

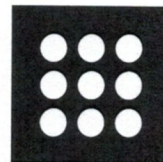
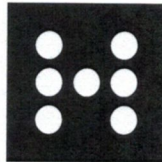
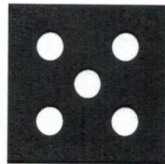
TELL ME FAST – DOT CARDS

Instant recognition of quantities to ten without counting

What is essential to learning the basic facts:

- Learning how to recognize and describe the parts of numbers without hesitation and without counting.
- Understanding that numbers are embedded in other numbers
- Combining small groups and finding a total without counting

Materials: Dot Cards



Directions: Numbers Under Five

- Begin with a dot card of 5 or less.
- Briefly show one dot card at a time and put it down quickly.
- Students try to recognize the number of dots without counting.
- When students can instantly recognize groups of 5 or less, include groups greater than five.

Directions: Numbers Between Six and Ten

- Show students a dot card greater than five.
- When students tell you how many they see, always ask them how they saw it.
- For example: hold up an arrangement of seven.
Teacher: *"Tell me fast. How many?"*
Student: *"Seven."*
Teacher: *"How did you see it? How did you know?"*
Student: *"I saw three, three, and one and that's seven."*

Note: In order to recognize groups greater than five quickly, students need to mentally combine the smaller groups they see.

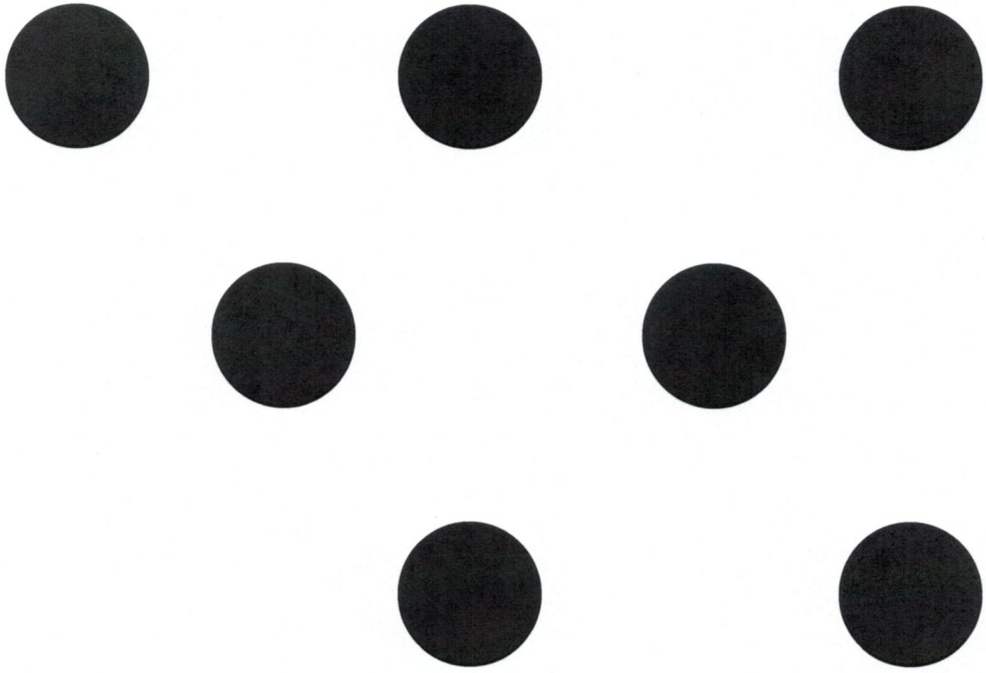
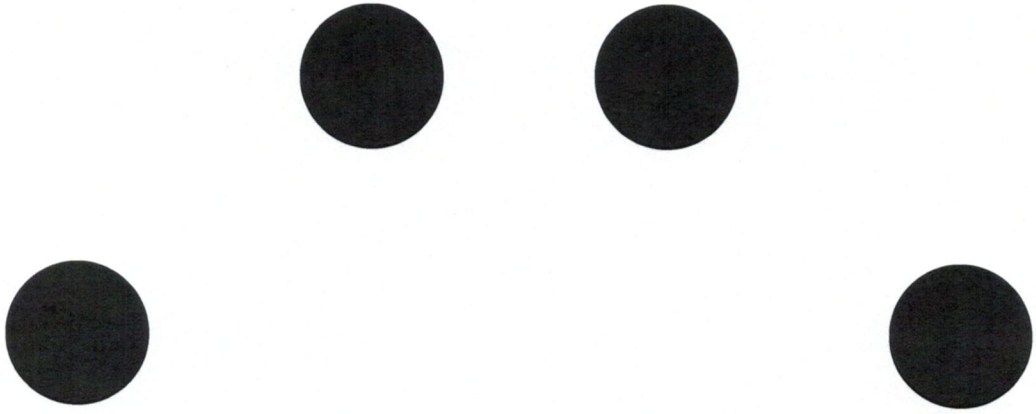


