

Preliminary Sensorial Materials

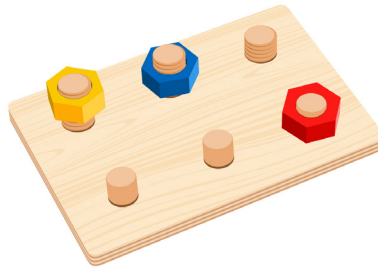
The preliminary sensorial materials are those commercially-available materials that are focused upon the two-year-old's exploration of the senses, in particular the qualities of the visual sense: color, shape and size.

Bolts & Pegs

Nienhuis 04100

Red, yellow, and blue hexagonal bolt-head screws are placed onto threaded wood pegs.

- The two-year-old child turns the hexagon-shape heads of the bolt onto the cylindrical-shape pegs.
- The child has the tactile experience the shape of the hexagons. The child visually experiences the bright red, yellow and blue colors.

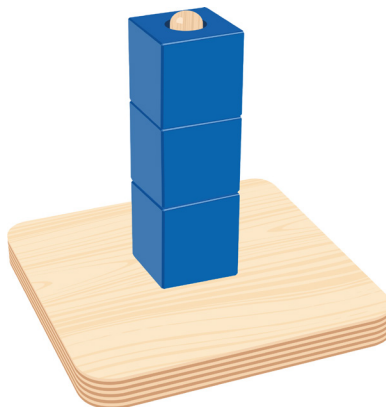


Cubes on Vertical Dowel

Nienhuis 04510

Blue cubes (3) with dowel-holes are placed through the dowel which is inset into the wooden base.

- The two-year-old child places the blue cubes through the dowel. The child has the tactile experience of the shape of the cubes. The child visually experiences the bright blue color.

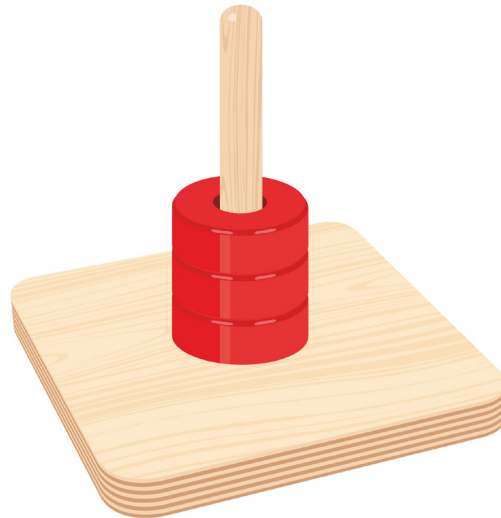


Discs on Vertical Dowel

Nienhuis 04520

Red discs (3) with dowel-holes are placed through the dowel which is inset into the wooden base.

- The two-year-old child places the red discs through the dowel. The child has the tactile experience of the shape of the discs. The child visually experiences the bright red color.

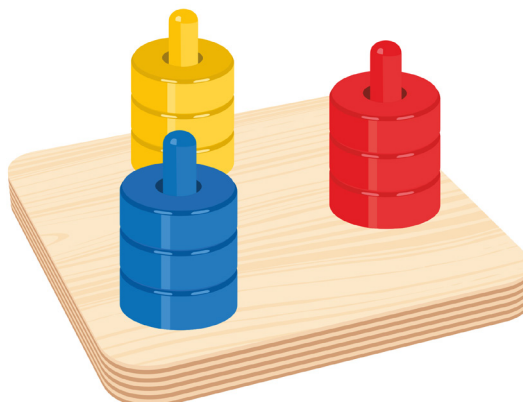


Colored Discs on Colored Dowels

Nienhuis 04560

Red (3), yellow (3), and blue (3) discs with dowel holes are color-matched to the red, yellow and blue dowels which are inset into the wooden base.

- The two-year-old child matches the colored discs to the color dowels. The color discs are placed through the matching color dowels. The child visually matches the bright red, yellow and blue colors of the discs to the dowels.



