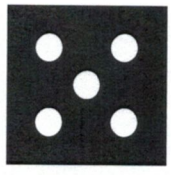
TELL ME FAST – DOT CARDS

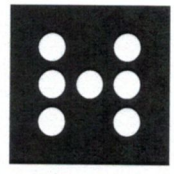
Instant recognition of quantities to ten without counting

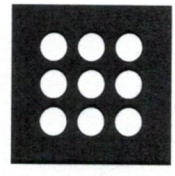
What is essential to learning the basic facts:

- **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







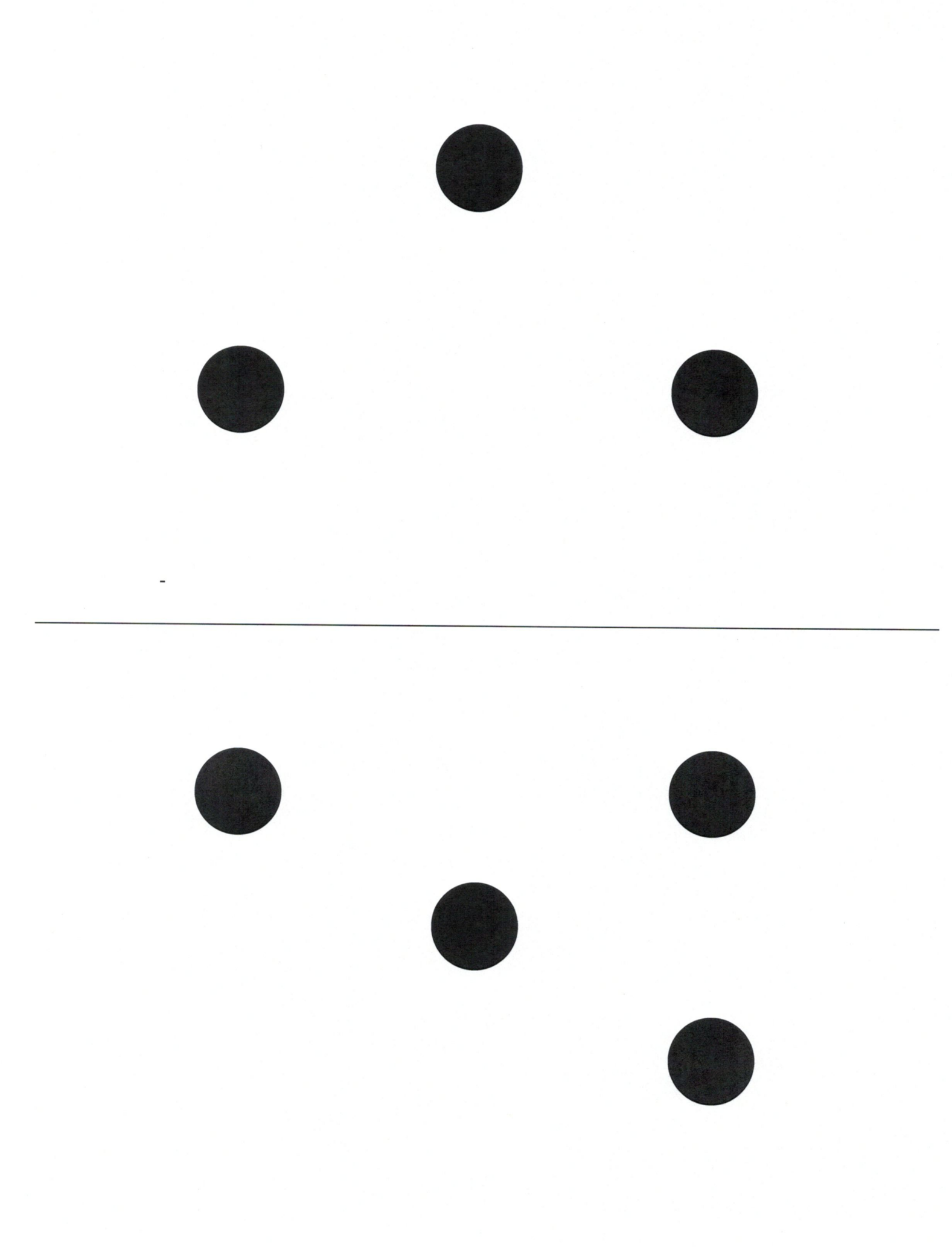
Directions: Numbers Under Five

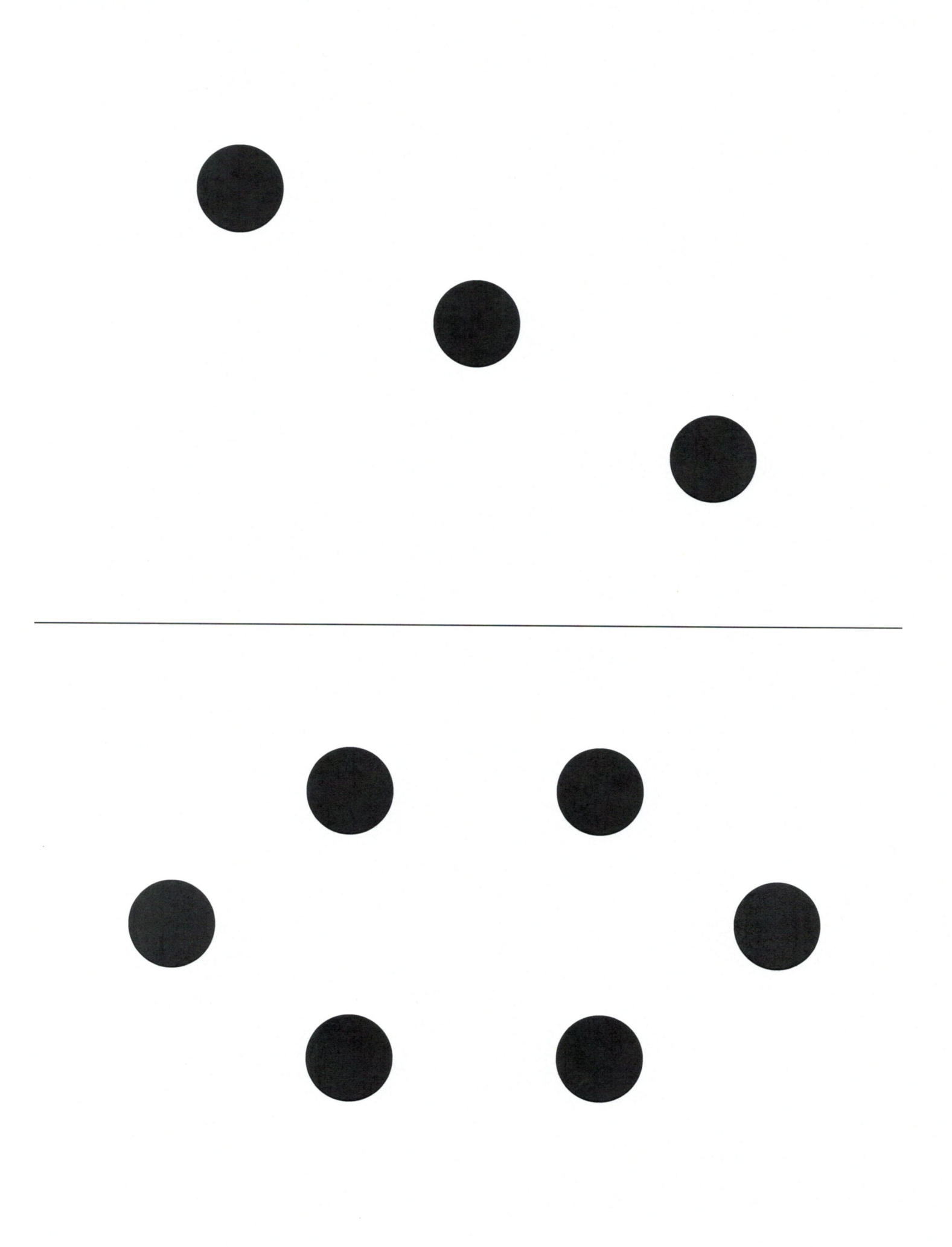
- Begin with a dot card of 5 or less.
- Briefly show one dot card at a time and put it down quickly.
- Students try to recognize the number of dots without counting.
- When students can instantly recognize groups of 5 or less, include groups greater than five.

