

Sensorial Activity Manual

Sensorial

Helps in development of Visual discrimination, perception, perception of colour, perception of dimension, sense of touch, auditory skills with perception of gradation of sounds, muscular memory, fine and gross motor skills, pre-writing skills, concentration, discrimination of different shapes and their names, and vocabulary development (rough, smooth, long, short, narrow, wide, small, big, light, heavy, tall, long, longer, longest, short, shorter, shortest, small, smaller, smallest, big, bigger, biggest, wide, wider, widest).



Knobbed Cylinders
(Set of 4) Beach Wood



Knobbed Cylinders
(Set of 4) Teak Wood



Pink Tower



Brown Stairs



Red Rods



Knobless Cylinders
(set of 4 boxes)



Colour Box Primary



Colour Box
Secondary



Colour Box
Tertiary



Smooth and Rough Board
Touch Board
Set of 3



Touch Tablets

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Introduction to Sensorial

What is Sensorial Work?

Sensorial comes from the words sense or senses. As there are no new experiences for the child to take from the Sensorial work, the child is able to concentrate on the refinement of all his senses, from visual to stereognostic.

The Purpose of Sensorial Work

The purpose and aim of Sensorial work is for the child to acquire clear, conscious, information and to be able to then make classifications in his environment. Montessori believed that sensorial experiences began at birth. Through his senses, the child studies his environment. Through this study, the child then begins to understand his environment. The child, to Montessori, is a "**sensorial explorer**".

Through work with the sensorial materials, the child is given the keys to classifying the things around him, which leads to the child making his own experiences in his environment. Through the classification, the child is also offered the first steps in organizing his intelligence, which then leads to his adapting to his environment.

Exercise Groups

Sensorial Exercises were designed by Montessori to cover every quality that can be perceived by the senses such as size, shape, composition, texture, loudness or softness, matching, weight, temperature, etc. Because the Exercises cover such a wide range of senses, Montessori categorized the Exercises into eight different groups: Visual, Tactile, Baric, Thermic, Auditory, Olfactory, Gustatory, and Stereo Gnostic.

In the Visual Sense Exercises, the child learns how to visually discriminate differences between similar objects and differing objects.

In the Tactile Sense Exercises, the child learns through his sense of touch. "Although the sense of touch is spread throughout the surface of the body, the Exercises given to the children are limited to the tips of the fingers, and particularly, to those of the right hand." (Montessori, Maria (1997) The Discovery of the Child, Oxford, England: Clio Press) This allows the child to really focus on what he is feeling, through a concentration of a small part of his body.

In the Baric sense Exercises, the child learns to feel the difference of pressure or weight of different objects. This sense is heightened through the use of a blindfold or of closing your eyes.

In the Thermic Sense Exercises, the child works to refine his sense of temperature.

Visual Sense

1. **Cylinder Blocks**
2. **Pink Tower**
3. **Brown Stairs**
4. **Red Rods**
5. **Color Tablets**
6. **Geometric Cabinet**
7. **Cards**
8. **Knobbles Cylinders**
9. **Binomial Cube**
10. **Trinomial Cube**

Cylinder Blocks

Materials

4 blocks, each containing 10 cylinders with knobs,

each cylinder fitting into its respective hole.

Block 1: The cylinders vary in two dimensions: The diameter increases from 1 cm to 5.5cm

The height remains constant at 5.5cm

Block 2: The cylinders vary in three dimensions: The diameter increases from 1 cm, to 5.5cm

The height increases from 1 cm to 5.5cm

Block 3: The cylinders vary in three dimensions: The diameter increases from 1 cm to 5.5 cm

The height decreases from 1 cm to 5.5cm

Block 4: The cylinders vary in one dimension: The diameter remains the same.