Nesting Barrels

Visual Sense: Discrimination of Size, Grading

Age:

2 years

Material:

- seven barrels differing in size from large to small

The barrels nest within each other.



Presentation 1:

When the directress initiates the selection of the material:

1. Invite the two-year old to work with the nesting barrels. Say, "I will show you the nesting barrels."
2. Show the two-year old where the nesting barrels are located on the shelf. When the two-year old makes the selection of the material, begin with the third step after naming the material for the two-year old.
3. Indicate the procedure for carrying the material: grasp the nesting barrels with two hands.
4. Place the barrels on a rug or table at the left of the work space.
5. Say, "I will open each barrel and find the smaller barrel."
6. Place the subdominant hand on the lower portion of the barrel that is on the table top.
7. Place the dominant hand on the top of the barrel.
8. Twist the top of the barrel until the top of the barrel is loose.
9. Remove the top of the barrel by lifting upward.
10. Place the top to the right.
11. Grasp the barrel that is inside the bottom with the dominant hand.
12. Place the top below the large bottom.
13. Continue as in step #6 to place the subdominant hand on the lower portion of the barrel that is on the table top. Place the dominant hand on the top of the barrel.
14. Twist the top of the barrel until the top of the barrel is loose.
15. Remove the top of the barrel by lifting upward. Place the top to the right.
16. Continue until all the barrels are open.
17. Reverse the procedure. Place the subdominant hand on the lower portion of the smallest barrel.
18. Place the dominant hand on the top of the barrel.
19. Place the top of the barrel on the bottom.
20. Twist the barrel closed.

21. Place the smallest barrel inside the bottom of the next barrel. Continue in this manner until all barrels have been correctly nested.

Presentation 2: Horizontal

1. Proceed as in Presentation 1 through step #16.
2. Beginning at the top, place each lid on the bottom and twist the barrels closed.
3. Select the largest barrel with two hands. Place it to the left at the bottom of the table.
4. Select the largest remaining barrel. Place it to the right of the prior barrel.
5. Continue in this manner to place the remaining largest barrel to the right of the horizontal line of barrels.
6. When the barrels have been graded from largest to smallest from left to right, begin with Presentation #1, step #9.

Presentation 3: Vertical

1. Proceed as in Presentation 1 through step #16.
2. Beginning at the top, place each lid on the bottom and twist the barrels closed.
3. When all the barrels are closed, stack the barrels vertically moving left to right.

Variation 1: Memory

1. Proceed as in Presentation 1 through step #16.
2. Place the lid at a table or a rug a distance from the bottom of the barrel.
3. When all the lids have been placed at the other location, select a lid and place it at the bottom of the table.
4. Select the bottom which will match the lid.
5. Continue to select a lid and place it to the bottom and to the right of the preceding barrel.

Variation 2: Base cards

1. Make seven cards with solid circles corresponding to the bases of the barrels.
2. Proceed as in Presentation 2.
3. Place the seven cards on a rug in a line from left to right.
4. Beginning at the left, select a barrel and match it to the base.

5. Continue until all the barrels have been matched to the bases.
6. Select the largest barrel and move it with its card to the upper left area of the rug.
7. Select the next largest barrel and move it with its card to the right of the largest barrel.
8. Proceed in this manner until all the barrels with cards are graded.
9. Place each barrel above the cards.
10. Remove the cards by stacking the cards from left to right.
11. Nest the barrels as in Presentation 2.

Variation 3: Cooperative learning

1. Place the barrels before two two-year old's.
2. Alternately, each two-year old opens a barrel and places it as in Presentation 1.

Control of Error

- visual disharmony

Language

- large, larger, largest; small, smaller, smallest; barrel, base

Aim

Direct

- development of visual discrimination of difference of size, which leads to observing one's environment with an intelligent eye
- development of order, concentration, coordination, and independence
- supports the sensitive period for order in the two-year old
- encourages simple problem solving techniques

Indirect

- development of large motor muscles for voluntary movement
- preparation for the mathematical mind

Point of Interest

- the equal progression of each barrel