

LESSON 6: SUBITIZING 6

OBJECTIVES:

1. To learn the term *right*
2. To subitize 6 as 5 and 1

MATERIALS:

1. Tiles
2. Tally sticks

ACTIVITIES FOR TEACHING:

Warm-up. Tell the child today we are going to sing the “Yellow is the Sun” song all the way to ten.

Yellow is the Sun

Yellow is the sun.

This is only one. (Raise one finger.)

Why is the sky so blue?

Let me show you two. (Raise two fingers.)

Salty is the sea.

One more and it’s three. (Raise three fingers.)

Hear the thunder roar.

Here’s the mighty four. (Raise four fingers.)

Ducks will swim and dive.

My whole hand makes five. (Raise five fingers.)

Yellow is the sun.

Six is five and one. (5 fingers on left hand; 1 on right.)

Why is the sky so blue?

Seven is five and two. (5 fingers on left hand; 2 on right.)

Salty is the sea.

Eight is five and three. (5 fingers on left hand; 3 on right.)

Hear the thunder roar.

Nine is five and four. (5 fingers on left hand; 4 on right.)

Ducks will swim and dive.

Ten is five and five. (5 fingers on left hand; 5 on right.)

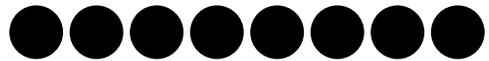
Show 1 to 5 tiles in various configurations and ask him to show fingers and to say the number. Say a number and ask him to show the equivalent tally sticks.

Left and right. Tell the child to show his left hand. Ask him to show his left hand, knee, foot, and so forth.

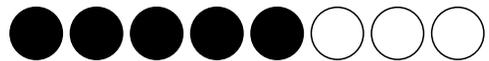
Ask the child to raise his *right* hand. Tell him to point to his right foot, right eye, and other right body parts.

EXPLANATIONS:

Seeing quantities between 6 and 9 as 5 plus 1 to 4 makes them visualizable, or imaginable. For example, try to visualize 8 apples without grouping them. Impossible.



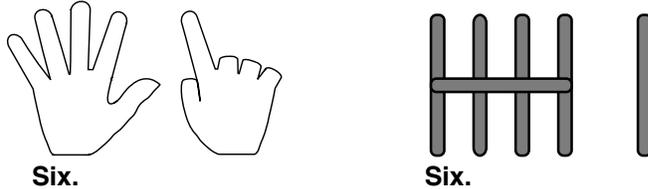
Now think of 5 of the apples as red and 3 as green—very possible. Grouping by 5s also prepares the child to think of ten as a unit.



ACTIVITIES FOR TEACHING CONTINUED:

Quantity 5. Ask her to show 5 with her fingers. Ask: What is special about 5 on your hand? [whole hand, it has a middle]

Quantity 6. Tell the child that to show the next number, 6, he will need to also use his right hand. Demonstrate showing 5 on the left hand and 1 on the right hand. See the left figure below.



Six.

Six.

Now ask the child to make 6 with the tally sticks. If necessary, remind him to make the special 5 with the fifth tally stick horizontal over the vertical four. See the right figure above.

Grouping 6 tiles. Lay out 5 identical tiles and ask: How many do you see? [5] Ask: What would we have if we added 1 more? [6] Add a tile of a different color as shown below and ask the child how much it is. Ask him to make another 6, using two colors.



Six.

Claps. Clap once and ask the child: How many did you hear? [1] Next clap twice in quick succession and ask: How many did you hear? [2] Repeat for 3 and 4.

Tell the child to clap his hands as you say a number from 1 to 4. The the clapping should be done quickly without counting.

Now you clap in random order and ask the child to show what he heard with his fingers or tally sticks.

In conclusion. Ask the child to show his left hand, then his right hand. Ask the child to show 6 on his fingers.

EXPLANATIONS CONTINUED:

As this point, 6 must be shown as 5 on the left hand and 1 on the right, not for example, as 3 on each hand.