

Lesson 1

identifying today's date

Lesson preparation

Materials

- Math 1 Meeting Book (This will be used for all lessons.)
- Writing strip (This will be used for all lessons. A master is included in the overview.)
- Sheet of paper

Do this before

Write the year on each month of the calendar in your child's Math 1 Meeting Book. Write the shape patterns and dates through yesterday's date on this month's calendar. Use the monthly shape pattern described in the overview. (Each day's shape pattern and date will be added during The Meeting. Add Saturday's and Sunday's shape pattern and date prior to Monday's meeting.)

Do this morning

Use a green crayon to draw and color the next shape on the calendar. Do this carefully so that the shape can be clearly identified.

THE MEETING

- Show your child the Math 1 Meeting Book.
 - *"Each morning, we will be doing some activities using this Math Meeting Book."*
 - *"Let's look though the book."*
 - *"What do you see?"*
- Spend 2-3 minutes looking through the book together.
 - *"Write your name on the first page."*
 - *"Now I will show you how we will use this book."*
 - *"We will begin each day with a Math Meeting."*
 - *"Today you will learn about parts of the Math Meeting."*
 - *"You will also learn how to read today's date."*

calendar

- Open your child's Meeting Book to this month's calendar.

“What do we call this?”

“Why do we use a calendar?”

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

- Point to each on the calendar.

“What year is it?”

- Point to the year.

“What month is it?”

- Point to the month.

“Yesterday was the (twenty-eighth of August).”

- Point to the date.

“What do you think today’s date is?”

“We write the (twenty-ninth) using the number (twenty-nine).”

“We write it like this.”

- Write the digits on the calendar without discussing the shape pattern.

“What day of the week is it today?”

“How do you know?”

“It’s (Thursday) because we wrote today’s date under (Thursday).”

- Point to the date and move your finger up to [Thursday].

“Let’s read the names of the days of the week together.”

- Point as you say the days of the week with your child.

“Each day we will write today’s full date on a meeting strip.”

- Show your child a meeting strip.

“We will write the month, the date, and the year.”

“What will we write first?”

“What month is it?”

“Tell me the letters we use to spell (month).”

- Write the month on the meeting strip.

“What is the date?”

“What digit will we write first?”

“What digit will we write next?”

- Write the date on the meeting strip.

“What is the year?”

“What digits will we use to write the year?”

- Record the year on the meeting strip.

“Let’s say the full date together.”

- Point to the words on the meeting strip as you say the following with your child: “Today’s date is {month, date, year}.”

“Each morning, we will write the date on the calendar, write the full date on a meeting strip, and read the names of the days of the week.”

counting

- Point to the hundred number chart on the inside back cover of the Meeting Book.

“This is a hundred number chart.”

“We will use it to help us count.”

“Let’s read the numbers together as I point to them.”

- Slowly move your finger from 1 to 30 as you count with your child.
- Turn to pages 46 and 47 in the Meeting Book.

“This year we are going to make a number line.”

“Where do you think we will start our number line?”

- Point to the square in the upper left-hand corner of page 46.

“We will write the number one in the first square.”

“Each day we will add one more number.”

- Write the number 1 in the first square.
- Other information on the meeting strip is not used today.

THE LESSON

Identifying Today’s Date

“This year you will start to become a mathematician.”

“What do you think mathematicians do?”

- Use your child’s language when recording his/her ideas on a piece of paper.

What do mathematicians do?

“We will save this paper so that we can add new ideas as we learn more about mathematics this year.”