September #1
(Alternate: Use only if the first day of school occurs in September.)

CALENDAR
• Identifying Day of the Week
• Identifying Month, Date, and Year

Meeting Preparation

materials
• Meeting Board calendar, years, and months
• Meeting Board days-of-the-week section and day strips
• Meeting Board months-of-the-year section and month strips
• hundred number chart and number cards
• light-green September month tag
• light-green and orange circle date tags
• light-green arrows
• dark marker

before the first day of school
• Prepare the Meeting Board. Refer to the Meeting Board directions in the Meeting Overview and on pages 11–14 of the Program Overview for specific information.
• Fill all the pockets of the hundred number chart with number cards so that the blank sides are showing. Put the red number cards 10, 20, 30, 40, 50, 60, 70, 80, 90, and 100 in the right-hand column. Put the black number cards in the remaining pockets to complete the chart.

the night before
• Punch out the light-green September month tag, the light-green and orange circle date tags, and the light-green arrows for the month of September. Put the month tag and year tag on the calendar.
• Use light-green and orange circle date tags alternately for the month of September, beginning with light-green. Post the date tags through yesterday’s date on the calendar. Each day’s date tag will be added during The Meeting. Add Saturday and Sunday date tags before The Meeting every Monday.

Higher-Order Thinking Skills
• Analyzing p. 2
• Understanding p. 3
• Applying p. 3

Mathematical Language

calendar
month

date
number

day of the
week
year

first

† Meeting Board date tags and arrows are also available on the Resources and Planner CD.
‡ A marker is used during The Meeting every day to write on the date tag and arrow and will not be listed as a material in future meetings. Use water-based or nonbleeding ink if you plan to turn over and reuse date tags and arrows for a second half-day class.

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The Meeting is a daily activity. It is important that this activity take place **every school day**, regardless of whether a math lesson is planned. During The Meeting children will develop knowledge of the calendar as well as skills in counting, sequencing, and patterning. The Meeting will change at the beginning of each month.

The Meeting is scripted because the language used is very important to the success of the program. Follow the language as closely as possible.

Teacher language is indicated by quotation marks and bold type. Teacher directions are indicated by a bullet (•) or (►) before the direction. The parentheses ( ) usually denote a word or words that may need to be changed for the context, such as calendar items, colors, or children’s names. Possible answers are indicated in red.

- On the first day of school, The Meeting should be conducted after the children become acquainted with the classroom and one another.
- Start The Meeting by discussing with the children the importance of raising their hands to participate and of listening to one another. Begin the discussion with a statement such as “When we listen to others, we look at them, we sit quietly while they’re speaking, and we wait until they finish speaking to raise our hands.”
- If a child answers incorrectly, encourage the child by saying “Good try,” “That was close,” or a similar phrase. It is important that children be willing to participate and risk offering a possibly incorrect answer.
- Seat children in a semicircle on the floor so that all children can easily see the Meeting Board and one another.
- Point to the calendar.
  
  “Does anyone know what we call this?” calendar

- Point to the month, the year, the days of the week, and the date tags as you say the following:
  
  “We use a calendar to tell us the month, year, day of the week, and date.”

- Point to the month at the top of the calendar.
  
  “Who knows what month it is?” September

  “Where else do we see September on our Meeting Board?”

- Point to the months-of-the-year section on the Meeting Board after the children gesture.
- Point to the year at the top of the calendar.
"What year is it?"
"It is _____.

- Point to yesterday’s day of the week at the top of the calendar.
  "Yesterday was (day of the week)."
- Move your finger horizontally to the next day of the week.
  "Today is (day of the week)."
- Point to yesterday’s date tag.
  "Yesterday’s date was the _____(th)."
  "Does anyone know what today’s date is?"
- Post a circle of the appropriate color on the calendar, and then write the date on the tag.
  "Today is (day), September (date), (year)."
  "Each day that we come to school, we will use our calendar to find out what the date is."
  "This is the first day of kindergarten."
  "How many days do you think we will come to kindergarten this year?"
- Do not expect children to answer accurately.
  "Let’s use arrows and a counting chart to keep track of how many days we have come to school."
  "Today is the first day of school."
  "I’ll write the number 1 on the first arrow and post it on the wall."

- Write a 1 on a light-green arrow. The numbers on the arrows should be large enough for all children to see from their meeting seats. Begin the number line in a corner of the room and at a height where it can continue around the room as the year progresses. (It will usually extend around all four sides of the classroom.)
- Point to the hundred number chart.
  "Each day I will turn over one number card on this counting chart."
- Turn over the first number card on the hundred number chart.
  "What number is this?"
- Note: If you teach two half-day kindergarten classes, remove the morning date tag and arrow before the second class arrives. It is important that the children see you writing the numbers on the date tag and the arrow. Also turn over the number 1 on the hundred number chart to the blank side.
September #2
(Use on the second and third school days of September.)

CALENDAR
• Identifying Day of the Week
• Identifying Month, Date, and Year

NUMBER
• Identifying Next Number in a Sequence

Meeting Preparation

materials
• light-green and orange circle date tags
• light-green arrows

in the morning
• Use light-green and orange circle date tags alternately for the month of September, beginning with light-green. 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 before The Meeting every Monday.
• The September strip should be visible on the months-of-the-year section of the Meeting Board. If school started in August, the August strip should also be visible.
• The days-of-the-week section of the Meeting Board will not be used until October.

The Meeting
Real-World and Problem-Solving Activities

The Meeting is a daily activity. It is important that this activity take place every school day, regardless of whether a math lesson is planned. During The Meeting children will develop knowledge of the calendar as well as skills in counting, sequencing, and patterning. The Meeting will change at the beginning of each month.

