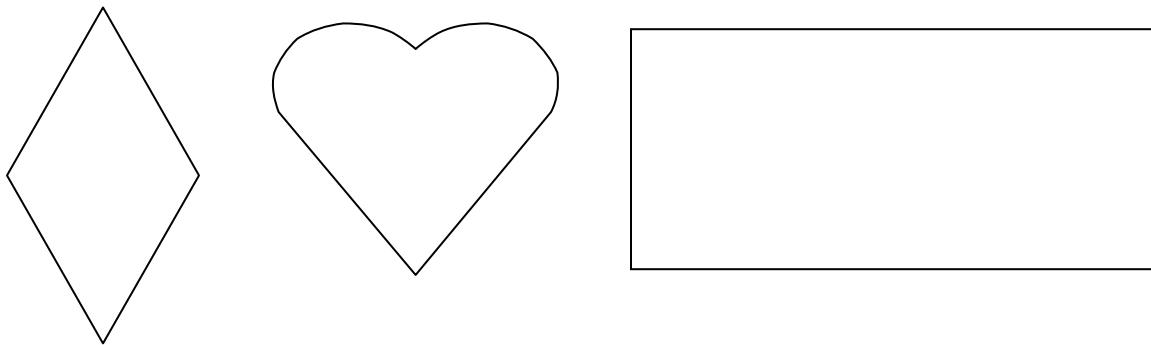


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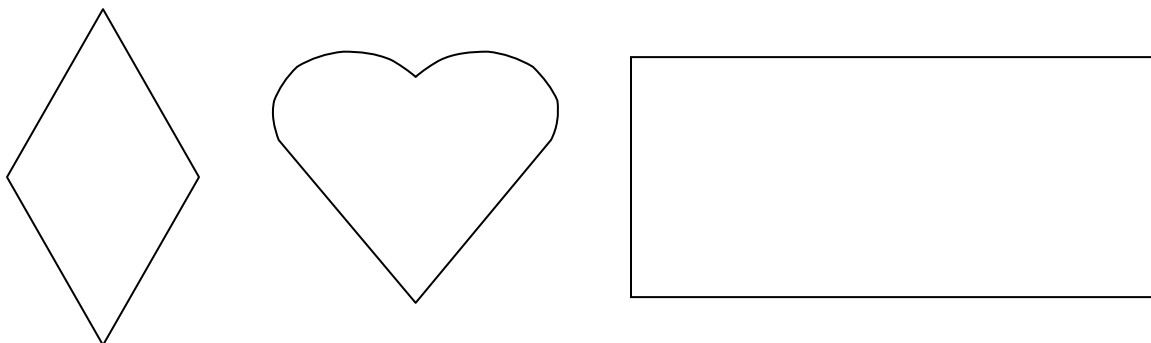
LESSON 1-3 SHAPES: HEARTS, DIAMONDS, RECTANGLES

<i>Objective:</i>	Identify a heart, diamond, and rectangle
<i>Manipulatives:</i>	Wooden geometric shapes (#148236)
<i>Learning Styles:</i>	Visual, Kinesthetic
<i>Consumable?</i>	Yes

- A. Lay down a heart shape on the mat: “This is a heart. Say ‘heart’ with me: ‘Heart’.”
- B. Lay down a diamond shape next to the heart: “This is a diamond. Say ‘diamond’ with me: ‘Diamond’.”
- C. Lay down a rectangle shape next to the diamond: “This is a rectangle. Rectangle.”
- D. “Show me the rectangle. Good! You may pick up and examine the rectangle.”
- E. “Show me the heart. Good! You may pick up and examine the heart.”
- F. “Show me the diamond. Good! You may pick up and examine the diamond.”
- G. “Now you may color the diamond red.”

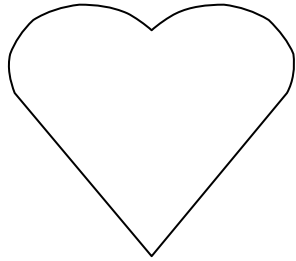
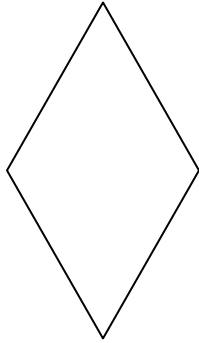


- H. “Good! You may color the heart blue.”



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I. "Good! Now you may color the rectangle green."



J. Point to the diamond shape on the mat: "What is this?"

K. Point to the rectangle on the mat: "What is this?"

L. Point to the heart shape on the mat: "What is this?"

M. "Can you walk in a diamond?" "A rectangle?" "This is hard: A heart?"

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LESSON 1-13 FINDING 1'S ON THE NUMBER GRID

<i>Objective:</i>	Recognize number symbols
<i>Manipulatives:</i>	Crayons (#147221)
<i>Learning Styles:</i>	Visual, Writing
<i>Consumable?</i>	Yes

“Now we are going to do some fun coloring. See if you can color yellow every square that has a 1 in it.”

0	1	2	3	4	5	6	7	8	9
10	11	12	13	14	15	16	17	18	19
20	21	22	23	24	25	26	27	28	29
30	31	32	33	34	35	36	37	38	39
40	41	42	43	44	45	46	47	48	49
50	51	52	53	54	55	56	57	58	59
60	61	62	63	64	65	66	67	68	69
70	71	72	73	74	75	76	77	78	79
80	81	82	83	84	85	86	87	88	89
90	91	92	93	94	95	96	97	98	99

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LESSON 1-112 NUMBERS: ABSOLUTE AND RELATIVE ESTIMATION

<i>Objective:</i>	Practice estimation and counting
<i>Manipulatives:</i>	Measuring cup (#148223), a number of small household objects
<i>Learning Styles:</i>	Visual
<i>Consumable?</i>	Yes

Take out the 1-cup measuring cup and have handy a few (under 10) small rocks, paper clips, rubber bands, beans, and Cheerios (or other cereal or food). Note: These common household items are not included in the ShillerMath kit.

Place several rocks (between 1 and 9) in the measuring cup.

“Before we count, how many rocks do you think are in the cup? I will write your guess in your table.”

Object	Guess	Actual
Small rocks		
Paper clips		
Rubber bands		
Beans		
Cheerios		

“Good! Now let’s count how many rocks there really are. I will write the number in the table.”

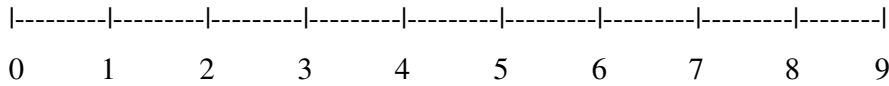
Repeat for each item. Space has been left for additional items if desired.

- A. When you are done estimating and counting, ask, “Did you get better at guessing as time went on?”
- B. “Why do you think that happened?”
- C. “Why do you think sometimes it looks like there’s a lot when there’s only a little?”

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LESSON 1-150 INEQUALITIES USING THE NUMBER LINE

<i>Objective:</i>	Understand more about the number line and inequalities
<i>Manipulatives:</i>	None
<i>Learning Styles:</i>	Kinesthetic, Visual
<i>Consumable?</i>	Yes



“Point to zero on the number line. Now point to two on the number line with your other hand.”

- A. “What number is between 0 and 2?”
- B. “You may write the sign that goes between 0 and 2.”

0

2

