

## **Routine: Quick Images (Dot Cards)**

### Big Ideas

- Subitizing – seeing groups of numbers without counting
- Multiple ways to add numbers (commutative and associative properties)
- Groups of (i.e. multiplication)
- Making friendly numbers to add
- Using doubles
- Making tens (using ten frame cards)
- Beginning of the year can be used to teach students how to turn and talk and how to use words to describe their thinking

Materials: Dot cards or ten frame cards (many versions are available on district website)

- Produce on cardstock with dots
- Also can be found on Teachers pay teachers
- Kindergarten versions can be found in the book, *Number Talks* by Sherry Parrish
- Reference video can be found on Teacherchannel.org (search Quick images)

### Teacher questions

- How many dots did you see?
- How did you know how many?
- How did you know that was \_\_\_\_\_?
- How did you see it?
- What did you see?
- Did anyone see it a different way?

Teacher holds up card for 2 to 3 seconds. Teacher asks student to hold up thumb on their chest when they have an answer. Teacher then has students share answers. Teacher can record their thinking as they share.



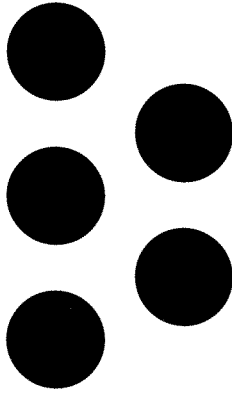








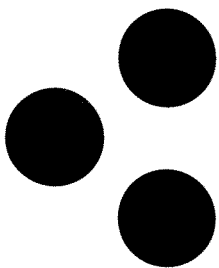
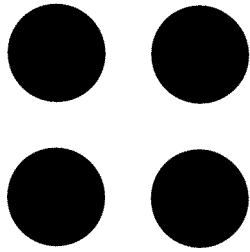


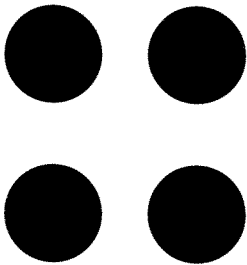
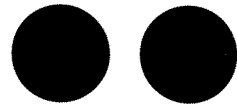
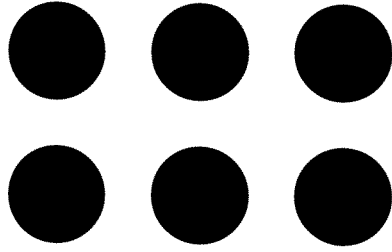


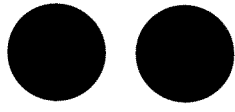


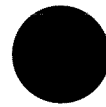
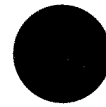


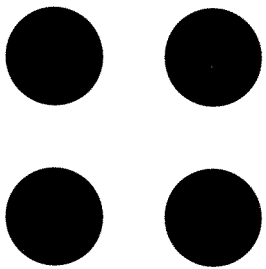
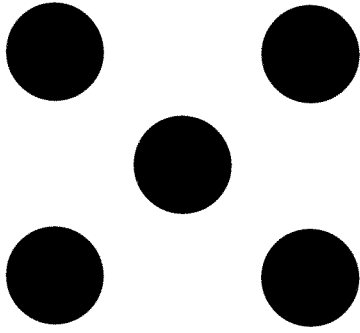


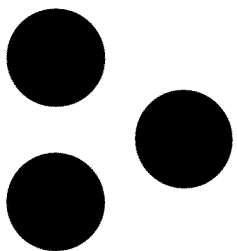
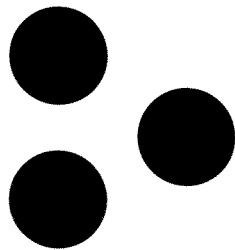
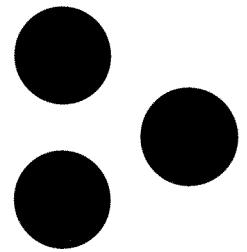
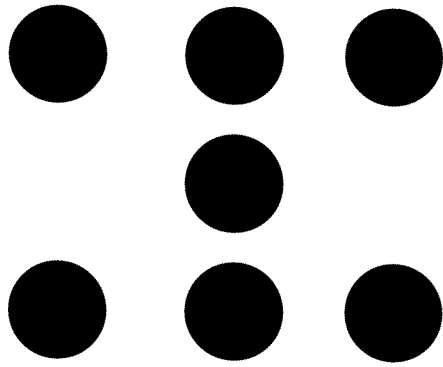


