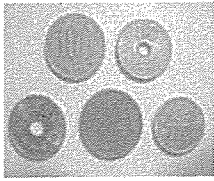


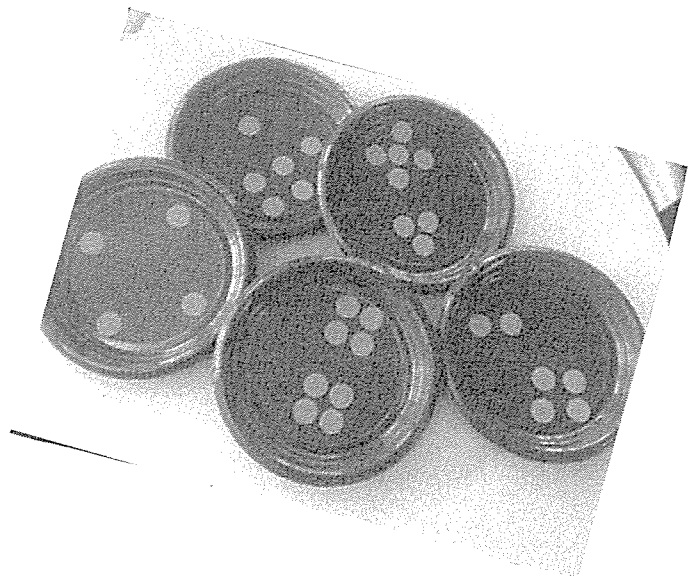
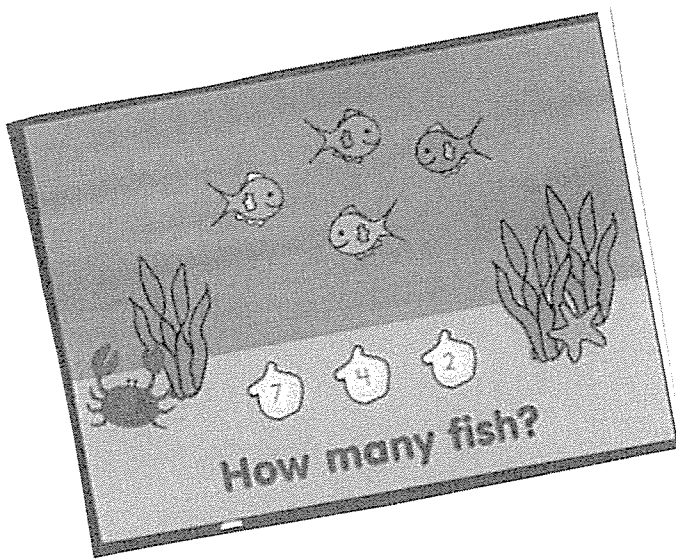
Definition of

# Subitising



Instantly recognizing the number of objects in a small group, without counting.

Example: when you know there are 5 coins here without counting.



## SAMPLE LEARNING ACTIVITIES

### Beginning ✓✓✓

#### Collecting

Have students pick up a collection of two blocks, then three blocks, from a group of blocks without counting. Increase the number to five if students are successful at each amount.

#### Separating Collections

Invite pairs of students to investigate how a collection can be separated into parts. For example, students take turns to drop a collection of beans and tell their partner the size of the groups the collection is separated into (e.g. a collection of eight beans may fall into groups of 4 and 3 and 1.) Students then record these groupings both pictorially and numerically. Compile each pair's results into a class chart to use in future lessons.

#### Dice Combinations

Organise students into pairs. Give each pair two dice. Have students take turns to roll the dice and then say how many dots just by looking. Ask: How many dots are on the first die? (e.g. 2) How many dots on the second die? (e.g. 3) How many dots altogether? (e.g. 5) Have students use calculators to keep progressive scores. The first student to a given number (e.g. 50) could be the winner. Later, extend the activity to include three dice.

### How Many?

Flash small groups of things (e.g. leaves, stones) to students. Ask them to say how many at a glance without one-to-one counting.

### Flashcards

Show students a flashcard with, for example, seven things in groupings of 5 and 2. Ask: How many things are there? What helped you see how many are there? (Link to Calculate, Key Understanding 1.)

### Snap

Organise students into pairs. Have students use adhesive dots or drawings to make sets of cards with groupings of up to six spots randomly placed. When playing, have students say the number of spots on the cards if there is a match. Later, add number cards where students match numbers to spots arranged in domino patterns up to 10. (Link to Calculate, Key Understanding 2.)

### Straws

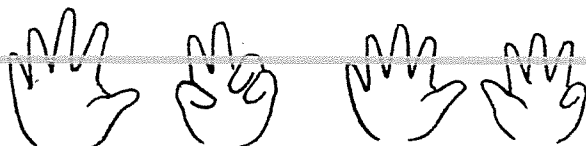
Have each student hide five straws under the desk, some in each hand. Then, invite all students to show one hand. Ask those students with the same number of straws revealed to stand up and compare their groupings. Ask: Do you all have the same number of straws in the other hand? Have students record their groupings for five straws, then try different arrangements. Focus on the part-whole relationships of the numbers. Repeat the activity and gradually include more straws. (Link to Calculate, Key Understanding 2.)

