

Subitising activities



1 Flash and say — how many?

Flash a dot card of 1 to 4 dots for one to two seconds, then turn it over. Students say how many they saw. Begin with 1 and 2, building to 3 and 4.

“Ready — look. (Flash.) How many did you see?”

“Did you count them, or did you just know?”

2 Match the card

Flash a dot card, then show three cards face-up with different quantities. Students point to the one that matches what they saw.

“I will flash a card — then find the one that matches.”

“How did you know — did you count it, or did you just see it matched?”

3 Same or different? — two flashes

Flash one card, then immediately flash a second. Ask whether they were the same number or different. Keep quantities within 1 to 4.

“First card — ready. (Flash.) Second card — ready. (Flash.) Same or different?”

“Which had more — the first or the second? How do you know?”

4 Non-example: counting is not subitising

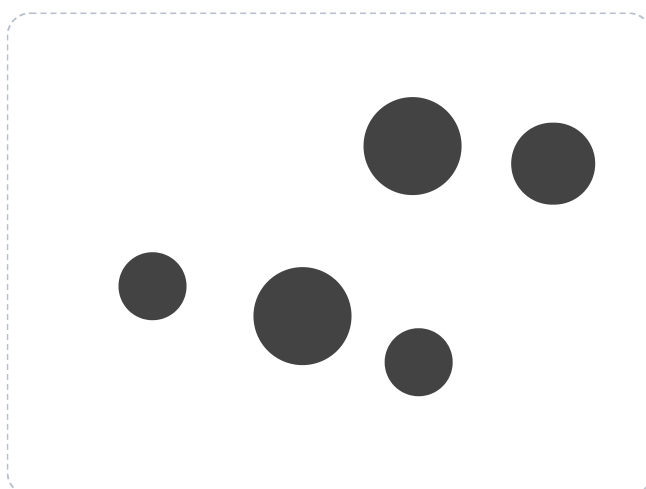
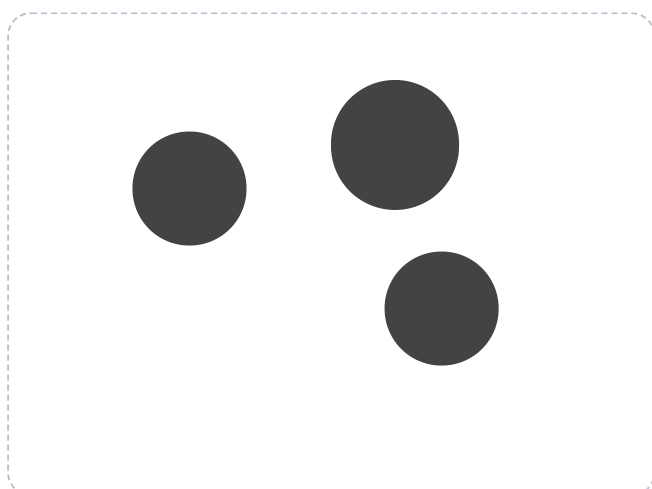
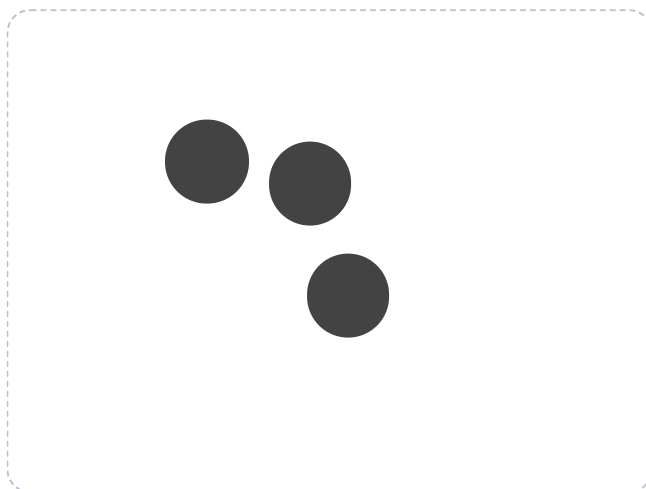
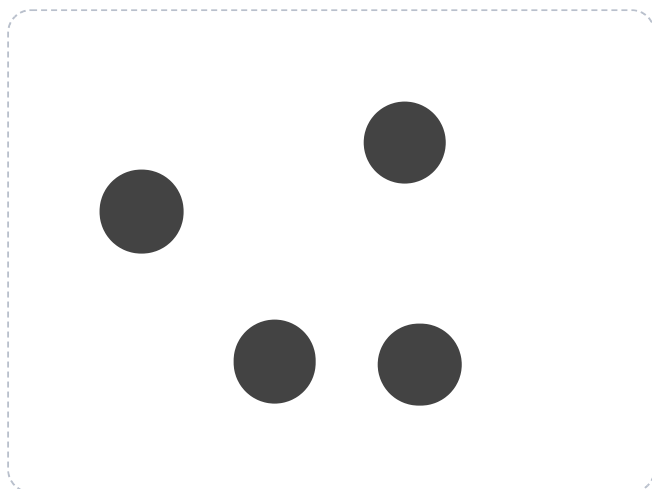
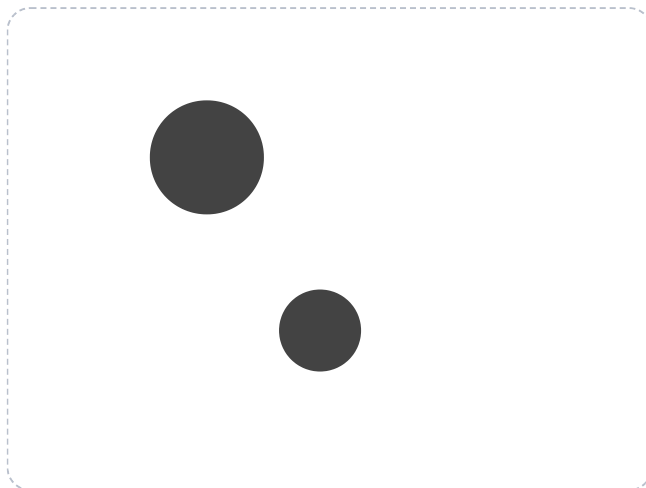
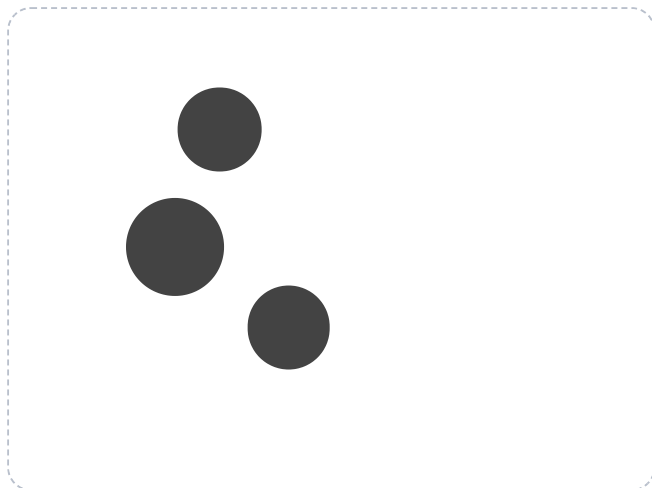
Flash a card, then — slowly and visibly — count the dots on the revealed card. Ask whether that was subitising or counting.