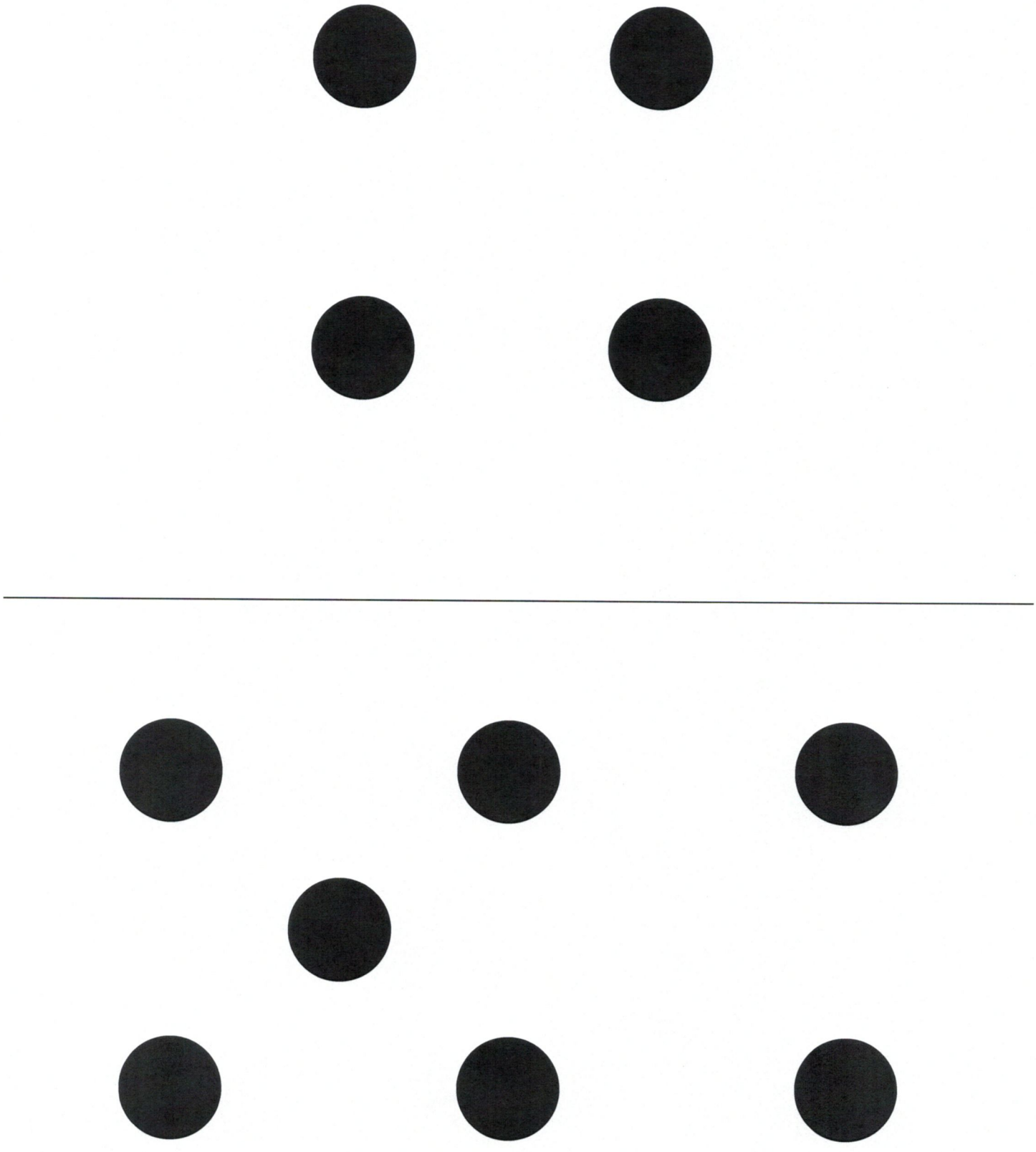
Directions: Numbers Between Six and Ten

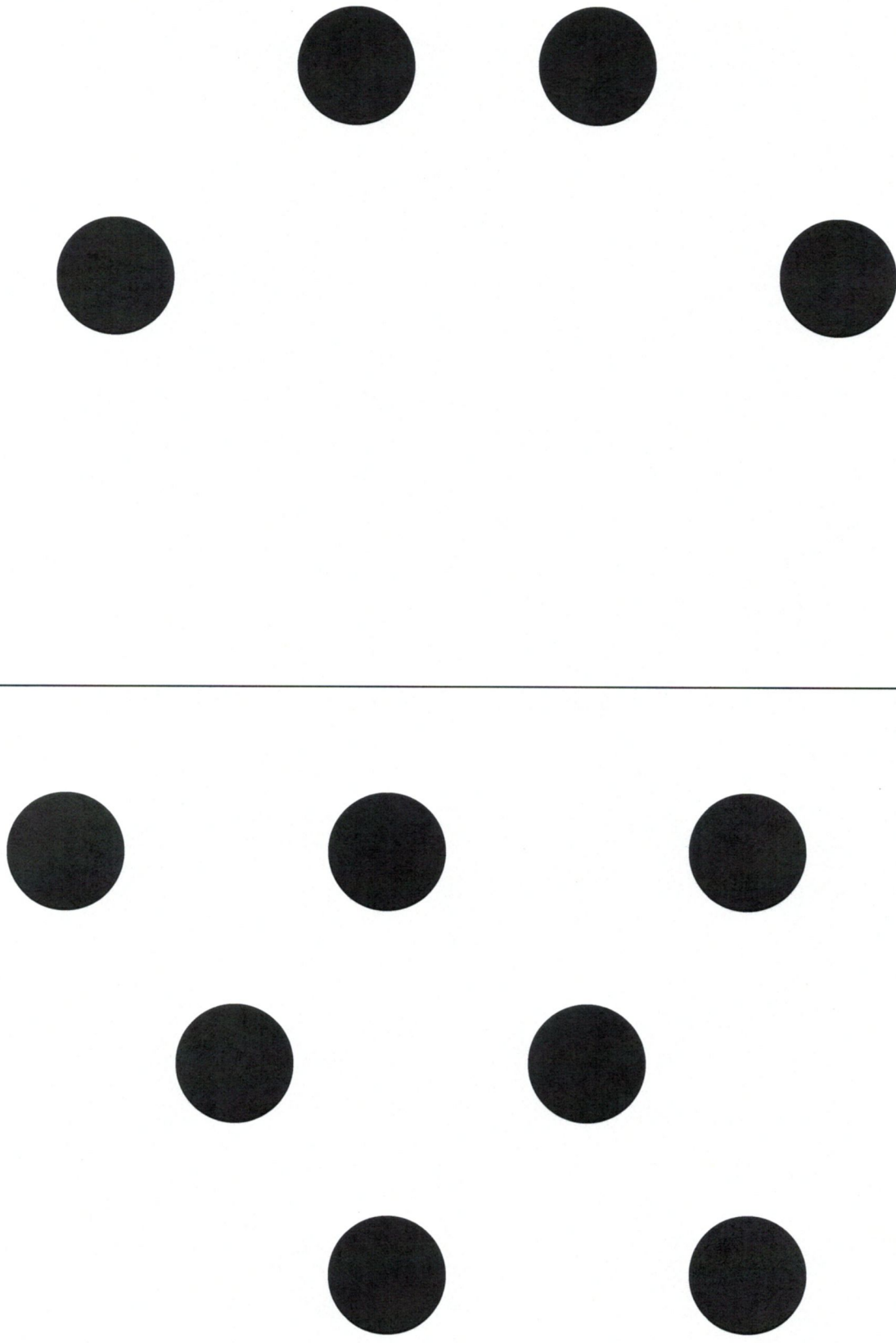
- Show students a dot card greater than five.
- When students tell you how many they see, always ask them how they saw it.
- For example: hold up an arrangement of seven.
  Teacher: *"Tell me fast. How many?"*
  Student: *"Seven."*
  Teacher: *"How did you see it? How did you know?"*
  Student: *"I saw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

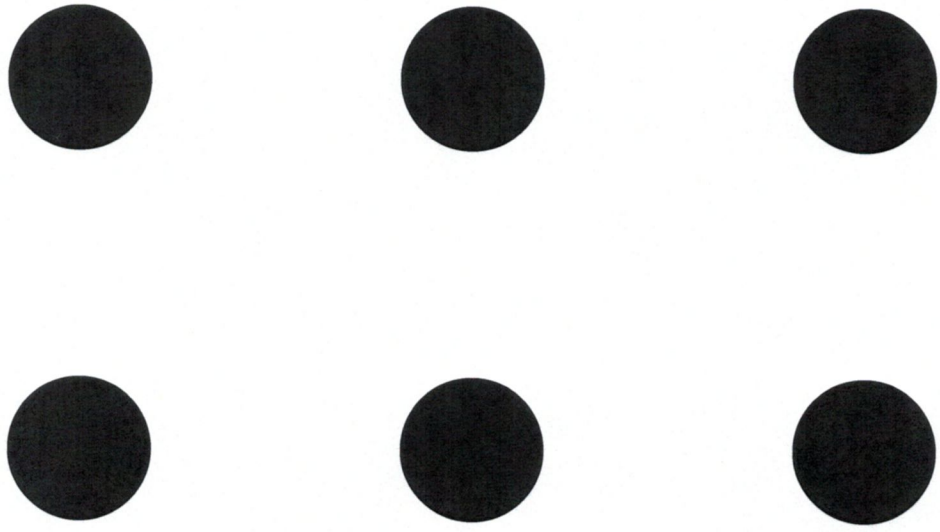
Note: In order to recognize groups greater than five quickly, students need to mentally combine the smaller groups they see.

