


Mental Routine: Guess my card

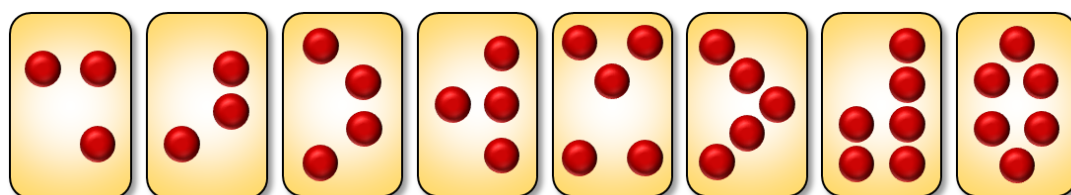
Target Strategies



- ★ I can subitize and count on 1, 2 or 3 from the larger number.
- ★ I can subitize irregular dot patterns.
- ★ I can spot and use doubles.
- ★ I can record count-ons and doubles using mini-chunking.
- ★ I can solve problems using count-ons and doubles.

Resources

Provide 8 cards, 2 of each type, between two children with space for the cards to be set out.



Closed Questions

You need a full set of cards. Select the top card and give instructions or ask questions similar to those shown below. Students point to or hold up the card that matches the instruction. The examples below will get you started but there are many possibilities depending on the top card.

Show me a different card with the same number of dots.

Show me a card with 1 more/1 less dot than this one.

Show me a card where subitizing and counting on 2 would help find out how many dots altogether.

Show me two cards that have the same number of dots as this one and that will make a double.

Show me two cards that make the double pair with 8 dots altogether.

Note: Strictly speaking, these are not **closed** questions because there is more than one possible answer, however the “Show me ...” statements are specific enough for there to be very few ways in which they can be shown.

Open Questions

Hold up two cards e.g., 2 and 5 and say “my card has more/less dots than this one but more/less dots than this one. What might it be?”

I have selected a card where the number cannot be made with a double. What might it be?

My card does not have the least or most possible number of dots. What might it be?

You can’t make the number on my card with a double. What might it be?

My card has an odd/even number of spots. What might it be?

Guess My Card

Explain to the students that you are hiding a card and that they can ask questions to find out what it is. Explain that they cannot just ask “Does it have 6 dots”, that they have to include the language and ideas that you have been developing through the early activities in this unit. Questions could include:

Are the dots in one straight line?

Would I use a count on 1 to find out how many dots altogether?

Are there more than 3 dots but less than 6 dots?

Is your card showing a double?

Allow time for the students to work out which cards to eliminate by turning them over between each question.

Observation Guide

As you interact with and observe a group of students, you will be able to note the following indicators.

Date	Names					
Recognizes irregular dot patterns without counting all						
Subitizes irregular dot patterns						
Identifies and names doubles						
Asks questions about irregular dot patterns						