

\*\*\*\*\***Advice for Printing**\*\*\*\*\*

You can print these on cardstock and then cut the cards out. However, the format was designed to fit on the Blank Playing Cards with Pattern Backs from <http://plaincards.com>. The pages come perforated so that once you print, all you have to do is tear them out. Plus, they are playing card size, which makes them easy to shuffle and play with.

The educators at Mathematically Minded, LLC, believe that in order to build a child's mathematical mind, connections must be built that help show children that mathematics is logical and not magical. **Building a child's number sense helps them see the logic in numbers.** We encourage you to use these cards in ways that build children's sense of numbers in four areas (Van de Walle, 2013):

- 1) Spatial relationships: recognizing how many without counting by seeing a visual pattern.
- 2) One and two more, one and two less: this is not the ability to count on two or count back two, but instead knowing which numbers are one and two less or more than any given number.
- 3) Benchmarks of 5 and 10: ten plays such an important role in our number system (and two fives make a 10), students must know how numbers relate to 5 and 10.
- 4) Part-Part-Whole: seeing a number as being made up of two or more parts.

These Savvy Subitizing cards were designed to play a card game I call Savvy Subitizing (modeled after the game Ratuki®). **Printing this whole document actually gives you two decks of cards.** Visit this website for full directions on the games: <http://www.therecoveringtraditionalist.com/savvy-subitizing-activity/>

Here are brief descriptions of some other activities you can do using these cards:

**Fast Flash**

Use the cards like flash cards by flashing a card for a few seconds and then put the card down so the kids cannot see it anymore. At first you may need to leave the card visible for longer to allow children to count. But remember, the goal is to get children to tell how many without counting (i.e. Subitize). So start doing it faster and encouraging them to visualize what was flashed after you hide the card.

**Can you find it?**

Grab two cards for each number 1–10. Place the cards face down randomly in a 4x5 array. For each child's turn they flip over two cards. If the cards show the same amount they get to keep those two cards. If not, they flip the cards back over and the next child gets a turn.

**Which is More?**

Flip over two cards and then ask, "Which card has more?" Once children get better at subitizing you can flash two cards for a few seconds and then hide them before you ask "Which card had more?"

**Which is Less?**

Flip over two cards and then ask, "Which card has less/fewer?" Once children get better at subitizing you can flash two cards for a few seconds and then hide them before you ask "Which card had less/fewer?"

**Which of these is not like the other?**

Lay out three cards (two of which have the same amount) and ask the children to find the card that does not have the same amount as the other two.

**Make it**

Flash a card and then have the children recreate the amount.

**Make it More/Less**

Like the "make it" activity, but instead of making the same amount that you flashed tell them to "Make it More than the amount on my card" or "Make it Less than the amount on my card."

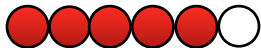
### **Combat**

Two children take the entire deck of Savvy Subitizing cards and deal them out face down between the two of them, so that each child has an equal amount in a pile. At the same time, each child flips over their top card. The child with the larger amount on their card gets to take both cards. If they flip over cards with the same amount, they each flip over another card to see who has the larger amount and then that player would take all the cards flipped over. Play continues until one player gets all the cards.

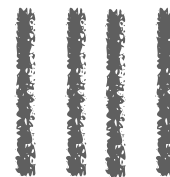
### **Combat Addition**

Played like Combat (above) but instead of flipping over only one card, each player flips over two cards and then adds the amount on the two cards. The child with the larger total on their cards gets to take all four cards. If they flip over cards that total the same amount, they each flip over another two cards to see who has the larger total and then that player would take all the cards flipped over. Play continues until one player gets all the cards.

These are just a few activities you can play using these cards. I would love to get feedback on how you use the cards. Either email me at [mathematicallyminded@yahoo.com](mailto:mathematicallyminded@yahoo.com) or leave a comment on my blog post about them: <http://www.therecoveringtraditionalist.com/savvy-subitizing-activity/>







