



BUILDING BLOCKS CLIPBOARD DIRECTIONS

Day 1

Baker's Truck

The baker's truck drives down the street,
filled with everything good to eat.

Two doors the baker opens wide.
[outstretched arms]

Let's look at the shelves inside.

[cup hands around eyes to look]
What do you see? What do you see?

Five big pizzas for you and me!
[show five fingers]

Make Number Pizzas

Let's put some toppings on our pizza!
Ask the children to count along as you add five
toppings to your pizza.

*How many toppings do we have? How do you
know?* Repeat the activity with different
numbers up to 5 or more.

Preview: *You will make your own pizzas
during Small Group time!*

Day 2

Baker's Truck

The baker's truck drives down the street,
filled with everything good to eat.

Two doors the baker opens wide.
[outstretched arms]

Let's look at the shelves inside.

[cup hands around eyes to look]
What do you see? What do you see?

Five big pizzas for you and me!
[show five fingers]

Places Scenes

Model placing five counters on a place
scene. Describe the scene, including number
words.

For example:

1 friend was waiting in the pizza shop for
friends. 4 other friends came to eat pizza.
Altogether, 5 friends are going to eat pizza!

Preview:

*You will use counters or other objects to make
a scene and tell your own stories at the
Hands-on Math Center!*

Day 3

Count and Move in Patterns - *Let's count in a pattern!*

In patterns of 4, count aloud from 1 to 16, 20, or more.

For example:

One (clap), two (clap), three (clap), four (jump),

pause...

Five (clap), six (clap), seven (clap), eight (jump), pause...

Continue to desired number.

I Spy Two Eyes or Where's One?

Read aloud the Big Book

I Spy Two Eyes or Where's One?

- Return to a few pages, asking children how many of a certain object appears on those pages. Lead children in counting aloud to check.

Snapshot - *Let's use our eyes and our minds to take a quick picture!*

Show children an array of 3-5 toppings (dots or counters) on a pizza. Display the array for 20 seconds, or an appropriate time.

- *Take a snapshot with your eyes and your mind.*
- *How many toppings do you see? Show how many with your fingers.*

Give children time to respond. *How did you know there were _____ toppings?*

Day 4

Count and Move in Patterns

Let's count in a pattern!

In patterns of 5, count aloud from 1 to 15, 20, or more.

For example:

One (clap), two (clap), three (clap), four (clap), five (spin),

pause...

Six (clap), seven (clap), eight (clap), nine (clap), ten (spin), pause... Continue to desired number.

Number Me Five

- *Show me something of five on your body.*
- Children will most likely show their fingers on one hand.
- *How do you know there are five?*
- Children may answer by counting to 5 or saying, "because there are five." Encourage children to physically count each of their fingers on one hand (*Are you sure? I think I see six fingers on that hand...*).

DAY 5

Make Groups:

Five Dancing Dolphins

One dancing dolphin on a sea of blue,
She called her sister; then there were two.

Two dancing dolphins swimming in the sea,
They called for Nana; then there were three.

Three dancing dolphins swimming close to
shore,
They called for Auntie; then there were four.

Four dancing dolphins in a graceful dive,
They called for baby; then there were five...

Five dancing dolphins on a sea of blue.

Snapshots:

Let's use our eyes and our minds to take a quick picture!

Show children an array of 3-5 toppings (dots or counters) on a pizza. Display the array for 20 seconds, or an appropriate time.

*Take a snapshot with your eyes and your mind.
How many toppings do you see? Show how many with your fingers.*

Give children time to respond.

How did you know there were ____ toppings?