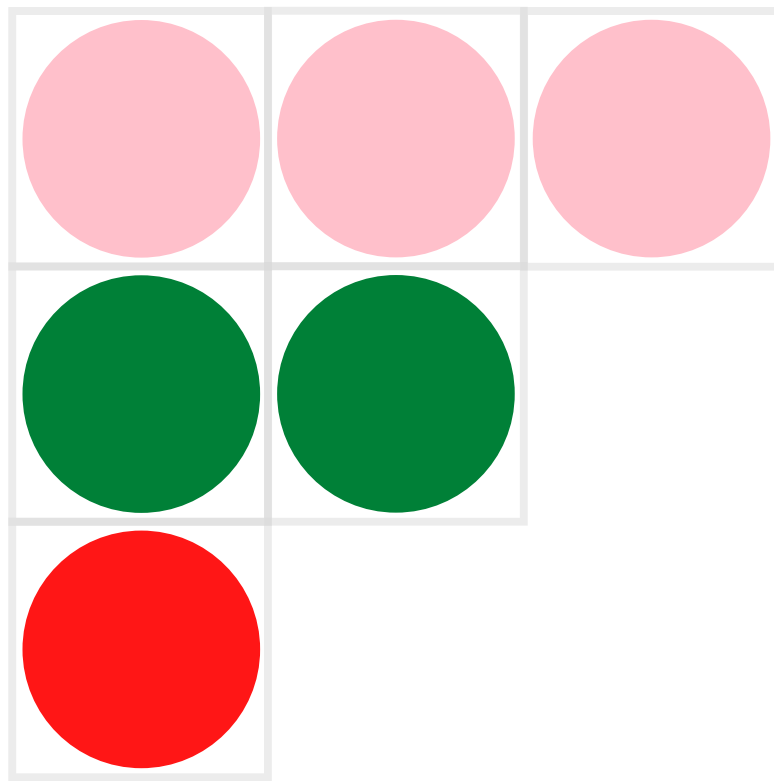


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"COUNT TO 3" BEAD STAIR

Cut & Paste Answers

“Count to 3” Bead Stair - Cut & Paste Answers

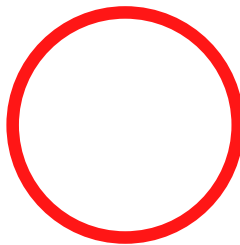
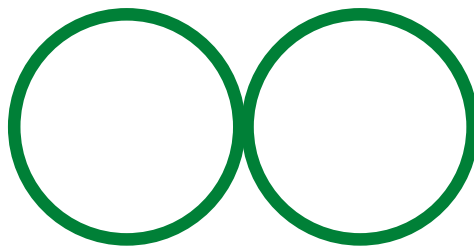
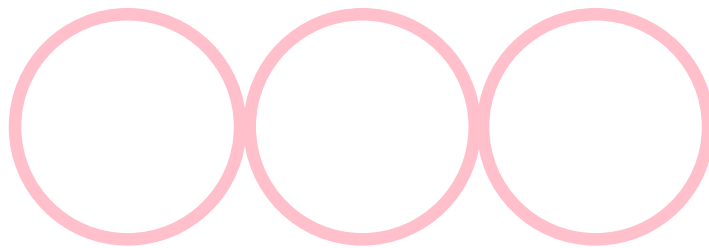
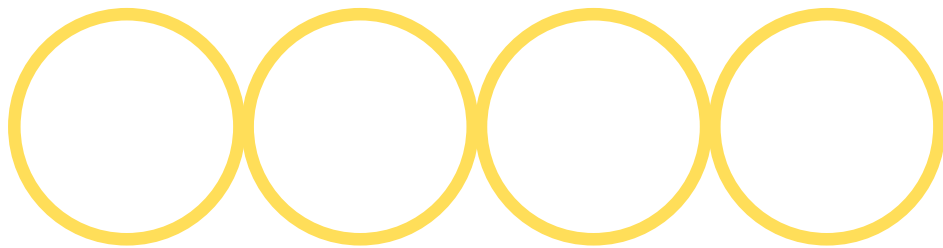
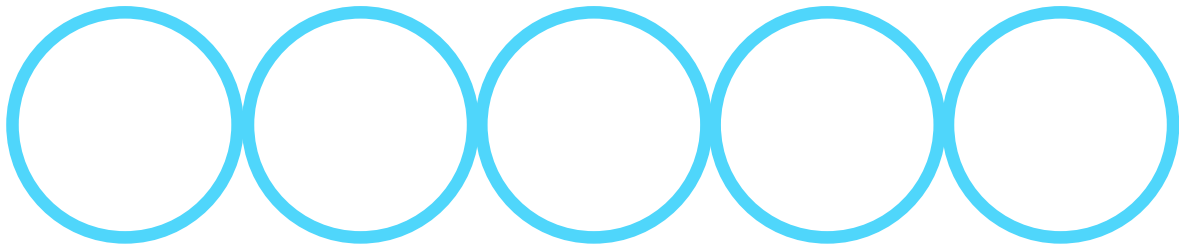


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"COUNT TO 5" BEAD STAIR

Color or Dob

“Count to 5” Bead Stair - Color or Dob



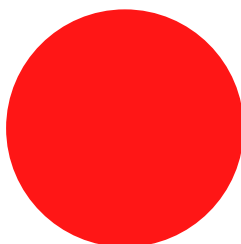
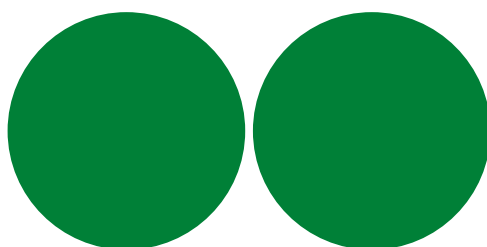
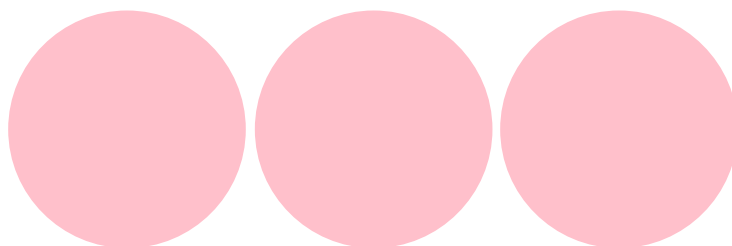
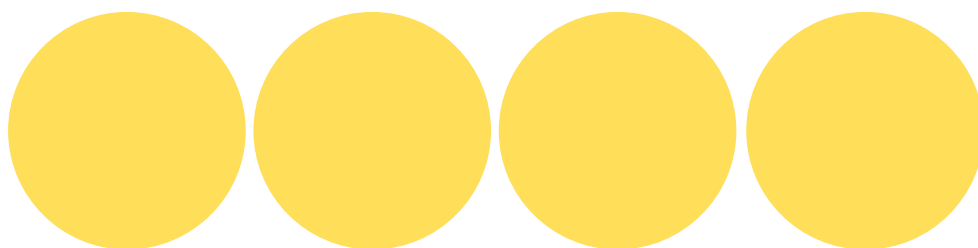
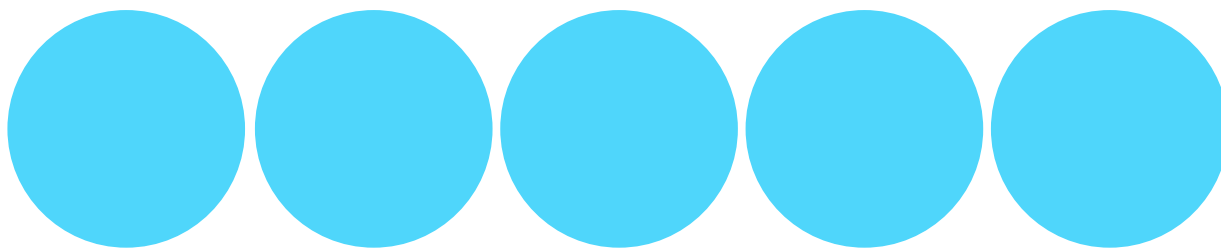


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"COUNT TO 5" BEAD STAIR

Cut & Paste

“Count to 5” Bead Stair - Cut & Paste

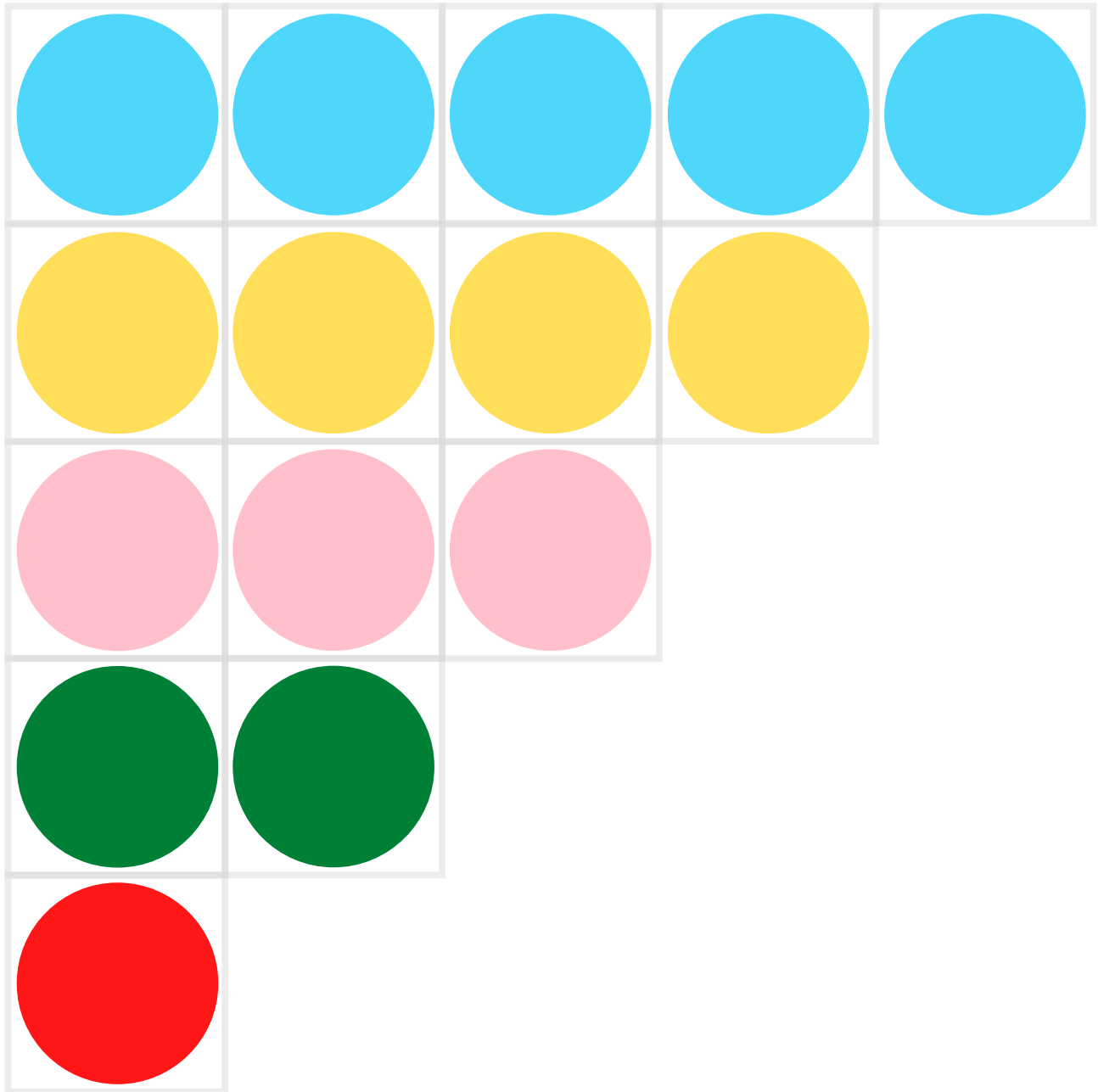


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"COUNT TO 5" BEAD STAIR

Cut & Paste Answers

“Count to 5” Bead Stair - Cut & Paste - Answers



Math

Identifying Zero

18-36 months



Supplies Needed:

- None

Purpose: to anchor an abstract concept into a concrete, relatable reality; to build foundational early math skills, help prevent later confusion about place value, and to give the child opportunities to practice patience and self-control

Before you begin:

1. Take your child to an area with large, empty spaces. This can be indoors or outdoors.

What to do:

1. Invite your learner to join you.
2. Say, Let's stomp our feet together. Stomp your feet 3 times!" Stomp your feet with your student and count each stomp aloud: one, two, three.
3. Continue in this manner with low numbers of activities the child can easily perform, such as clapping their hands or jumping up and down.
4. When your learner is comfortable, "Do you know what zero means? It means none! So, if I asked you to stomp zero times, what would you do?" If the child looks confused, say "You would do... nothing! Because zero means none."
5. Return to the previous game, inserting zero of certain actions throughout.
6. Repeat as desired over the course of weeks with a variety of different environments and actions.

Variation:

1. Invite your toddler to cook with you. Ask them to hand you a certain number of ingredients. For example, "Please hand me two eggs." Next, ask the child for zero of something. For example, "Please hand me zero chocolate chips." If your child struggles to stay still or do nothing, give a supporting action like a high five while you say "That means give me NO chocolate chips!" to show that nothing is being given or received. Enjoy!

Concept
Development



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Math

Ordinal Number Words

18-36 months



Supplies Needed:

- Three small toys or household objects, (3 toys, 3 spoons, 3 blocks, etc.)
- For Variation 1: Ordinal Number Cards (attached) (optional)

Purpose: to help your learner build early sequencing and positional language skills by identifying where objects are in an ordered line

Before you begin:

1. Gather small toys and/or household objects.

What to do:

1. Invite your learner to join you.
2. Sit beside the child on the side that matches your dominant hand—left if you're left-handed, right if you're right-handed.
3. Say, "Today we are going to learn about where things are in a line."
4. Lay each object in a row from left to right.
5. Point to the first object and say, "This is first."
6. Point to the second object and say, "This is second."
7. Point to the third object and say, "This is third."
8. Ask your learner to point to the first object, then the second object, then the third object.
9. Once your student can successfully point to the first, second or third object when named, encourage them to name the position of the object you point to.

Variation:

1. Print, laminate and trim Ordinal Number Cards (attached). Lay the ordinal number cards from left to right. Invite your learner to place one of the car cards next to an Ordinal Number Card as you name the position. Encourage the child to rearrange the cars so that you can use language like, "Now, the blue car is first and the red car is second!"