“What did I just do — subitise, or count?”

“Subitising is when you just see it and know. Counting is when you go one, two, three. Which was that?”

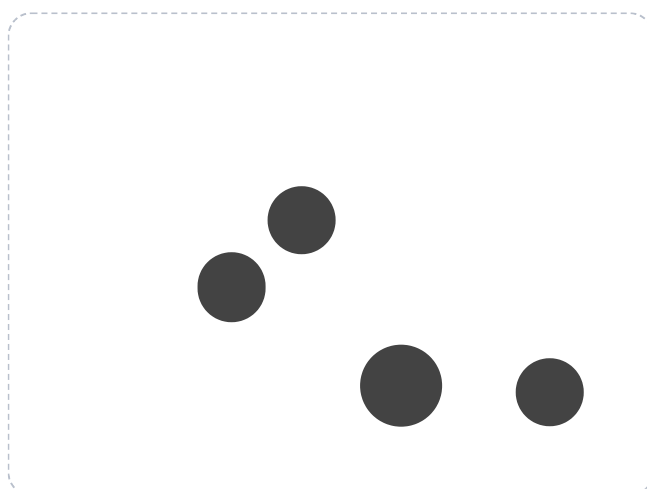
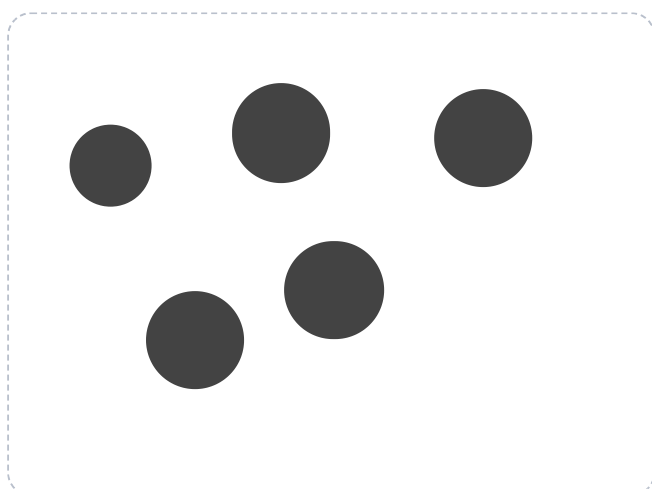
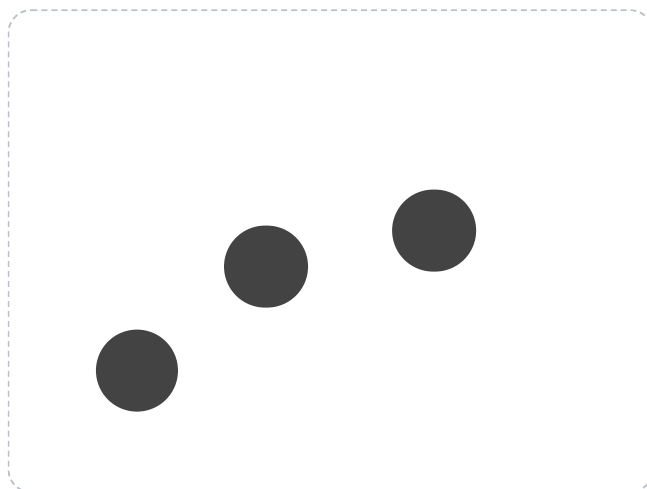
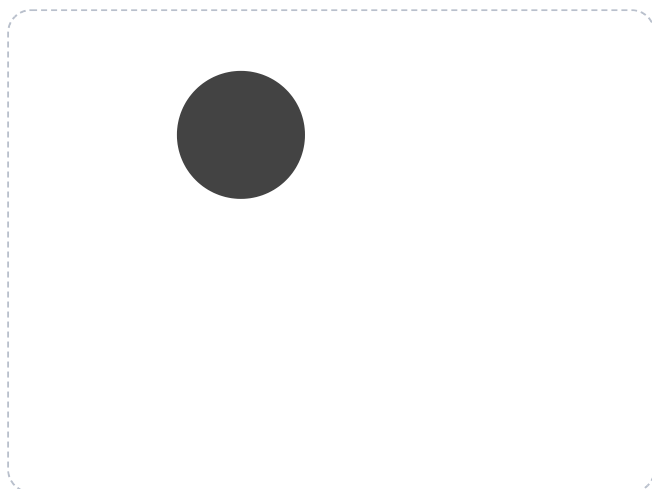
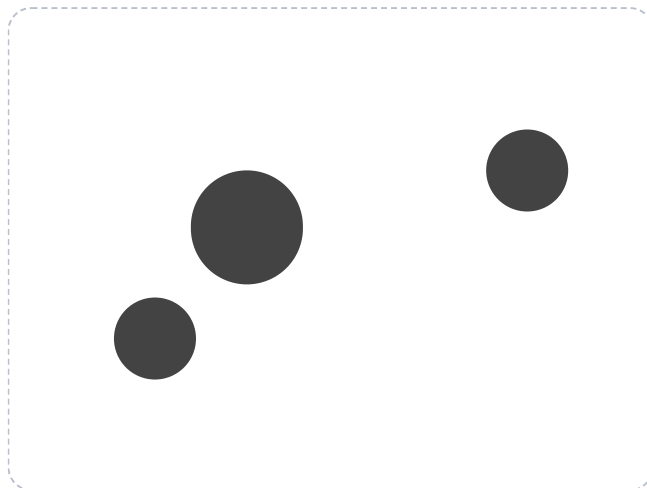
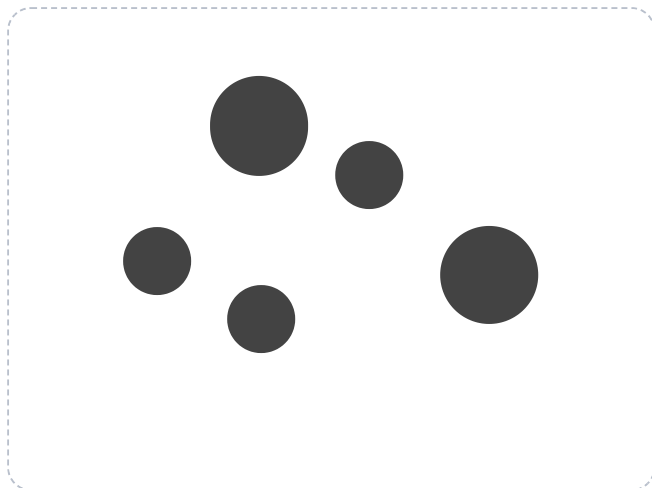
Dot flash cards — 1 to 5

