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 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.
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.)