The height increases from 1 cm to 5.5cm

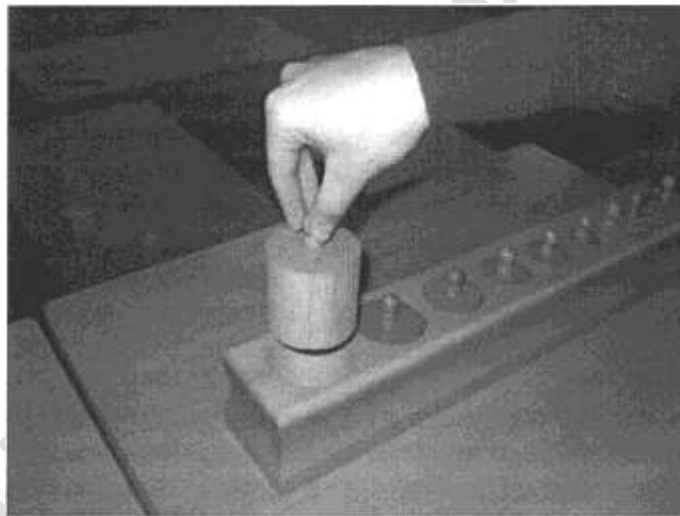
Presentation

Introduction

Invite the child by telling him you have something to show him. Bring him over to the cylinder blocks and tell him: "**These are cylinder blocks.**" Show the child how to carry one of the blocks by gripping the blocks on both sides with both hands and carrying it at waist level and parallel to the ground. Have the child carry the block over to the table and show the child where to place it near the median line of the table. Have the child sit down to your left and then you sit down.

Taking Out

- Begin by pinching from above the knob of the cylinder furthest to the right using your thumb and two fingers.
- Slowly pull the cylinder out of its hole completely.
- Place the cylinder standing up in front of the hole.
- Repeat by taking out the cylinder in the same way that is furthest to the left.



- Place this cylinder in front of this hole.
- Continue taking out at random each of the cylinders.
- Alternating sides after each cylinder, place them next to the furthest right cylinder and then next to the furthest left cylinder until all of the cylinders are out of their holes.
- Tilt the block slightly forward to show the child that all of the holes are now empty.

Putting Back

- Replace all of the cylinders back into their appropriate hole, one at a time and in a random order.
- Hold the knobs of each cylinder in the same way as above and slowly slide each cylinder down into its hole until you hit the bottom.

Invite the child to take out and put back each of the cylinders.

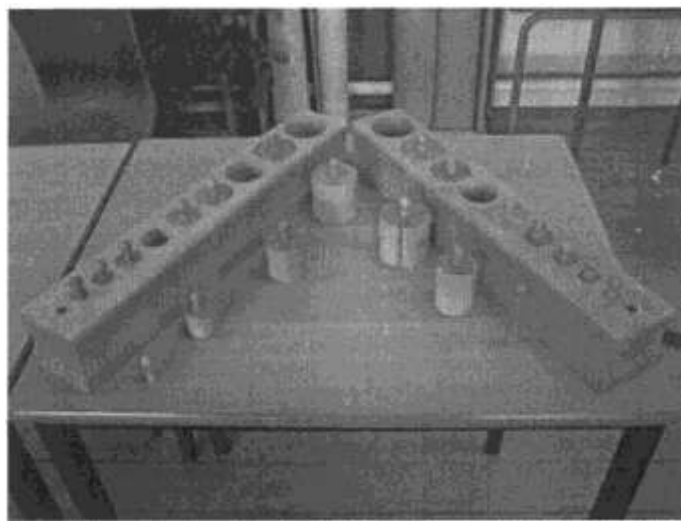
The child is now free to work with any of the cylinder blocks.

Exercises

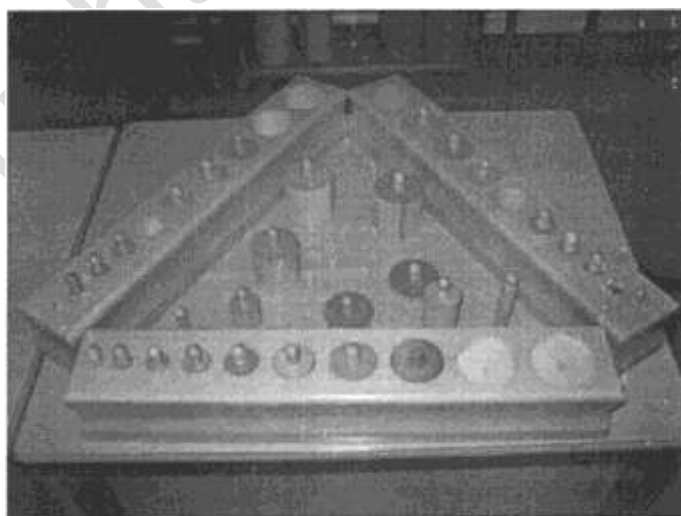
Exercise 1 The child works individually with the other blocks as in the presentation.

(Blocks 2, 3, and 4).

Exercise 2 The child works individually with two blocks.



Exercise 3 The child works individually with three of the blocks.



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