Concept
Development



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Ordinal Number Cards



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First



Second



Third



Ordinal Number Cards



IMPORTANT:
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First



Second



Third



Ordinal Number Cards

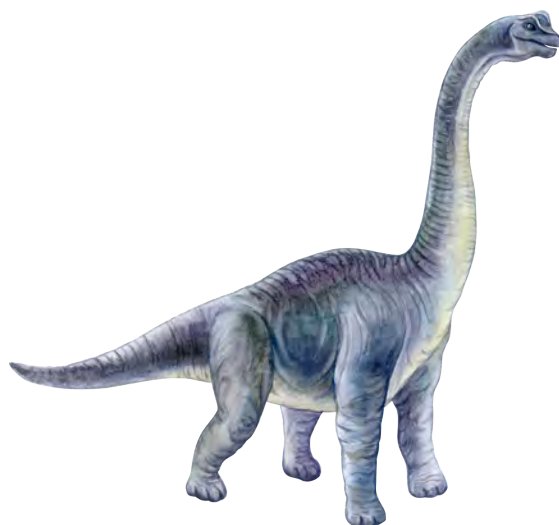


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First



Second



Third



Ordinal Number Cards



IMPORTANT:
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Fourth



Fifth



Math

One-to-One Association Activities

18-36 months



Supplies Needed:

- Muffin Tin
- Pom-Poms
- Basket for pom-poms
- Variation: Dot Counting Cards (attached) (optional)

Purpose: to help your learner develop one-to-one correspondence by matching one object to one space

Before you begin:

1. Gather muffin tin and pom-poms.
2. Place the pom-poms inside a small bowl and set the bowl on a tray beside the muffin tin.

What to do:

1. Invite your learner to join you.
2. Sit beside the child on the side that matches your dominant hand—left if you're left-handed, right if you're right-handed.
3. Say, "Today we are going to match one object to one space."
4. Slowly place one pom-pom into each section of the muffin tin in the same order used when reading a book. (Top left, top middle, top right, bottom left, bottom middle, and finally, bottom right.)
5. Count slowly as you place each object, emphasizing one object per space.
6. Invite your student to continue placing the pom-poms into the empty spaces.
7. Provide time for the toddler to repeat the activity independently.

Variation:

1. Print, laminate, and trim Dot Counting Cards (attached). Invite your learner to place one pom-pom on each dot. Count aloud as each object is placed. Encourage them to place the objects in the same order you used in the first activity.
2. Offer tongs or a scoop to strengthen motor control while transferring the pom-pom into each space.

Arranging items from left to right now lays the foundation for reading from left to right later.

Concept
Development



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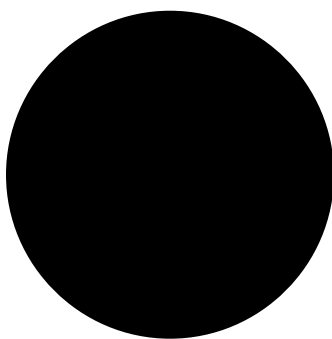
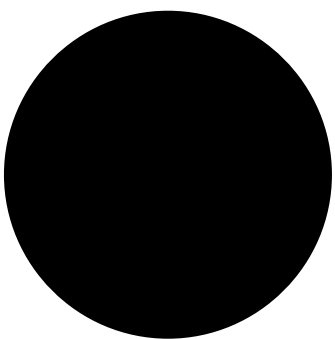
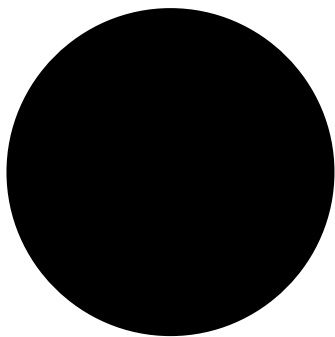
toddler

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Dot Counting Cards



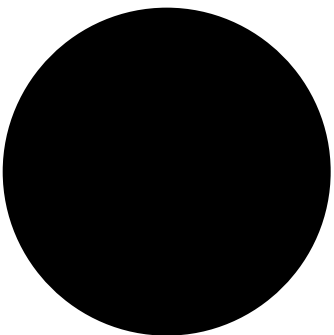
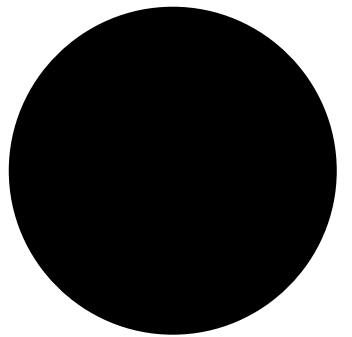
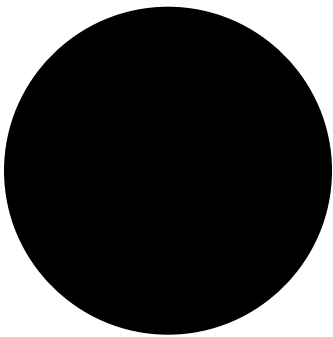
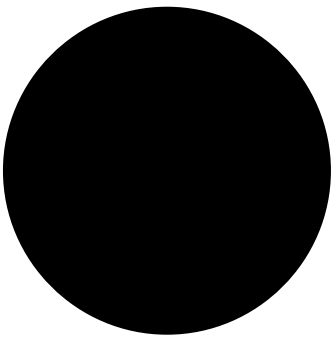
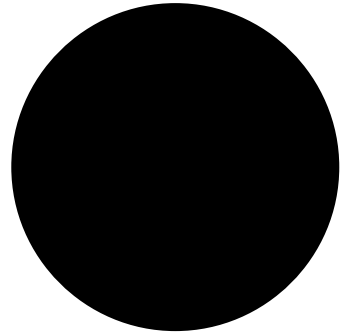
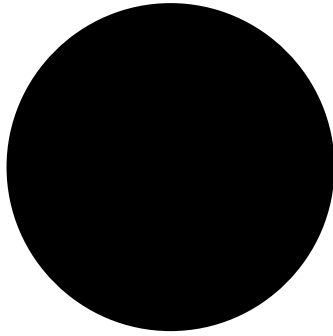
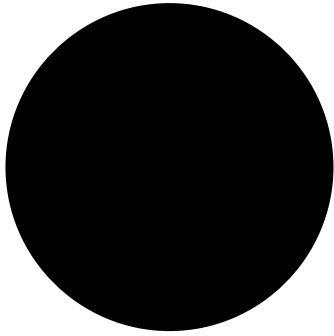
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Dot Counting Cards



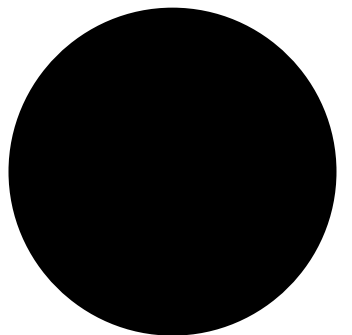
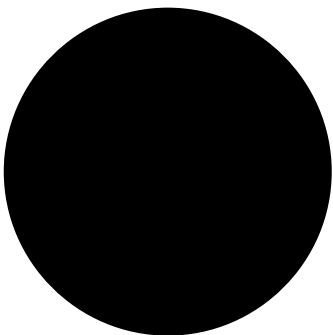
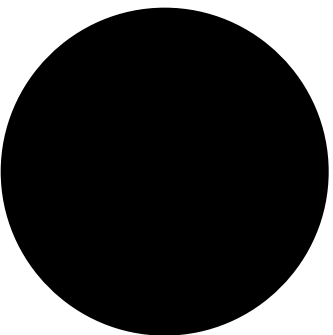
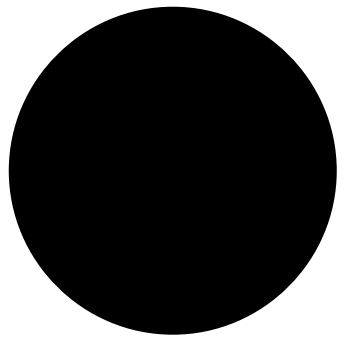
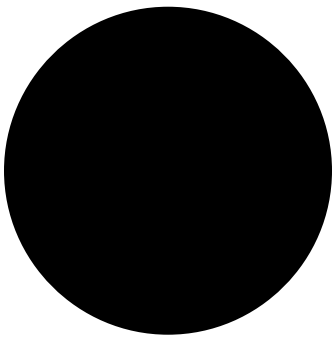
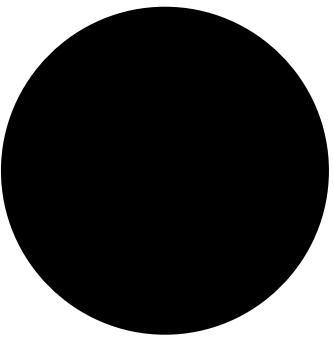
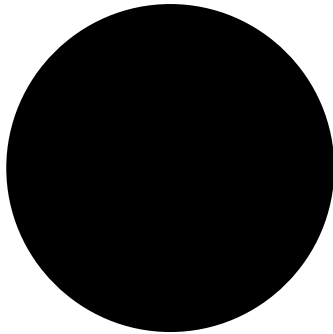
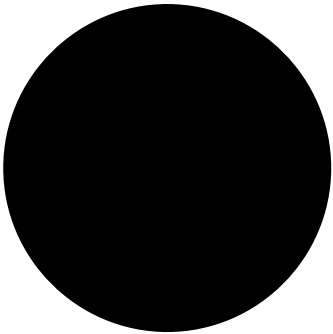
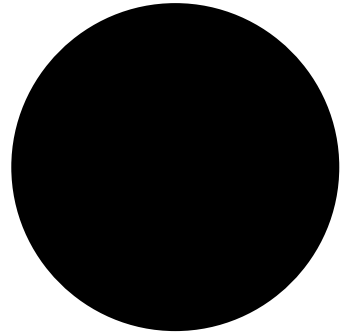
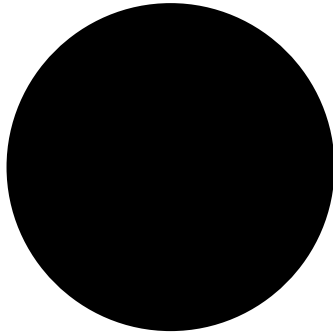
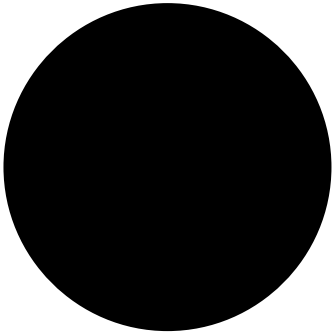
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Dot Counting Cards



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Math

Sorting by Amount

24-36 months



Supplies Needed:

- Small identical objects (blocks, spoons, pom-poms)
- Amount Sorting Jars and Cards (attached)

Purpose: to build foundational mathematical reasoning and logical thinking; to internalize the abstract concepts of number value, size, and equivalence through hands-on experience; to provide vocabulary enrichment

Before you begin:

1. Print, laminate and trim the attached Amount Sorting Jars. Begin with a set of two, like “Some” and “More” OR “Some” and “Less.”
2. Place the blocks inside a small bowl and set the bowl on a tray beside the work

What to do:

1. Invite your learner to join you. Sit beside the child on the side that matches your dominant hand—left if you’re left-handed, right if you’re right-handed.
2. Say, “Today we are going to fill jars up with blocks! We will put some in one jar and more in another jar.”
3. Slowly place the Amount Sorting Jar labelled “Some” on the workspace in front of the child.
4. Count slowly as you place 3 blocks “in” the “Some” jar. When complete, say, “I put some blocks in the jar!”
5. Slowly place the “More” jar to the right of the “Some” jar on the workspace in front of your student. Conversely, if you are working with the “Less” jar, place it to the left side of the “Some” jar. Say “This jar says less/more.”
6. Count slowly as you place 4 blocks “in” the “More” jar or 2 blocks in the “Less” jar. When complete, say, “I put more/less blocks in the more/less jar!”
7. Invite your child to repeat the activity, adding a third jar (Most/Least) once the first two are mastered.

Variation:

1. Cut, trim, laminate and use the attached Amount Sorting Jar Cards for a variation on the previous activity.
2. Once the child has truly mastered both sets of 3 Jars (some/more/most and some/less/least), introduce all 5 jars in the same manner as you did with the two originally. Line the jars up from left to right as follows: least, less, some, more, most.

Repeat the words more, most, less and least often in speech to reinforce these concepts and the related vocabulary.

