

Lesson 1 – First Lesson in September

exploring pattern blocks

lesson preparation

materials

Meeting Book (This will be used for all lessons.)

pattern blocks

basket for the pattern blocks

in the morning

- Use a black marker to write the year at the top of each calendar in the Meeting Book.
- Use a black marker to write the dates up to today's date on the September calendar on pages 4 and 5 in the Meeting Book. Alternate the use of light green and orange, beginning with light green, to color the date squares up to today's date on the calendar. Today's date will be written and the square colored during The Meeting.

THE MEETING

- Open the Meeting Book to September's calendar.

"This is called a calendar."

"We use a calendar to tell us the month, year, day of the week, and the date."

- Point to the month, year, days of the week, and the dates.
- Point to the month at the top of the calendar.

"This is the month of September."

"Where else do you see September on this page?"

- Point to the year at the top of the calendar.

"This is the year ____."

- Point to yesterday's day of the week at the top of the calendar.

"Yesterday was ____."

- Move your finger horizontally to the next day of the week.

"What day of the week is it today?"

"It is (day of the week)."

- Point to yesterday's date.

"Yesterday's date was the ____th."

"What do you think today's date is?"

“Today’s date is the ____th.”

- Use a black marker to write the date in the appropriate square on the calendar.
- Color the square using the appropriate color. Alternate light green and orange.

“Today is (day), September (date), (year).”

“Each day we will use the calendar to find out what the date is.”

“There are some arrows on this page.”

“We will use arrows to keep track of how many days we use the Meeting Book.”

“Today is the first day we used the Meeting Book.”

“I’ll write the number 1 in the first arrow.”

THE LESSON

Exploring Pattern Blocks

“Today you will learn about a math material called pattern blocks.”

- Put two handfuls of pattern blocks on the table in front of you.

“What can you tell me about pattern blocks?”

“What do you think we could do with them?”

- Ask your child for suggestions.

“I’m going to give you some pattern blocks.”

- Give your child the pattern blocks.

“Use the pattern blocks to make something.”

- Allow 5–10 minutes for your child to use the pattern blocks.

“You will need to stop in another minute, so finish what you are working on.”

- Give your child one more minute to work.

“You will use the pattern blocks again.”

“You need to put them away now.”

“Pick up your pattern blocks and put them in the basket.”

- Optional: Set up a math center on a small table. Put the basket of pattern blocks on the table for your child to use during free time. Tape a label with the words “Pattern Blocks” to the basket. “We will use this table as a math center. The pattern blocks will be in the math center and you will be able to use them during free time.” [It is suggested that materials not be put into the math center until they have been introduced in a lesson.]

LESSON 27 – Oral Assessment #1

Date _____

**Counting Objects; Matching Sets of Objects
Using One-to-One Correspondence**


Materials:
linking cubes
(8 blue and
10 yellow)

<p>A. • Arrange 8 unconnected blue linking cubes in a row. “Count the cubes in this row.”</p>	<p>B. • Give your child 10 yellow cubes. “Make another row that is the same as my row of cubes.” “How do you know they are the same?”</p>

LESSON 34 – Oral Assessment #2

Date _____

Identifying and Naming Shapes

Materials:
construction paper
shape pieces


<p>A. • Point to each shape. “What shape is this?”</p>				<p>B. “Point to the...</p>			
square	triangle	circle	rectangle	square.”	triangle.”	circle.”	rectangle.”