Print on A4. Laminate and cut. Flash each card for 1–2 seconds, then turn it over. Dots are randomly arranged and vary in size — vary the order you show them.



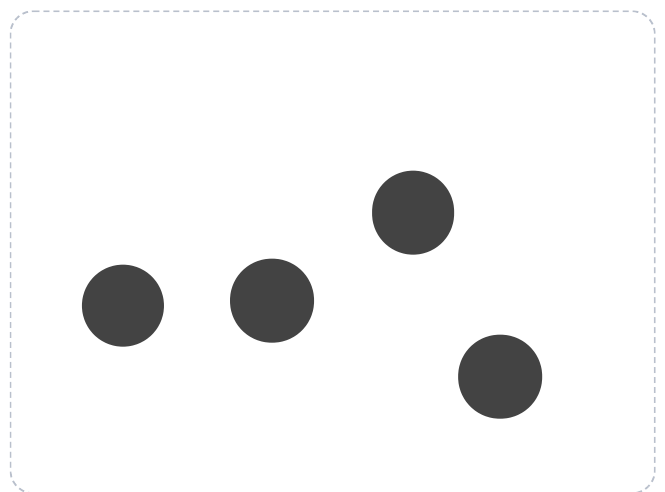
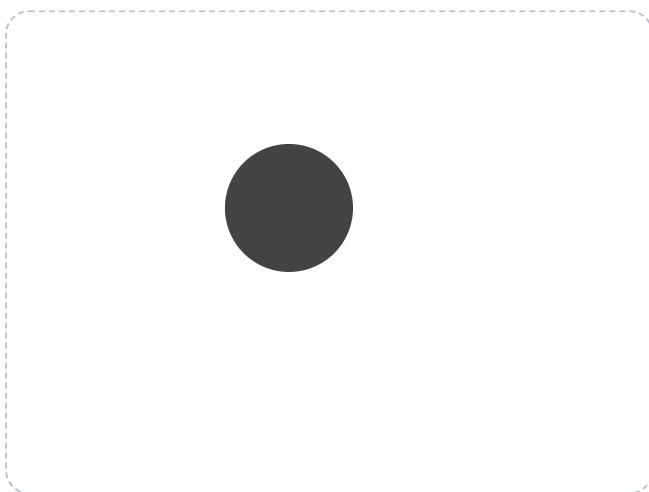
