Make-It-Take-It: Mathematics Activities

Take Charge To Make Change
WISCONSIN MATHEMATICS COUNCIL
42ND ANNUAL CONFERENCE
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Presenters:

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We Are Learning To…

• Develop an understanding of the importance of subitizing

• Learn math activities that support subitizing

• Create manipulatives for immediate classroom use
Success Criteria:

You would know you are successful when you are able to generate more activity ideas than you have time to create!😊
What is subitizing?

• Ability to recognize “how many” objects are in a set, without counting

• Foundational number sense

• Supports the development of composing and decomposing numbers

• Recognition of number patterns as composites of parts and wholes
Why is subitizing important for teachers to understand?

“Children who cannot subitize conceptually are handicapped in learning arithmetic processes”
(Clements, 1999).

“Quantifying a group of objects without counting (subitizing) is an important aspect of numeracy”
(Young-Loveridge, 2002).
Subitizing Math Activities

Flash Math

Hold up a dot pattern for about 3 seconds. The children should visualize the dots and try to figure out how many dots were in the pattern. Show that dot pattern again for another 3 seconds.

How many dots did you see?

How did you see it?
Make Ten

Show a ten-frame. Encourage the children to think in terms of the ten-frame. The teacher calls out a number between zero and nine. The children respond with the number required to make ten.

**Example:** if you call “Four,” the children respond with “Six.”

**State the equation.**

**What are the parts that make up the whole?**
Hiding Ten Frame
(variation of Hiding Hands)

Teacher places a specific number of counters on the ten-frame and covers them with her/his hand.

How many are hiding?

How did you know?
One More, One Less, Two More, Two Less

Flash dot plates and have children respond with the number that is one more than the number shown.

One Less…

Two More…

Two Less…
Make a Ten Strategy for Addition

Teacher uses 2 blank ten frames. Partially fill both of the ten frames.

Write your new equation with a 10 and add.
Dot (sets) Concentration

The first player turns a card face up and tells the number of dots. Then chooses another card and tells the number of dots. If the cards match, the player takes the pair of cards. If the cards do not match, the player turns them over into their original place. The next player repeats the same process. The player with the most pairs is the winner.