### Five Little Monkeys

Use story contexts to help students group numbers in an organised way. For example, give students five monkey templates (e.g. photos cut from magazines) to move from tree to tree. Begin with one monkey in a small tree and four in a large tree. Say: There are four monkeys in the first tree and one monkey in the second tree. Move one monkey so that there are three monkeys in one tree and two monkeys in the other. Then, ask: Are there still five monkeys altogether? Repeat the activity for combinations of 2 and 3, 1 and 4, and 0 and 5.

### Hands Up

Have two students face each other, then clap their hands three times before holding up between five and ten fingers. Have them show all the fingers on one hand and some extra fingers on the second hand. Together, students say how many fingers are held up altogether. (Link to Calculate, Key Understandings 1 and 4.)

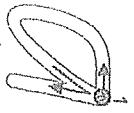
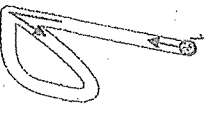

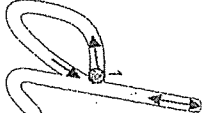

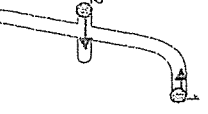



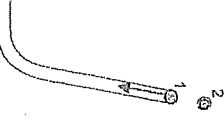
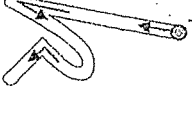
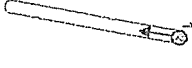



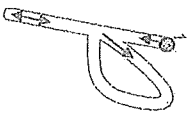

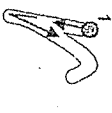

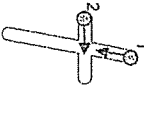



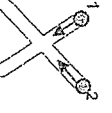
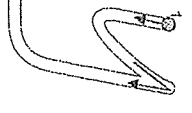
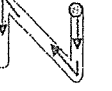


# QAR Question Stems

In the Book	
Right There	Think & Search
What did.... Who did... How many... What was... Who are.... When did... What does... What kind.... Who is... What is... Where is... Name.... List....	How do you... What happened to... How long did... What time did... What happened before... What happened after... How would you describe... What examples.... Where did... How do you make... Why does... Explain... Compare...

In My Head	
Author & Me	On My Own
Do you agree with.... Why did the main character.. What did they mean by... How did she/he feel when... Give the reasons why... What do you think... What if... What do you think will happen... What did the author mean by... What did the character learn about...	Have you ever... What are the reasons that... If you could... If you were going to... What are the pros & cons of.. Do you know anyone who... How do you feel about... What is your favorite...why... What do you do when... What can be exciting about.. What do you already know about.... What would you do if...

Letter Formations

<p>Verbal Cue: 1- backwards, around, up, down</p> 	<p>Verbal Cue: 1- start at the top, down, up and around</p> 	<p>Verbal Cue: 1- backwards, around</p> 	<p>Verbal Cue: 1- start in the middle, backwards, around, up, up, up, down</p> 	<p>Verbal Cue: 1- sideways, up and around</p> 	<p>Verbal Cue: 1- backwards, down, down, down 2- sideways</p> 	<p>Verbal Cue: 1- backwards, around, up, down, down, down with a hook</p> 
<p>Verbal Cue: 1- start at the top, down, up and over</p> 	<p>Verbal Cue: 1- down 2- dot on top</p> 	<p>Verbal Cue: 1- down, down, down, down with a hook 2- dot on top</p> 	<p>Verbal Cue: 1- start at the top, down, up and over with a flick</p> 	<p>Verbal Cue: 1- start at the top, down</p> 	<p>Verbal Cue: 1- start at the top, down, up and over, up and over</p> 	<p>Verbal Cue: 1- start at the top, down, up and over</p> 
<p>Verbal Cue: 1- backwards, and around</p> 	<p>Verbal Cue: 1- down, down, down, up to the middle, and around</p> 	<p>Verbal Cue: 1- backwards, around, up, down, down, down with a flick</p> 	<p>Verbal Cue: 1- down, up and over</p> 	<p>Verbal Cue: 1- backwards like a race track</p> 	<p>Verbal Cue: 1- start at the top, down 2- sideways</p> 	<p>Verbal Cue: 1- down, up, down, up and over</p> 
<p>Verbal Cue: 1- down, up with a flick</p> 	<p>Verbal Cue: 1- down, up, down, up with a flick</p> 	<p>Verbal Cue: 1- start on the left, cross</p> 	<p>Verbal Cue: 1- down, up, down, down, down with a hook</p> 	<p>Verbal Cue: 1- sideways, down, sideways</p> 		

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