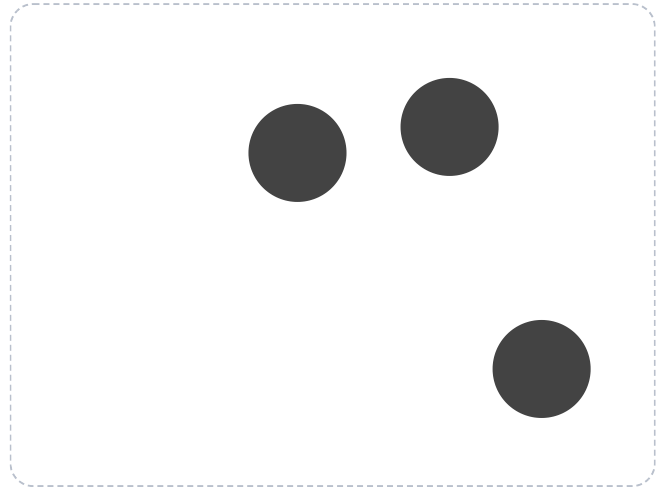
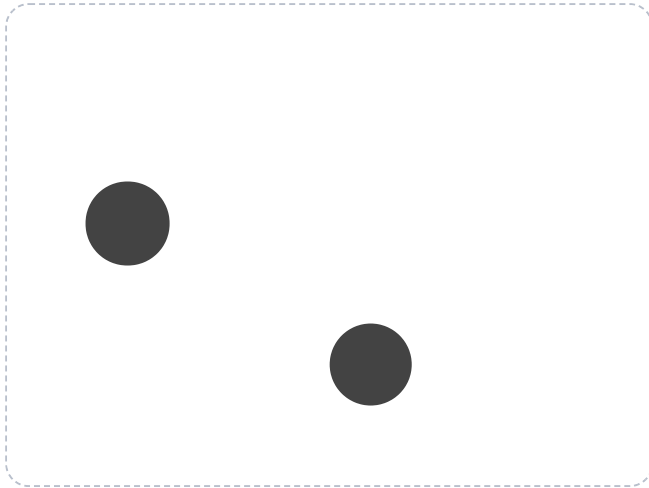
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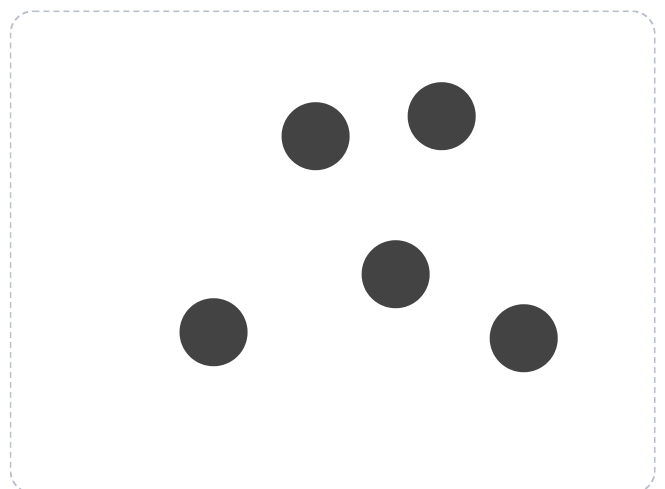
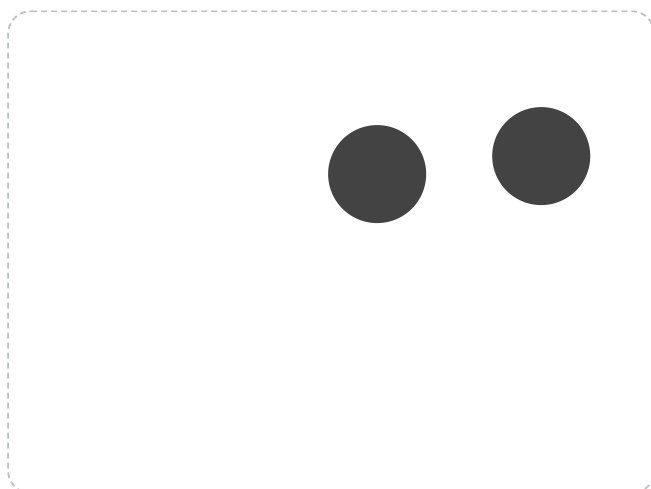
