

Transitioning to Upper Elementary

In order to meet a child's needs, we have to understand who the child is moving from the lower elementary environment to the upper elementary classroom.

Some characteristics of a 9 year old

- Want to be part of a group; fit in
- Self-aware
- Intellectual curiosity
- May jump quickly between interests
- Worrier; anxious
- Use of hyperbole

What are some of the major differences between LE and UE?

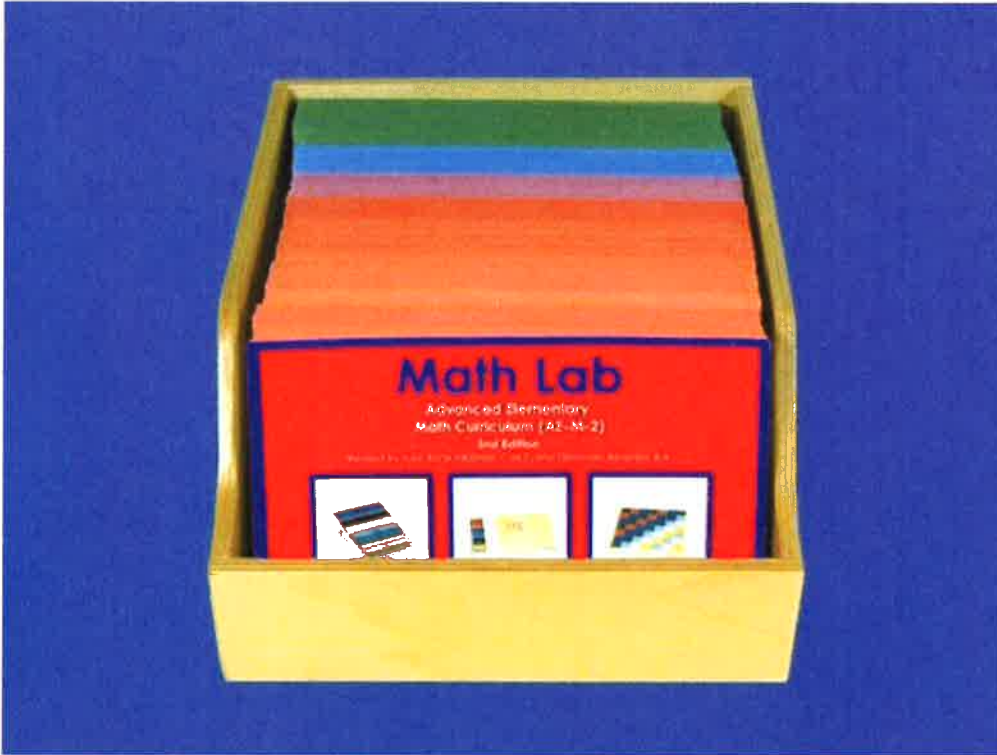
- More time on the computer
- More independent work during follow-up
- Work planners look different and keeping careful track of work
- Different expectations for completing work within a time frame

How can you support your child?

- Let your child express their feelings without any judgement
- Acknowledge that it is difficult. (Remember your first day on a new job, or in a new home, etc.)
- Show your confidence in your child's ability to succeed. Remind them of past challenges they have successfully overcome.
- Give them time to practice the new skills they are learning at this new level.

Material of the month - Albanesi Math Lab

The Math Curriculum Lab consists of 80 levels of Montessori exercises placed in sequential order from simple to increasingly more complex.



Fractions Series 1: Fractions

Invite a small group of students to the shelf where the fraction mats of the circle are kept. Show the students how the whole circle may be divided into equal parts.

Review and explain the following concepts:

- a) Definition of a fraction
- b) Numerator or number of parts taken
- c) Denominator or name of the fractional families (such as halves, thirds, etc.)
- d) How to write fractions
- e) Equivalence

$\frac{1}{2} = \frac{2}{4} = \frac{3}{6} = \frac{4}{8} = \frac{5}{10}$

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Division Series 1: Division

Division of Decimal Numbers by Decimal Numbers

A decimal number can be changed to a whole number by using the **invariantive property of division**. If the answer shows no distribution to the units, multiply it by ten because the units would get ten times more than the tenths.

Use the colored beads, decimal **skittles**, and decimal discs from The Decimal Yellow Board material (G1-151), and a felt mat. Make the divisor with decimal skittles and the dividend with beads and discs. The quotient is **always** what the unit would get.

Example: $8.6 \div 4.3 = 2$

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