

## Kindergarten Morning Routines

**Activity: Quick Look (Subitizing** is the ability to recognize a quantity without counting. It is further broken into perceptual subitizing and conceptual subitizing.)

Ten frames and dot cards can be used to develop students' number concept skills, the ability to "instantly see how many". This skill plays a fundamental role in the development of students' understanding of number. Enlarged dot cards can be used during mental math sessions to prompt mental images of numbers and different mental strategies for manipulating these numbers. Activities with enlarged ten frames enable children to automatically think of numbers less than ten in terms of their relationship to ten, and to build a sound knowledge of the basic addition and subtraction facts for ten, which are an integral part of mental calculation.

Begin the year with basic ten frame instant recognition. But as the year progresses, work with the students to build further number concept.

Listed below are some examples of ways that these materials can be used during mental math sessions to build number sense:

### **Flash**

Flash a dot or ten frame card briefly and have students write the number on a whiteboard. Using whiteboards, rather than having students say the number, ensures that all children attempt to respond and allows the teacher to assess class progress. When the response is oral, not all student responses are audible. Encourage students to share the different strategies used to find the total number of dots for cards, "How did you see it?" This can be varied by asking students to write the number and draw the pattern they saw, or by having the students build the number flashed on their own blank frame.

### **Flash: One More**

Once students are familiar with the basic patterns, and know them automatically, flash a 10 frame or dot card and ask them to name the number that is one more than the number flashed. Variation: ask students to give the number that is two more/one less/double/ten more than the number flashed

### **I Wish I Had 10**

Flash a dot card or ten frame showing 9 or less and say, "I wish I had 10". Students respond with the part that is needed to make ten. The game can focus on a single whole, or the "wish I had" number can change each time.

Variation: teacher flashes card and students write the complement of ten on individual whiteboards with dry erase markers.

## **I Wish I Had 12**

Same as above but students respond with how many more are needed to make twelve. Students should be confident in facts of 10 before this is attempted. For example to go from 8 to 12, they should realize they need 2 more to get to 10, then 2 more to 12. 2 and 2 is 4.

Variation: students draw an empty number line on their whiteboards to show the two jumps used to get to the target number.

## **1 more/1 less/10 more/10 less**

The following four prompts are written on the board:

one more

one less

ten more

ten less

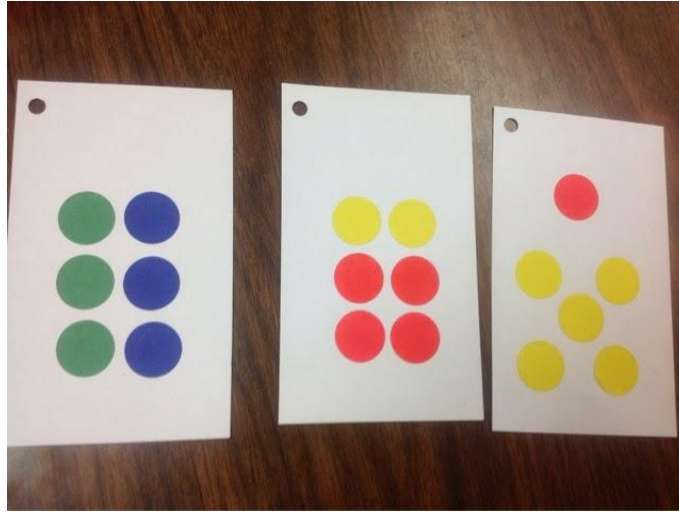
The teacher flashes a dot or ten frame card as the 'starting number'. The first student selects one prompt. For example, if the teacher flashes a card showing '5' the first student might say, "one more than 5 is 6", the second student might say, "ten more than 6 is 16", and the third student might say, "one less than 16 is 15". Continue until all students have had a turn.

## **Teen Frame Flash (11-20)**

Once students are instantly recognizing dot/ten frame patterns 0- 10, cards showing larger numbers (i.e. more than one ten frame) should be introduced. A large copy of dot cards 11- 20 can be posted on the math bulletin board showing the numeral and numeral word and a smaller version, without numerals, used during mental math sessions with the following key questions: How many?; How many more than 10?

As students become familiar with the 'teen' patterns introduce further questions to develop number relationships.

- What is one more/two more than the number I flashed?
- What is one less/two less than the number I flashed?
- How far away is the number I flashed from twenty?
- Double the number I flash.
- What is the near Doubles fact? (i.e., if 15 is flashed, students answer  $7+8$ )



Use the dot stickers and cards to work with students to create different arrangements and combinations of a given number. See how the different arrangements and color patterns lead you to see 6 in different ways? This is a great example of conceptual subitizing and is a great way to work on combinations of numbers. The hole punch in the top lets you put these on a binder ring and then we use them in class and small groups. Flash a card at a group of kids and they tell how many they saw and how they figured it out.

### **Activity: Number of the Day**

In the beginning of the year, you may want to use numbers 0-10, then move to 11-20. Eventually, you can use the number that is the date. You will build the number with a ten frame, tally it, draw it with dots on dominoes, tell the number before and after it, plot it on a number line, draw a picture of it with objects. As the year progresses, move to more abstract, such as number combinations on the dominoes, and addition sentences to represent the ten frame. By February, add the number bond to the activity. Once again, illustrating it with a number sentence.



Each day of the week, do a specific math activity.

Day 1: extension of quick looks

Day 2: Math fine motor. Drawing shapes: circle, rectangle, square, triangle using white boards. You can also use white boards and practice number writing.

Day 3: Pick out 2 shapes from attribute blocks and compare/contrast them as a group. As the year progresses, add three dimensional shapes. Students should be able to compare both types of shapes. Words to use include sides, vertex, corner, straight, curved, flat, stands up, rolls, etc...

Day 4 Whole group patterning

Day 5 addition/ subtraction facts to 5

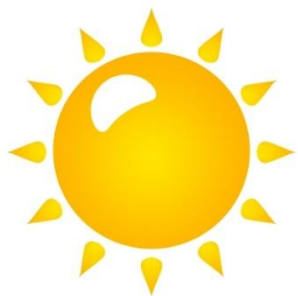
The following is a smaller weather tally to use. Print on card stock and laminate. On the last day of the month, the students will transfer the information onto a bar graph. In January, the students will begin adding the title, words, and pictures themselves.



# Weather Tally



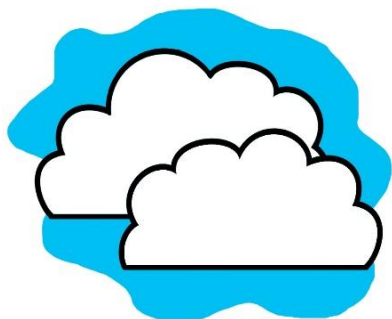
# Sunny



# Rainy



# Cloudy





Month of \_\_\_\_\_





