



BUILDING BLOCKS CLIPBOARD DIRECTIONS

DAY 1

Numeracy

Listen and Copy:

*We are going to make a pattern!
Clap 1 to 5 times in a pattern and invite children to clap with you.*

For example:
*One (clap), two (clap),
three (jump), four (clap), pause...*

*Five (clap), six (clap),
seven (jump), eight (clap), pause...*

Continue to desired number.

Geometry

Shape Flip Book:

*Today we are going to look at the shape flip book!
I am going to try to match some shapes in the book. This shape is a circle; it is a continuous curved line that does not stop. Let's see if we can find an image that looks like a circle? Now, this is tricky. Let's try to find a circle in another image. Do you have anything at home that is a circle?*

Continue finding other shapes and images that match.

Preview:

You will be able to read this book by naming shapes and matching the images in the *Hands-on Math Center*.

DAY 2

Geometry Three Straight Sides:

Sung to the tune of "3 Blind Mice"

Three straight sides, three straight sides.
See how they meet; see how they meet.
They follow the path that a triangle makes.
Three straight sides, and there's no mistakes.
Three sides and three corners, that's all it takes.
Three straight sides.

Is It or Is It Not? (Triangle):

I am going to try to fool you by showing you different triangles. Some of them may or may not be true triangles. Remember, a triangle is a shape that has 3 straight sides that are all connected.

Display the triangles to children.

Is this a triangle? Why or why not?

Listen and Count:

Read a book, such as *Blueberries for Sal* by Robert McCloskey, in which something specific is being counted.

I am going to drop these items into a "bucket" like Sal did. Listen quietly as I slowly drop marbles (or counters) into a "bucket." How many marbles do you think are in the "bucket"? Let's count them and see.

Spill the contents of the "bucket" and count them with the children.

Repeat using other numbers.

DAY 3

Numeracy Number Jumps:

Hold up an appropriate number of fingers and write the corresponding numeral for children to see.

Jump safely _____ many times. We are going to count all together in unison.

Repeat with another appropriate numeral, 1-10.

Variation (Subitizing version):
Hide your hands behind your back.

Jump only if I hold up three fingers.

Show your fingers for two seconds and have children jump 3 times.

Number Jump (Numerals):

I am going to show you a numeral card. What number is this? Can you jump _____ times? Let's count while you jump!

Repeat with a different numeral.
You can change jumping to another safe movement, such as twirling, clapping, or hopping.

Geometry Rectangle and Boxes:

Draw a large rectangle so all the children can see.
Trace it with your fingers.

1, 2, 3, 4. Can you draw a rectangle in the air? Remember, a rectangle has 4 straight sides that are all connected, and the opposite sides are the same length.

Trace two boxes on a large piece of paper.

Can you match the boxes to the traced rectangles?

Repeat with other traced boxes.

DAY 4

Numeracy 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...
six (clap), seven (clap), eight (clap),
nine (jump), pause...*

Continue to desired number.

Geometry Is It or Is It Not? (Rectangle):

I am going to try to fool you by showing you different rectangles. Some of them may or may not be true rectangles. Remember, a rectangle has 4 straight sides that are all connected, and the opposite sides are the same length.

Display the rectangles to children.

Is it, or is it not a rectangle?

Numeracy

Number Jumps:

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Jump safely _____ many times. We are going to count all together in unison.

Repeat with another appropriate numeral, 1-10.

Variation (Subitizing version):

Hide your hands behind your back.

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Geometry
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Rectangle and Boxes:

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1, 2, 3, 4. Can you draw a rectangle in the air? Remember, a rectangle has 4 straight sides that are all connected, and the opposite sides are the same length.

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