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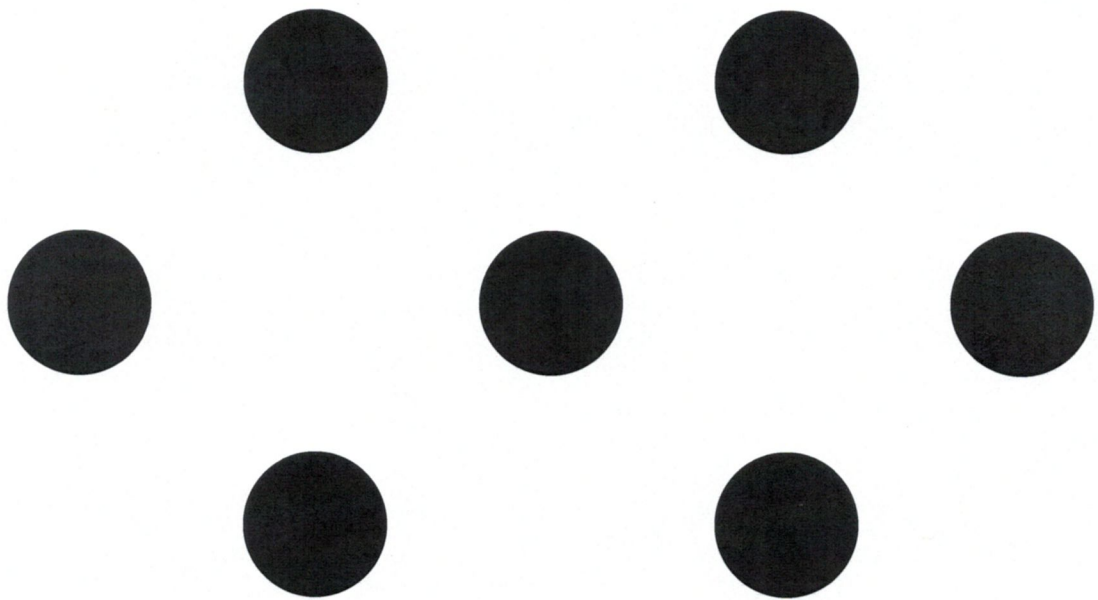
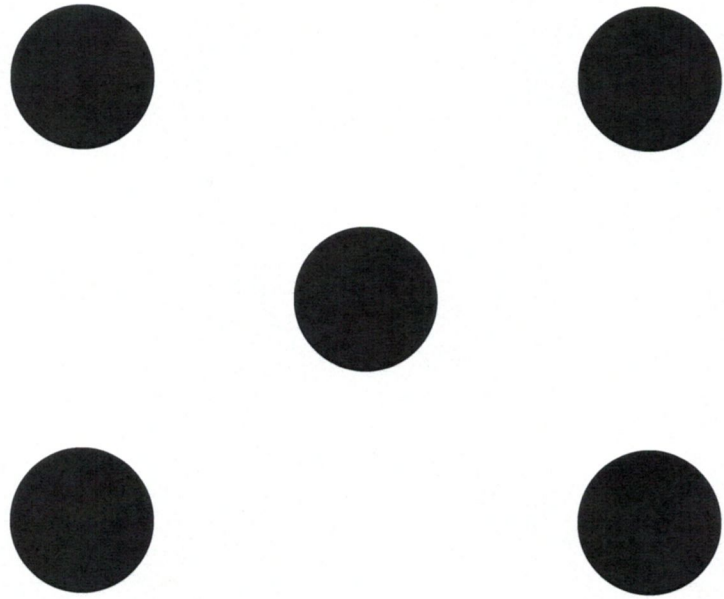