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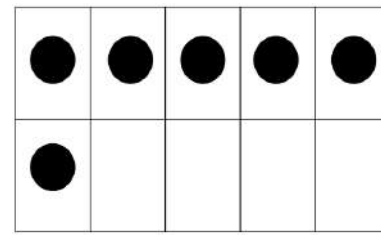
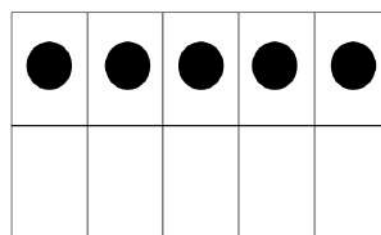
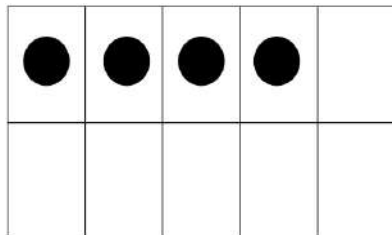
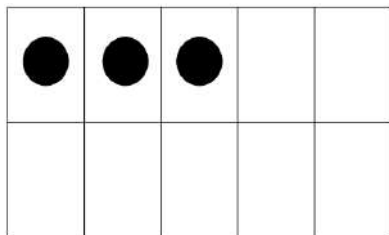
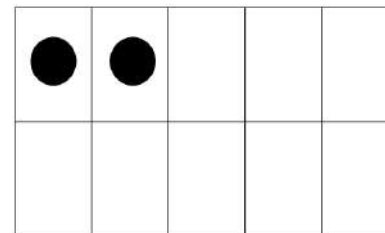
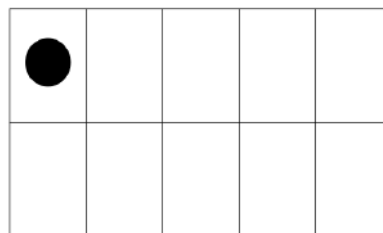
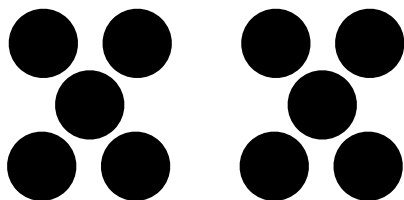
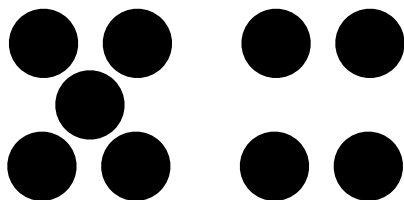
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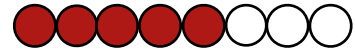
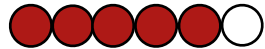
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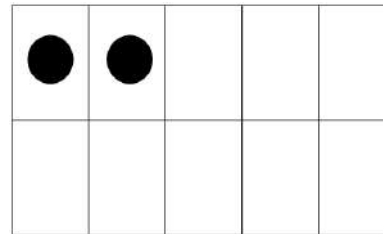
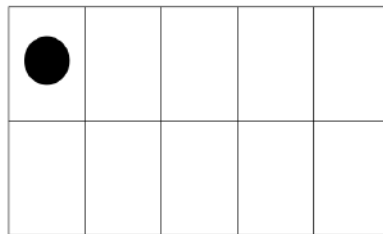
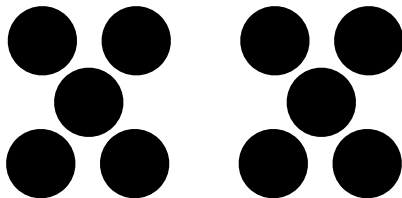
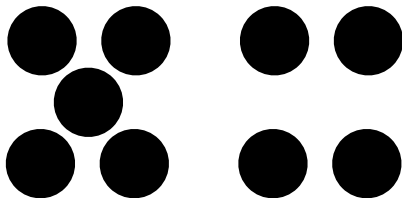
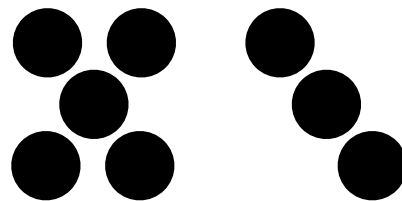
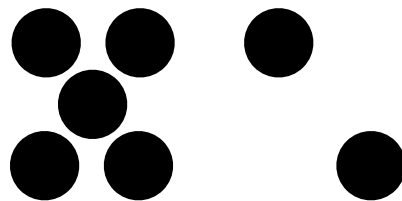
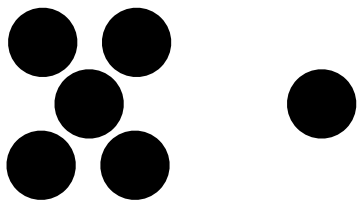
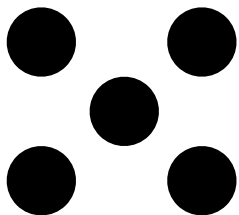
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