



Meeting 17 – March #1

(Use on the first school day of March.)

identifying the day of the week
identifying the month, date, and year
identifying the digits in a number
counting

lesson preparation

materials

kelly green, white, and orange tags

kelly green arrows

THE MEETING

- The March pattern on the date tags will be kelly green, white, orange. If the month does not begin on a school day, all of the date tags through yesterday's date should be on the calendar. Each day's date tag will be added during The Meeting. Add Saturday and Sunday date tags prior to Monday's Meeting.
- Seat children in a semicircle on the floor so that all can see the calendar bulletin board and each other.
 - “***This is a new month.***”
 - “***What month is it?***” ***March***
- After a correct response, have all children repeat together:
 - “***What month is it, everybody?***”
 - “***What letter does March begin with?***”
 - “***Who would like to spell the word March?***”
- Ask a child to point to each letter as he/she spells the word.
 - “***Where else do we see March on our calendar bulletin board?***”
- Point to the month strips on the left side of the bulletin board.
- Ask a child to turn over the March month card.
 - “***March is the third month of the year.***”
 - “***How many months are in a year?***”
 - “***Let's count to check.***”

- Count the month cards together.
- Point to the year at the top of the calendar.
 - “*What year is it?*”
 - “*What digits do we need to write (year)?*”
 - “*What year is it, everybody?*”
 - “*What day of the week is it today?*”
- Ask a child to turn over the day of the week card.
 - “*Were we right?*”
- If a child answers incorrectly, say the following:
 - “*That was close. Who would like to help us out? What day of the week is it today?*”
 - “*Who would like to spell (day of the week)?*”
 - “*Where else do we see (day of the week) on our calendar?*”
- Point to today’s day of the week on the calendar.
 - “*What letter does (day of the week) begin with?*”
 - “*What sound do we make for (first letter of the day of the week)?*”
 - “*What colors did we use for our February calendar tags?*” **pink and red**
 - “*What was our pattern?*” **pink, pink, red, red**
 - “*In March, we will use green, white, and orange.*”
 - “*We will make a green, white, orange pattern.*”
 - “*What color tag do you think we will use today?*” **green**
- Use green for March 1. If March 1 occurred during the weekend, put the tag(s) on the calendar and adjust the following dialogue.
 - “*Today is (day of the week).*”
 - “*We are going to put our first tag in the first box under (day of the week).*”
 - “*Where do you think we will put the tag?*”
- Ask a child to point to the appropriate box. Put up the tag.
 - “*Today is March first.*”
 - “*What number should we write on our tag?*”
 - “*Who would like to write the number one on our tag?*”
- Ask a child to write the number on a tag.
 - “*How do we say that when we are saying the date?*” **the first**
 - “*Today is (day of the week), March first, (year).*”

- Point as you read the date.

“Let’s say that together.”

“What was the pattern on our calendar in February?” pink, pink, red, red

“What color arrows did we use?” pink

“What colors did we say we will use for our March calendar?” green, white, and orange

“What color arrows do you think we will use?” green

- Point to the last arrow on the wall.

“Yesterday was the _____th day of school.”

- Hold up a green arrow.

“What number should I write on this arrow?”

- Write the number and post the arrow on the wall.

“Let’s count the number of days we have come to school.”

- Point to the arrows as the children count along with you.

