

# Ice Cream Sprinkle Count

## MATERIALS

**FOR STUDENT:** (one per student unless otherwise noted)

- FloraCraft® Make It: Fun® Foam: Cone, 2 7/8" x 5 7/8"  
Egg, 2 5/16" x 3 1/16"
- Brads (paper fasteners), ten 3/8" diameter, pastel colors
- Textured cardstock or heavyweight paper, 8 1/2" x 11", brown, one sheet per two students
- Glue stick (optional)
- Paper plate
- Small plastic cup (to hold parts)
- Plastic zip-sealed bag (to hold all parts)

## FOR TEACHER:

- 3/4" diameter dowel or same diameter marker (to press into foam)
- Sheet of white address labels
- Copy paper (for pattern)
- Pencil
- Permanent black felt tip marker



- Ruler
- Serrated knife
- Scissors
- Transparent tape
- Glue gun (for teacher only)

## MATH

GRADE LEVEL

EARLY CHILDHOOD – PRE K

## COMPLETION TIME

- 20 minutes



## OBJECTIVES

Students learn:

- To count 1 – 10
- To listen and follow step-by-step instructions
- The use of fine motor skills and afterwards, play

## STANDARDS

- Count dots, shapes and objects
- Compare more/less
- Position inside/outside, top/bottom
- Classify by color

## TEACHER PREPARATION

*Note: Read through all instructions first and check out the TIPS! The intention is for all of the sprinkles to be removable, for counting. It is recommended that you completely make one ice cream cone first, before preparing all the others, since knowing how the parts fit, might affect how you prepare the rest of them. It is also suggested that you ask older student or adult helpers to assist, by holding cones when students wrap and tape the papers to them. Have a glue gun plugged in and ready to use (ideally set on low temperature) and out of student reach. This can give you immediate adhesion when you're in a hurry to help students. Be sure the glue has cooled before returning the projects to the students.*

**[1]** Measure and mark 1 1/2" up from the bottom of the cone in several places. Rotate the cone as you draw a cutting line with a pencil, adjusting as needed so that the cut will be straight. Then, use the serrated knife to cut along the pencil line to create the cone and cone base. To make the center indentation in the base, place it on the table (with the wide end on the bottom). Place a dowel or marker in the center and press down to compress the foam about 3/4" deep. Set the cone into the base to be sure that it fits. Repeat for each student.

**[2]** Similarly, measure and mark 2" in from the large end of the egg in several places. Rotate the egg as you draw a cutting line with a pencil, adjusting as needed so that the cut will be straight. Then, use the serrated knife to cut along the pencil line. (Save the narrow

tops of eggs for another project.)

Roll the cut edge of the egg (ice cream scoop) on the table to round the sharp edge so that it curves to fit on the cone. Use a glue gun to attach it to the cone. Repeat for each student.

**[3]** Photocopy the cone paper pattern onto the brown paper. Or, cut out the pattern and use a pencil to trace it onto the brown paper, for as many students as you have. Then, use scissors to cut them out.

**[4]** Use a permanent marker (or print with a computer/printer) each student's name on a white label and cut them apart. On a paper plate set: Foam cone/scoop, foam base, cone paper, glue stick (optional) and ten (or twenty) brads, along with the label in a cup. Have transparent tape ready to be given to each student.



[1]



[2]



[3]



[4]

## LESSON

### INTRODUCTION

- Explain that there are lots of different kinds of toppings that could go on pretend ice cream cones and that they will be making one with metal brads that look like sprinkles or candies that they can count – but not eat!
- Explain that students should follow along, one step at a time so that each student can make an ice cream cone with sprinkles that fits into a stand, but that they are all doing it together.



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# INSTRUCTIONS

**[1]** Ask the students to keep all the parts on their plates and in their cups. Remind them that you'll all be making this at the same time and that you'll let them know when to take out each part. Again, mention that this is pretend and nothing should go into their mouths.

**[2]** Give each student two 2" (approx.) lengths of tape, attaching the ends to the edge of their desk/table. Demonstrate and have the students place the good side of their paper down on the desk and set the foam cone/scoop onto it. (Optional: Apply a generous amount of glue stick onto the cone, in a line from the bottom to the top. Press one edge of the paper into the glue, aligning the top and bottom with the cone.)



**[3]** Demonstrate and ask a helper to hold the paper onto the cone, while the student rolls the cone to bring the other edge over the first one. While the helper holds, have the student apply a tape strip, running it along the length of the overlapped area. Attach the second strip over further on the same seam. Be sure that the paper is tight and that they press to secure it, using additional tape (or glue gun) if needed.



**[4]** Have each student place their cones into their bases and then tip the unit over onto its sides. Have them remove the backing from their name label and press it onto the bottom of the base.



**[5]** Have the students insert their brad sprinkles into their ice cream, counting as they go.



**[6]** Depending on time, the students can play with their ice cream cones, but remind them that the brads should be kept in their cups when not on their ice cream. When finished, distribute plastic bags and have students put all parts and the cup into their bags and seal them. Collect the paper plates.

## MODIFICATIONS

### To simplify project:

- Have one edge of the cone paper already hot-glued to the foam cone, so that the students just have to wrap and tape it.
- Have labels already attached to the bases.
- Work in small groups and assemble one cone among several students.

### To expand project:

- Have each student cut out the photocopied pattern of the cone, trace it on the brown paper and then, cut it out.
- Increase the number of sprinkle-brads to twenty, as the students count higher.
- Use sprinkle-brads to group, add, and subtract.
- Also, use them to learn the names of the pastel colors: Pink, lavender, turquoise, light yellow, light green, etc.

### For multiple ages:

- Younger and older students can work side-by-side, with the older students being encouraged to make more complex cones – using the other part of the egg as another scoop. (They will need to use a spoon to scoop out an area for the top scoop to fit onto the bottom scoop. They can also roll the edge to round it so that it fits better.)
- Younger students can create a "pattern" by inserting brads around the base of the scoop. (Example: Pink, green, yellow, blue... pink green, yellow, blue... etc.)

## ADDITIONAL IDEAS

- Have students work together with their cones to create addition problems: "Four sprinkles on Tara's cone plus two sprinkles on Alex's cone equals how many sprinkles?"
- Use as a language arts project and have the base hold a letter of the week
- To display, hang cones from baker's twine or cord.
- Make them during the holidays for ornaments.



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## TIPS

- If the dowel and marker are not available, use a quarter placed on the center of the foam base and press it into the foam using a glue stick. Then remove it.
- Instead of assembling the first base and ice cream scoop you cut from the cone and egg, use them as masters to copy when cutting the rest of them.
- Be sure that the paper is tight against the cone. If not, an adult can use the glue gun to secure.
- Supervise students so that no parts go into mouths.
- Have extras of all parts.
- If name labels come off, apply glue stick directly on foam and press label back in place.
- When it's time to put away, have students count with you each part as they put them into their bags.

## REFERENCES

*The Noisy Counting Book* by Susan Schade and Jon Buller  
*Ten Eggs In A Nest* by Marilyn Sadler  
*Buttons Is My Name, Counting Is My Game* by Martha Ross  
*Ice Cream Summer* by Peter Sis

# PATTERN

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