Concept
Development



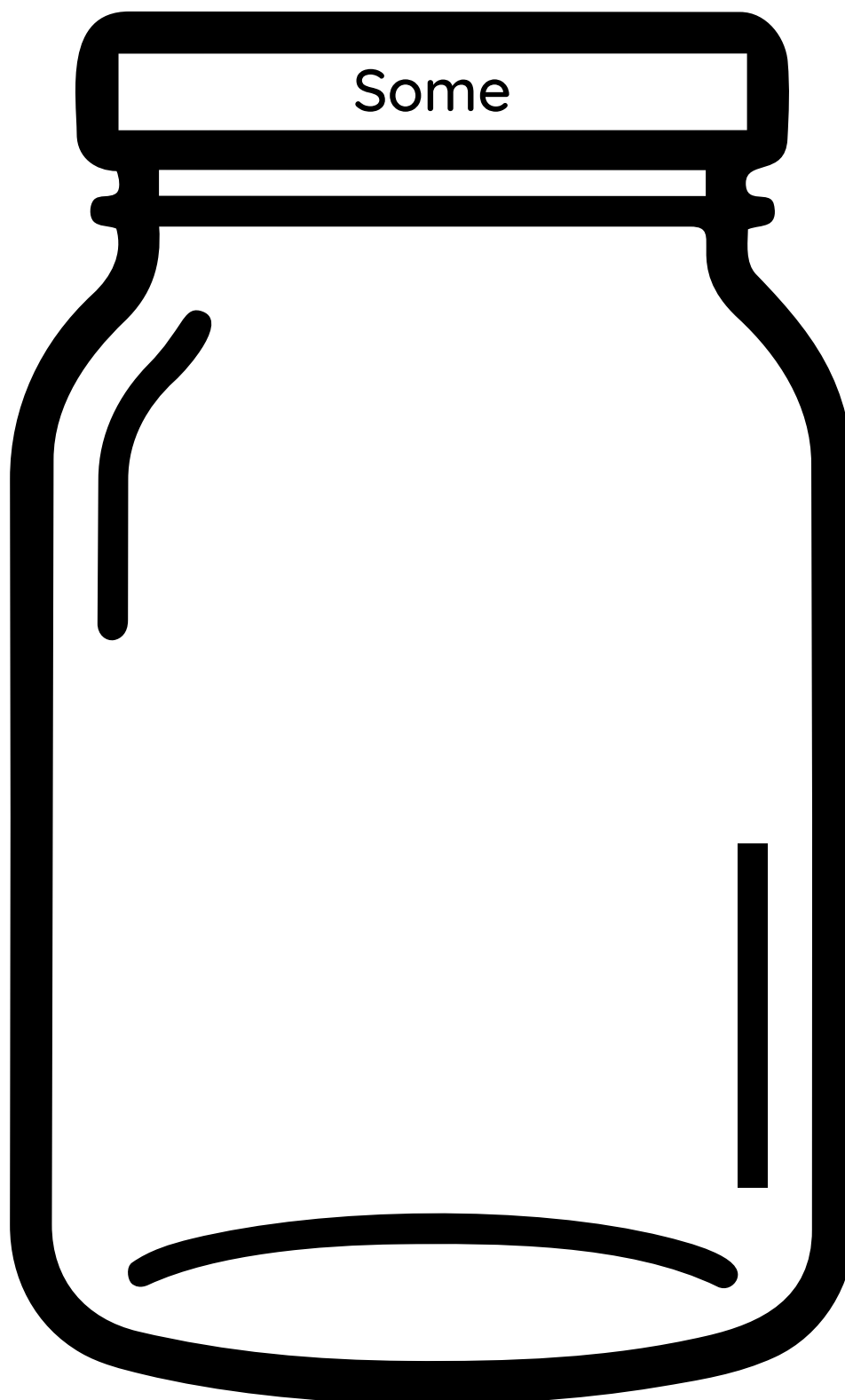
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Amount Sorting Jars



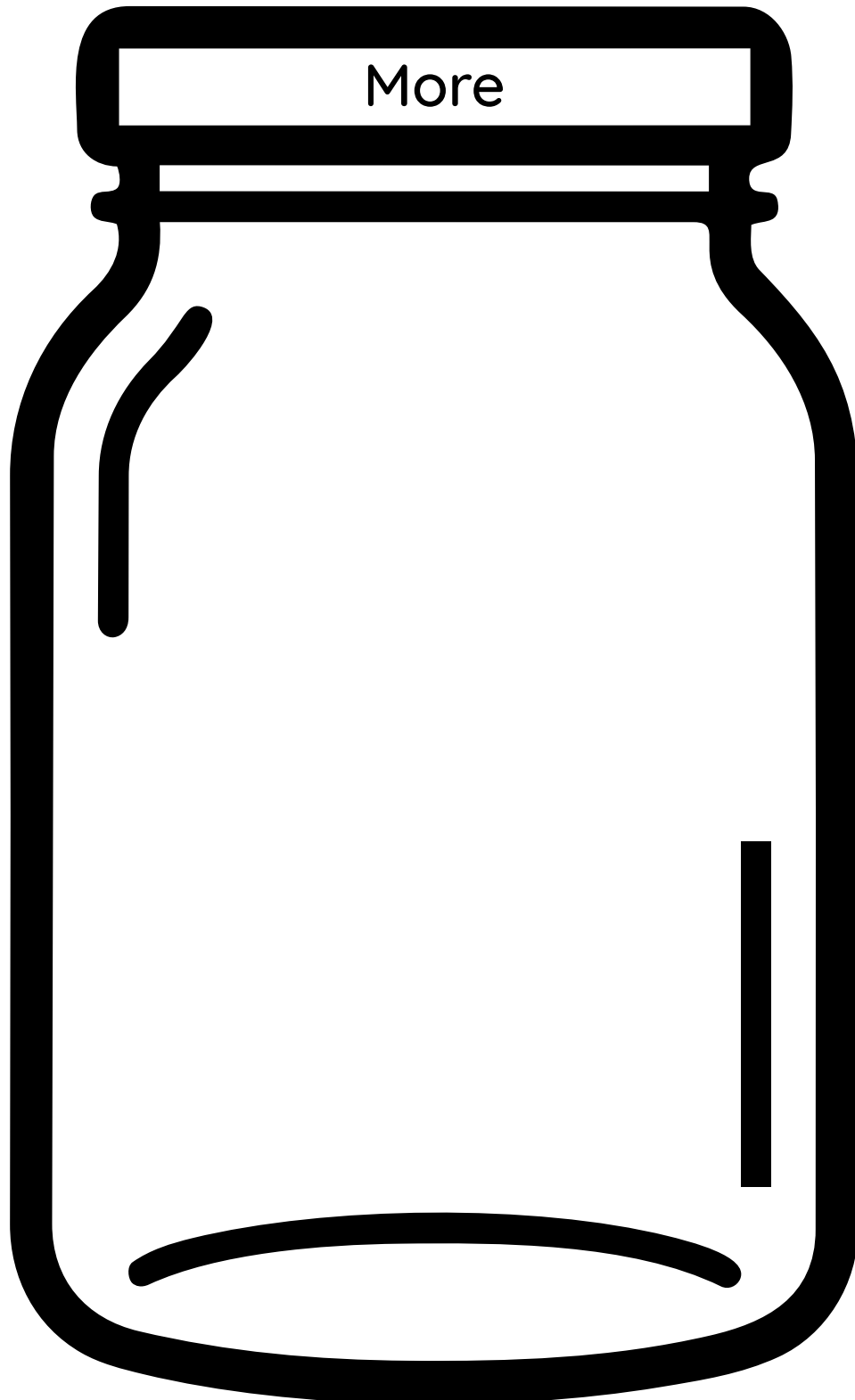
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Amount Sorting Jars



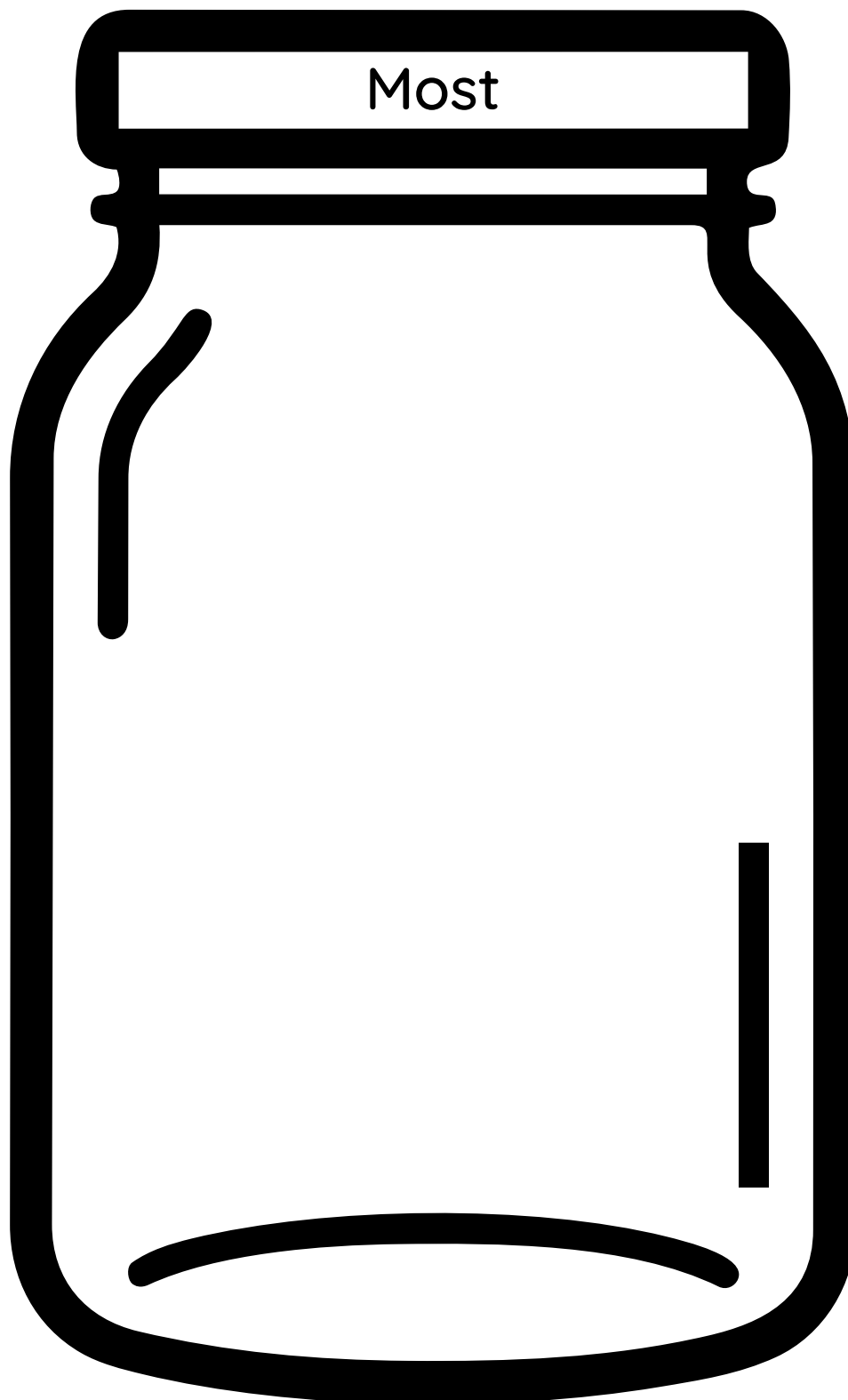
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Amount Sorting Jars



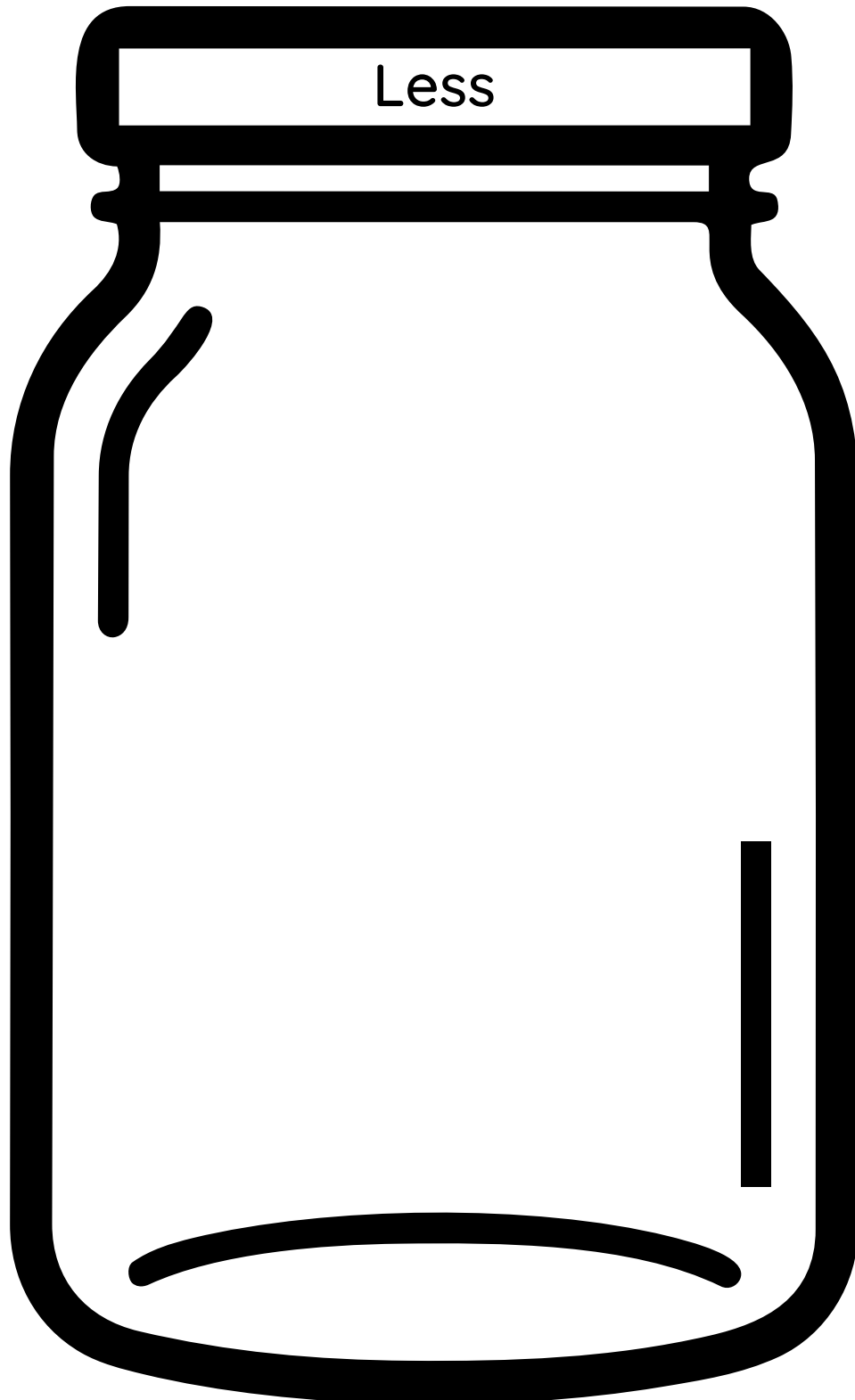
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Amount Sorting Jars



