myTeachingPartner Math Science

What Comes in 2's, 3's, & 4's?

Skill Supported: Subitizing — Whole Group

GET READY

Objectives	Topic(s)	Use the Lingo
• Subitize sets of up to five objects	Numbers Object Counting	• Number words: 0-4

Materials Needed:

- *What Comes in 2's, 3's, & 4's?* by Suzanne Aker
- Dot Note Subitizing Flash Cards

Additional Preparation Required:

- None

Teaching Tip: *Big Idea*

Subitizing is the act of judging the number of items in a group at a glance (without counting the items). It is an important skill to address because it encourages grouping skills and number flexibility. In this activity, you will focus on enhancing the grouping skills that make subitizing possible.

ENGAGE

1. (Show the cover of the book.) Ask: *Can you think of something on your body that comes in two? Can you think of something on an animal that comes in four?*
   - Allow students to volunteer objects that they see in their daily lives that come in sets of two, three and four.
   - Say: *Today we are going to learn to "think fast" to find out how many we have of something WITHOUT counting!*

INVESTIGATE

2. Read *What Comes in 2's, 3's, & 4's?* by Suzanne Aker.
   - As you read, occasionally stop and ask the students to count together.
   - At the end, say: *Wow! All that counting takes a lot of time. Do you think we can do it faster? Let's try to do it without counting!*
3. Practice with subitizing flash cards.
   - Remind students that they are going to "think fast." Hold up a flash card for two seconds and then hide it behind your back. Allow students to call out the number of objects on the card.
   - Verify the students' answers by counting the dots. Ask: *Which way was faster to figure out how many dots there were? Did it take us longer to count or to "think fast"?*
   - Repeat seven-eight times with remaining flash cards.

4. 🗨 Say: *Today we learned how to "think fast"! We learned about groups of items and how to know how many we have of something WITHOUT counting!*

   🗨 *When do you think it would be useful to be able to figure out how many of something, really fast? Why do you think that?* Examples include:

   - Determining a number when items move quickly--how many birds are on your feeder before they fly away?
   - Counting out many identical sets of items--three gummy bears for every student in this school—it will take much longer to count out "one-two-three, one-two-three, …" than to "think fast" and form sets of three.

   🗨 *How did you know how many dots were on the cards? How did you figure it out?*

   🗨 *Was it easy or hard to "think fast"? Why do you think that?*

   🗨 *Can you think of something that comes in a group of two? …three? ...four? How do you know?*

   🗨 *Can you remember something we learned from the book?*

DISCUSS

Use flashcards and opportunities throughout the day to practice subitizing.

- Use the subitizing flash cards to transition from one activity to the next. For example, students quickly subitize the number of items on a card in order to leave the carpet to go the table.
- Ask students to tell you the number of each of the sets of colored objects on the cards and then ask the students to subitize the total number of dots on the card (regardless of color).
- Encourage students to use the subitizing flashcards with each other during work time.
- Encourage students to subitize items that come in sets of two, three, and four, and check their work by counting.

