

Subitising.

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Differentiate and Assess

Not every student will be ready to investigate this concept at this Level and so we will need to differentiate to ensure every student is learning at their leading edge. Select the Differentiate button on this screen.

Integrate

Every mathematical concept is integrally related to other mathematical concepts. Teaching and learning related concepts simultaneously develops deep relational understanding. Select the Integrate button on this screen.

Intervene

Some students may not yet be ready to investigate this concept at any Level, and so we will need to provide some intervention. Select the Intervention button on this screen.

SUBITISING.

EXPLICIT TEACHING PLAN OVERVIEW PAGE

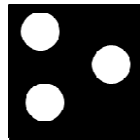
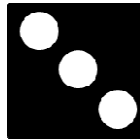
THIS PAGE IS A SUMMARY OF THE EXPLICIT TEACHING PLAN, INCLUDING STRATEGIC QUESTIONS, AND DESCRIBING THE SEQUENCE WHICH WILL OCCUR OVER MULTIPLE LESSONS.

RESOURCES: NUMBER CARDS, SUBITISING CARDS, PENCIL, PAPER

WHAT COULD WE DO?

Children:

- Identify the number of dots without counting, for example,
- flash dot cards in different arrangements, for example,
- subitise 2 groups, for example,



WHAT LANGUAGE COULD WE USE TO EXPLAIN AND ASK QUESTIONS?

Children:

- ask questions about subitising the number in a small collection without counting, for example,
 - How many dots did you see?
 - What did the dots look like?
 - Was there the same number of dots in a different arrangement?

SUBITISING.

EXPLICIT TEACHING PLAN

FULL EXPLICIT TEACHING PLAN, EMBEDDING DEEP RELATIONAL UNDERSTANDING, METALANGUAGE, AND QUESTIONS THAT MAY BE USED OVER MULTIPLE LESSONS.

WHAT COULD WE DO?

Children think about, talk and listen to a friend about, then have the opportunity to share what they already know.

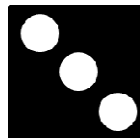
As children count to 10, record the numbers on the board, for example, 1 2 3 4
5 6 7 8 9 10

As children count backwards, point to each number.

Children count backwards as often as they count forwards to develop equal capacity at both.

Flash a [dot card](#) at children for 1 second, so that they do not have time to count, for example,

Children share what they saw on the dot card.



Children explain that they saw 3 dots on the card.

WHAT LANGUAGE COULD WE USE TO EXPLAIN AND ASK QUESTIONS?

- ▶ Today we're going to investigate counting forwards by ones.
- ▶ What do you already know about counting forwards by ones?
- ▶ Talk to a friend about counting forwards by ones.
- ▶ Is anybody ready to share what they are thinking about counting forwards by ones?

- ▶ Let's count forwards from one to ten – 1, 2, 3, 4, 5, 6, 7, 8, 9, 10.
- ▶ Let's count backwards from ten – 10, 9, 8, 7, 6, 5, 4, 3, 2, 1, 0.
- ▶ When we count, what do we say?
- ▶ Do we say numbers when we count?
- ▶ When we count forwards and backwards, do we say the same numbers?

- ▶ I am going to flash a card at you and I want you to try to see how many dots there are. Ready?
- ▶ Tell a friend what you saw on the card.
- ▶ Is anyone ready to share what they saw on the card?
- ▶ How many dots did you see?
- ▶ Did you see the 3 dots?

Subitising is essential to developing number sense – that a number always represents the same amount.

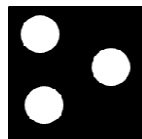
Children tell their friend that they subitised.

Flash the dot card with 3 dots on it again for 1 second.

Children draw what they remember the dot pattern looked like and record the number.

Children compare it to the dot card.

Flash a dot card with 3 dots in a different arrangement, for example,
Children explain that they saw 3 dots on the card.



Children explain that the dots were in a different arrangement.

Children draw what they remember the dot pattern looked like and record the number.

Children compare it to the dot card.

- ▶ Did you know that there were 3 dots without counting?
- ▶ You just subitised!
- ▶ Subitise means you knew how many there were without counting.

- ▶ Turn to a friend and say 'we just subitised!'

- ▶ Can you remember what the dots looked like?
- ▶ Have another quick look!
- ▶ Let's draw what the dots looked like.

- ▶ Do your dots look like the dots on the card?

- ▶ Let's see if we can subitise again.
- ▶ Let's see if you can tell how many dots are on the card without counting! Ready?
- ▶ Tell a friend how many dots you saw.
- ▶ Tell a friend what the dot pattern looked like.
- ▶ How many dots did you see?
- ▶ Did you see 3 dots again?
- ▶ Were the dots arranged in the same way?
- ▶ Let's draw what the dots looked like.

- ▶ Do your dots look like the dots on the card?

Display both dot cards with 3 dots on each, for example,



- ▶ Let's look at both cards.
- ▶ How many dots on the first card?
- ▶ How many dots on the second card?
- ▶ Do both cards have 3 dots on them?
- ▶ Are the dots in the same arrangement?
- ▶ Can 3 dots be arranged in different ways?
- ▶ If we re-arrange the dots, do we still have 3 dots?

Depending on the arrangement, it is possible to subitise up to about 6 items. Subitising larger numbers in 2 groups is the next level of subitising.

Flash a dot card in 2 sections, with 3 dots in 1 section, and 2 dots in the other section (dominoes are great!), for example,



- ▶ Let's subitise 1 more time!
- ▶ How many dots?
- ▶ Did you see 3 dots and 2 dots?
- ▶ Did you see 5 dots altogether?