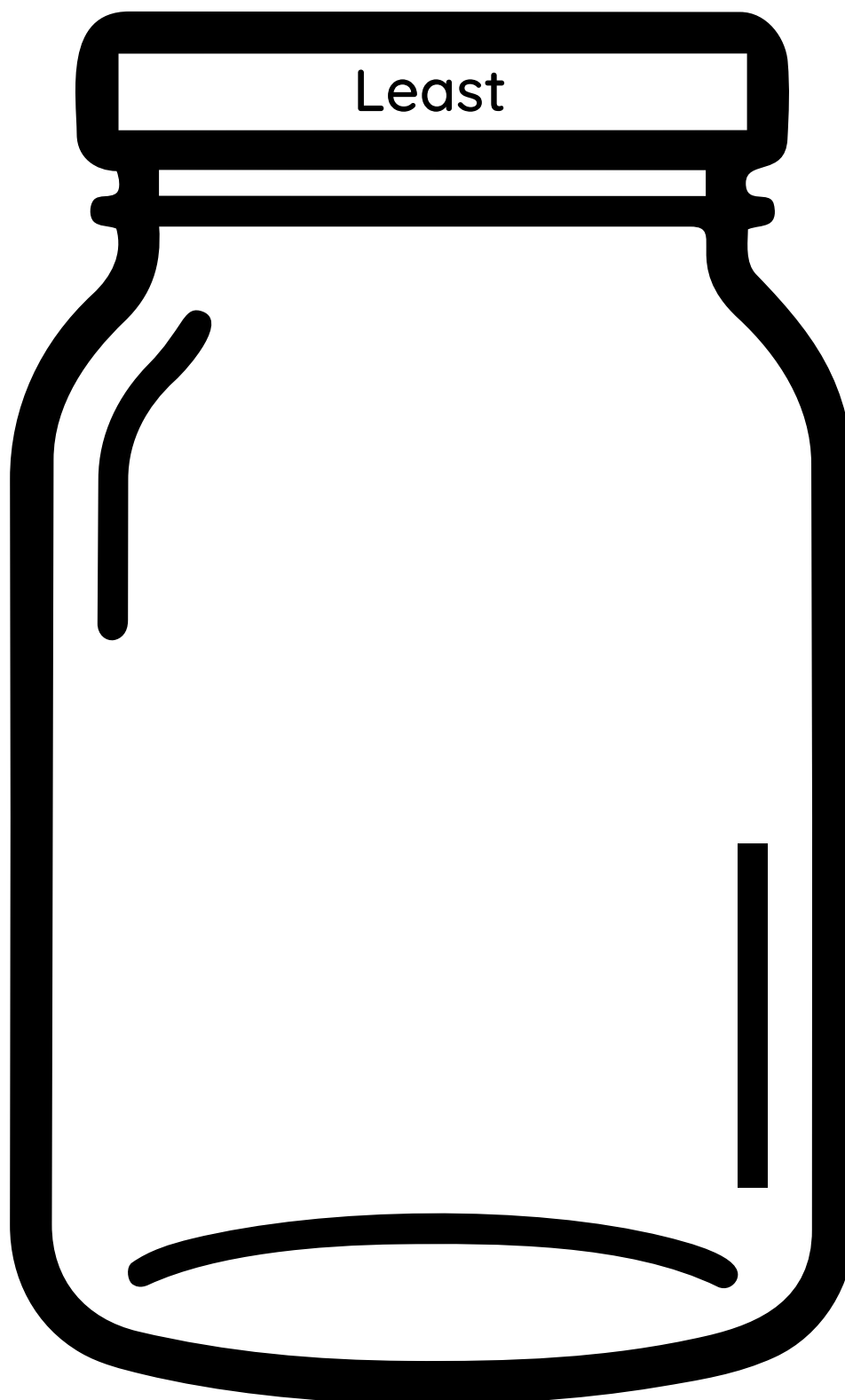
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Amount Sorting Jars



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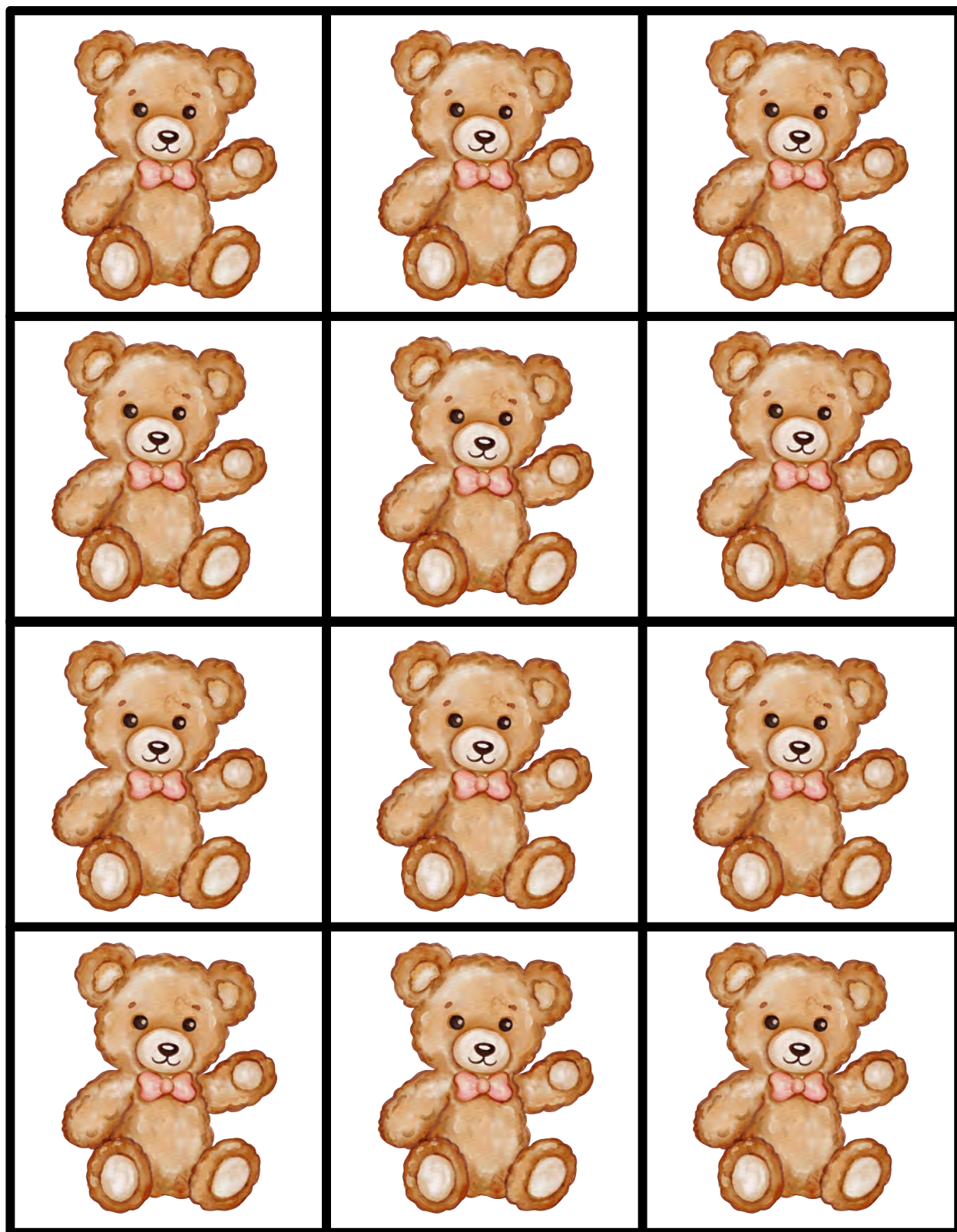


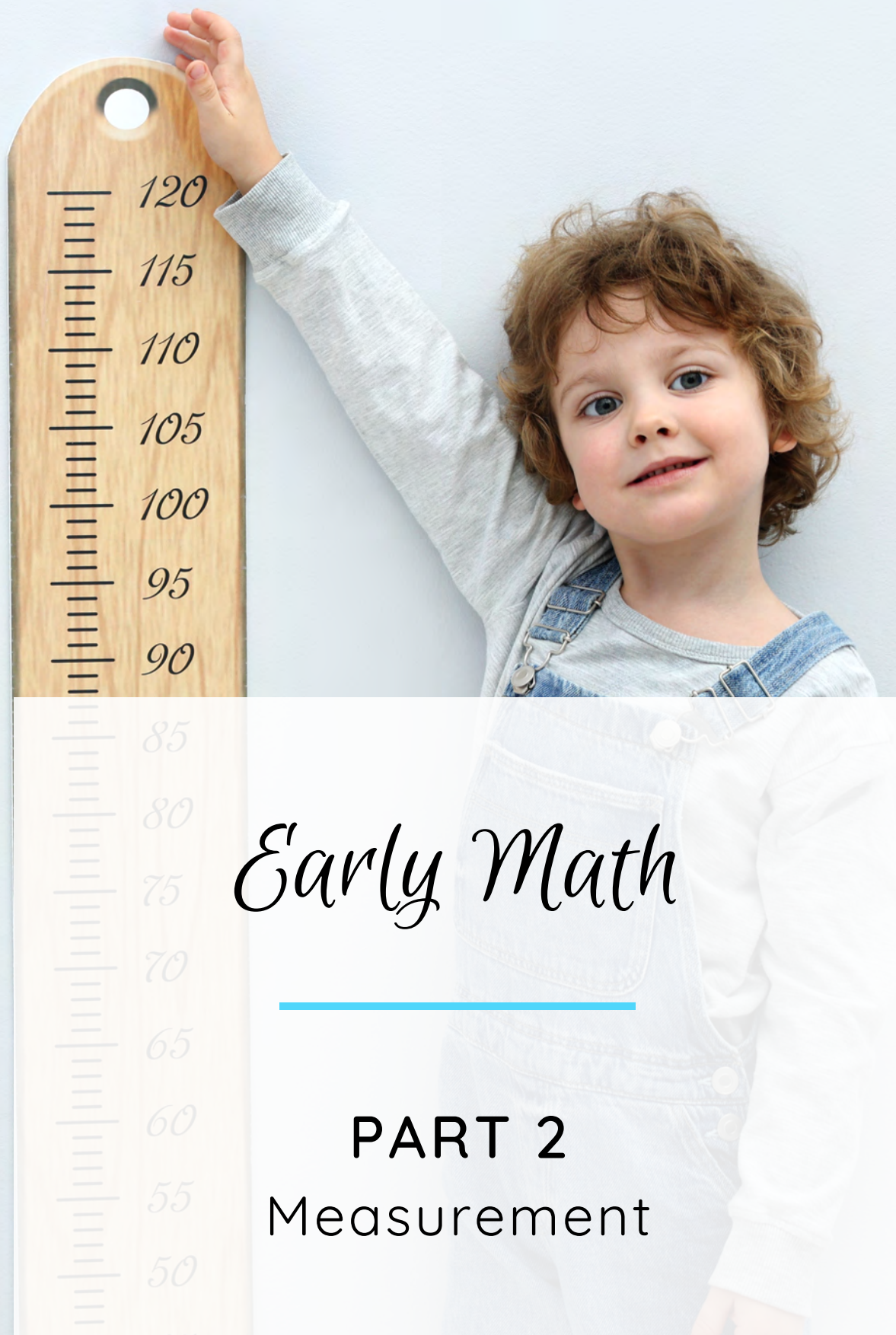
Amount Sorting Jar Cards (24-36 Mos)



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Print 2 copies & trim directly on top of all black lines.





Early Math

PART 2 Measurement



Math

Early Measurement

18-36 months



Supplies Needed:

- Building blocks, all the same size
- 2-3 household objects of different heights

Purpose: to help your learner build early measurement and comparison skills by using non-standard units to explore how tall, long, and heavy objects are

Before you begin:

1. Gather blocks and household objects.
2. Place the blocks in a small bowl.
3. Place the small bowl with blocks and the household objects on a tray.

What to do:

1. Invite your learner to join you.
2. Sit beside the child on the side that matches your dominant hand—left if you're left-handed, right if you're right-handed.
3. Say, "Today we are going to see how tall things are."
4. Slowly, place a toy on the table and stack blocks beside it until the blocks reach the top of the toy.
5. Count the blocks together as you stack them. Say, "This dinosaur is four blocks tall!"
6. Repeat with a second object, counting the blocks as you place them. Say, "The toy car is one block tall."
7. Compare the results by saying, "The dinosaur is taller, it took more blocks."
8. Invite your learner to help stack blocks and compare heights of different objects.

Variation:

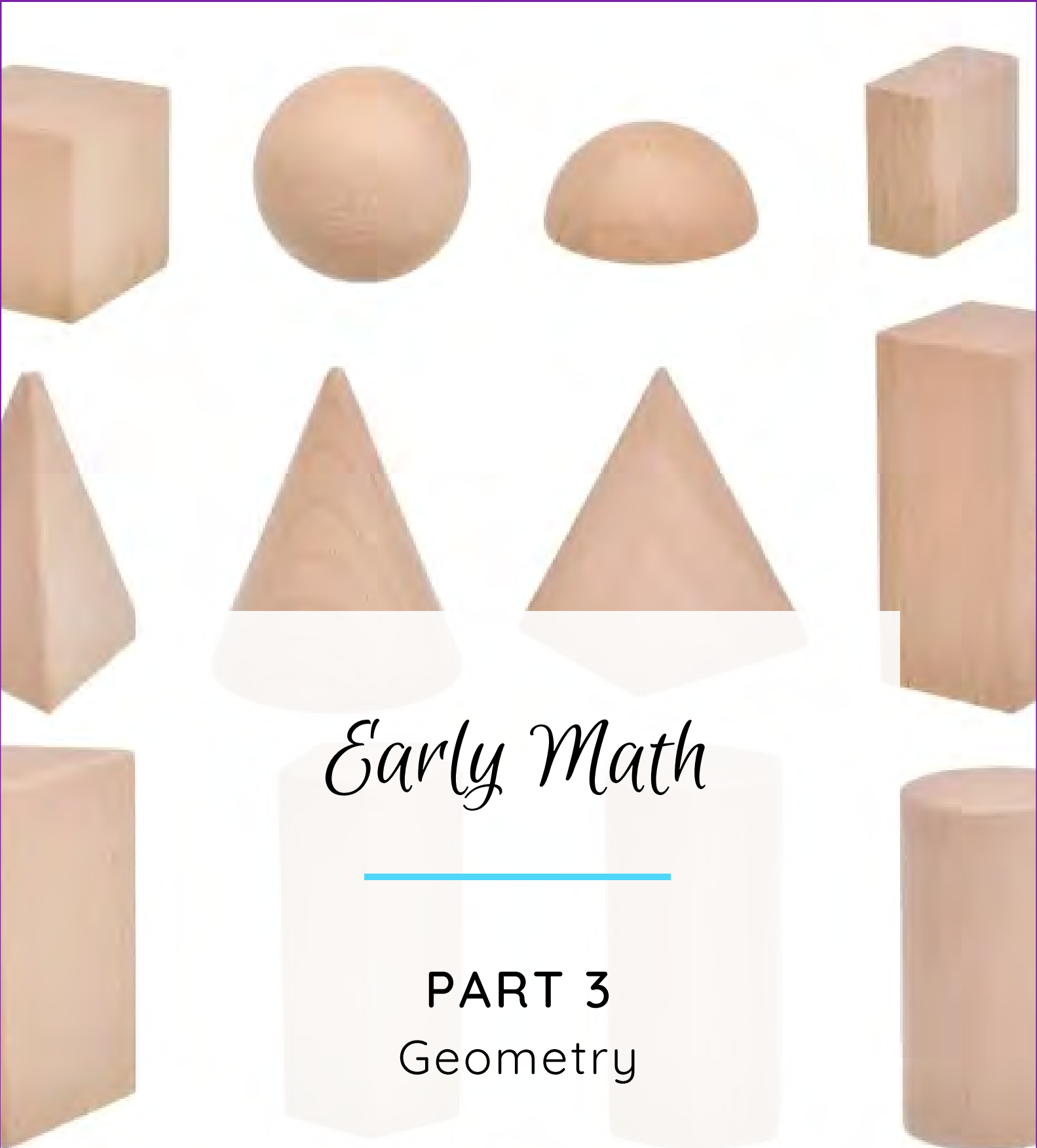
1. Choose a short distance, such as across a room. Encourage your learner to walk with you while counting each step aloud. Compare different distances by asking, "Which took more steps?"
2. Once your student understands length, move on to weight. First compare two objects of significantly different weights. Then move on to more as the child becomes ready. Use words like "heavy," "heavier," "light" & "lighter".
3. Once they understand weight, move on to volume. Set up water play with measuring cups & invite exploration. This is easiest in the bathtub or sink.

