



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.

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?*

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?