



# BUILDING BLOCKS CLIPBOARD DIRECTIONS

## DAY 1

### Bakers 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

### Bakers 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]

### Place 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.

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### *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.

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### Snapshot - *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?*