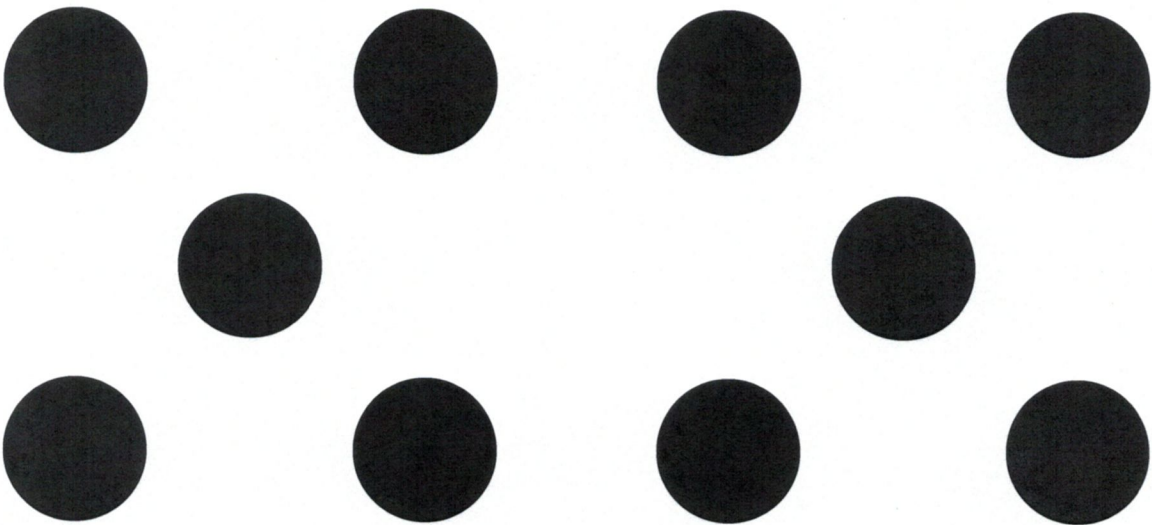


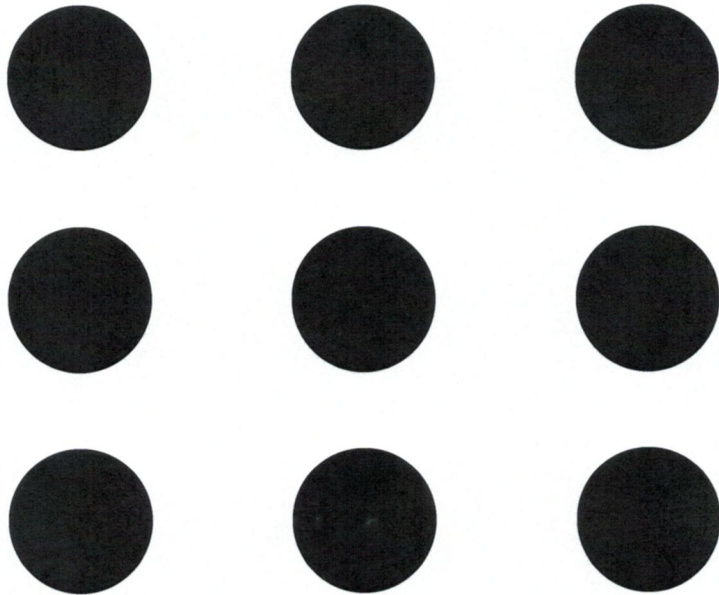
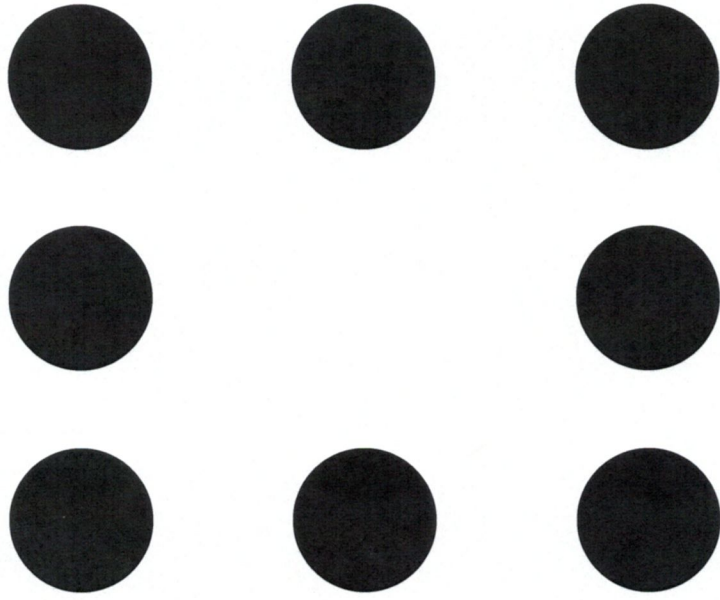