EXTEND

For Students Requiring More Challenge

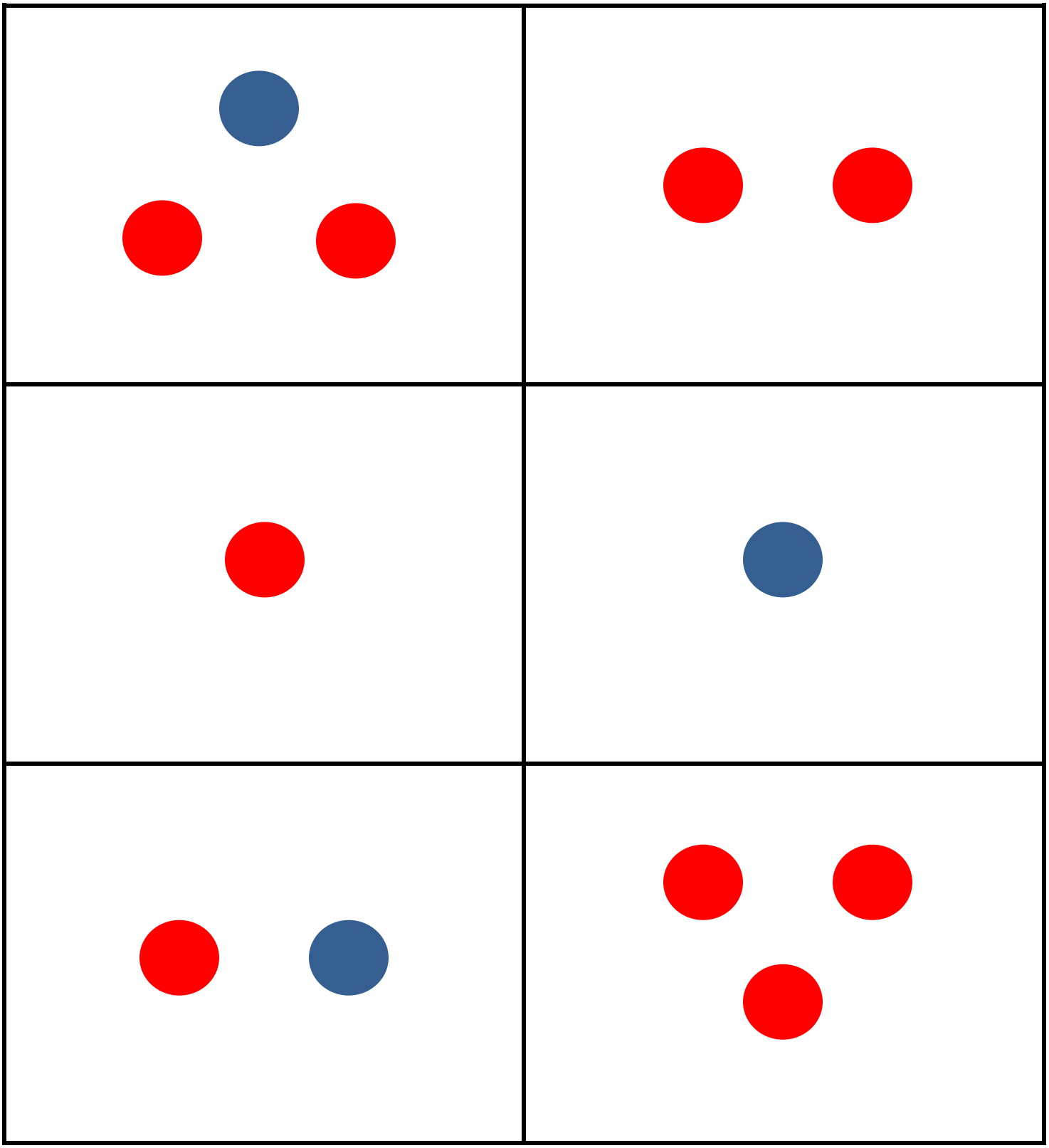
- Practice subitizing larger numbers
- Subitize with groups of objects that are the same and groups of objects that are different.

