



BUILDING BLOCKS CLIPBOARD DIRECTIONS

DAY 1

When I was one, I was so small,
(Show one finger.)
I could not speak a word at all.
(Move head left to right indicating “no.”)
When I was two, I learned to talk,
(Show two fingers.)
I learned to sing, I learned to walk.
(Point to mouth and feet.)
When I was three, I grew and grew.
(Show three fingers.)
Now I am four and so are you!
(Show four fingers.)

Number Me:

- Ask children how old they are and have them answer by holding up the number of fingers that matches their age and saying the number out loud.
- Ask children how many arms they have. Have them wave their arms. Say to children, *Yes, you have two arms.*
- Repeat with arms, hands, fingers, legs, feet, toes, head, nose, eyes, and ears. Include motion when possible, such as *Wiggle your ten fingers.*
- For a challenge, make mistakes. For example, *I have four ears... three feet... five eyes.* Mix the mistakes with correct statements and ask children to say whether or not you are correct. When children disagree, ask: *How many _____ do I really have? How do you know?*

Count and Move:

- Have all children count from 1 to 10, or an appropriate number, clapping their hands as they say each number.
- Repeat this throughout the day using various motions, such as hopping and marching.

DAY 2

Count and Move:

- Have all children count from 1 to 10, or an appropriate number, clapping their hands as they say each number.
- Repeat this throughout the day using various motions, such as hopping and marching.

Find Groups:

- Ask children to find groups of 2 in the classroom, such as two doors, two clocks, and so on. They can look around and give their answers or walk around and show each other.
- Ask children to tell and show using their fingers how many of a certain item is in the classroom.



DAY 3

Two little blackbirds (Show index finger on each hand) sitting on a hill.

One named Jack. (Put right finger forward)

One named Jill. (Put left finger forward)

Fly away, Jack. (Wiggle right finger and place it behind your back)

Fly away, Jill. (Wiggle left finger and place it behind your back)

Come back, Jack. (Return the right finger to the front)

Come back, Jill. (Return left finger to the front)

Make Groups:

- Place familiar items, or items based on the class unit theme, around the room and ask children to use items to make groups of 2.
- Ask children “How do you know you made a group of 2?”
- Repeat with a larger number as long as children are successful.
- If this activity is done outdoors, Remind children not to harm anything to make their groups. Check the groups the next day to see whether they are intact. For example, are two rocks still where a child put them?

Patterns

Count and Move in Patterns:

- Have all children count from 1 to 10, or an appropriate number, clapping with each number.
- Repeat throughout the day, and on different days, using other motions such as hopping, marching, jumping, clapping.

DAY 4

Snapshots:

- Ask children to share stories about a time their family took photographs or “snapshots” with a camera or phone. Tell children, during Snapshots, they will use their eyes and minds like a camera by taking a picture (or a snapshot) of what they see. Show children different arrays of dots or items from 1-3.

Patterns

Count and Move in Patterns:

- Have all children count from 1 to 10, or an appropriate number, clapping with each number.
- Repeat throughout the day, and on different days, using other motions such as hopping, marching, jumping, clapping.



DAY 5

Make Groups:

- Place familiar items, or items based on the class unit theme, around the room and ask children to make groups of 3.
- Ask children “How do you know you made a group of 3?”
- Repeat with a larger number as long as children are successful.
- If this activity is done outdoors, Remind children not to harm anything to make their groups. Check the groups the next day to see whether they are intact. For example, are two rocks still where a child put them.

Snapshots:

- Remind children that during Snapshots, they will use their eyes and minds like a camera by taking a picture (or a snapshot) of what they see. Show children different arrays of dots or items from 1-3.

Patterns

Count and Move in Patterns:

- Have all children count from 1 to 10, or an appropriate number, clapping with each number.
- Repeat throughout the day, and on different days using other motions, such as hopping, marching, jumping, clapping.