Subitizing activity cards: Numbers 1–10

The word *subitize* means "to understand a small quantity of objects without counting." These subitizing cards are meant to help children develop number sense by featuring the numbers 1–10 in dot representations.

When children are able to recognize dot arrangements easily, they can then estimate quantities just by looking at groups of objects. Children may already be familiar with the number patterns featured on dominoes or dice, but it takes practice to discern numbers of dots when they are arranged in unfamiliar patterns.

As they gain proficiency in subitizing, children learn to recognize the parts of a number in a whole, and to add and subtract quantities contained in the whole.

For younger students, focus on the numbers 1 to 5. As students become more proficient, gradually incorporate the numbers 6 through 10 into your subitizing activities.

The 39 subitizing cards in this deck feature:
Front: Numeral and number word. **Back:** Subitizing dots.

Number	Traditional Dot Arrangement	Dot Variations	Parts of a Whole
1: 1 card	1	–	–
2: 2 cards	1	1	–
3: 3 cards	1	1	1
4: 3 cards	1	1	1
5: 5 cards	1	3	1
6: 5 cards	1	3	1
7: 5 cards	1	3	1
8: 5 cards	1	3	1
9: 5 cards	1	3	1
10: 5 cards	1	3	1

See game ideas on the reverse side.

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Flash Cards – *For pairs or groups of 3*

1. One player holds up a card with the dot(s) facing the other player(s) for 5 seconds.

2. The other player(s) says the number.

3. The player holding the card turns it over so that the other player(s) can see the answer.

4. The player with the most correct answers wins the game.

Alternatively, the players may write the numeral on a piece of paper, or even spell the number word.

Parts of a Whole – *For small groups*

1. Separate the parts-of-a-whole cards from the rest of the deck. For number cards 3–10, one card per set shows some of the dots as black and some as gray. These are the parts-of-a-whole cards. Separate these cards out from the deck and put the other cards aside.

2. Show students a card for a few seconds. Ask students how many dots they see. Example: For the number 7, there are 4 black dots and 3 gray dots. Ask students to verbalize their thinking—for example, "I see two rows of two dots so I know that's four, and three more dots, so four and three makes seven."

3. Then ask students to draw the same number of dots on a sheet of paper, coloring some of the dots in one color and the other dots a second color. The object is to show a different dot/color configuration that results in the same sum. For example, for the number 7, show 5 dots in one color and 2 dots in a different color.

Make Ten – *For pairs or small groups*

1. Shuffle the cards and place them facedown so that the dots are showing.

2. Each player draws a card. Highest number goes first.

3. Taking turns, each player draws one card from the deck until one player can make 10 with two or more cards.

4. The player who makes 10 first wins the round.

5. Continue playing for 5 to 10 rounds. The player who wins the most rounds wins the game.