

**BUILDING BLOCKS CLIPBOARD DIRECTIONS****DAY 1**

This old man, he played one, (Show one finger.)  
He played knick-knack on his thumb. (Wiggle thumb.)  
    With a knick-knack paddywhack,  
    Give the dog a bone. (Clap hands.)  
This old man came rolling home. (Roll arms.)  
This old man, he played two, (Show two fingers.)  
He played knick-knack on his shoe. (Wiggle fingers near shoe.)  
    With a knick-knack paddywhack,  
    Give the dog a bone. (Clap hands.)  
This old man came rolling home. (Roll arms.)

**Following the same verse pattern, here are the remaining numeral rhymes: three/on his knee; four/on the floor; five/on his side; six/with some sticks; seven/under heaven; eight/on his plate; nine/all the time; ten/once again.**

**COUNT AND MOVE:**

- Have all children count from 1 to 5, or an appropriate number, clapping their hands as they say each number.
- Repeat as needed to ensure all children have participated, and then say "We all clapped \_\_\_ times!"
- Repeat this throughout the day using various motions such as hopping and marching.

**DAY 2**

This old man, he played one, (Show one finger.)  
He played knick-knack on his thumb. (Wiggle thumb.)  
    Knick-knack paddy whack,  
    Give the dog a bone. (Clap hands.)  
This old man came rolling home. (Roll arms.)  
This old man, he played two, (Show two fingers.)  
He played knick-knack on his shoe. (Wiggle fingers near shoe.)  
    Knick-knack paddy whack,  
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**COUNTING WAND:**

- Tell children numbers are an important part of mathematics because they tell us how many. Tell children "I wonder how many children are in the room today?"
- Using the counting wand, count each child with a gentle tap on the shoulder for each number. Encourage children to count with you.
- Once you have counted the last child, repeat the last numeral, emphasizing that there are that many children.



## DAY 3

When I was one, I was so small, (Show one finger.)  
I could not speak a word at all. (Move head left to right indicating “no.”)  
When I was two, I learned to talk. (Show two fingers.)  
I learned to sing. I learned to walk. (Point to mouth and feet.)  
When I was three, I grew and grew, (Show three fingers.)  
Now I am four and so are you! (Show four fingers.)

### ***I SPY TWO EYES OR WHERE’S ONE?***

- Read aloud either Big Book: *I Spy Two Eyes* or *Where’s One?*
- Return to a few pages and ask children how many of a certain item appears on those pages. Lead children in counting aloud to check the total.

## DAY 4

When I was one, I was so small, (Show one finger.)  
I could not speak a word at all. (Move head left to right indicating “no.”)  
When I was two, I learned to talk. (Show two fingers.)  
I learned to sing. I learned to walk. (Point to mouth and feet.)  
When I was three, I grew and grew, (Show three fingers.)  
Now I am four and so are you! (Show four fingers.)

### **COUNT AND MOVE:**

- Have all children count from 1 to 5, or an appropriate number, clapping their hands as they say each number.
- Repeat as needed to ensure all children have participated, and then say, “We all clapped \_\_\_\_\_ times!”
- Repeat this throughout the day using various motions such as hopping and marching.

## DAY 5

This old man, he played one, (Show one finger.)  
He played knick-knack on his thumb. (Wiggle thumb.)  
With a knick-knack paddywhack,  
give the dog a bone. (Clap hands.)  
This old man came rolling home. (Roll arms.)  
This old man, he played two, (Show two fingers.)  
He played knick-knack on his shoe. (Wiggle fingers near shoe.)  
With a knick-knack paddywhack,  
give the dog a bone. (Clap hands.)  
This old man came rolling home. (Roll arms.)

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