Early
Measurement



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Early Math

PART 3 Geometry



Math

Early Geometry

18-36 months



Supplies Needed:

- Geometry Cards (attached)
- Variation: Colorful Shapes (attached)
- Variation: Colorful Shape Template Cards (attached)

If you would like to buy a manipulative, we love this Beginner Pattern Blocks Toy from Melissa & Doug!

Purpose: to help children bridge concrete geometric concepts into abstract understanding; to develop spatial awareness, practice fine-motor skills, and strengthen their natural ability to compose and decompose geometric shapes

Before you begin:

1. Print, laminate and trim the Geometry Cards (attached).

Note: Select 2 shapes at a time to introduce. (Suggested progression is Circle, Square, Triangle, Rectangle, Oval, and finally, Rhombus).

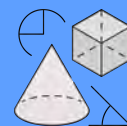
What to do:

1. Invite your learner to join you on the floor or at a Chowki table with all necessary materials. Sit beside your student on the side that matches your dominant hand—left if you're left-handed, right if you're right-handed.
2. Say, "Today we are going to explore shapes."
3. Select 2 Geometry Cards, such as circle and square. Place them in front of your learner.
4. Slowly and deliberately, point to each shape and name it clearly. For example, "This is a circle." Repeat the names of the shapes while your student watches.
5. Ask your learner to point to a shape as you name it. For example, say, "Can you point to the circle?"
6. Once your learner can identify shapes by pointing, point to a card and ask, "What shape is this?" If correction is needed, say "That is a square. I am looking for the circle."

Variation:

1. Apply glitter glue to the outside edges of each shape on the Geometry Cards. Have the child trace the shapes with their fingers.
2. Print, laminate and trim a second set of the Geometry Cards. Arrange one set on the table and invite your learner to match each shape from the second set to its corresponding card. Name each shape as matches are made.
3. Use 2 sets of Geometry Cards to play "Memory".
4. Print, laminate, and trim the Colorful Shapes and the Colorful Shape Template Cards. Use the Colorful Shapes to build the objects on the Colored Shape Template Cards.

Early
Geometry



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toddler

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Geometry Cards



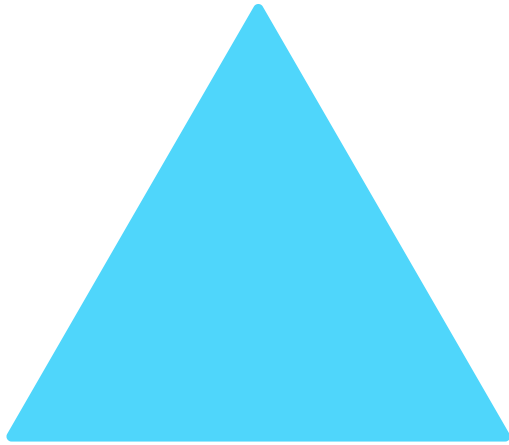
IMPORTANT:
Always print with
the setting
"Fit to Printable
Area"



Circle



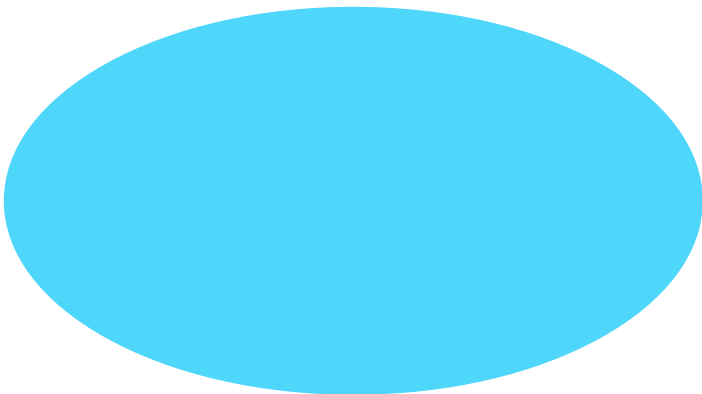
Square



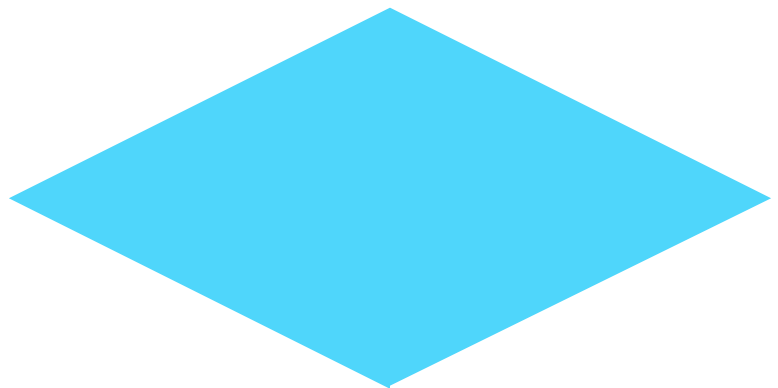
Triangle



Rectangle



Ellipse



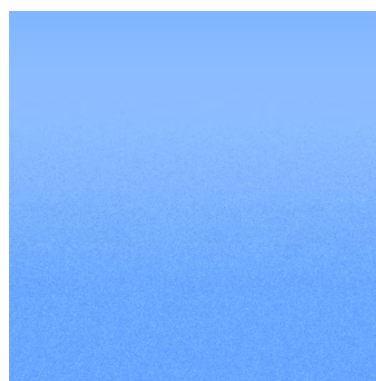
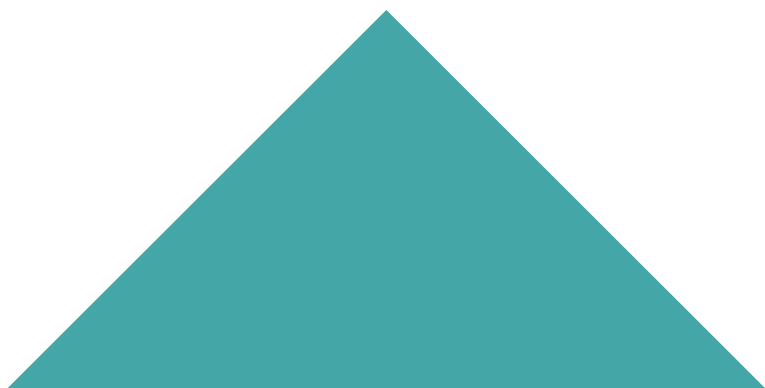
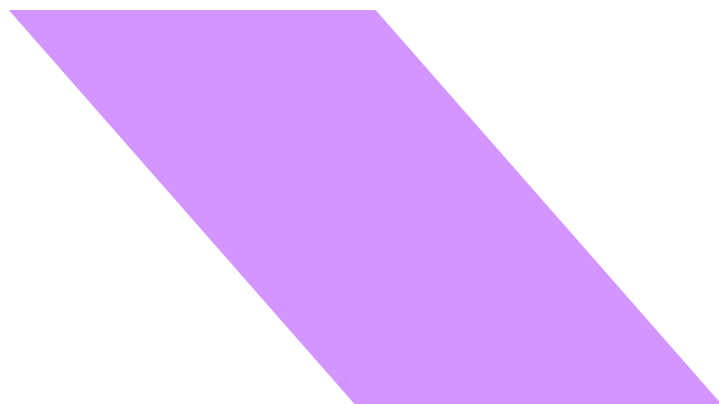
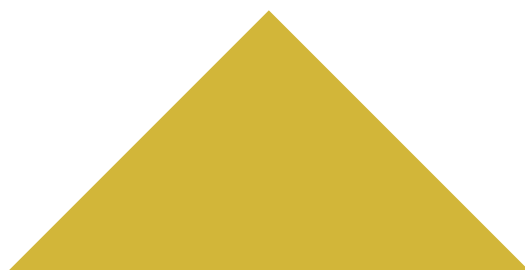
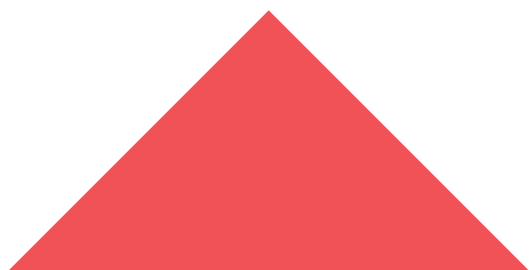
Rhombus

Colorful Shapes



IMPORTANT:
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the setting
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Area"

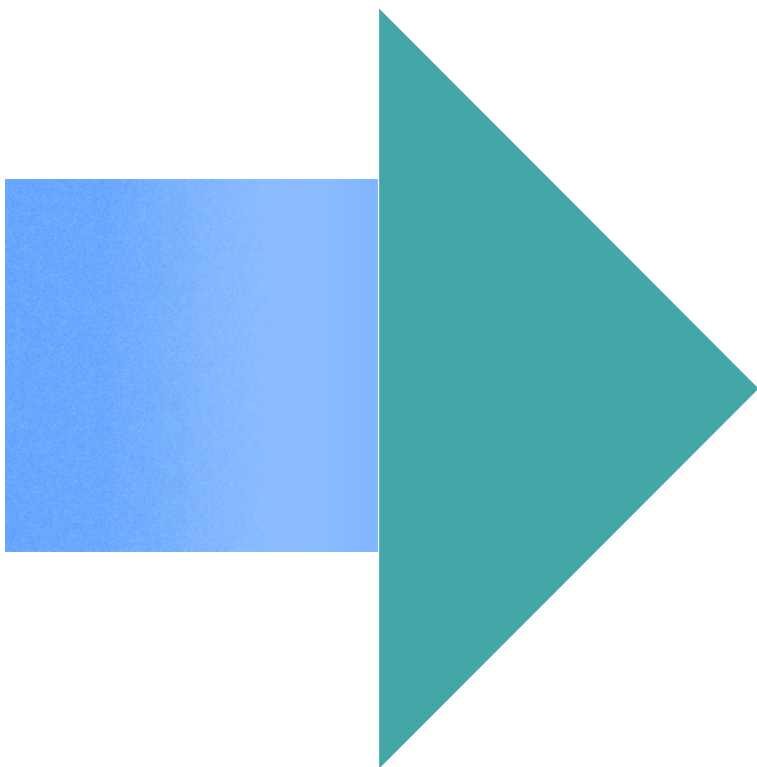
These shapes will not be used as cards, so trim each shape closely and carefully along its' edges. Using cardstock will help to make these manipulatives easier to work with for little hands.



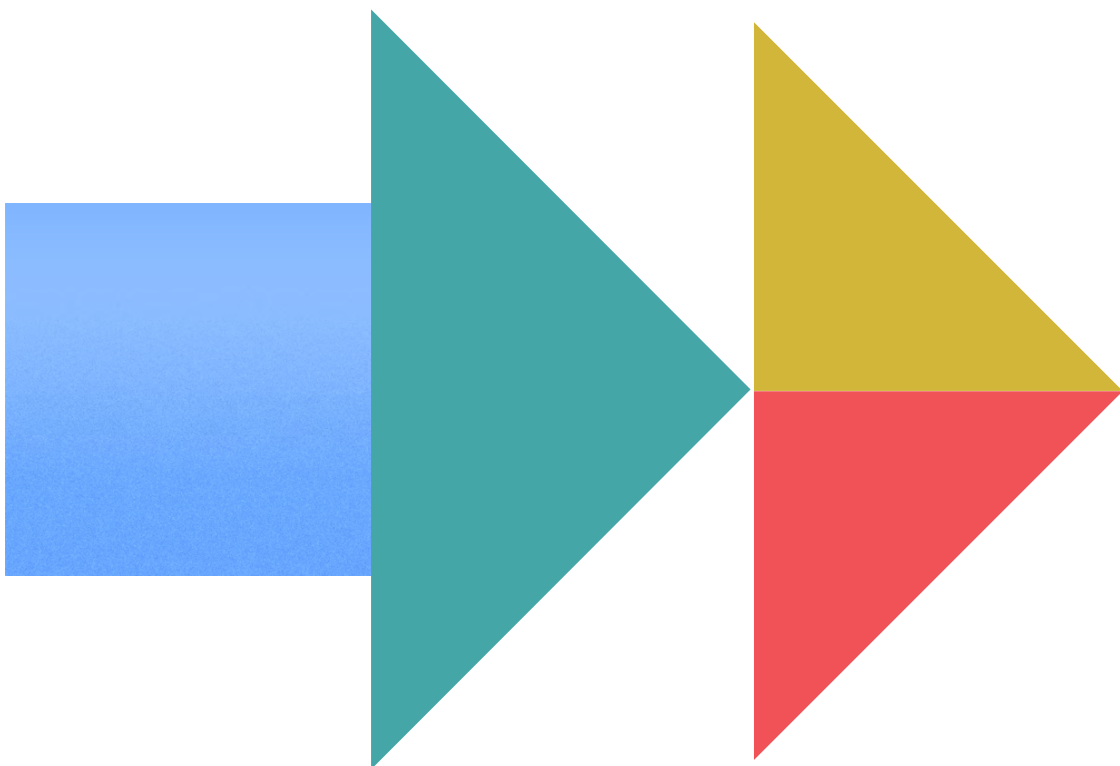
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"Fit to Printable
Area"

