



Lesson 35 – Eleventh Lesson in November

identifying ordinal position to fourth

lesson preparation

materials

Master K-35
2 pieces of construction paper
2 small envelopes
work mats

the night before

- Use Master K-35 to make two sets of construction paper shapes. Put each set of pieces in a small envelope.

in the morning

- Fill in the missing dates up to today's date on the calendar. Use the brown, red, red pattern to color these squares. Today's date will be written and the square colored during The Meeting.

THE MEETING

- Open the Meeting Book to November's calendar.
- Point to the month at the top of the calendar.
"What month is it?"
"What letter does November begin with?"
"Where else do you see November on this page?"
- Point to the list of months to the left of the calendar.
"Let's spell the word 'November' together."
- Ask your child to point to each letter as you spell the word together.
"What months have we used the Meeting Book?"
- Point to the year at the top of the calendar.
"What year is it?"
- Put a piece of paper under yesterday's day of the week in the list to the right of the calendar. The paper should cover the remaining days of the week.
"Yesterday was _____."

“What day of the week is it today?”

- Move the paper down to show today's day of the week.

“Were you right?”

“What letter does (day of the week) begin with?”

“Where else do you see (day of the week) on this page?”

- Point to today's day of the week on the calendar.

“Let's spell (day of the week) together.”

- Ask your child to point to each letter as you spell the word together.
- Say the following once or twice a week:

“Let's say the days of the week together.”

- Point to the days across the top of the calendar.

“Yesterday's date was November ____th.”

“What is today's date?”

“What number will I write in today's date square?”

“Let's count to see if you are right.”

- Point to each square as your child counts.
- Write the date in the date square.

“Today is (day of the week), November (date), (year).”

“Let's say that together.”

- Point to each part as you say this together.

“What colors are we using for our November calendar squares?” brown and red

“What pattern are we using this month?” brown, red, red

“What color do you think we will use to color today's square?”

“Let's read our pattern together to check.”

- Point to the squares as your child reads the colors.
- Ask your child to color the square.

“Let's read our pattern another way.”

- Point to the squares as your child reads “ABBABB”
- Point to the last arrow with a number in it.

“This arrow tells us that this was the 34th day we used the Meeting Book.”

- Point to the next arrow.

“What number should I write in this arrow?”

- Write the number 35 in the arrow.
"Let's count the number of days we have used the Meeting Book."
- Point to the arrows as your child counts with you.

THE LESSON

Identifying Ordinal Position to Fourth

"Today we are going to act out stories using shape pieces."

"You will learn the special words we use to tell us each shape's place in line."

- Give your child a work mat and an envelope of shape pieces. Put an envelope of shape pieces and a work mat on the table in front of you.

"Take the shape pieces out of the envelope."

"What shape pieces do you have?" square, triangle, rectangle, circle

"How many shapes do you have?" 4

"We're going to pretend that our shape pieces are lining up to jump in a pool."

"Which shape do you think should be first in line?"

- Ask your child to name a shape.

"Hold up your (shape)."

"Put the (shape) at the top of your mat."

- Demonstrate, using your pieces.

"This will be the first shape."

"Which shape do you think should be second in line?"

- Ask your child to name a shape.

"Put the (shape) next in line."

- Demonstrate, using your pieces.

"Which shape will be next in line?"

- Ask your child to name a shape.

"Put the (shape) next in line."

"Which shape will be last?"

"Put the (shape) in line."

"Which shape is first?"

"Which shape is second?"

"Which shape is third?"

“Which shape is last?”

“We can also say that the (shape) is fourth.”

“The shapes are in the pool and they are making a design.”

“Make a design with your shapes.”

“Now they are ready to line up to climb the ladder out of the pool.”

“Which shape will be first now?”

- Ask your child to name a shape.

“Put the (shape) at the top of your mat.”

“Which shape will be second?”

- Ask your child to name a shape.

“Put the (shape) in line.”

“Which shape will be third?”

- Ask your child to name a shape.

“Put the (shape) in line.”

“Which shape will be fourth?”

“Put the (shape) in line.”

“Point to the shape that is first.”

“Point to the shape that is second.”

“Point to the shape that is third.”

“Point to the shape that is fourth.”

“We’re going to put our shape pieces away now.”

“Put your shape pieces in your envelope.”

- Save the envelopes of shape pieces.