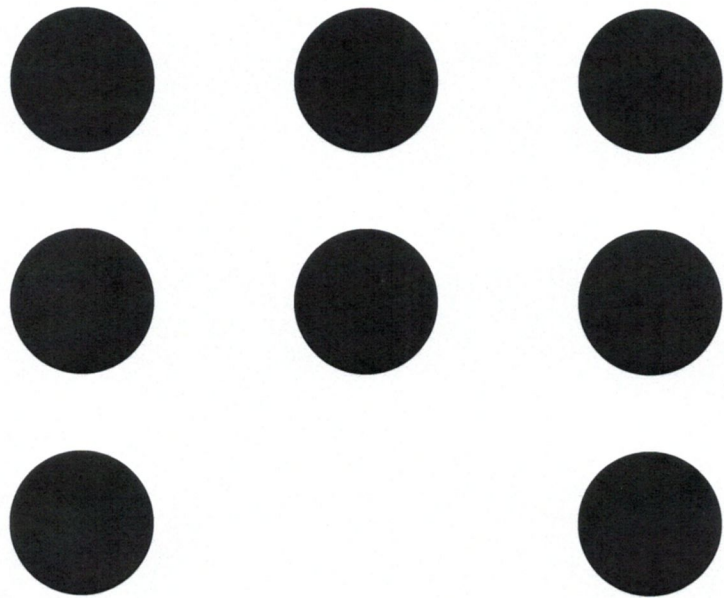
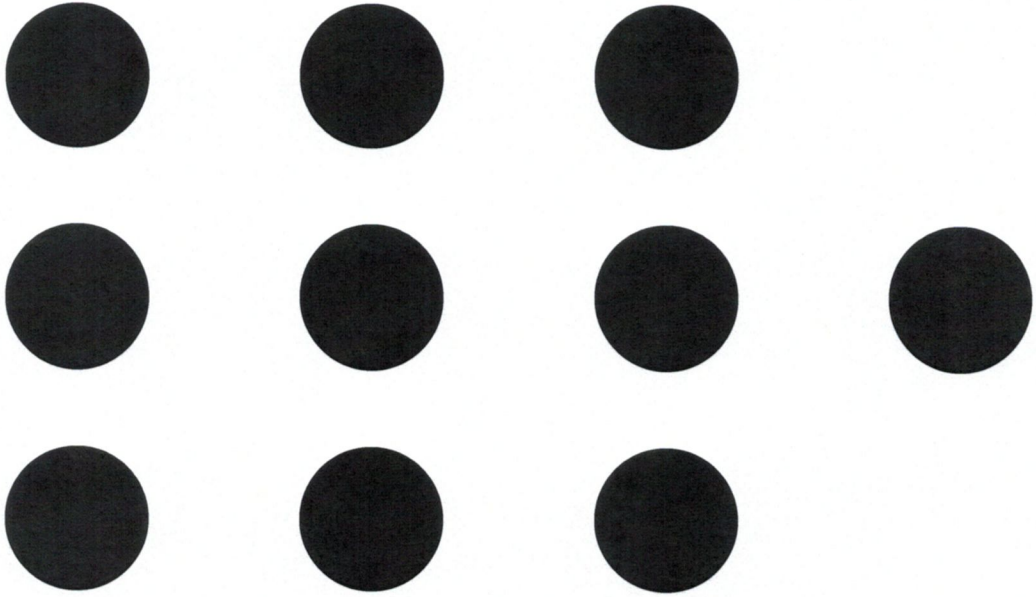