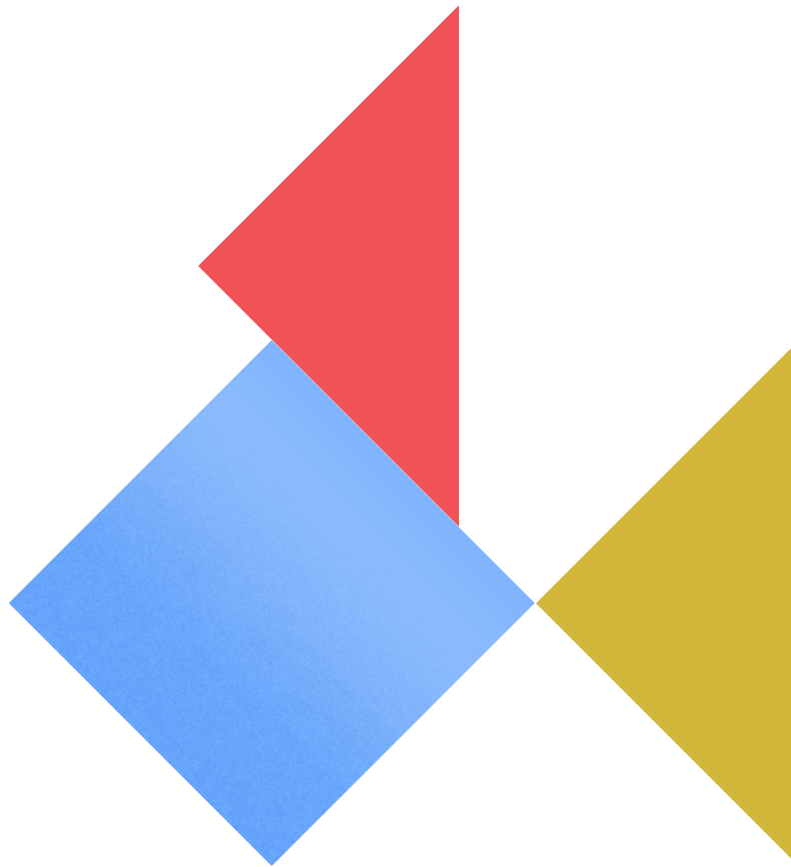
COLORFUL SHAPE TEMPLATE CARDS

House

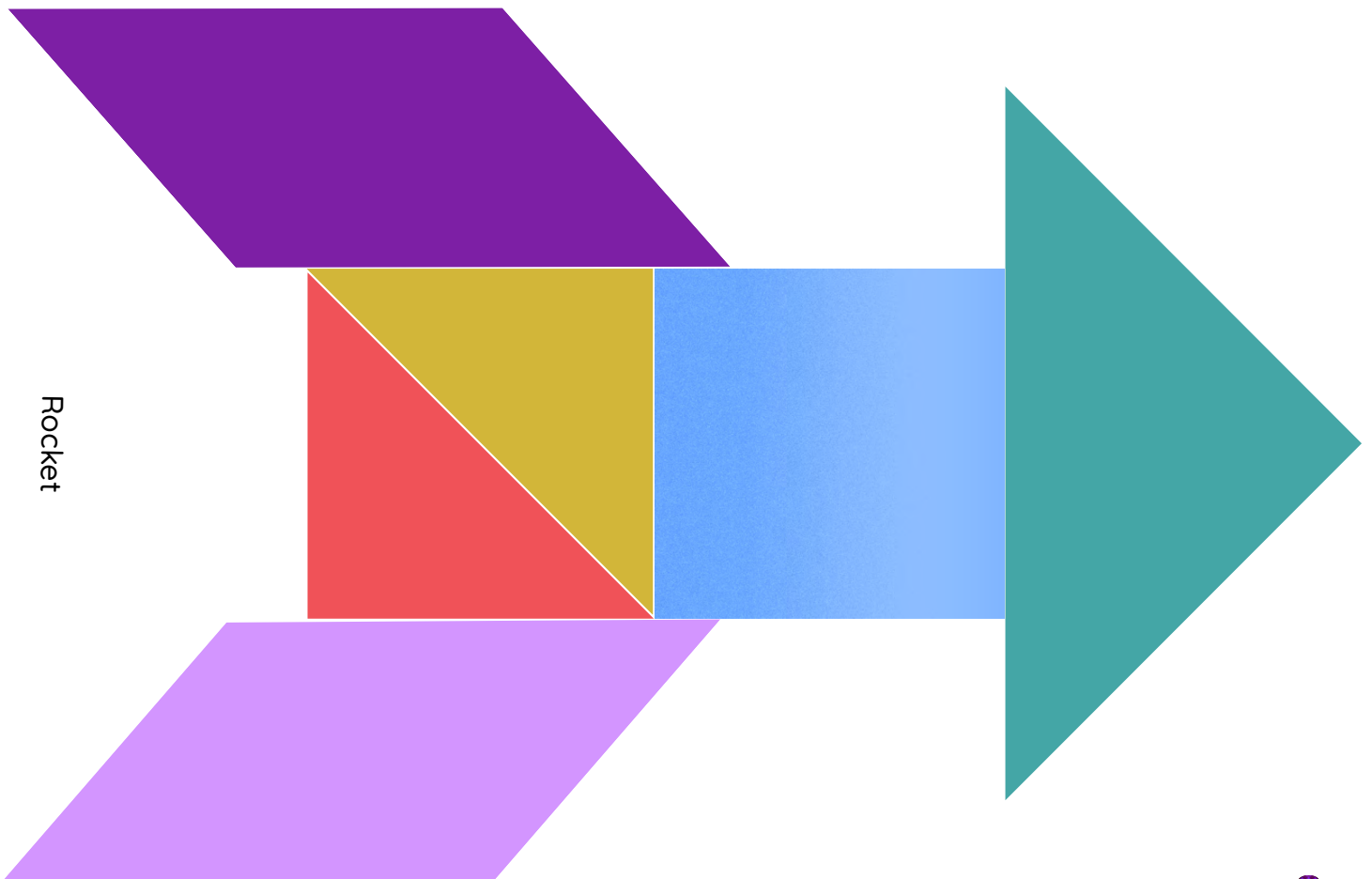


Tree

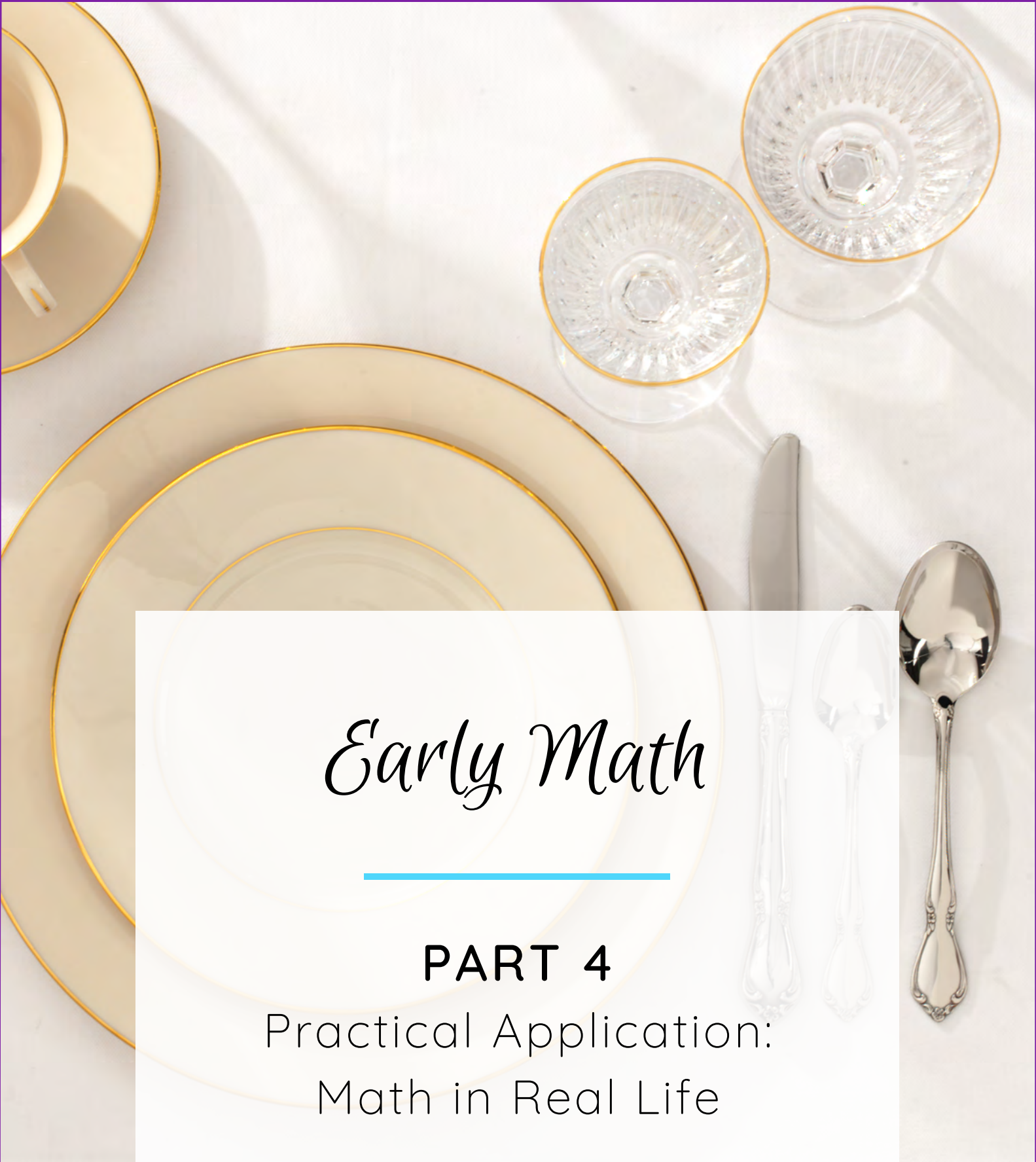




Fish



Rocket



Early Math

PART 4

Practical Application:
Math in Real Life



Math

Practical Application: Math in Real Life

18-36 months



Supplies Needed:

- Items needed for a place setting in your home. This may include a bowl or plate, a cup, a utensil, a napkin and/or a snack item.
- Place Setting Template (attached)

Purpose: to develop early number awareness by introducing mathematical concepts through real-life experiences

SAFETY: ADULT SUPERVISION IS NECESSARY DURING ALL MEAL PREPARATION ACTIVITIES.

Before you begin:

1. Gather necessary items and place them on a tray.
2. Print, laminate and glue the appropriate Place Setting Template together. Decide which to use based on what your child usually uses for their own place setting and their ability level. You can advance to more difficult table settings over time, if desired.

What to do:

1. Invite your learner to join you at the table where the child usually eats. Have the tray prepared and sitting on the table. Sit beside your student on the side that matches your dominant hand—left if you're left-handed, right if you're right-handed.
2. Say, "Today we are going to set one place at the table."
3. Place the Place Setting Template in front of your learner. Slowly and deliberately, point to each item, while naming it and the quantity. For example, "One plate. One cup. One napkin. One spoon."
4. Slowly place each item on its matching outline on the template.
5. Invite your learner to try.

Variation:

1. Invite the child to help prepare a snack. Count out a small number of items together such as crackers, grapes, or berries, as they are placed on a plate. Encourage your learner to touch each item as it is counted.
2. Invite your learner to help set the table for everyone who will be eating.
3. Increase the complexity of the Table Setting Template over time.