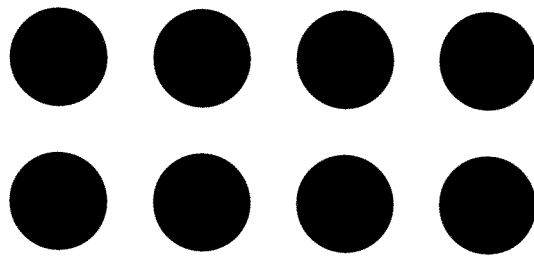
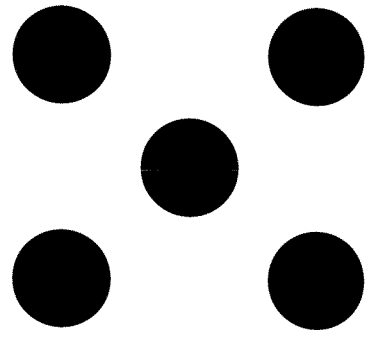




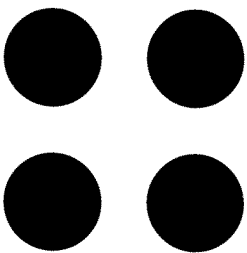
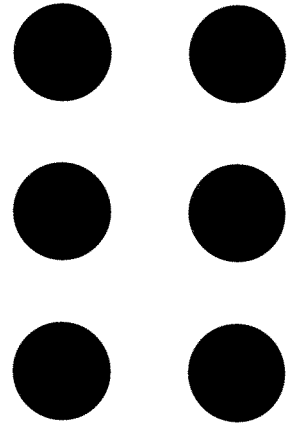


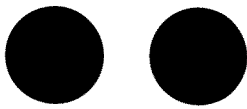
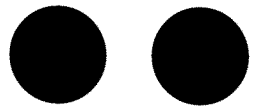
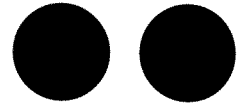
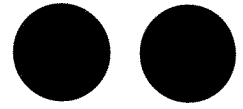


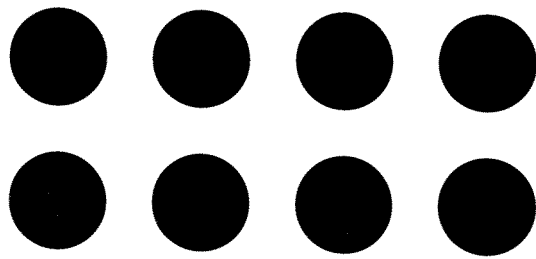
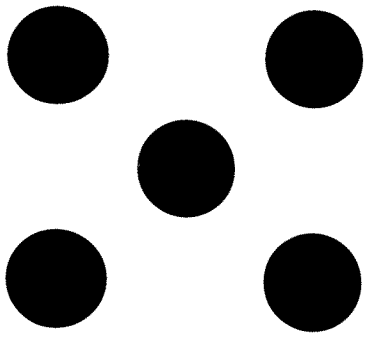
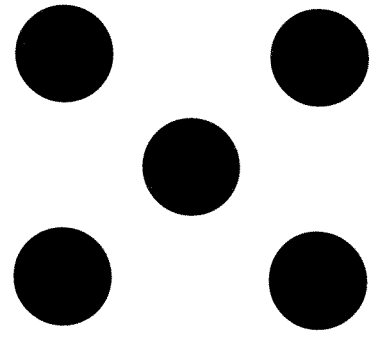


