

Georgia Teachers of the Year Association

E-mail to MPedersen@paulding.k12.ga.us no later than October 29, 2016

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“Promising Practices Classroom Activity”

Title of Activity: Subitizing Daily Routine

Recommended to use with this number of students: whole group

Content Area: mathematics Grade Level(s): K

Match to Georgia Standard(s): MGSEK.CC.4 understand the relationship between numbers and quantities; connect counting to cardinality; MGSEK.CC.5 Count to answer ‘how many?’ ; MGSEK.OA.4 For any number from 1 to 9, find the number that makes 10 when added to the given number

Materials needed: paper plates and dot stickers to make dot plates 0-10; Paper plates, paper ten frames and dotters to make plates showing 0-10 on ten frames.

\*Subitizing is the ability to see how many in a set without having to count each individual object.

Subitizing is an important skill for supporting students’ further understanding of numbers and their ability to perform number operations in the future. Subitizing is a skill that my students are given regular and consistent practice with through a subitizing daily routine. The objective is to have my Kindergarteners instantly recognize numbers to 10. In the “Subitizing Daily Routine” we do a variety of subitizing activities to give students a daily practice to aide in their number sense. Our routine is quick and lasts between 3-10 minutes depending on the activity(s) chosen that day. In the beginning of the year we start the routine with just dot plates 0-5. As students get more familiar and automatic with numbers to 5, we add numbers up to 10 and add the ten frame plates as well.

Subitizing Daily Routine Activity Options:

Option 1: Flash dot plates randomly. Students call out how many they see. Repeat 2 times.

Option 2: Flash dot plates randomly. Students have to make how many they see on their math hands in front of them with no sound.

Option 3: Flash dot plates randomly. Students have to make how many they see with math hands up high (above their heads) without looking at their hands. (This is interesting!)

Option 4: Flash three dot plates. For each dot plate flashed call on a student to answer the question “how many do you see?”, they then have to explain how they “see the number”. Ask students if anyone saw it a different way. Take responses.

Option 5: Students stand on the rug. Teacher flashes a dot plate/ten frame. Students walk around the rug to put themselves in groups of the number flashed. We then talk about how many groups of that number we were able to make, if we had any left over, etc.

Option 6: Flash dot plates and have students identify how many more is needed to make 10.

Option 7: Have students identify one more or one less than the number that is flashed to them.

Option 8: Students line up across from one another (example: 10 students line up and face the other 10 students across from them). One group holds the dot plates/ten frames and flash their plate one by one. The teammates across from them have to identify how many they see when it’s their turn. Each “team” is timed. The team with the fastest time wins.

Option 9: Give each student a dot plate/ten frame and they have to work together to put it in number order on the floor like a number line.

Option 10: Students sit with a partner on the rug. They must identify the amount on the dot plate or ten frame that is flashed. They have to think in “part/part/whole” mode and each partner is responsible for one part that could be used to make the number flashed using their math hand. The math hand used by each partner represents a part used to make the whole number seen.

SEE PICTURES ON NEXT PAGE →

