



# BUILDING BLOCKS CLIPBOARD DIRECTIONS

## DAY 1

### ***The 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)

### **Compare Number Pizzas:**

- Tell a story about a pizza chef. Explain that you have to help the chef get the correct number of pepperoni slices on the pizza.
- Use a paper plate to represent the pizza and round counters for pepperoni. Leaving it in the children's view, show your pizza with two pepperoni slices. Then show three more pizzas with one, two, and three pepperoni slices. Ask children to point to which of the three pizzas has the same number as your pizza. Ask, *How did you know the pizzas have the same number of toppings?*
- Repeat the activity, having children match pizzas with pepperoni amounts of 3 or more, as appropriate.

## DAY 2

### **Count and Move:**

- Have children count from 1-10 in patterns of 4. For example:  
1 (step), 2 (stomp then pause),  
3 (step), 4 (stomp then pause),  
5 (step), 6 (stomp then pause),  
7 (step), 8 (stomp then pause),  
9 (step), 10 (stomp then pause).

### **Demonstrate Counting:**

- The goal of this activity is to teach object counting, emphasizing that counting tells how many. Hide four counters in your hand. Tell children you have some counters in your hand and ask them to count aloud with you to find out how many.
- Remove one of the counters and place it where children can see and focus on it. Say "one" with the children. Emphasize that "one" tells how many counters there are now.
- Repeat until you have counted and displayed all four counters. Then, show your empty hand. Ask children how many counters there are in all. If they reply *four*, agree and reiterate that, *you counted four counters all together*.
- Repeat with a different number of counters; invite children to count aloud with you.

## DAY 3

### Patterns

#### Count and Move in Patterns:

- Have children count from 1 to 12 in patterns of 4.  
For example, say 1 (clap), 2 (clap), 3 (clap), 4 (stomp, then pause), continue up to 12.
- You can also count in patterns from 1-12 while marching:  
1 (step), 2 (step), 3 (step), 4 (stomp, then pause).

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#### Demonstrate Counting:

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- Repeat until you have counted and displayed all four counters. Then, show your empty hand. Ask children how many counters there are in all. If they reply *four*, agree and reiterate that, *you counted four counters all together*.
- Repeat with a different number of counters, invite children to count aloud with you.

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#### Compare Number Pizzas:

- Remind children you are helping a pizza chef. Explain that you have to help the chef get the correct number of pepperoni slices on the pizza.
- Use a paper plate to represent the pizza and round counters for pepperoni. Show your pizza with two pepperoni slices, leaving it in the children's view. Then show three more pizzas with one, two, and three pepperoni slices. Ask children to point to which of the three pizzas has the same number of toppings as your pizza. Ask them “How did you know the pizzas have the same number of toppings”?
- Repeat the activity, having children match pizzas with pepperoni amounts of 3 or more, as appropriate.

## DAY 4

### Number Me Five:

Tell children to show you five of something on their body. They will most likely show their fingers on one hand. Ask children how they know there are 5.

- Children may answer by counting to 5 or saying *because there are 5*. Try to trick children by saying “I see six fingers on your hand.” Encourage children to count their fingers to determine if this is true.

### Patterns

#### Count and Move in Patterns:

- Have children count from 1-15 in patterns of 3. For example, say 1 loudly, 2 loudly, 3 quietly (pause), 4 loudly, 5 loudly, 6 quietly (pause), continuing to 15.

## DAY 5

### Counting Book:

- Read aloud a counting book, such as *The Very Hungry Caterpillar*. After reading, return to various pages, and ask children how many of a certain food appears on those pages. Lead children in counting aloud to check how many.
- Invite children to be the caterpillar and ask how many berries they want to eat. For example, count five berries: 1 (bite and gulp), 2 (bite and gulp), 3 (bite and gulp), continue to 5. Adapt as needed for a character from another story involving counting.

### Patterns

#### Count and Move In Patterns:

- Have children count from 1 to 15 in patterns of 4. For example, say 1 (clap), 2 (clap), 3 (clap), 4 (clap), 5 (stomp, then pause), continue up to 15.
- You can also count in patterns from 1-5 while marching: 1 (step), 2 (step), 3 (step), 4 (step), 5 (stomp, then pause).