



BUILDING BLOCKS CLIPBOARD DIRECTIONS

DAY 1

Geometry

Match and Name Shapes:

- Choose a shape from the Shape Set.
- Ask children to find a shape that matches the shape you have displayed. When children match the shape ask them, *How did you know?*
- You can help and prompt children by asking, *How many sides does this shape have? What shape does this look like?*
 - *Yes, that is a triangle because it has 3 straight, closed sides!*
 - *Yes, that is a circle because it has a continuous curved line!*
 - *Yes, that is a square because it has 4 equal, straight sides!*
 - *Yes, that is a rectangle because it has 4 straight sides that are all connected and the opposite sides are the same length! Repeat once or twice.*
- Tell children they will be able to explore matching shapes later during Small Group time.

Patterns

Count and Move in Patterns:

In patterns of two, have all children count from 1 to 10. For example, say 1 softly, 2 loudly (pause), 3 softly, 4 loudly (pause), and so on. Next, incorporate marching into the pattern. For example, say 1 softly while marching (pause), 2 loudly while marching (pause), 3 softly while marching (pause), 4 loudly while marching (pause), and so on.

DAY 2

Geometry

Match Blocks:

- The goal is for children to match various block shapes to objects in the classroom. Have different block shapes in front of you with all the children in a circle around you.
- Show one face of a block and ask children what things in the classroom are the same shape. Accept all reasonable answers, including those that name items which are not in the room itself, but are correct. Talk children through any incorrect responses, such as choosing something triangular but saying it has the shape of a quarter circle.
- Repeat with different-shaped blocks.

Circle Time:

- Show and name a large, flat circle, such as a hula hoop. As you trace the circle with your finger, discuss how it is perfectly round: *It is a curved line that has a continuous curved line that never stops.*
- Ask children to talk about circles they know, such as those found in toys, buildings, books, tri- or bicycles, and clothing.
- Have children make circles with their fingers, hands, arms, and mouths.
- Review a circle's attributes: a continuous curved line that never ends.

DAY 3

Geometry

The Shape of Things or Building Shapes:

- Read aloud either Big Book: *The Shape of Things or Building Shapes.*
- Discuss familiar shapes. Explain that a diamond can also be called a rhombus.

Circles and Cans

- On a large sheet of paper trace a few bottoms (bases) of different-sized cans.
- Display several food cans and discuss their shapes (round) with children. Shift focus to the bottom and top, collectively the bases, of each can. Point out to children that these areas are circular (the edges are circles).
- Show the large sheets of paper where you traced the bases of a few cans that vary in size. Trace one or two other cans to show children what you did, and then shuffle the papers and cans.
- Ask children to match the cans to the traced circles. For children who are unsure of their choices, have them place the can directly on the traced circle to check.
- Tell children they can all have a turn matching circles and cans at the Hands-On Math Center.

DAY 4

Jack in the Box:

Jack-in-the-Box, Jack-in-the-Box,
Wake up, wake up, somebody knocks.
One time, two times, three times, four,
Jack pops out of his little round door.

Geometry

Match Blocks:

- Place different block shapes in front so all children can see.
- Show one block and ask children what things in the classroom are the same shape. Ask children how they know a shape is the correct shape. Guide children to explain why the block and item match.
- Repeat with different-shaped blocks.

Geometry
Circle:

Here's a circle.

(Make a circle with index finger and thumb on one hand.)

And here's a circle.

(Make another circle with index finger and thumb on the other hand.)

And a great big circle I see!

(Make a circle with both arms.)

Now let's count the circles... 1, 2, 3.

(Make each corresponding circle again as you count.)

Circle Time:

- Show and name a large, flat circle, such as a hula hoop. Trace the circle with your finger, explaining that it is perfectly round and it is a curved line that always curves the same.
- Ask children to talk about circles they know, such as those found in toys, buildings, books, and so on. Distribute a variety of circles for children's exploration.
- Have children make circles with their fingers, hands, arms, and mouths. Review a circle's attributes:
A circle is a continuous, curved line that never stops.