



BUILDING BLOCKS CLIPBOARD DIRECTIONS

DAY 1

I Spy Two Eyes or Where's One?

Read aloud the Big Book
I Spy Two Eyes or Where's One?

Return to the numeral 1 page, asking children how many of a certain object appears on those pages. Lead children in counting aloud to check.

Now we are going to make the numeral one in the air! Numeral one is a vertical line. You start at the top and draw a straight line down. Start at the top and then go straight down.

Goldilocks and The Three Bears

Tell the story of *Goldilocks and the Three Bears* using puppets or a flannel board. After telling the story, discuss and show the one-to-one correspondence of bears to other items in the story.

How many bowls are in the story? How many chairs? How do you know? Were there just enough beds for the bears? How do you know?

Display equal numbers of bears, chairs, bowls, and beds for the children.

One-to-one matching creates equal groups.

Preview:

You will retell the story and match props later at the Hands-on Math Center.

DAY 2

I Spy Two Eyes or Where's One?

Read aloud the Big Book
I Spy Two Eyes or Where's One?

Return to the numeral 2 page, asking children how many of a certain object appears on those pages. Lead children in counting aloud to check.

Now we are going to make the numeral 2 in the air! Numeral 2 curves from the left up and then curves back to the bottom, connecting to a straight, left-to-right, horizontal line. Now let's try together!

Compare Snapshots

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

Show children an array of 3 and 5 (dots or counters) in two circles (paper plates). Display the array for 20 seconds or an appropriate time.

Do the circles have the same array? Which circle has more? Which circle has fewer?

How many are in each circle?

Count each array and highlight 5 is more than 3. Repeat with groupings one to five counters in a line, one to four counters placed randomly, and up to six or more counters in your own arrangement. If needed, reduce the number of dots/counters, place dots/counters in lines only, or show dots/counters for a longer time.

DAY 3

I Spy Two Eyes or Where's One?

Read aloud the Big Book
I Spy Two Eyes or Where's One?

Return to the numeral 3 page, asking children how many of a certain object appears on those pages. Lead children in counting aloud to check.

Now we are going to make 3 in the air! Numeral 3 has two curved lines on top of each other. Now let's try together.

Number Jumps

Hold up an appropriate number of fingers and write the corresponding numeral for children to see.

Jump safely _____ many times. We are going to count all together in unison.

Repeat with another appropriate numeral 1-10.

Variation (Subitizing version):

Hide your hands behind your back.

Jump only if I hold up three fingers.

Show your fingers for an appropriate amount of time and have children jump 3 times.

DAY 4

I Spy Two Eyes or Where's One?

Read aloud the Big Book
I Spy Two Eyes or Where's One?

Return to the numeral 4 page, asking children how many of a certain object appears on those pages. Lead children in counting aloud to check.

Now we are going to make numeral 4 in the air! Numeral 4 has three straight lines. One longer, up-to-down (vertical); two shorter: one up-to-down (vertical), and another left-to-right (horizontal). Now let's try together.

Compare Snapshots

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

Show children an array of 3 and 5 (dots or counters) in two circles (paper plates). Display the array for 20 seconds or an appropriate time.

Do the circles have the same array? Which circle has more? Which circle has fewer?

How many are in each circle?

Count each array and highlight 5 is more than 3. Repeat with groupings one to five counters in a line, one to four counters placed randomly, and up to six or more counters in your own arrangement. If needed, reduce the number of dots/counters, place dots/counters in lines only, or show dots/counters for a longer time.

I Spy Two Eyes or Where's One?

Read aloud the Big Book
I Spy Two Eyes or Where's One?

Return to the numeral 5 page, asking children how many of a certain object appears on those pages. Lead children in counting aloud to check.

Now we are going to make Numeral 5 in the air! Starting at the top and go straight down in a vertical line, curve out like a sideways letter U, then go back to the top and add a horizontal line on top!

Number Jumps

Hold up an appropriate number of fingers and write the corresponding numeral for children to see.

Jump safely _____ many times. We are going to count all together in unison.

Repeat with another appropriate numeral 1-10.

Variation (Subitizing version):

Hide your hands behind your back.

Jump only if I hold up three fingers.

Show your fingers for two seconds and have children jump 3 times.