HANDOUT 8

Subitizing LET'S PLAY Worksheet

As you play the game, reflect on: 1) Which foundations the game addresses, 2) DRDP-K measure(s) for which evidence can be gathered, 3) Universal Design for Learning (UDL) principles utilized and 4) Adaptations necessary for supporting children at each stage of second language acquisition.

Name of Game_____

Read the Number Sense Strand. List the numbers of the foundations in the box addressed in the activity.	Check the principle(s) of Universal Design for Learning the game addresses. Provide a brief description.	For children in the following stages of language acquisition what adaptations could be utilized?	Read through Table 1.9 of the Alignment Document. List the foundation number and the standard that are addressed in the activity.
	☐ Multiple means of representation ☐ Multiple means of engagement ☐ Multiple means of expression	**Home Language Use** **Observational and Listening Period** **Telegraphic and Formulaic Speech** **Fluid Language Use** **See reverse for more information on language stages.*	

Reflection Questions – How might you?

- Adapt this for a specific child in your classroom?
- Increase the number of UDL principles addressed in this game?
- Extend this game?

HANDOUT 8

- Connect a literacy activity to this game?

*Stages of Language Acquisition

- **Home Language Use**: The child may use his/her home language to communicate.
- **Observational and Listening Period:** The child finds that he is not successful using the home language with English speakers, so he passes through a period of observation and listening.
- **Telegraphic and Formulaic Speech**: The child attempts to use English in an abbreviated form through the use of one-word sentences or phrases. The use of these one- or two- word sentences or phrases is sometimes referred to as the telegraphic or formulaic stage.
- **Fluid Language Use:** The young child begins to use more elaborate phrases and short sentences to communicate in English.

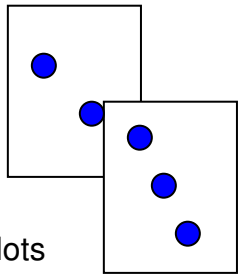
THE PEACE CARD GAME

Goals: To practice counting, one to one correspondence, making comparisons of more/less, "subitizing", cardinality (knowing how many), and turn taking.

Materials needed:

Blank index cards and sticky dots to make a set of cards for each player. Each player uses five cards.

Cards with dots one



- One card – one dot
- Next card – two dots
- Next card – three dots
- Continue on up to 5 cards with 5 dots
- Place dots in a straight line. As children skills develop you can change the dots to a domino configuration.

How to Play:

1. Each player gets a set of five cards (1-5).
2. Player places cards face down in a pile in front of him/her.
3. First player turns one card over and tells opponent how many they have. Second player turns over their card and tells how many they have.
4. Players determine which card has more. The player whose card had more dots takes both cards.
5. Game ends when one player gets all the cards.

Variations:

- Change configuration of dots from straight lines to domino configuration.
- Add more cards with a higher number of dots.
- Add numerals to dots or use a real deck of cards

Adaptations:

- Instead of sticky dots use something that has more texture like googly eyes or foam circles.

- Adapted from Douglas H. Clements, Ph.D., work with CPIN

How Many Are Hiding?

Goals: Count with understanding, recognize "how many" in sets of objects, and develop a sense of whole numbers.

Materials: A group of 5-10 counters for each child

Description:

1. Complete the activity with one child while other children watch, then have the children complete the activity in pairs. To begin, sit opposite the child. Show the child the group of five counters that you have in your hand. Ask, "How many counters do I have?" Use fewer or more counters depending on the abilities of your students.
2. Put your hands behind your back or underneath the table. Secretly put some of the five counters in one hand and the rest in the other hand. Close both hands.
3. Place your closed hands side by side in front of the child. Open one of your hands, revealing the number of counters that you have in that hand (e.g., three counters). Ask the child, "How many counters do you see?"
4. After the child answers, ask, "How many counters are hiding in my other hand?" Wait patiently for the child to respond. You could wave a magic wand when the child "guesses" correctly. This action motivates some children to determine a strategy for finding the correct answer.
5. After the child responds, open your closed hand to reveal the hiding counters. Ask, "Were you correct?"
6. Have the child name the two parts and the whole, "Three and two make five."
7. Repeat this activity again with the same child. As you go through the steps, ask the children what the next step would be. You could also ask two new children to demonstrate while others watch.
8. Separate the children into pairs and have them try the activity together. Have one child hide the counters twice and then give the other child a turn to hide the counters twice. On the basis of your observations, suggest the number of counters for each pair to use.

Suggestions for Supporting Learners:

- Use as few as three-four counters for this activity.
- Provide extra counters for the child who is unable to predict accurately. This child may use the extra counters to match the original number of counters revealed; then he or she can put out additional counters to make up the total and count the added counters to determine the hidden number. A number strip with the same number of dots could also be used to give children a visual representation of the hidden counters.

Source: Copley, Juanita. Showcasing Mathematics for Young Children. NAEYC, 2004.