

Lesson 1

reading and identifying numbers to 100 *identifying left and right*

lesson preparation

materials

Math 2 Meeting Book (This will be used for all lessons.)

meeting strip (This will be used for all lessons. A master is included at the end of the Overview.)

individual hundred number chart

6 color tiles

the night before

- Write the year on each month's calendar in your child's Math 2 Meeting Book.
- Fill in the dates through today's date on this month's calendar. Each day's date will be added during The Meeting. Write Saturday's and Sunday's dates prior to Monday's meeting.

in the morning

- Use 1" color tiles to cover the following numbers on the hundred number chart:

15, 37, 48, 60, 82, 97

THE MEETING

"We will begin each day with a Math Meeting."

"Today you will learn about parts of the Math Meeting."

- Show your child the Math Meeting Book.

"Each morning we will be doing some activities using this Math Meeting Book."

"Let's look through the book."

"What do you see?"

- Spend 2-3 minutes looking through the book with your child.

"Write your name on the first page."

calendar

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

"What do we call this?" a calendar

“Why do we use a calendar?” to tell us the month, date, year, and day of the week

“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?” (twenty-ninth of August)

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

“We write it like this.”

- Write the date on the calendar.

“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 days of the week together.”

- Point as you say the days of the week together.

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

- Show your child the meeting strip.

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

“What will we write first?” the month

“What month is it?”

“How do we spell (month)?”

- Write the month on the meeting strip.

“What is the date?”

“Each number is made up of the number symbols from zero to nine.”

“We call these digits.”

“What digits will we use to write today’s date?”

- 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 date together.”

- Point to the words on the meeting strip as you read, “Today’s date is [month, date, and 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.”

weather graph

“What does the weather outside feel like to you today?”

“Does it feel _____ every day?”

“What else could it be?” hot, warm, cool, cold

“Each morning we will talk about what the weather outside feels like to you.”

“We will use a weather graph to keep track of how the weather feels to you.”

“Let’s look at this month’s weather graph.”

- Point to the labels on the weather graph.

“Let’s read the labels on this graph.”

- Point to the words “hot,” “warm,” “cool,” and “cold” as you read the labels with your child.

“What types of clothing do we wear when it’s hot?”

“What kinds of things do we do when it’s hot?”

“What types of clothing do we wear when it’s warm?”

“What kinds of things do we do when it’s warm?”

“What types of clothing do we wear when it’s cool?”

“What kinds of things do we do when it’s cool?”

“What types of clothing do we wear when it’s cold?”

“What kinds of things do we do when it’s cold?”

- Discuss with your child how we can use clothing and things we do as clues for describing the weather.

“How will we know if it is hot or warm?”

“How will we know if it is cold or cool?”

“How will we know if it is warm or cool?”

“Each morning, you will color a box on the weather graph to show what the weather feels like to you that day.”

“You will use a red crayon for hot, yellow for warm, green for cool, and blue for cold.”

“Which color crayon will you use today?”

“What box will you color?”

- Ask your child to color the first box on the graph next to the appropriate word.

counting

“Each day during The Meeting we will practice counting.”

- Turn to the hundred number chart in the back of the Meeting Book.

“Let’s count from 35 to 50.”

- Point to the numbers on the hundred number chart as you count together.

“Let’s count backward from 50 to 35.”

- Point to the numbers on the hundred number chart as you count together.
- Other information on the meeting strip is not used today.

THE LESSON

Reading and Identifying Numbers to 100

“Today you will learn how to read and identify numbers to 100.”

- Show your child the hundred number chart with the covered numbers.

“This is called a hundred number chart.”

“Why do you think it is called that?” there are 100 numbers on the chart

“I covered some numbers on the hundred number chart.”

- Point to one of the color tiles.

“What number do you think is under this tile?”

“How do you know?”

“Let’s check.”

- Remove the tile.
- Repeat with all the tiles.

“Now I will point to a number on the hundred number chart.”

- Point to a number.

“What is this number?”

- Repeat with 5–8 numbers.

“Let’s read the numbers on the chart together.”

“Point to each number as we say it.”

- Read the numbers from 1 to 100.

“Look at the numbers in the row that begins with 51.”

“Read these numbers.”

“What do you notice about the numbers in this row?”

“Did you hear or do you see anything the same?”

“Look at the numbers in the row that begins with 71.”

“Read these numbers.”

“What do you notice about the numbers in this row?”

“Did you hear or do you see anything the same?”

“If I said the number 64, how would you know where to find it quickly on the hundred number chart?”

“If I said the number 38, how would you know where to find it quickly on the hundred number chart?”

“Point to 29 on the hundred number chart.”

“How did you know where to find 29?”

- Repeat with the following numbers: 67, 92, 45, 59, 80, 17, 11, 14

Identifying Left and Right

“Tomorrow we will use the hundred number chart to find a number above, below, to the right, and to the left of a number.”

“You will need to know what direction to go when I say ‘right’ and what direction to go when I say ‘left.’ ”

“Today we will practice right and left.”

“I will write the word ‘right’ on the top right-hand corner of the chalkboard.”

“Point to where you think I should write the word ‘right.’ ”

- Write the word “right” on the top right-hand corner of the chalkboard.

“I will write the word ‘left’ on the top left-hand corner of the chalkboard.”

“Point to where you think I should write the word ‘left.’ ”

- Write the word “left” on the top left-hand corner of the chalkboard.

“Stand and face the chalkboard.”

“I will give you directions to follow.”

“Raise your right hand. Raise your left hand. Hop on your right foot. Touch your left ear. Point to the right. Wave your left hand. Turn to your left. Face the chalkboard. Turn to your right. Face the chalkboard.”