LESSON 42 – Oral Assessment #3

Date _____

Matching Sets and Numbers

Materials:
number cards
0–10
10 linking cubes
(one color)
work mat

<p>A. • Provide 10 linking cubes of one color. • Show your child the number cards (7, 9, 0, 5) one at a time. “Show me this number of cubes.”</p>				<p>B. • Put 4 cubes on the work mat. • Give your child the number cards arranged in random order. “Show me the number card that tells the number of cubes on the mat.” • Repeat with 6 and 8 cubes.</p>			
7	9	0	5	4	6	8	

LESSON 50 – Oral Assessment #4

Date _____

Sorting and Identifying the Sorting Rule

Materials:
red, yellow, and
blue shape pieces
from Lessons
20 and 30

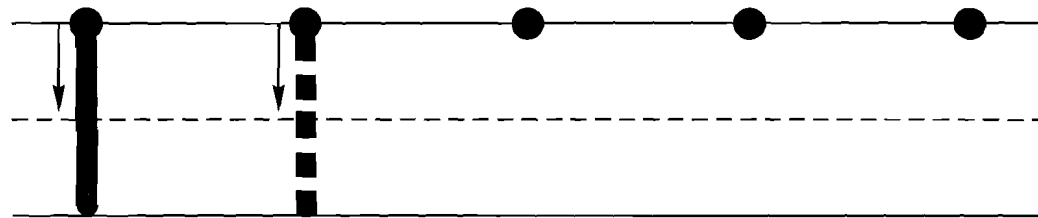
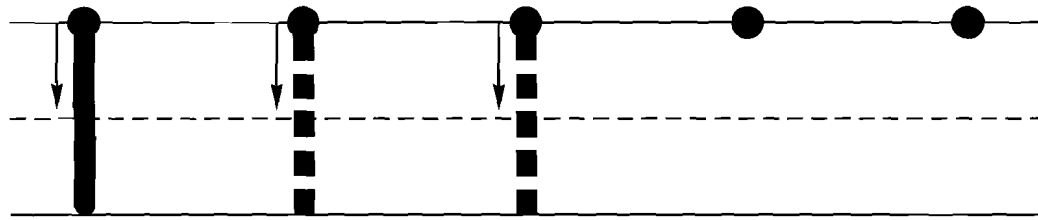
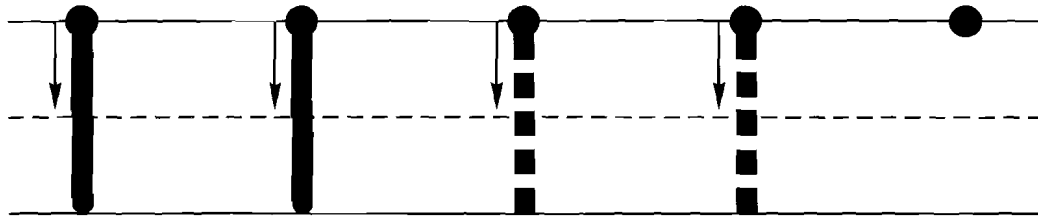
<p>A. • Give your child a mixed pile of shape pieces. “Sort these pieces in some way.” “How did you sort them?”</p>	<p>B. • Mix the shape pieces. “Sort the pieces in a different way.” “How did you sort them?”</p>

OPTIONAL HANDWRITING MASTERS

The optional handwriting masters may be used after the following lessons:

- Master 1** Use after Lesson 42.
- Master 2** Use after Lesson 45.
- Master 3** Use after Lesson 48.
- Master 4** Use after Lesson 51.
- Master 5** Use after Lesson 54.
- Master 6** Use after Lesson 57.
- Master 7** Use after Lesson 60.
- Master 8** Use after Lesson 63.
- Master 9** Use after Lesson 66.
- Master 10** Use after Lesson 69.
- Master 11** Use after Lesson 72.
- Master 12** Use after Lesson 75.
- Master 13** Use after Lesson 78.
- Master 14** Use after Lesson 81.
- Master 15** Use after Lesson 83.
- Master 16** Use after Lesson 85.
- Master 17** Use after Lesson 87.
- Master 18** Use after Lesson 89.
- Master 19** Use after Lesson 91.
- Master 20** Use after Lesson 93.
- Master 21** Use after Lesson 95.
- Master 22** Use after Lesson 97.
- Master 23** Use after Lesson 99.
- Master 24** Use after Lesson 101.
- Master 25** Use after Lesson 103.
- Master 26** Use after Lesson 105.

Name _____



Color | teddy bear.