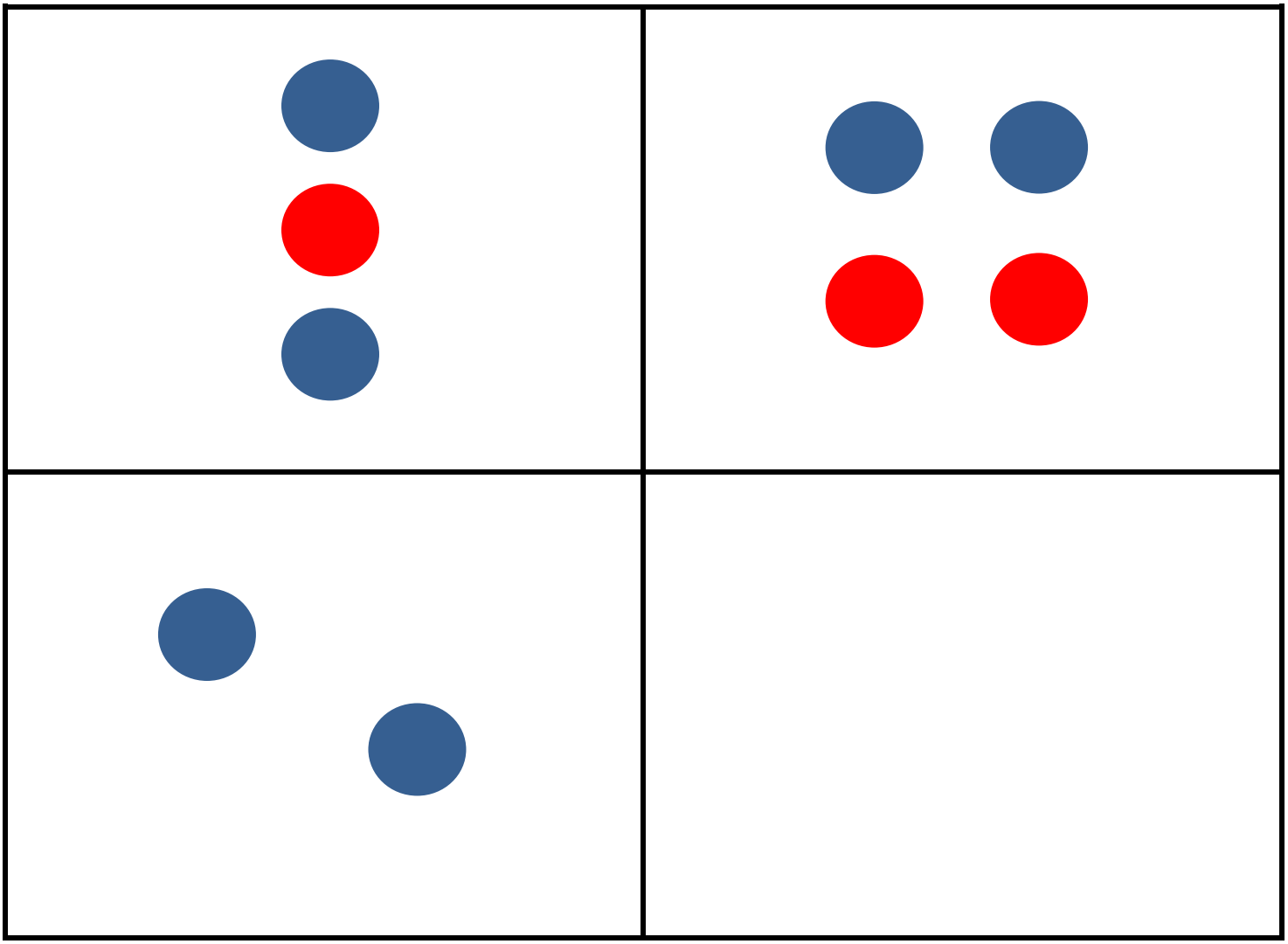
For Students Requiring More Support

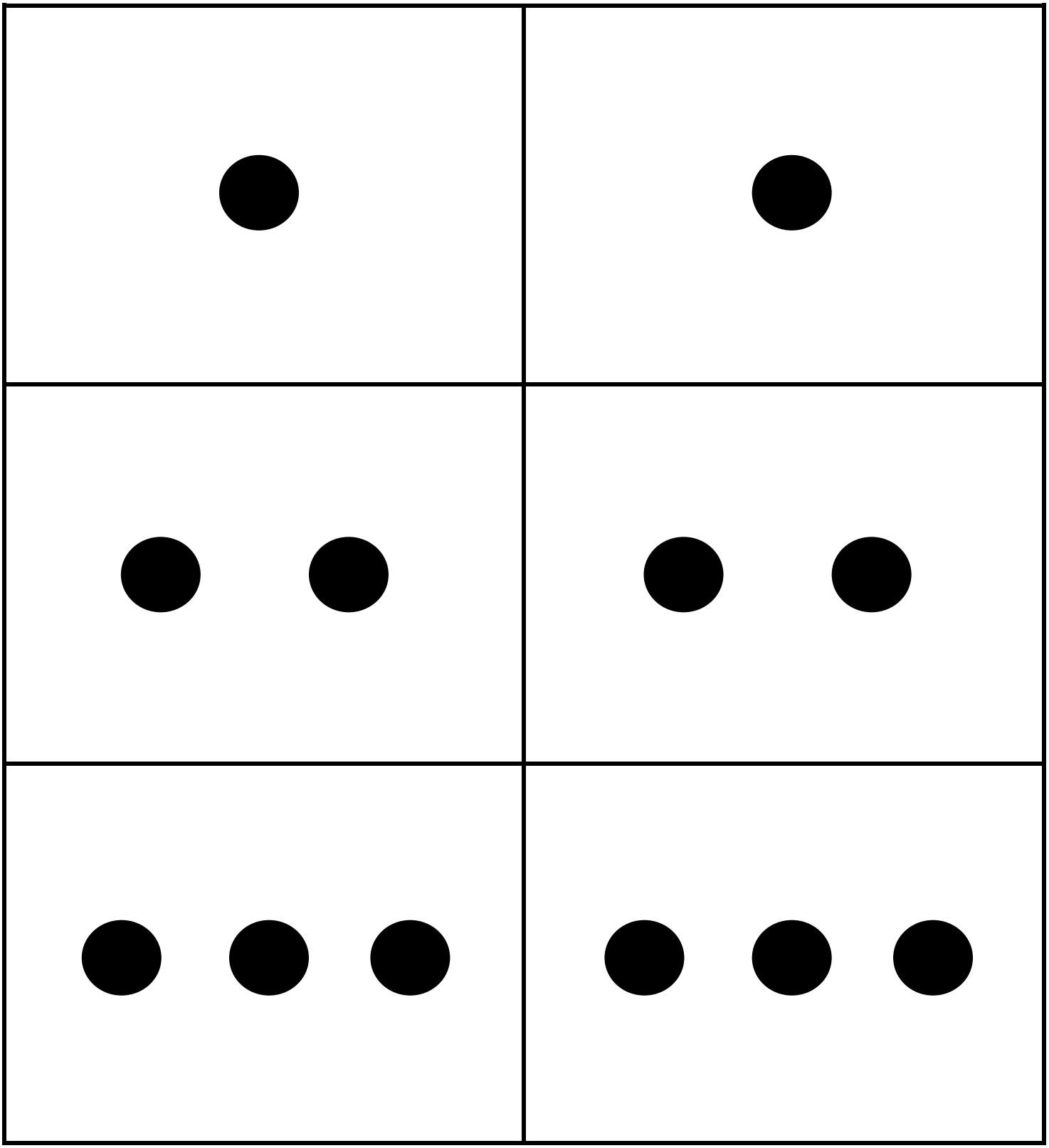
- Throughout the day, draw students' attention to anything the student is engaged with that has a group of two, three, or four. Ask them to "think fast" and tell you how many there are.

MAKE IT WORK

Adapted, by permission, from M. Kinzie, R.C. Pianta, J. Vick Whittaker, M.J. Foss, E. Pan, Y. Lee, A.P. Williford, & J.B. Thomas, *MyTeachingPartner—Math/Science* (Charlottesville: University of Virginia, Curry School of Education, The Center for Advanced Study of Teaching and Learning, 2010).







1	1
2	2
3	3