The Meeting is scripted because the language used is very important to the success of the program. Follow the language as closely as possible. Teacher language is indicated by quotation marks and bold type. Teacher directions are indicated by a bullet (*) or (>) before the direction. The parentheses () usually denote a word or words that may need to be changed for the context, such as calendar items, colors, or children’s names. Possible answers are indicated in red.
• Start The Meeting by discussing with the children the importance of raising their hands to participate and of listening to one another. Begin the discussion with a statement such as “When we listen to others, we look at them, we sit quietly while they’re speaking, and we wait until they finish speaking to raise our hands.”

• If a child answers incorrectly, encourage the child by saying “Good try,” “That was close,” or a similar phrase. It is important that children be willing to participate and risk offering a possibly incorrect answer.

• Seat children in a semicircle on the floor so that all children can easily see the Meeting Board and one another.

• Point to the calendar.
  “Who remembers what this is called?” calendar

• Point to the month, the year, the days of the week, and the date tags as you say the following:
  “We use a calendar to tell us the month, year, day of the week, and date.”

• Point to the month at the top of the calendar.
  “What month is it?” September
  “Where else do we see September on our Meeting Board?”

• Point to the months-of-the-year section on the Meeting Board after the children gesture.

• Point to the year at the top of the calendar.
  “What year is it?”
  “It is ________.”

• Point to yesterday’s day of the week at the top of the calendar.
  “Yesterday was (day of the week).”

• Move your finger horizontally to the next day of the week.
  “What day of the week is it today?”
  “Today is (day of the week).”
  “What day of the week is it, everybody?”

• Have children answer together.

• Point to yesterday’s date tag.
  “Yesterday’s date was the _____(th).”
  “Does anyone know what today’s date is?”

• Post a circle of the appropriate color on the calendar, and then write the date on the tag.
  “Today is (day), September (date), (year).”

• Point to the last arrow on the wall.
  “(Yesterday) was the _____(th) day of school.”
  “Today is the _____(th) day of school.”
Hold up a light-green arrow.

“What number will I write on this arrow?”

Write the number on the arrow, 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.

Point to the next (first blank) number card on the hundred number chart.

“What will be the next number on our counting chart?”

“Let’s count to check.”

Point to the number cards as you count with the children.

Turn over the number card.

Note: If you teach two half-day kindergarten classes, remove the morning date tag and arrow before the second class arrives. It is important that the children see you writing the numbers on the date tag and the arrow. Also turn over the last visible number card on the hundred number chart to the blank side.
September #3
(Use for the remainder of September.)

CALENDAR
• Identifying Day of the Week
• Identifying Month, Date, and Year
• Naming Days of the Week

NUMBER
• Counting by 1’s
• Identifying Next Number in a Sequence

PATTERNING
• Reading and Extending an AB Color Pattern

Meeting Preparation

materials
• light-green and orange circle date tags
• light-green arrows

in the morning
• Use light-green and orange circle date tags alternately for the month of September, beginning with light-green. 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 before The Meeting every Monday.
• The September strip should be visible on the months-of-the-year section of the Meeting Board. If school started in August, the August strip should also be visible.
• The days-of-the-week section of the Meeting Board will not be used until October.

The Meeting
Real-World and Problem-Solving Activities

• Start The Meeting by discussing with the children the importance of raising their hands to participate and of listening to one another. Begin the discussion with a statement such as “When we listen to others, we look at them, we sit quietly while they’re speaking, and we wait until they finish speaking to raise our hands.”
If a child answers incorrectly, encourage the child by saying “Good try,” “That was close,” or a similar phrase. It is important that children be willing to participate and risk offering a possibly incorrect answer.

Seat children in a semicircle on the floor so that all children can easily see the Meeting Board and one another.

- Point to the month at the top of the calendar.
  “What month is it?”
- Call on one child to answer.
  “What month is it, everybody?” September
- Have children answer together.
  “Where else do we see September on our Meeting Board?”
- Point to the months-of-the-year section on the Meeting Board after the children gesture.
- Point to the year at the top of the calendar.
  “What year is it?”
- Ask one child to answer.
  “What year is it, everybody?”
- Have children answer together.
  “Yesterday was (day of the week).”
- Move your finger horizontally to the next day of the week.
  “Today is (day of the week).”
  “What day of the week is it, everybody?”
- Have children answer together.
  “Let’s say the days of the week together.”
- Point to the days across the top of the calendar.
- Point to the date tags.
  “What colors are the circles on our calendar?” green and orange
  “Let’s say the colors of our circles together.”
- Point to the tags as you say the colors with the children.
  “This is called a ‘green, orange pattern.’”
  “What color circle do you think we will use for today’s tag?”
- Post the suggested tag.
  “Let’s read our color pattern again to check.”
- Point to the circles as you read the color pattern with the children.
- Point to today’s date tag.
  “What number do I need to write on today’s date tag?”
  “Yesterday’s date was the ____ (th).”
  “What is today’s date?”
• Write the date on a circle of the appropriate color.
  “Today is (day), September (date), (year).”
• Point to each part on the calendar as you read the date.
  “What is today’s date, everybody?”
• Have children answer together.
• Point to the last arrow on the wall.
  “(Yesterday) was the _____(th) day of school.”
  “Today is the _____(th) day of school.”
• Hold up a light-green arrow.
  “What number will I write on this arrow?”
• Write the number on the arrow, 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.
• Point to the next (first blank) number card on the hundred number chart.
  “What will be the next number on our counting chart?”
  “Let’s count to check.”
• Point to the number cards as you count with the children.
• Turn over the number card.
• Note: At the end of the last school day of September, remove the date
tags from the calendar, and put them in the math center so that children
can use them to practice sequencing numbers.