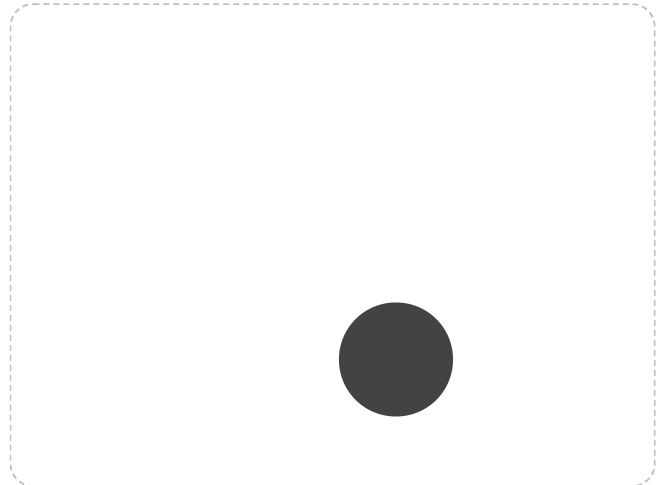
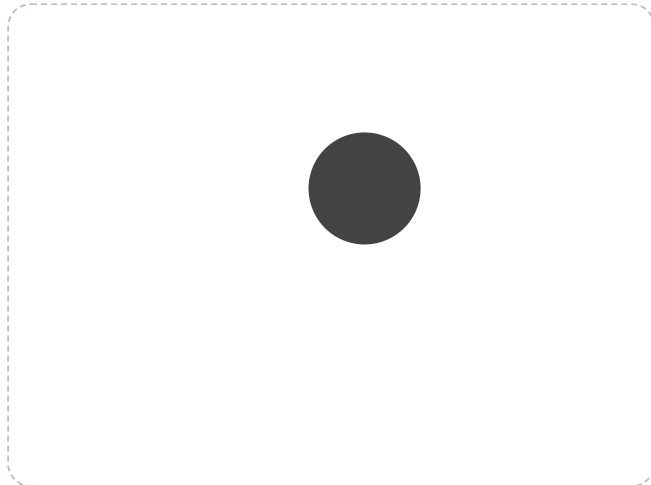
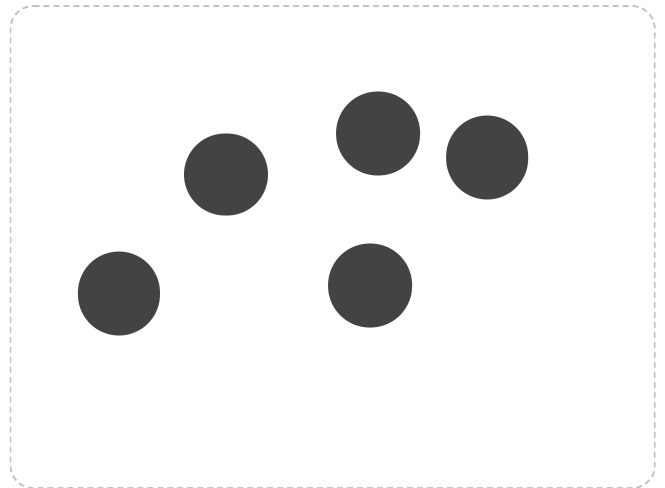
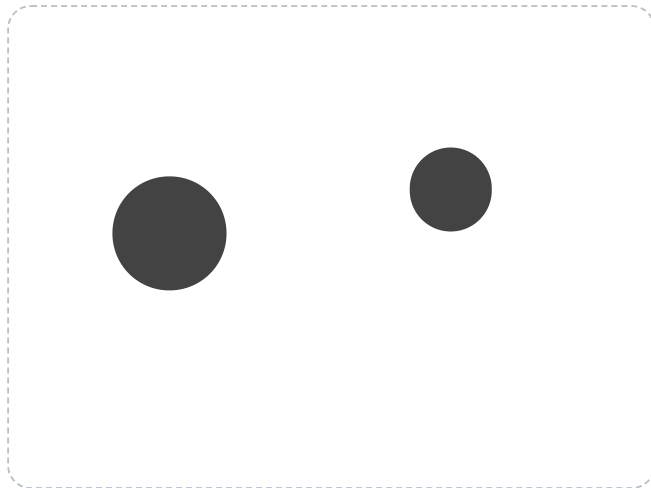
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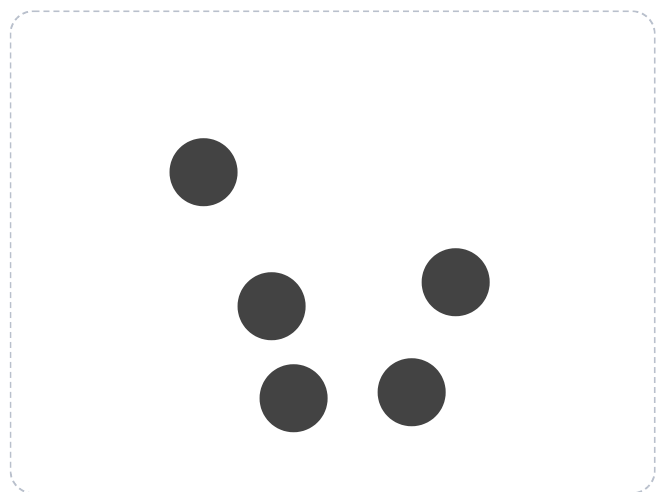