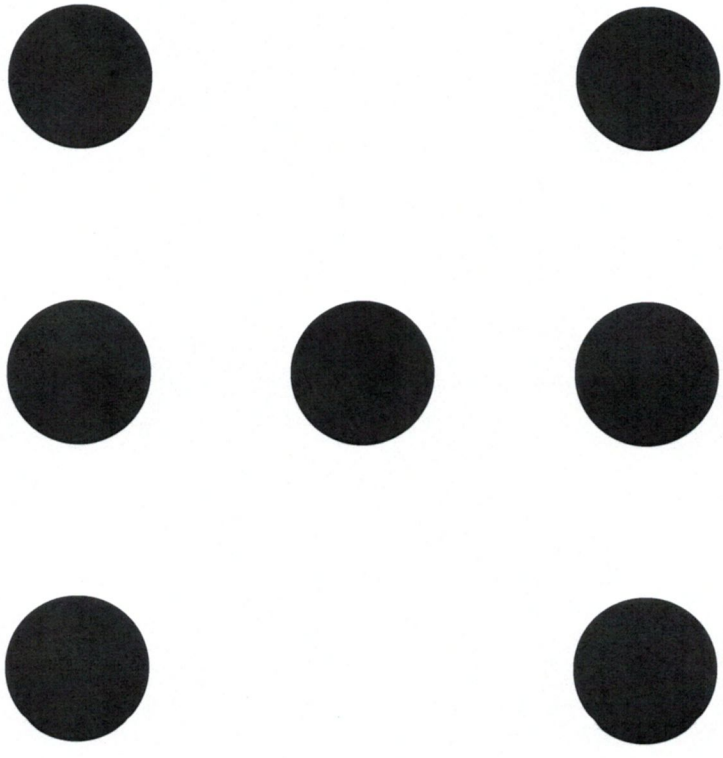


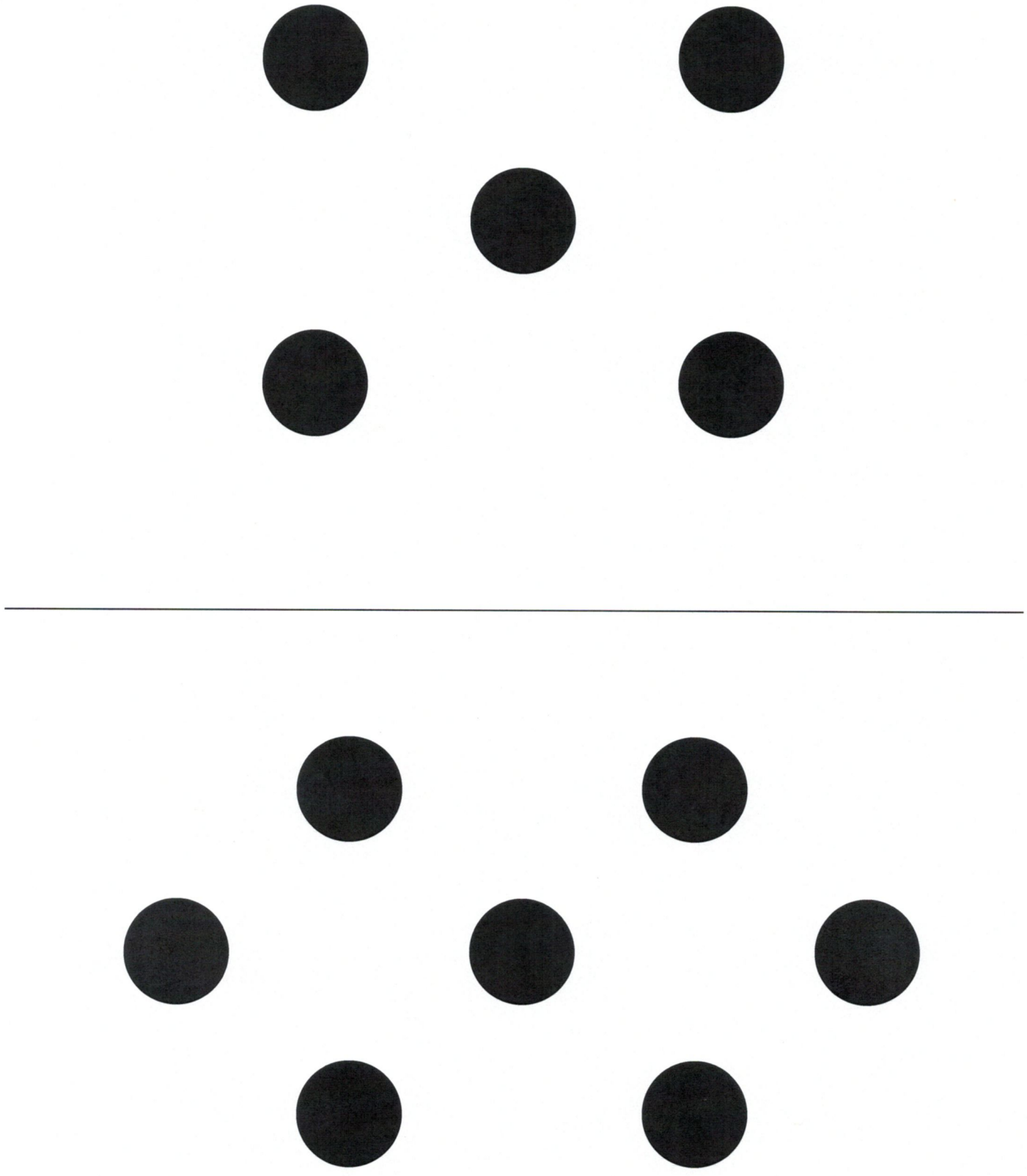


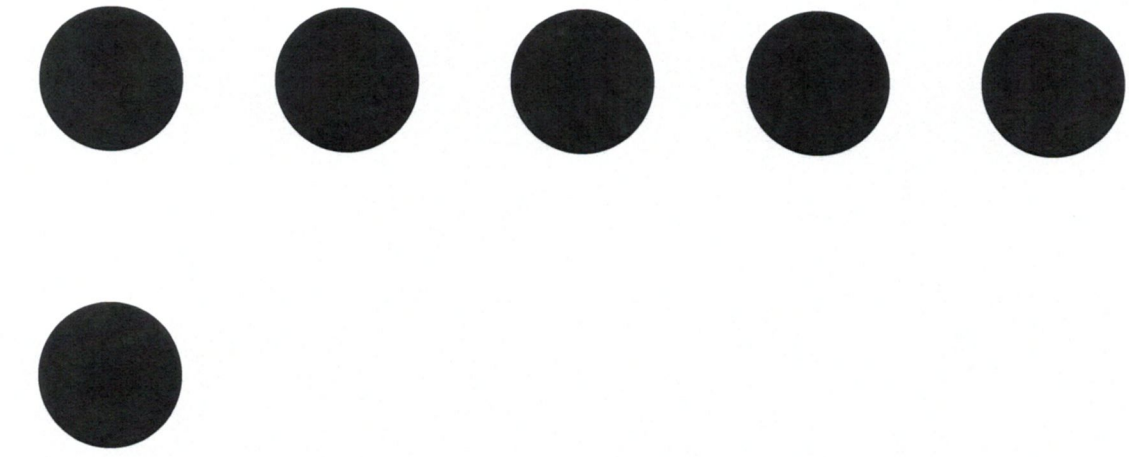


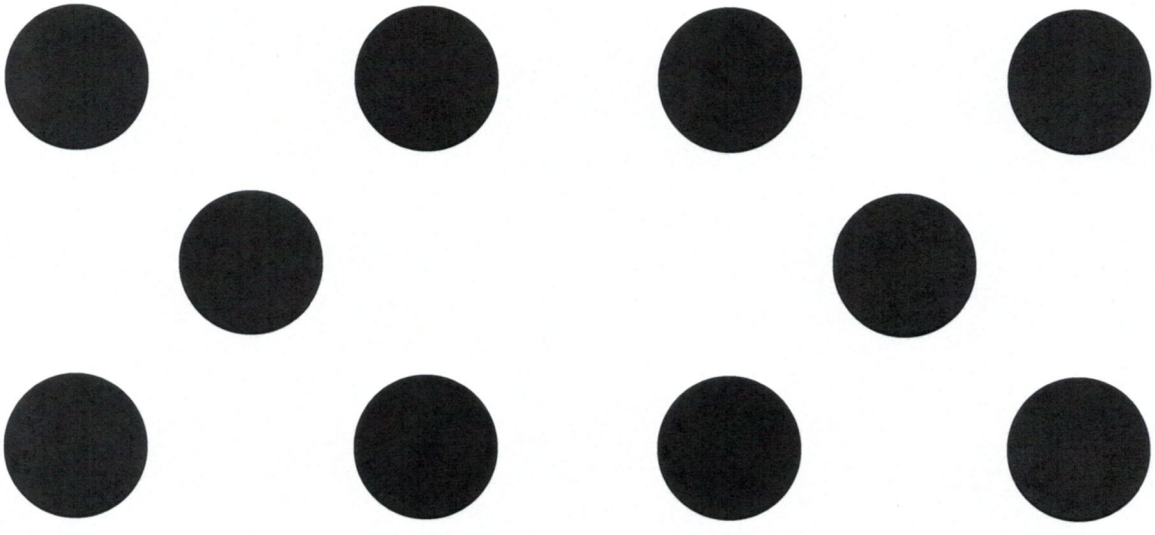


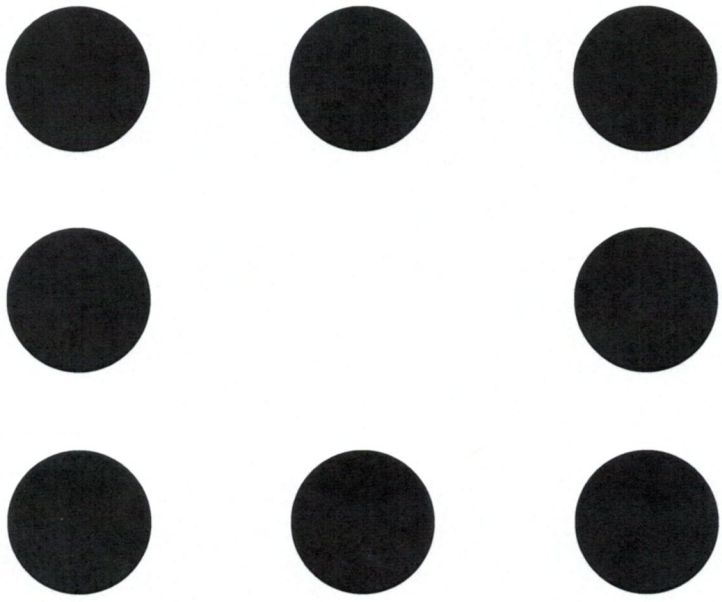


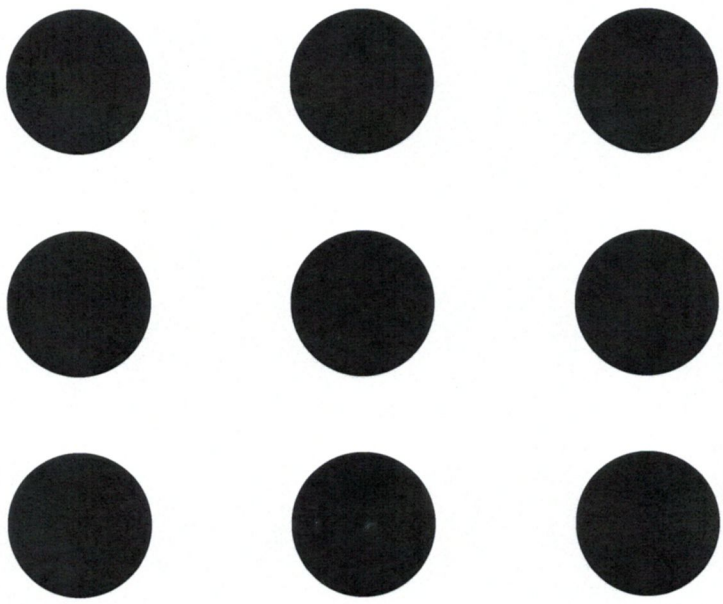


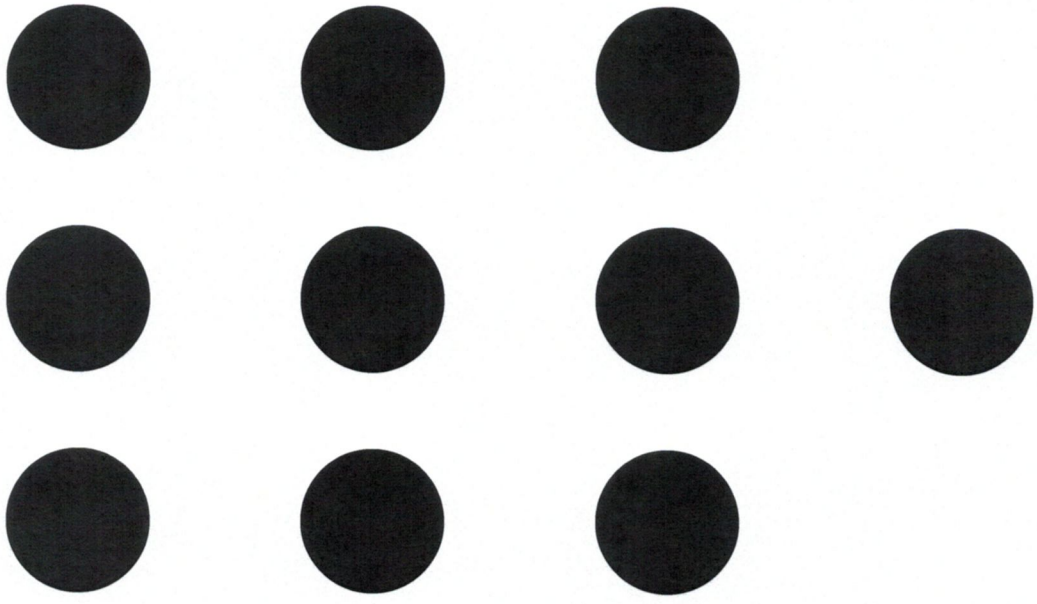


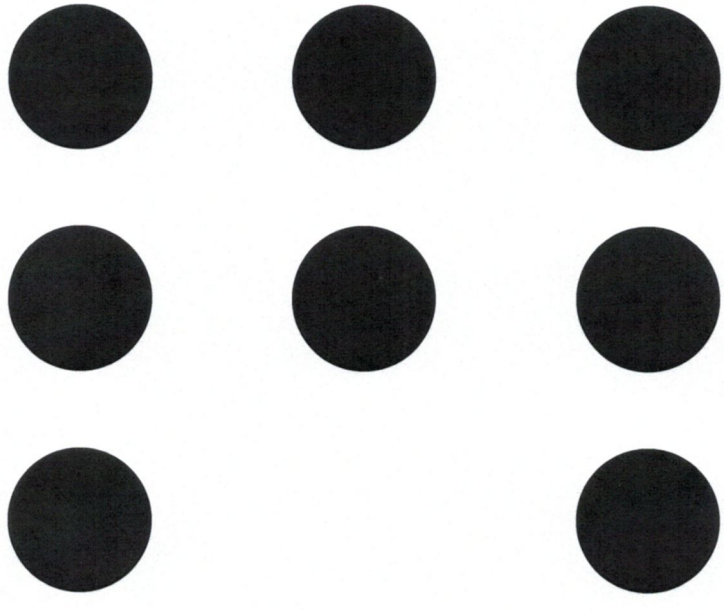