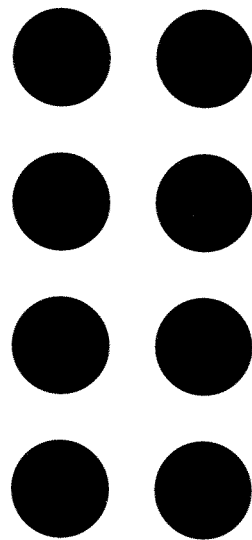
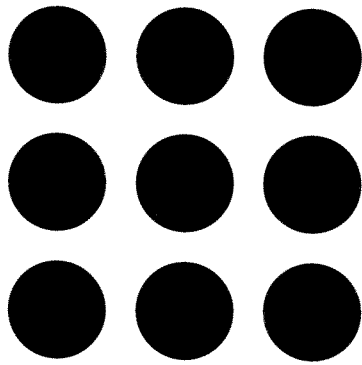


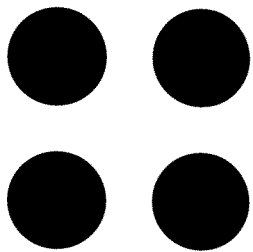
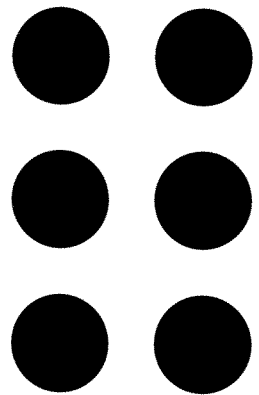
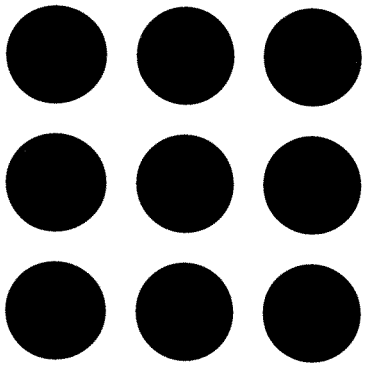


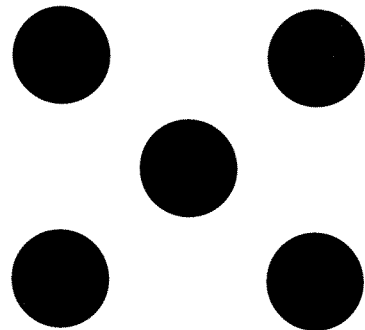
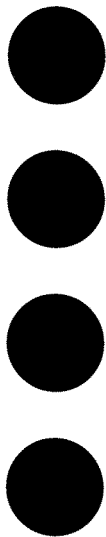
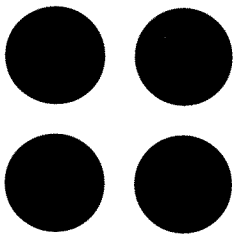
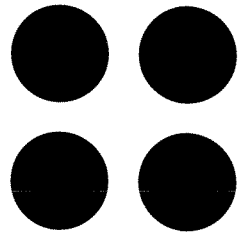


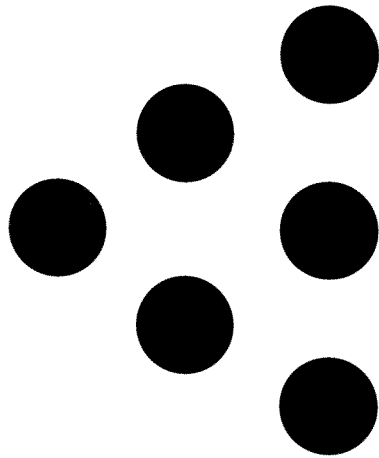


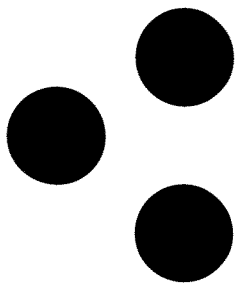
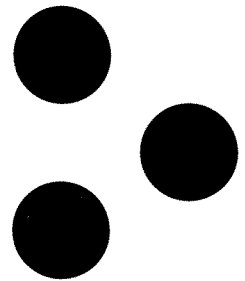
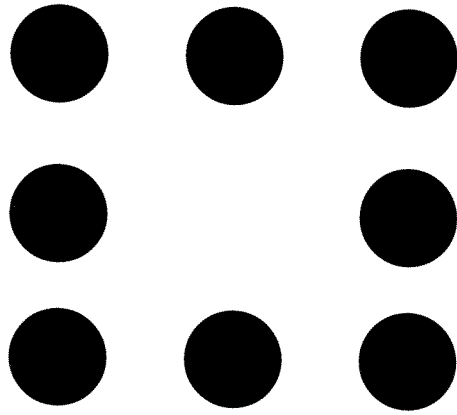
















### Counting All/Counting On: Dot Images

As each number talk is shown, ask students, “How many dots do you see?”