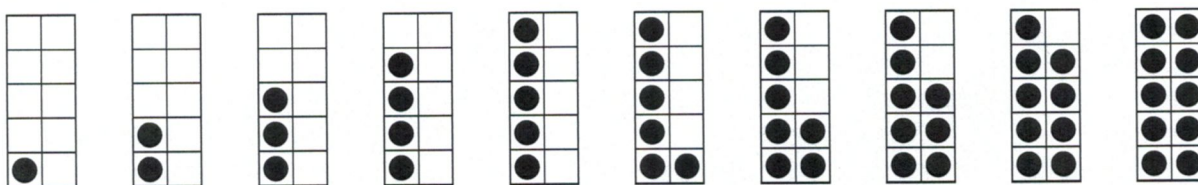
TELL ME FAST – TEN FRAMES

Instant recognition of quantities to ten without counting

What is essential to learning the basic facts:

- Learning how to recognize and describe the parts of numbers without hesitation and without counting.
- Understanding that numbers are embedded in other numbers
- Combining small groups and finding a total without counting

Materials: Ten Frames, 1 - 10



Directions: Instant Recognition of Numbers to Five

- Show students the ten frame for three seconds
- Ask, “How many do you see?”
- Continue until students instantly recognize amounts one to five without counting.

Directions: Instant Recognition of Numbers to 10

- Show students the ten frame for three seconds.
- Ask, “How many do you see?”
- Ask, “How do you see it?”
Possible responses might be “Five and three more are eight.” or, “Ten less two is eight.”



- Continue until students instantly recognize the amounts without counting.

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TELL ME FAST – NUMBER TRAINS

Instant recognition of quantities to ten without counting

What is essential to learning the basic facts:

- Learning how to recognize and describe the parts of numbers without hesitation and without counting.
- Understanding that numbers are embedded in other numbers
- Combining small groups and finding a total without counting

Materials: Connecting cubes of two colors joined together in trains of lengths to ten

Directions:

- Hold up a two-color train of any length and have students determine the total number of cubes.
- Begin with simple trains such as four blues, then three reds.



- Progress by alternating the two colors more frequently such as red, blue, red, blue, red, red, red.



- Students explain how they saw the arrangement and how they figured out the total:

Teacher: *“How many red?”*

Student: *“Five.”*

Teacher: *“How did you figure it out?”*

Student: *I saw three red together at the end and two more. That’s five.”*

Teacher: *“Did anyone see it a different way?”*

Student: *“I knew that three plus two equals seven.”*

- Repeat using a variety of two-color trains with different quantities and different arrangements.

SNAP IT

Recognizing and knowing the parts of numbers to ten without counting

Students need to learn:

- To recognize and know the parts of numbers to ten without counting or needing to figure them out
- To use what they know about parts of numbers to solve subtraction problems
- To use addition to solve subtraction problems
- To identify a missing addend

Materials: Connecting cubes sorted by color

Directions:

- The teacher selects the number that the students will explore. For example the teacher may select the number eight.
- Each student makes a train with this number of cubes (all the same color).



- When the teacher says “snap,” students break their trains into two parts and put their hands behind their backs so the parts are hidden.



- Going around the circle of students, each student shows what is in one hand and keeps the other hand behind his/her back.



- The other students call out how many cubes are hidden.
- The student shows the hidden cubes so that the other students can check their predictions.
- The teacher records each equation on the board ($6 + 2 = 8$; $3 + 5 = 8$; etc.)