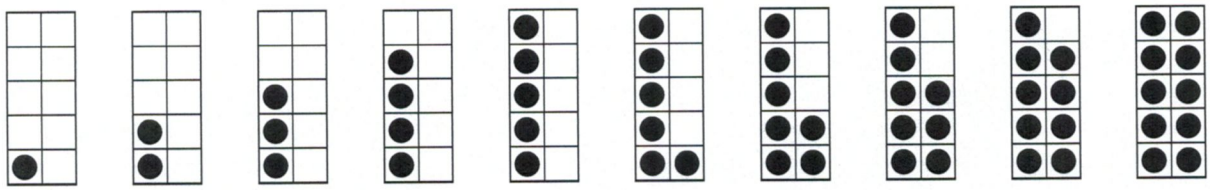
TELL ME FAST – TEN FRAMES

Instant recognition of quantities to ten <u>without counting</u>

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**

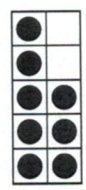
<u>Materials</u>: Ten Frames, 1 - 10



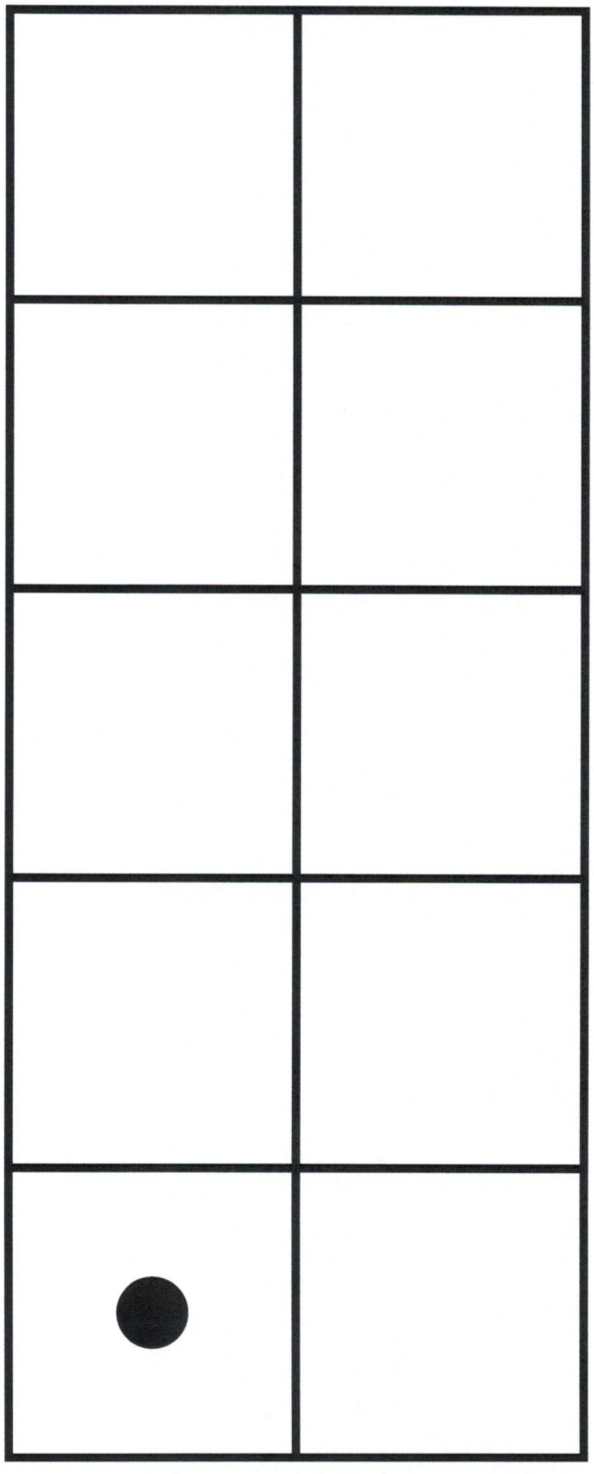