Math in
Real Life



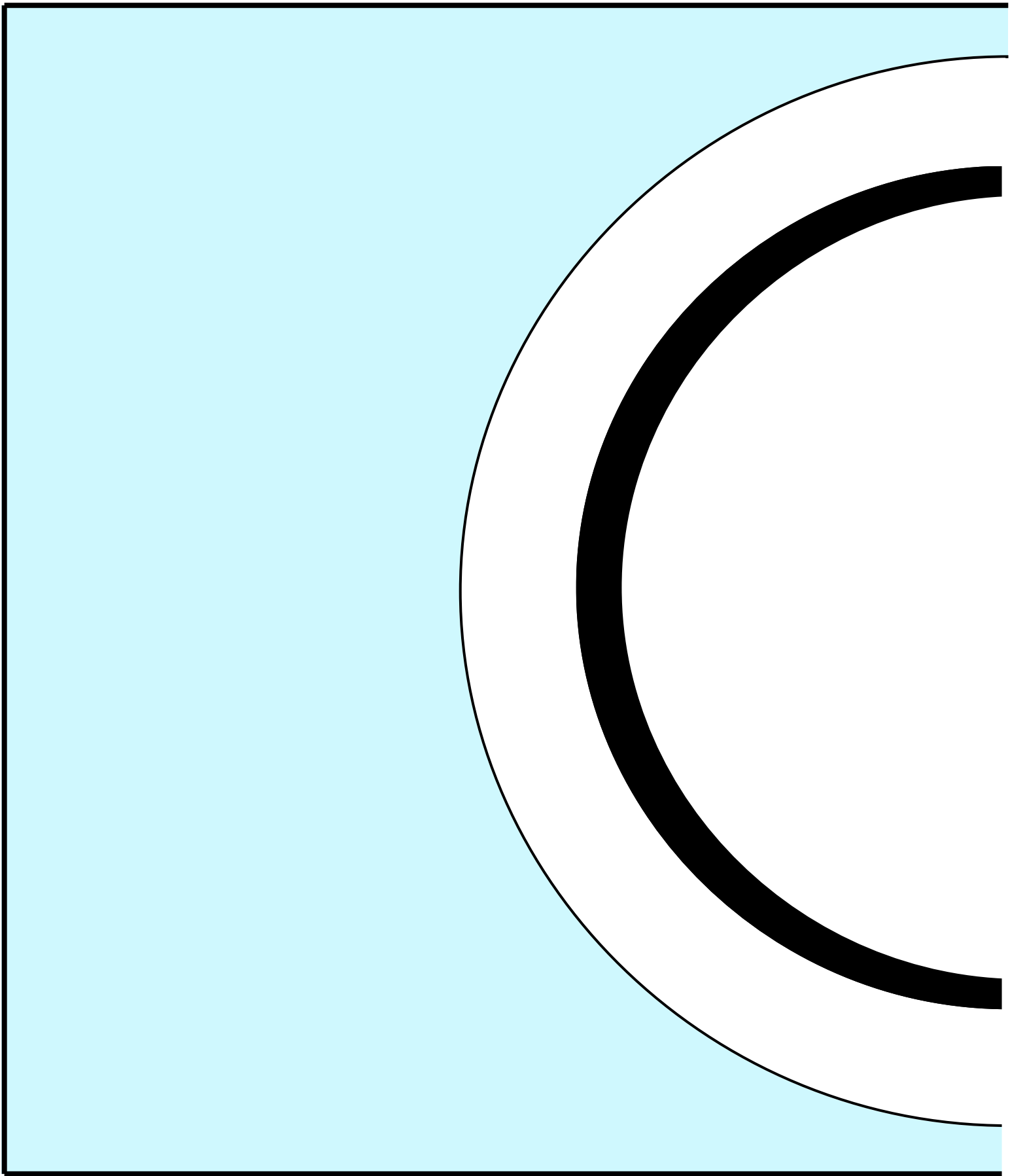
multisori® toddler

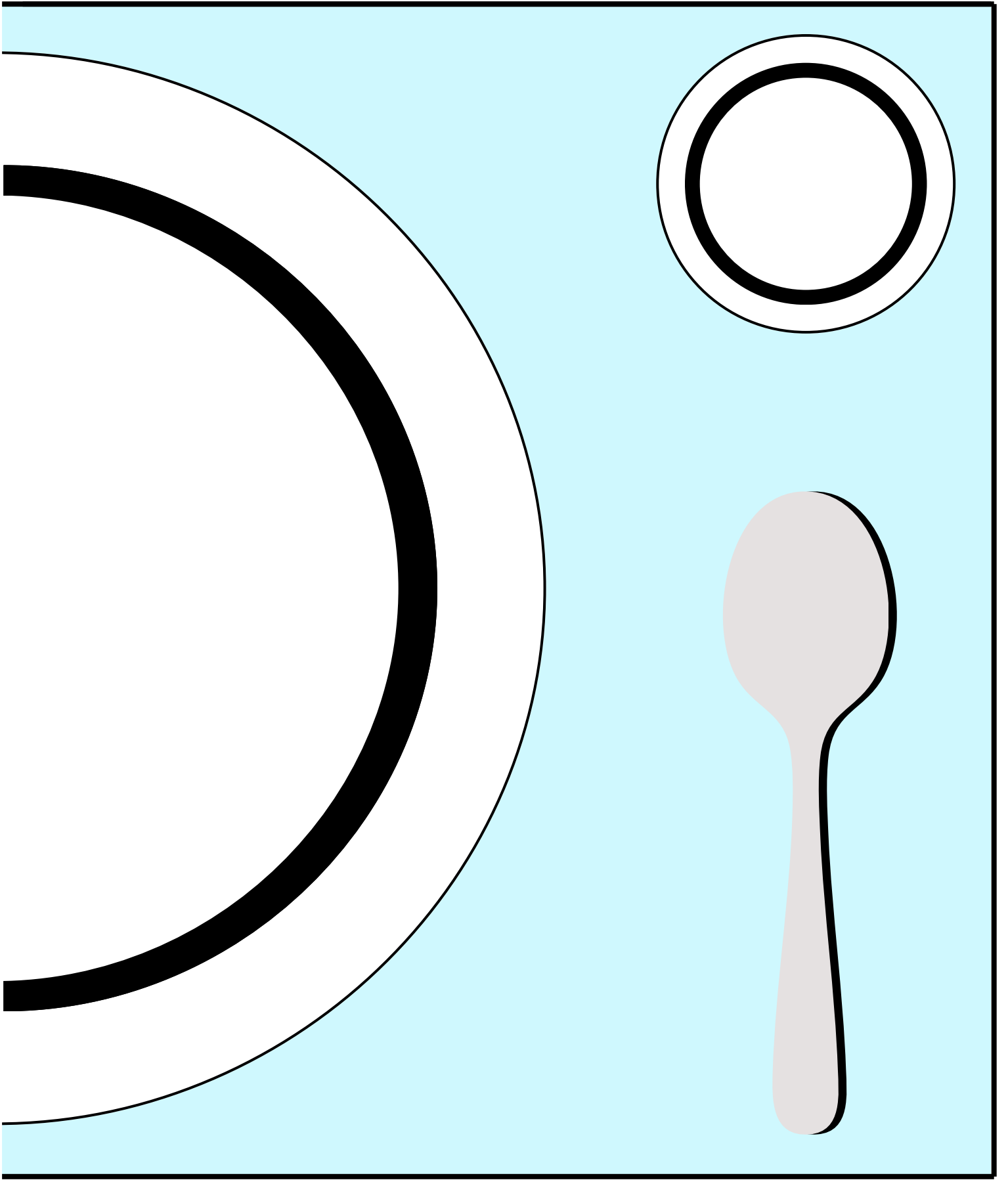
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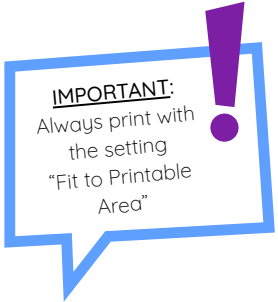
IMPORTANT:
Always print with
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Area"

PLACE SETTING TEMPLATE

Cup, Plate & Spoon



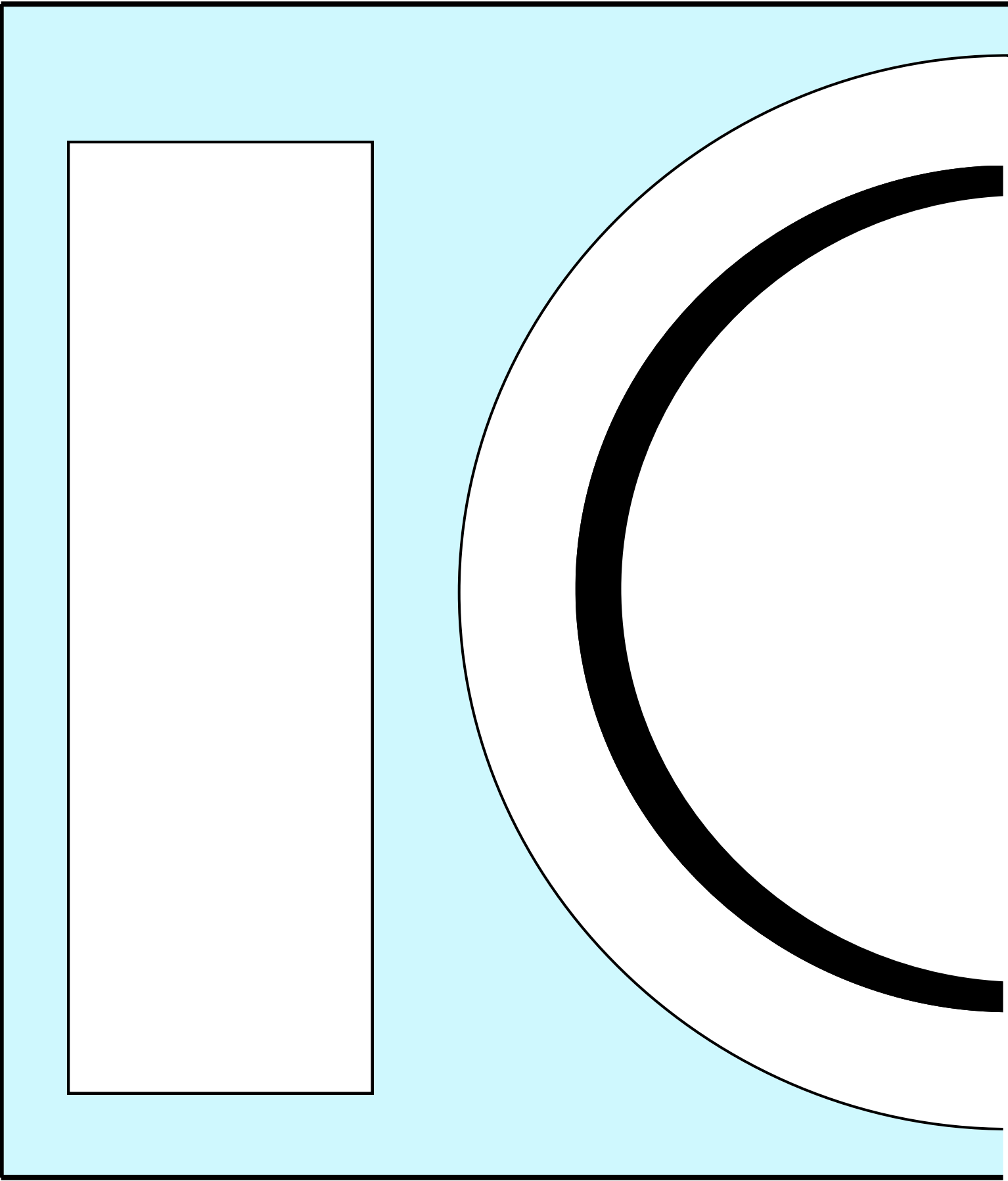


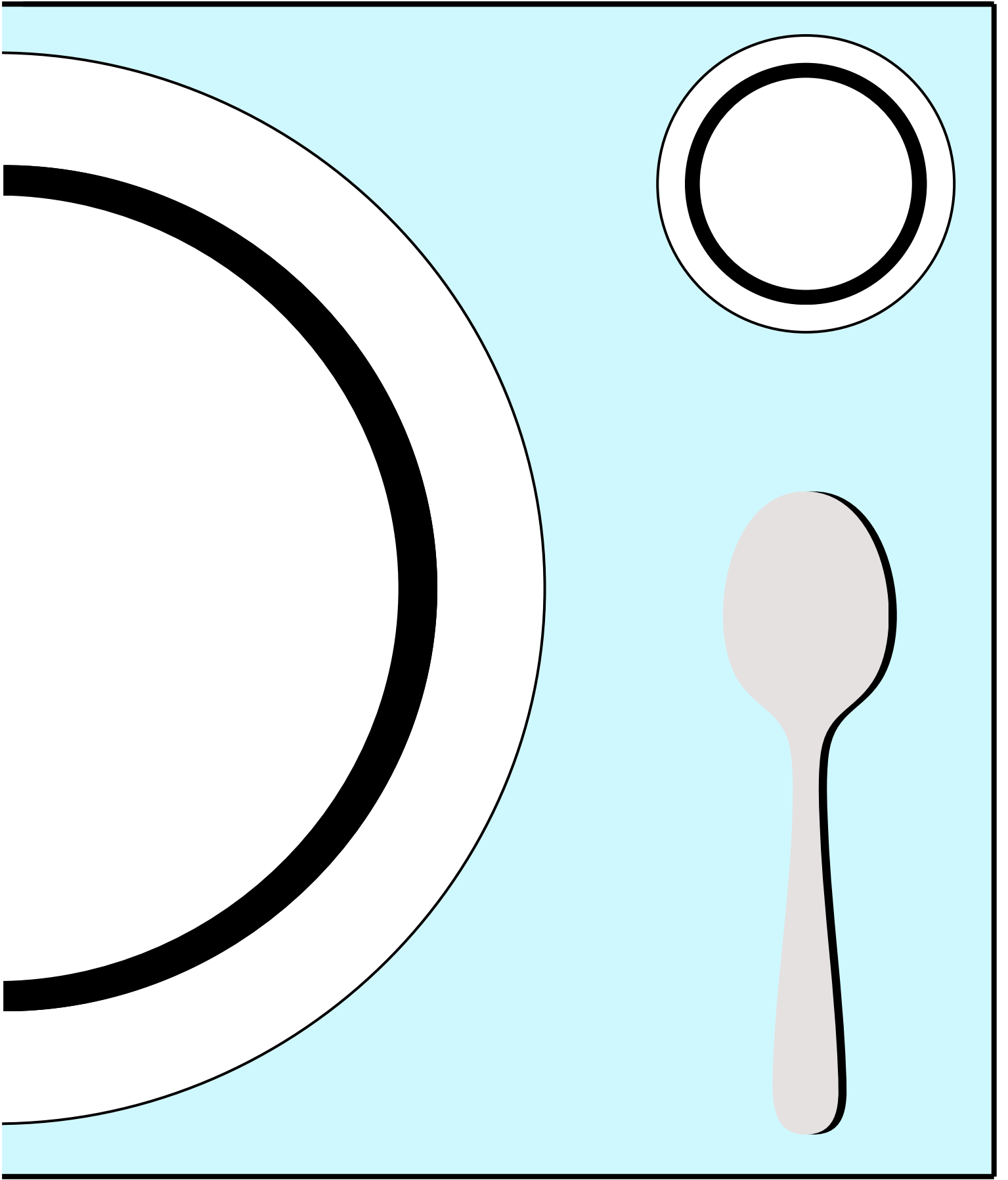


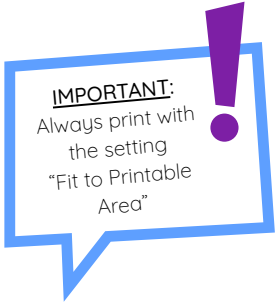
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PLACE SETTING TEMPLATE