How do you see them?”

String

<p>A. </p>	<p>B. </p>	<p>C. </p>
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String

<p>A. </p>	<p>B. </p>	<p>C. </p>
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String

<p>A. </p>	<p>B. </p>	<p>C. </p>
------------	------------	------------

String

<p>A. </p>	<p>B. </p>	<p>C. </p>
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String

<p>A. </p>	<p>B. </p>	<p>C. </p>
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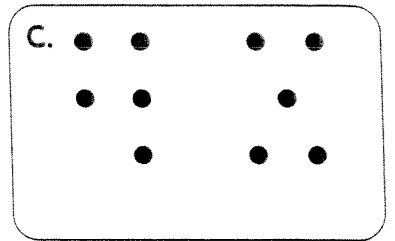
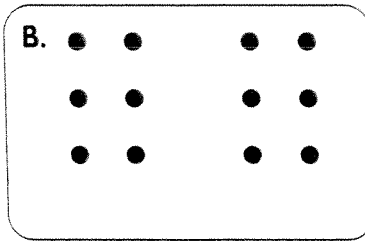
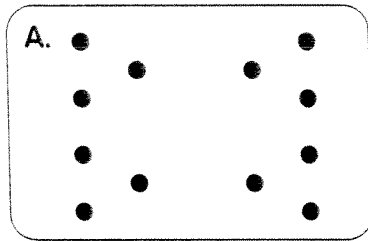
NUMBER TALKS  
GRADE  
**1**

The problems within each string should be presented in sequential order (A, B, C, and so on).

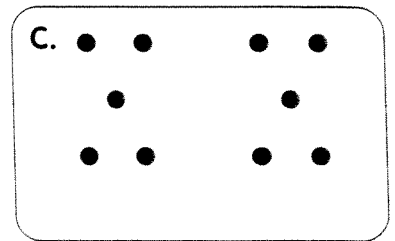
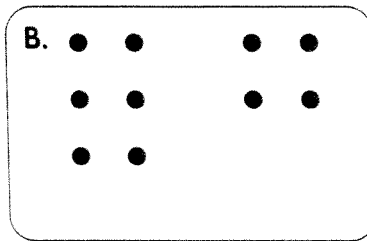
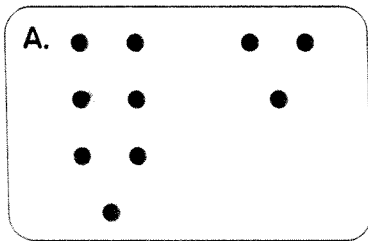
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(Counting All/Counting On: Dot Images, continued)

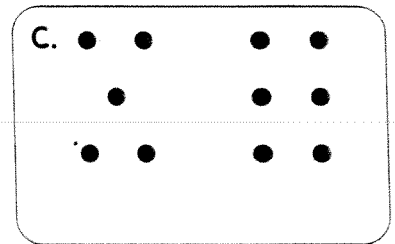
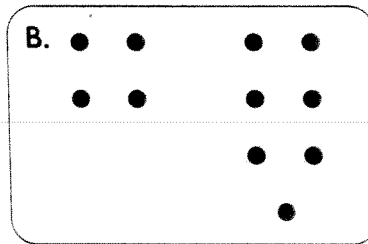
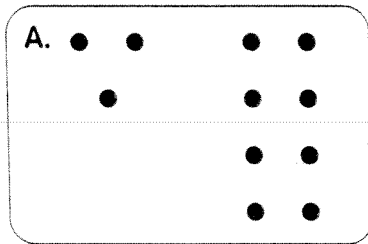
NUMBER TALKS  
GRADE 1



String



String



String