<u>Directions: Instant Recognition of Numbers to Five</u>

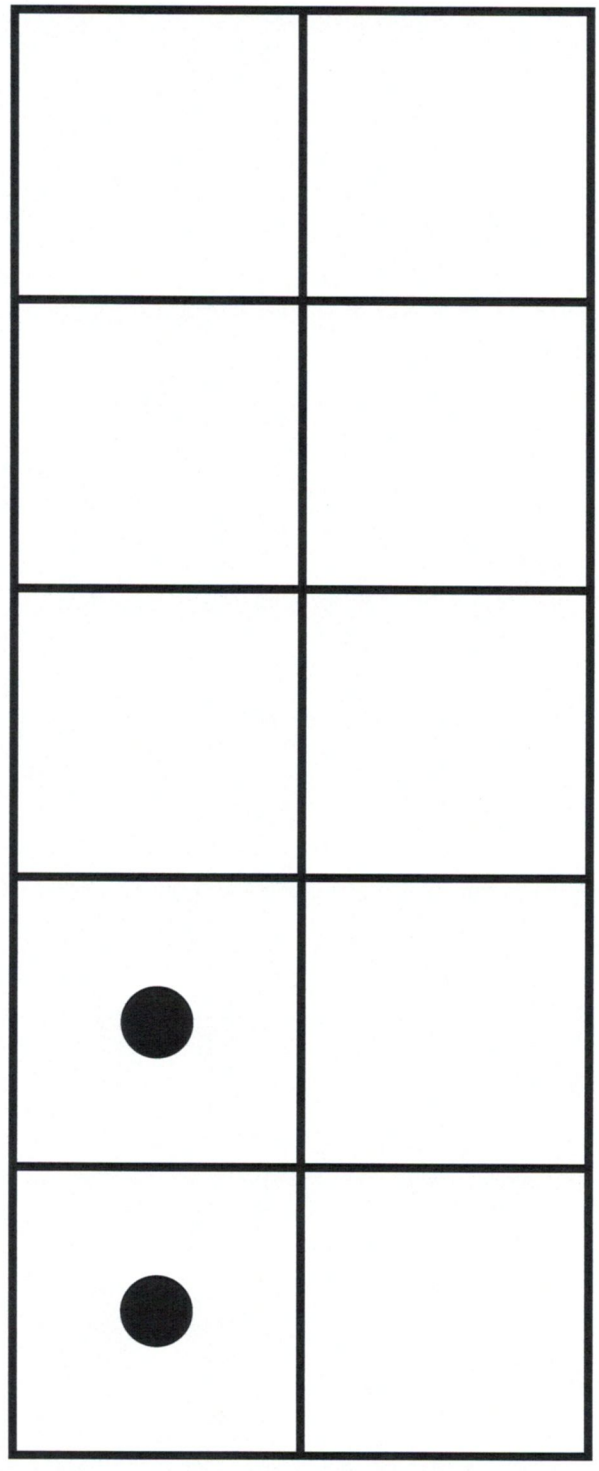
- Show students the ten frame for three seconds
- Ask, *"How many do you see?*
- Continue until students instantly recognize amounts one to five without counting.

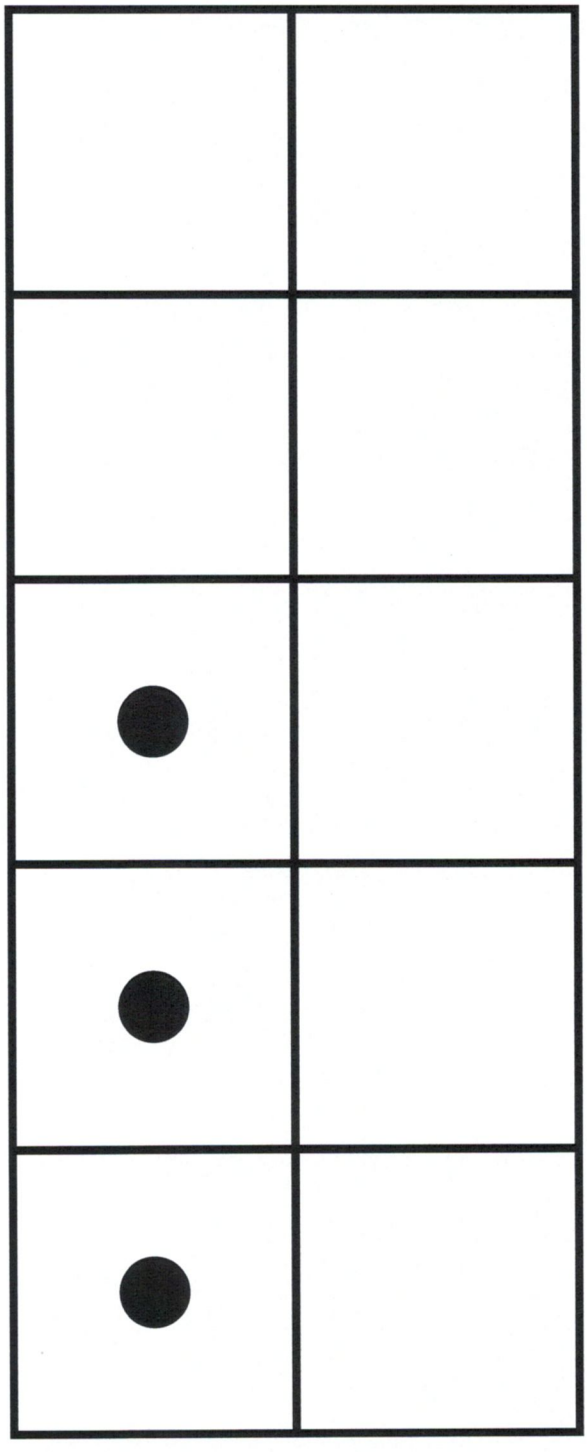
<u>Directions: Instant Recognition of Numbers to 10</u>

