



# BUILDING BLOCKS CLIPBOARD DIRECTIONS

## DAY 1

### Geometry

#### *The Shape of Things or Building Shapes:*

- Read aloud either Big Book: *The Shape of Things or Building Shapes*.
- Together, look for triangles in the classroom.

### Shape Show

#### Triangles:

- Show a flat triangle. Outline the sides of the triangle, describing and exaggerating your actions: *straight side...turn, straight side...turn, straight side...stop*.
- Ask children how many sides the triangle has and count the sides with them. Emphasize that a triangle's sides and angles can be different sizes. What matters is that its sides are straight and connected to make a closed shape (no openings or gaps).
- Ask children what things they have at home that are triangles. Show different examples of triangles. Have children draw triangles in the air. If available, have children walk around a large triangle, such as one marked with colored tape on the floor.

## DAY 2

### Numeracy

#### 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.

#### Snapshots:

- Remind children they will use their eyes and minds like a camera by taking a picture (snapshot) of what they see. Show children the different arrays of dots or counters. After giving them thinking time, have children call out or hold up how many they see with their fingers. Ask children "*How did you know there were \_\_\_\_ dots?*"

## DAY 3

### Geometry

#### ***The Shape of Things or Building Shapes:***

- Read aloud either Big Book: *The Shape of Things* or *Building Shapes*.
- Look for rectangles in/around the classroom.

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### Shape Show

#### **Rectangles:**

- Show a rectangle. Outline its perimeter, describing and exaggerating your actions: *straight side...turn, straight side...turn, straight side...turn, straight side...stop.*
- Ask children how many sides the rectangle has and count the sides with them. Emphasize that opposite sides of a rectangle are the same length, and all “turns” are right angles.
- Talk about the right angle like an uppercase L in a doorway. Make uppercase L’s with children using thumbs and index fingers.
- Ask children what things they have around them that are rectangles. Show different examples of rectangles.

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## DAY 4

### Numeracy

#### **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.

#### **Snapshots:**

- Remind children they will use their eyes and minds like a camera by taking a picture (snapshot) of what they see. Show children the different arrays of dots or counters. After giving them thinking time, have children call out or hold up how many they see with their fingers. Ask children “*How did you know there were \_\_\_\_ dots?*”

## DAY 5

### 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.

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### Shape Show

#### **Square:**

- Show a square. Outline its perimeter, describing and exaggerating your actions: *straight side...turn, straight side...turn, straight side...turn, straight side...stop*.
  - Ask children how many sides the square has and count the sides with them. Remind them all sides of a square are the same length, and all “turns” are right angles.
  - Remind children about right angles (uppercase L’s or the corner of a doorway). Make uppercase L’s with children using thumbs and index fingers.
  - Ask children what things they have around them that are squares. Show different examples of squares.
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