Cup, Plate, Napkin & Spoon



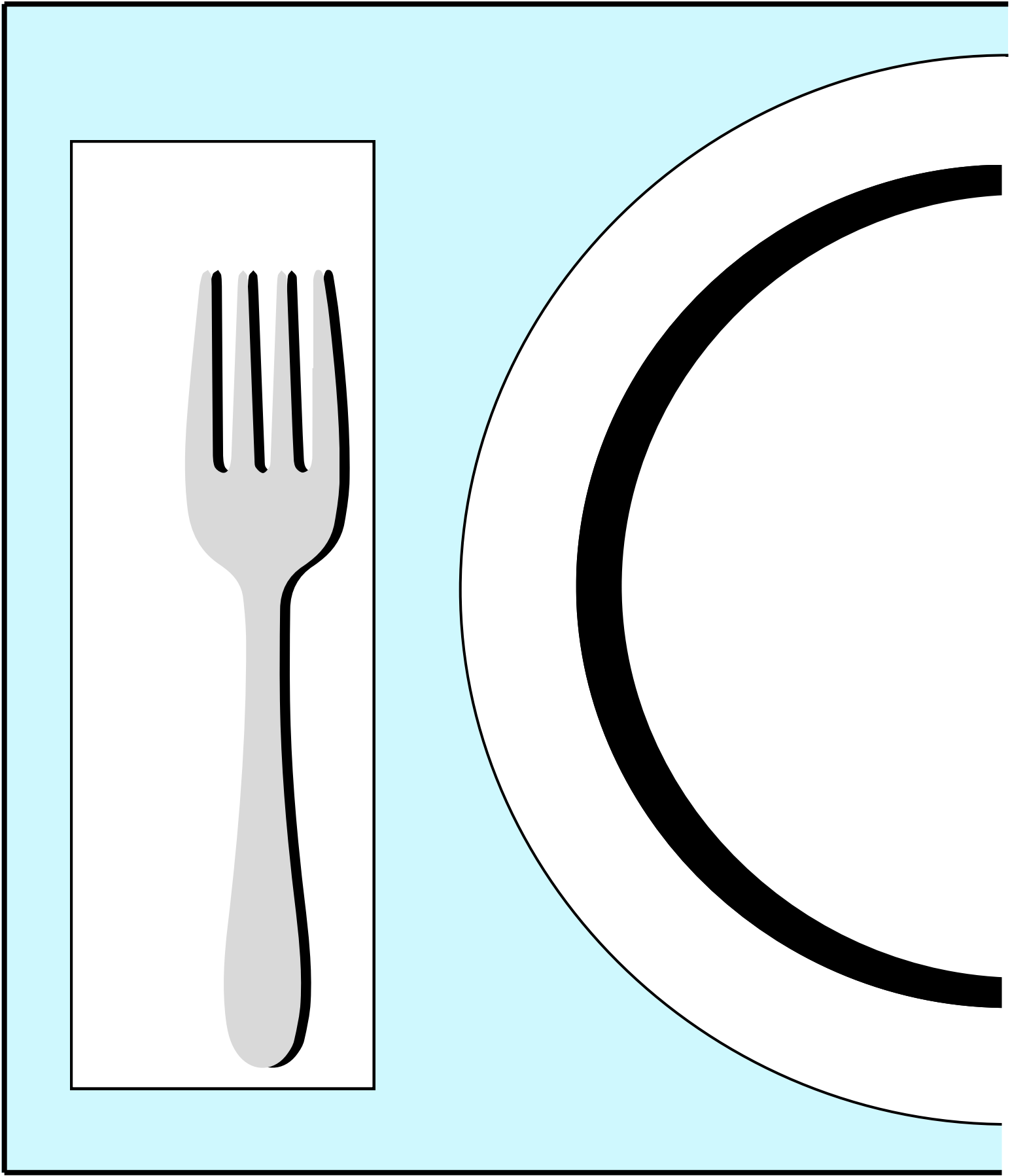


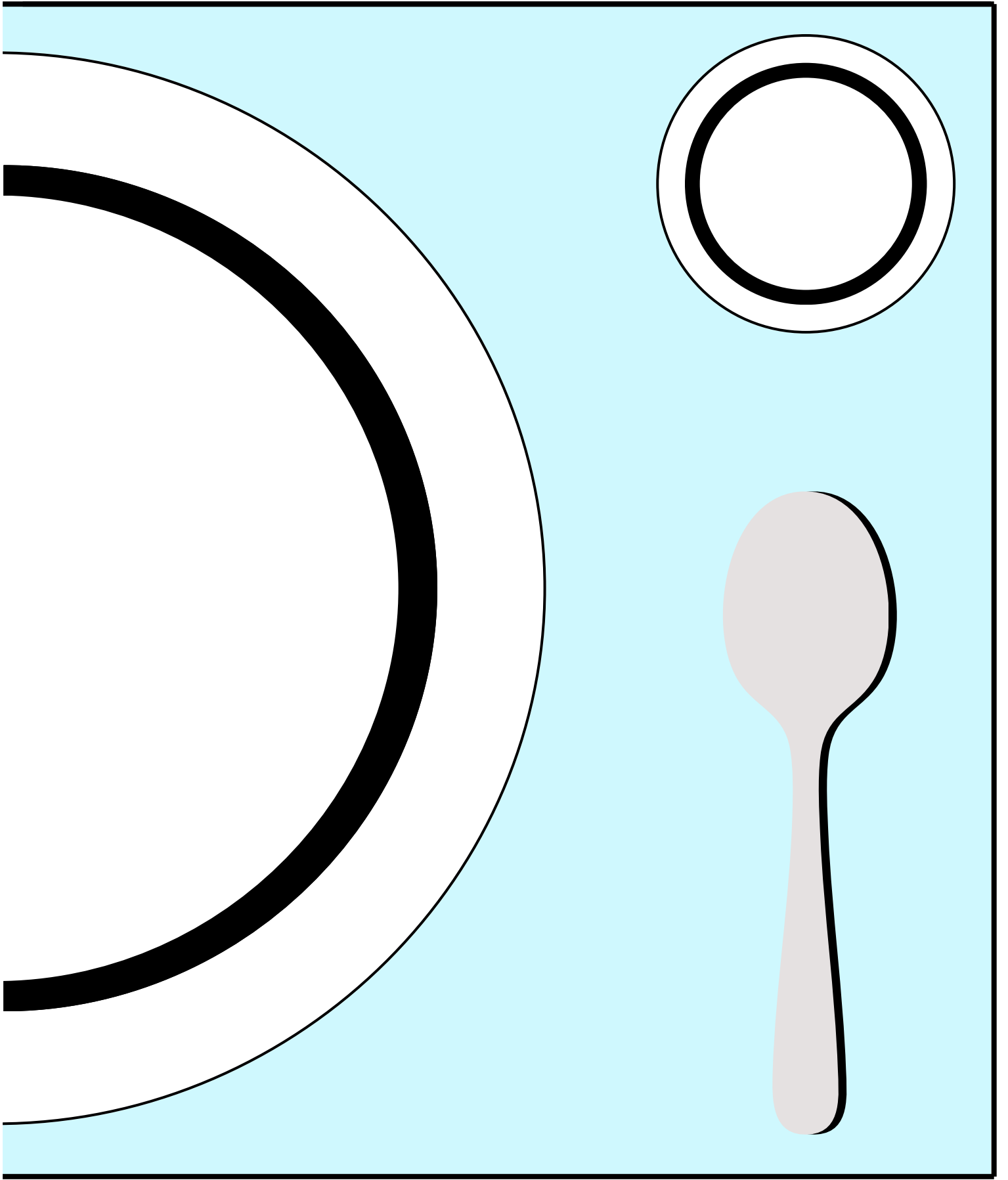


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PLACE SETTING TEMPLATE

Cup, Plate, Napkin, Fork & Spoon

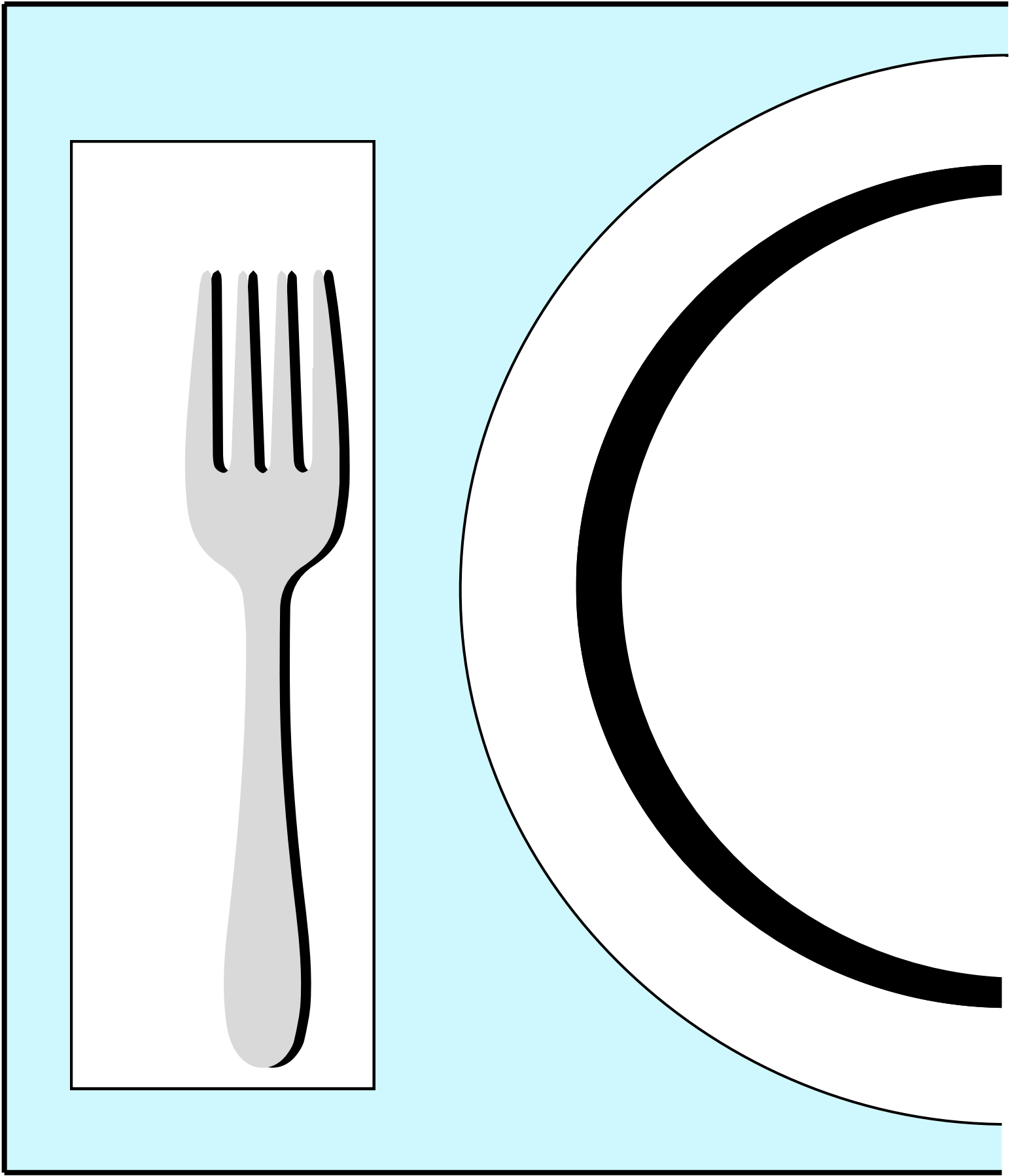


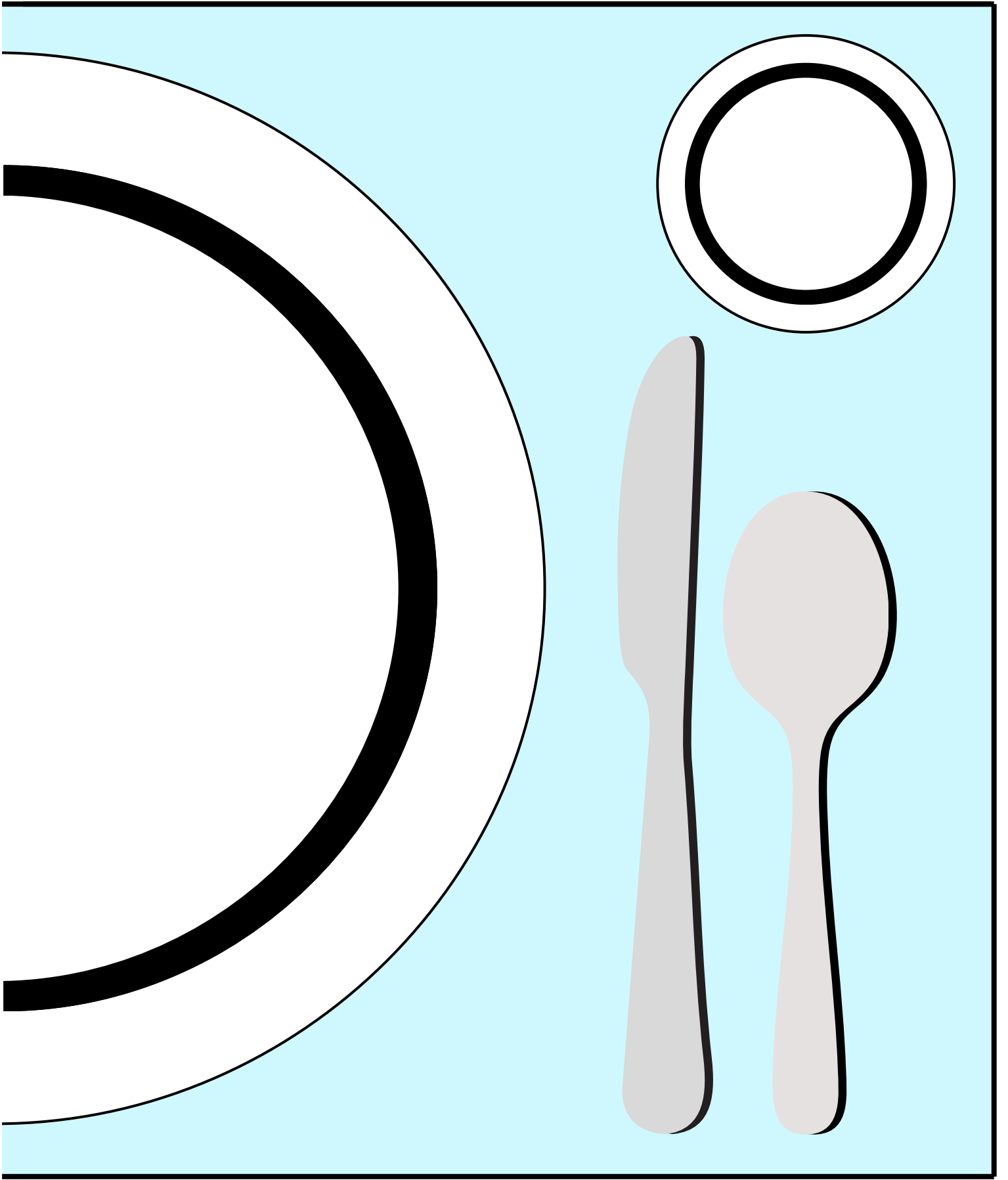


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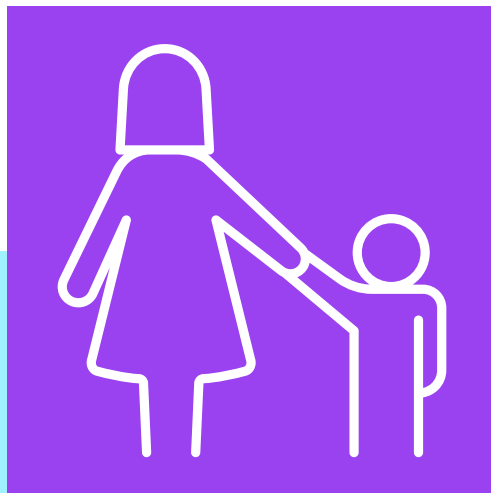
PLACE SETTING TEMPLATE

Cup, Plate, Napkin, Fork, Spoon & Knife





Transitioning to Primary



There is often an incremental transition to the primary curriculum. Your child may still be working on mastering some skills but may be ready to be challenged in other ways. Some of the signs they are ready to transition to the primary curriculum include: more developed conversational skills, emerging development of the pincer grip (grip with thumb and pointer finger), ability to follow 3 or more step directions, more sustained focus on their work and a general mastery of the majority of the activities listed. If your child is still working on mastering some of these skills, you can feel free to begin the primary curriculum while continuing to practice elements of the toddler curriculum that they are still in the process of mastering.