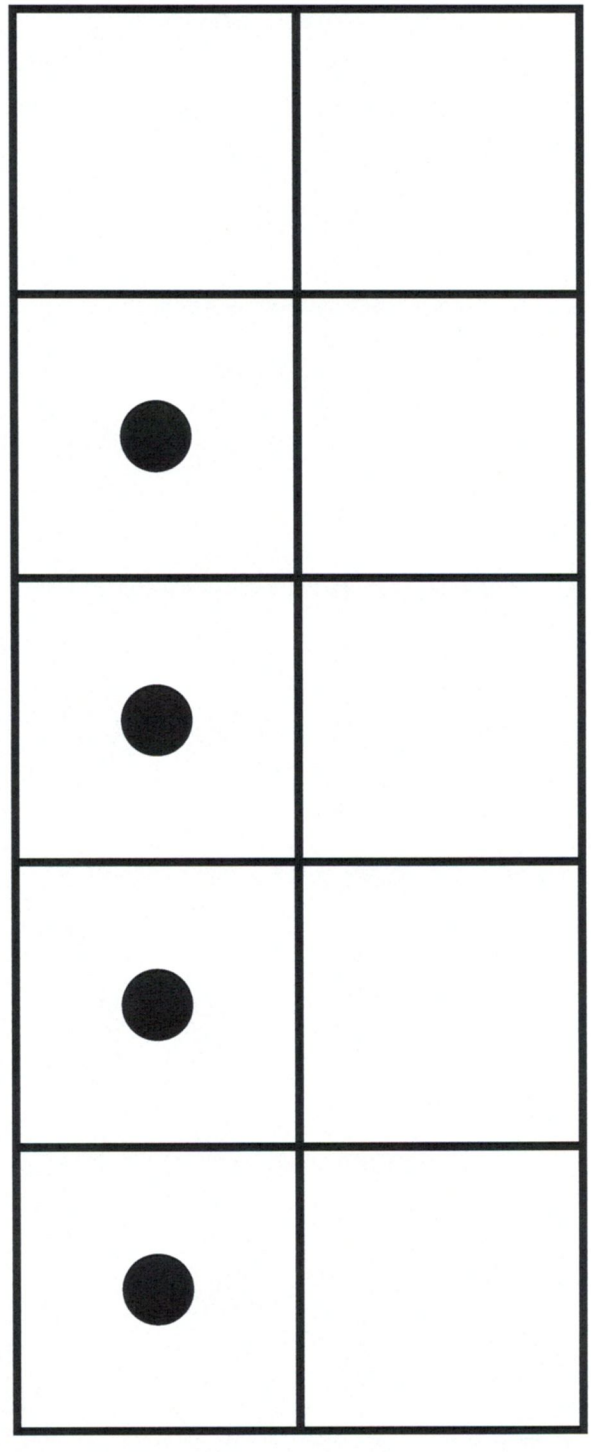


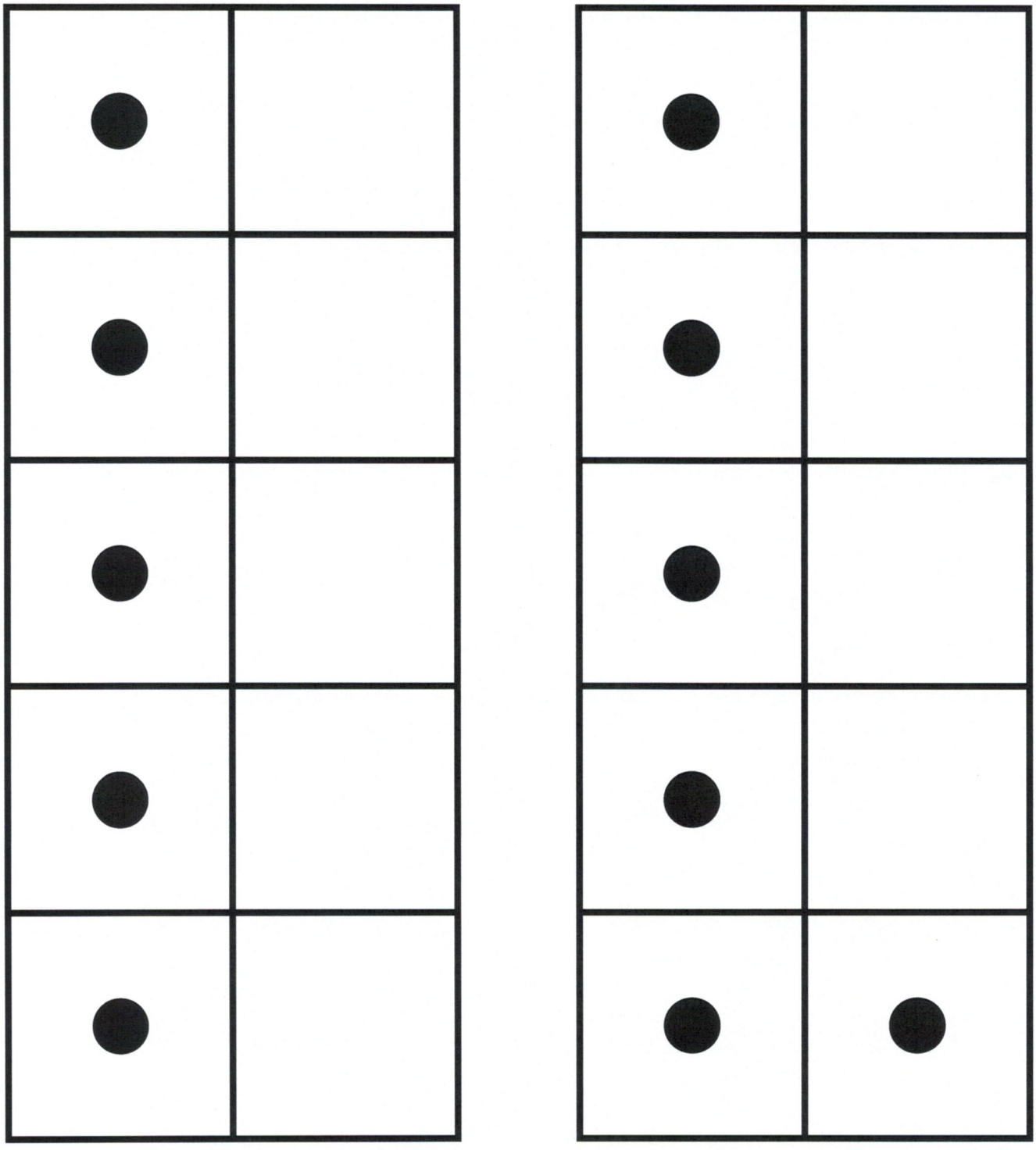
- Show students the ten frame for three seconds.
- Ask, *"How many do you see?"*
- Ask, *"How do you see it?"*
  Possible responses might be *"Five and three more are eight." or, "Ten less two is eight."*
- Continue until students instantly recognize the amounts without counting.

