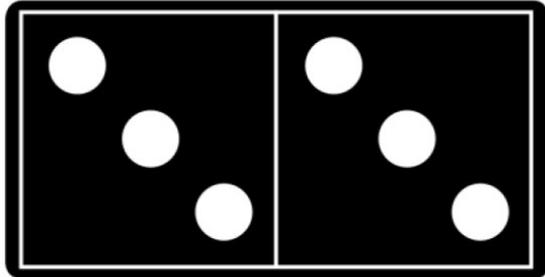


Subitising 2 - Subitising dominos

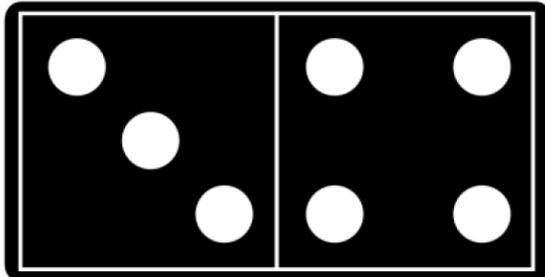
Target audience: Kindergarten



For students:

Look at the card being flashed and answer the following questions:

1. How many do you see?
2. How do you know?



For parents:

Say: 'I'm going to show some dominoes and I want you to tell me how many dots there are on the card as quickly as you can'.

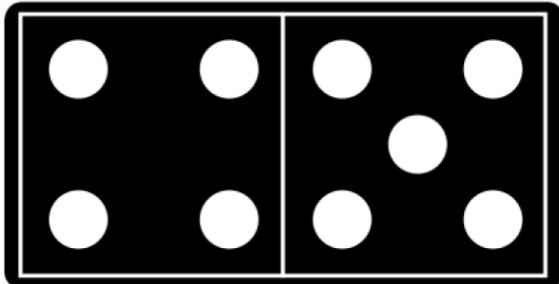
Ask:

- What do you see? How do you see it?
- Can you represent the numbers with your fingers and hands?
- Can you show a different way? E.g. the first domino could be represented as 3 on one hand and 3 on the other. Or, 5 on one hand and 1 on the other hand.

Share each other's way of seeing the dots. Repeat how each other saw the dots, to practice active listening.

Invent a short story about the dots. E.g., pretend that the dots are apples, can you tell a story about putting the apples in different trees? Draw a picture to illustrate your story.

As an extension, can you write a number sentence? E.g., 3 and 3 make 6.



Subitising 2

Target audience: K-2



Overview of task

Dominoes are a great learning resources and an excellent manipulative for developing number sense and maths skills. They build upon dice patterns, help children read and name small collections of groups (subitising), addition, counting, matching, sorting, classifying and so much more.



Task variation

- **Focus on speaking:** Invent an action story, count aloud, explain how you saw the number, explain if you can see the dots another way.
- **Focus on listening:** How does mum or dad see the dots? Repeat each other's explanations.
- Combine with physical activities that partition a collection into two or more parts e.g., 'how many ways can 9 cows be placed in 2 paddocks?'



Links to syllabus and progressions

Outcomes:

- MAe-1WM: Describes mathematical situations using everyday language, actions, materials and informal recordings
- MAe-2WM: Uses objects, technology and / or trial and error to explore mathematical problems
- MAe-3WM: Uses concrete materials and / or pictorial representations to support conclusions
- MAe-4NA: Counts to 30, and orders, reads and represents numbers in a range 0 to 20



Things to consider

- The immediate recognition of numbers up to 4 is referred to by Clements (1999) as perceptual subitising.
- Build this up to five.
- The remaining numbers to 10 can be recognised in terms of their subitised parts . This secondary ability is called conceptual subitising.



Why use this task?

- Building Number Sense is important. Being able to instantly recognise quantities is important in this process. Students must;
- Develop flexible mental objects for the numbers 0 – 10 beyond simple recognition
- Build part – part – whole knowledge based on visual imagery
- Renaming numbers in terms of their parts is a prerequisite for mental strategies. This representation in multiple but equivalent ways is fundamental to the notion of equivalence.

Printout