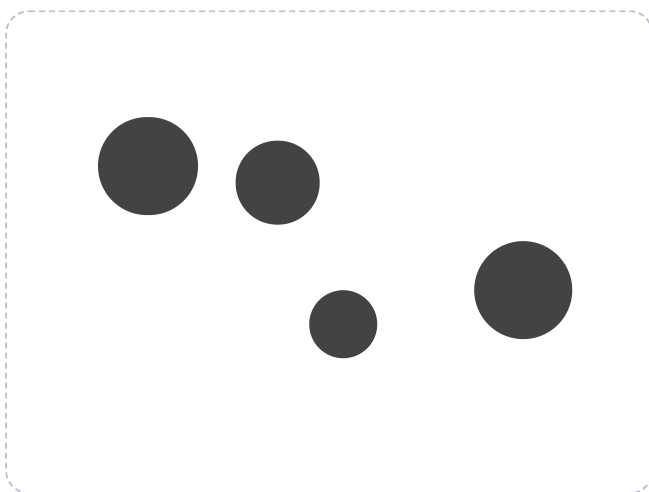
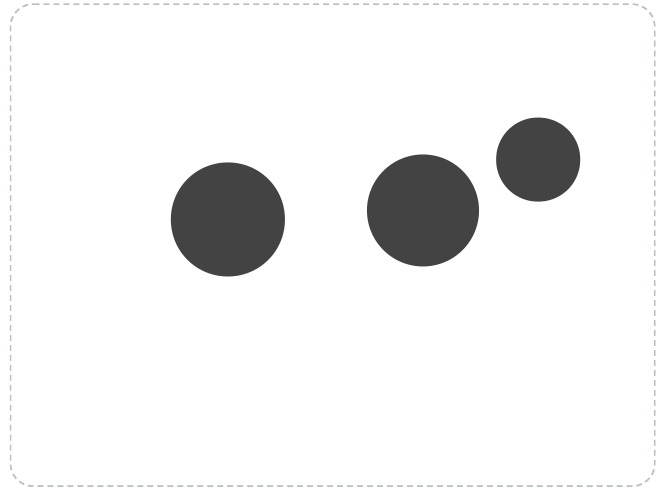
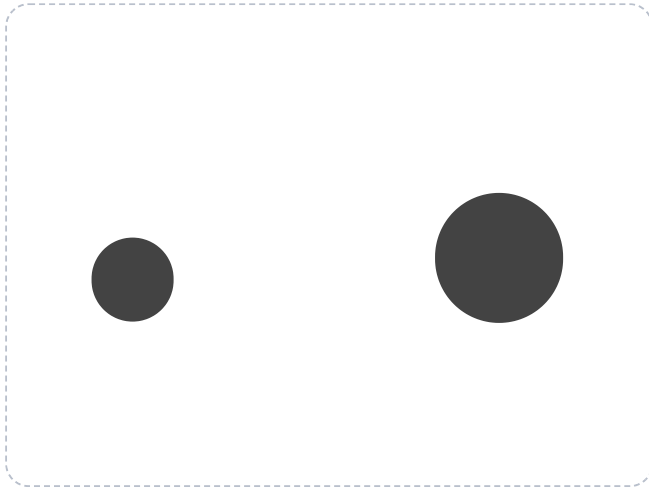
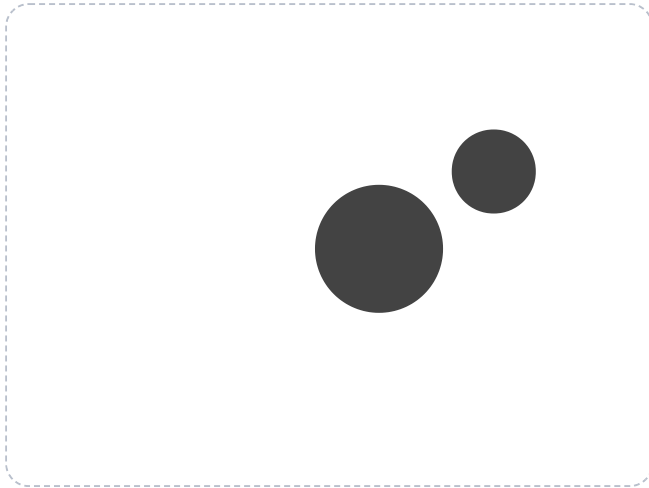
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