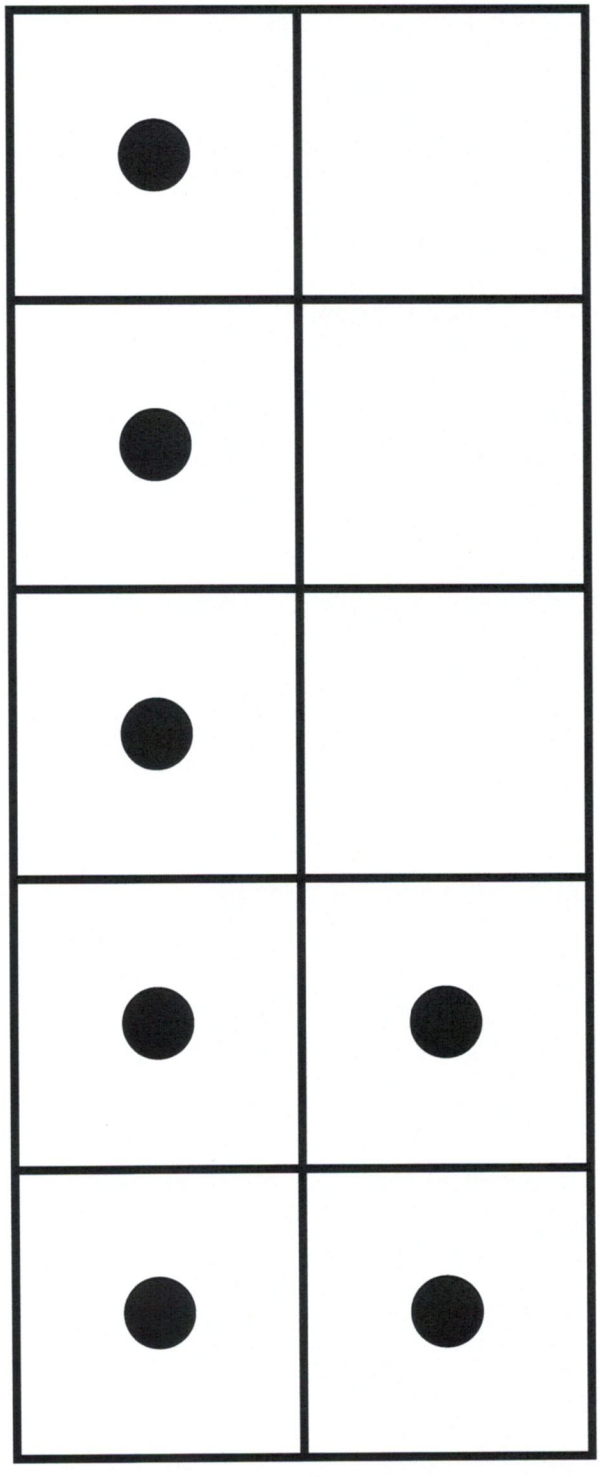


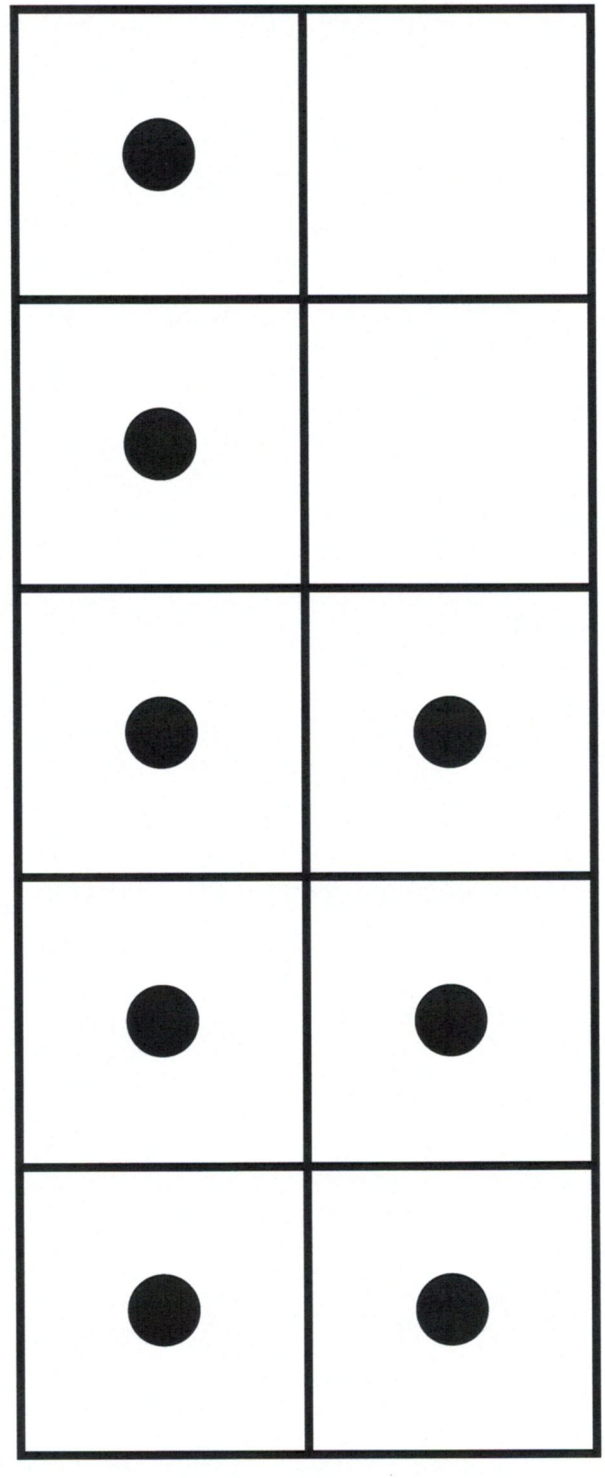


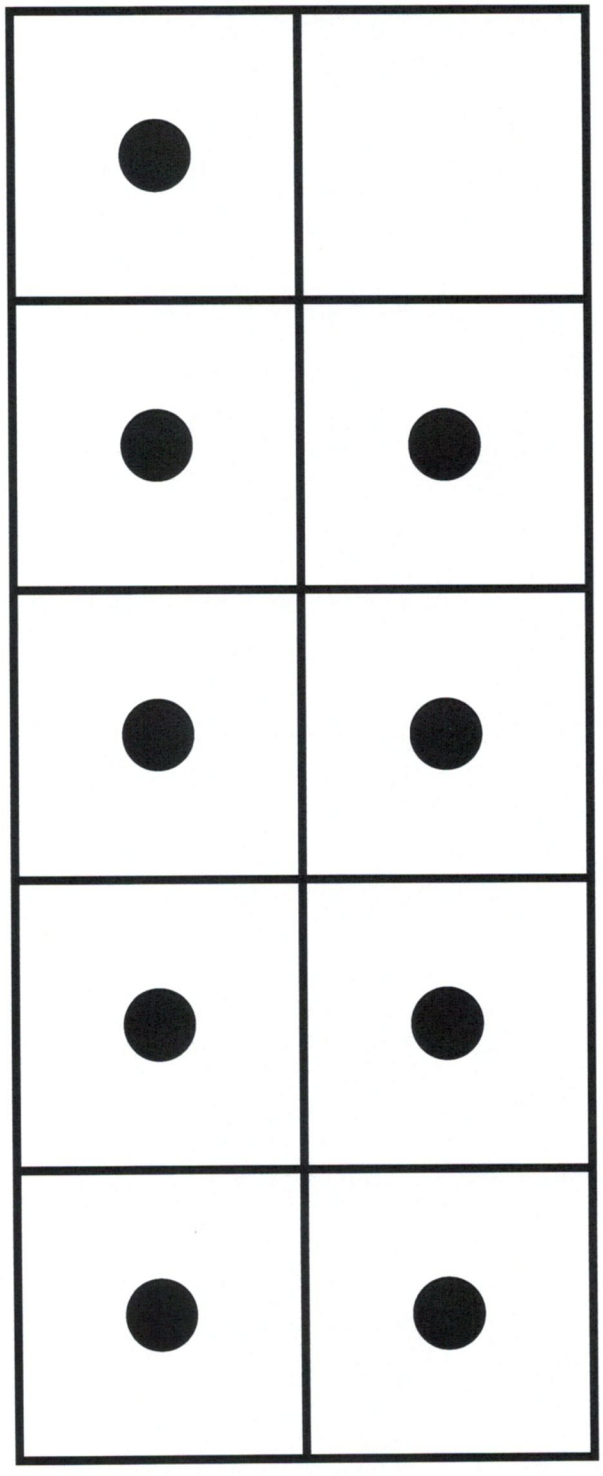


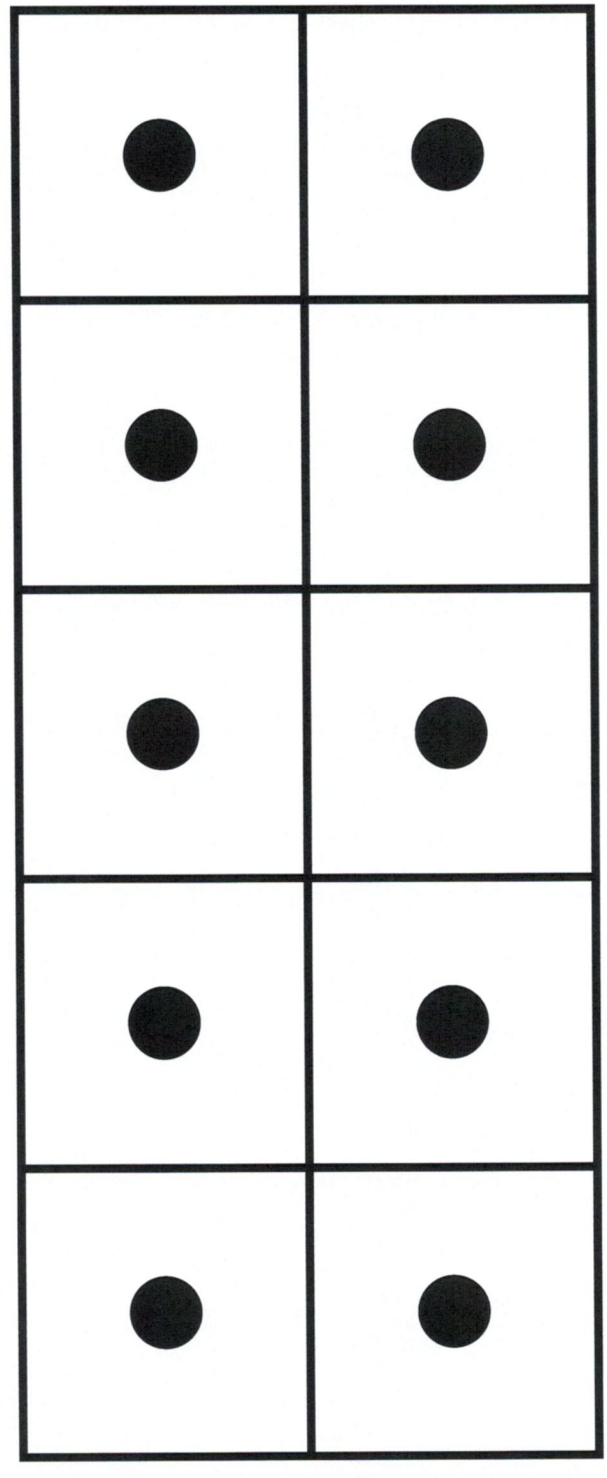


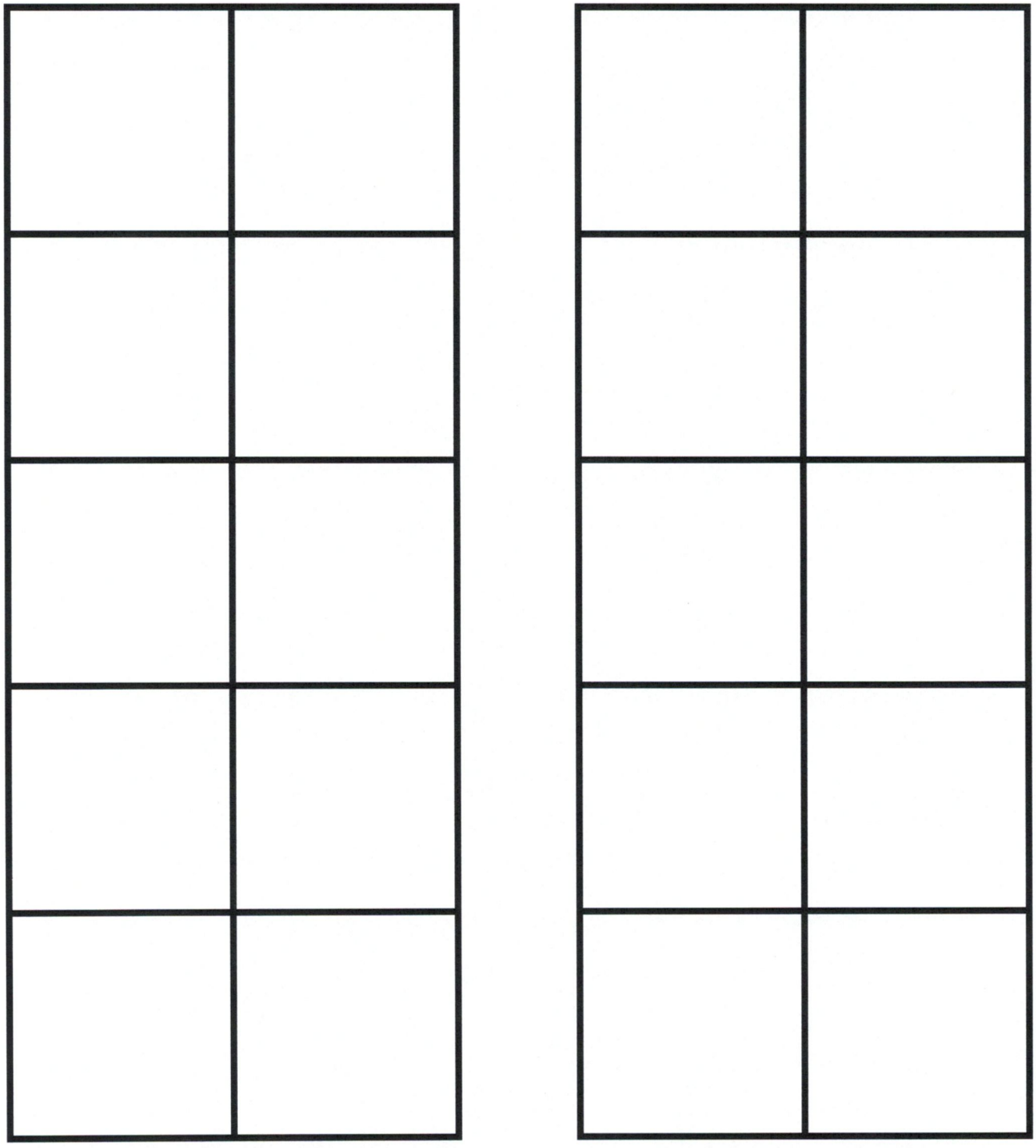












TELL ME FAST – NUMBER TRAINS

Instant recognition of quantities to ten <u>without counting</u>

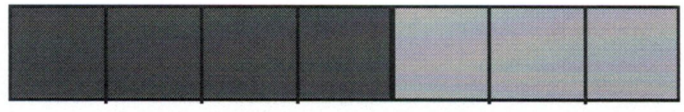
What is essential to learning the basic facts:

- **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**

