

“Let’s look through the book.”

“What do you see?”

- Spend 2–3 minutes looking through the book.

“Write your name on the first page.”

“Now I will show you how we will use this book.”

calendar

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

“What month is it?”

“What year is it?”

“Yesterday’s date was the ____th of (month).”

“What is today’s date?”

“Write today’s date in the correct circle on the calendar.”

- Show your child the meeting strip.

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

“How will we do that?”

- Write [month, date, year] on the meeting strip.

- Allow your child to refer to the calendar to answer the following questions.

“What day of the week is it today?”

“On our calendar, Sunday is the first day of the week.”

“When we say the names of the days of the week, we will begin with Sunday.”

“What are the days of the week?”

- Point as your child says the names of the days of the week.

number of the day

“Each day we will have a number of the day.”

“The number of the day will be our lesson number.”

“Today we will use the number one.”

- Write today's number on the meeting strip.

“Each day you will write three number sentences that have an answer equal to the number of the day.”

“Today, I will write one number sentence.”

- Write one number sentence on the meeting strip. For example, a number sentence for 1 could be $13 - 12 = 1$.

“When we write a number sentence, we need to have numbers on both sides of the equal sign.”

“What are two more number sentences for one?”

- Write your child’s number sentences on the meeting strip.

temperature

- Show your child the outdoor thermometer.

“What is this?”

“What is a thermometer used for?” to tell us the temperature

“Each morning we will put a thermometer outside.”

“We will use the thermometer to find today’s temperature.”

“This morning the temperature was _____ degrees Fahrenheit.”

“I will write the temperature below today’s date in the Meeting Book.”

- Write the temperature as _____°F.

today’s count

- Open the Meeting Book to page 20.

“Each day we will practice counting.”

“Today we will count by 10’s to 200.”

“We will begin with zero.”

“Let’s count by 10’s to 200.”

“I will write the numbers we say on the first counting strip.”

- Start at the bottom of the strip with zero. Stop writing at 100, but continue to 200 by 10’s.

“Count backward from 100 by 10’s.”

- Point to each number as your child counts.

today’s pattern

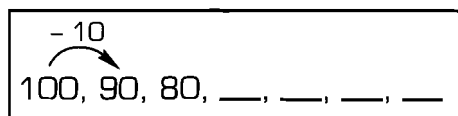
- Point to the pattern box on the meeting strip.

“Let’s find the missing numbers in this number pattern.”

“Look at the first number.”

“What do we do to the first number to get the next number?” subtract 10

- Write “– 10” between and above the first two numbers in the pattern.



“What do we do to the second number to get the third number?”

- Write “– 10” between and above the next two numbers in the pattern.

“What is happening?” the numbers decrease (or go down) by 10

“What numbers will we use to complete the number pattern?”

- Fill in the suggested numbers.

“Let’s read the pattern together.”

- Point to each number as you read the pattern with your child.

“This is called a continuing number pattern.”

“We continue to subtract each time.”

problem of the day

- Give your child the “Problem of the Day” card.

“Each day you will solve a problem.”

“We will call this the ‘Problem of the Day.’ ”

“You will show your work and write the answer in the ‘Problem of the Day’ box on the meeting strip.”

“Read today’s problem.”

“When we count ‘days from today’ or ‘days ago’ we do not count today’s date.”

- Point to today’s date on the calendar.
- Point and count forward [or backward] three days.

“What is the date of Sam’s birthday?”

“Write the answer on the meeting strip.”

- The clock and the coin cup are not used today.

THE LESSON

Telling Time to the Hour

“Today you will learn how to tell time to the hour.”

- Show nine o’clock on the demonstration clock.

“What time does the clock show?”

“How do we know that this is nine o’clock?” the long (or minute) hand points to the 12 and the short (or hour) hand points to the nine

“Which hand on the clock tells us the hour?” the short hand

“We call the short hand the hour hand.”

“We call the long hand the minute hand.”

“When the long hand is pointing to the 12 we have a new hour.”

“We can write nine o’clock using digital time like this.”

- Write “9:00” on the chalkboard.

- Show three o'clock on the demonstration clock.

“What time does the clock show?”

“How do you know?”

“Write the digital time on the chalkboard.”

- Repeat with seven o'clock and twelve o'clock.
- Write “five o'clock” on the chalkboard.

“Show five o'clock on the clock.”

- Ask your child to set the clock.

“How do we know that this is five o'clock?” the minute hand points to the 12 and the hour hand points to the five

“Write five o'clock using digits.”

- Ask your child to write the digital time on the chalkboard.
- Repeat with eleven o'clock and six o'clock.
- Write “4:00” on the chalkboard.

“What time is this?”

“Show this time on the clock.”

- Ask your child to set the clock.

“Where does the hour hand point?”

“Where does the minute hand point?”

- Repeat with 2:00 and 10:00.