<u>Materials</u>: Connecting cubes of two colors joined together in trains of lengths to ten

<u>Directions:</u>

- 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."*

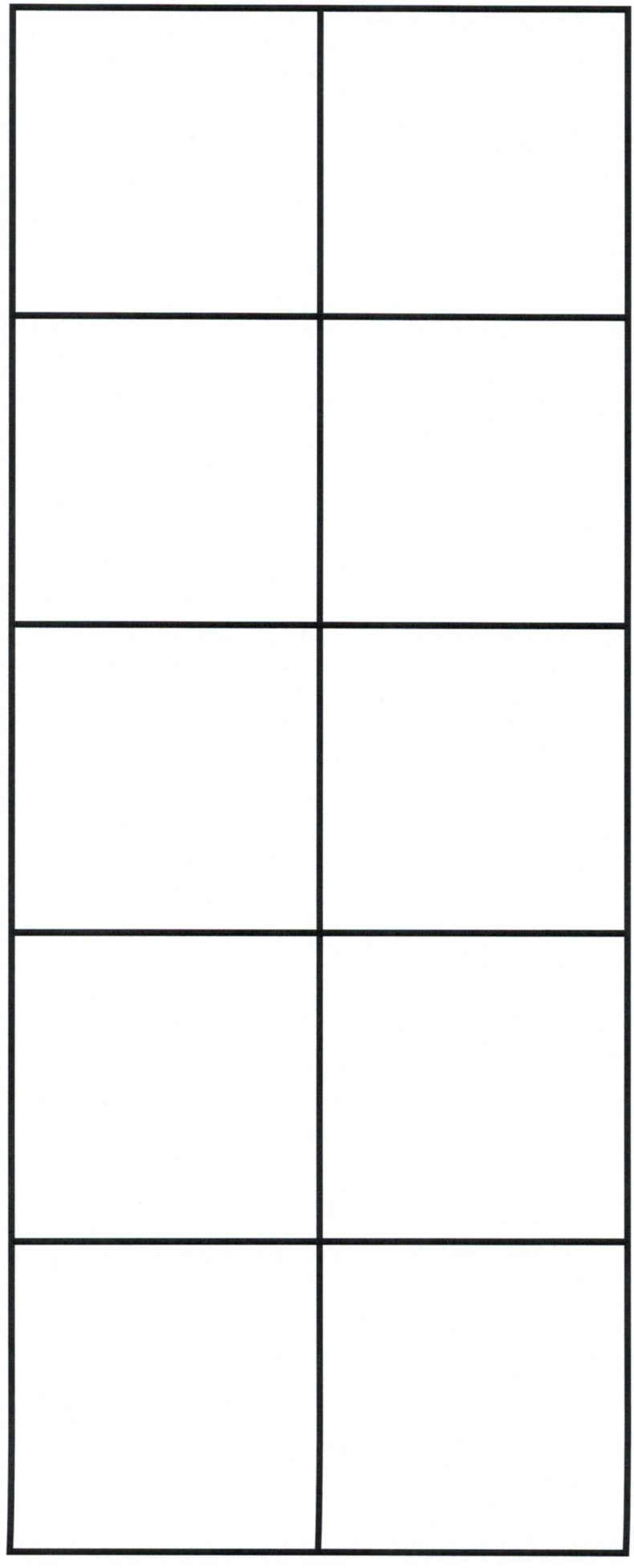
  Teacher: *"How did you figure it out?"*

  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 <u>without counting</u>

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**

<u>Materials:</u> Connecting cubes sorted by color

<u>Directions:</u>

- 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.)