

## Dice

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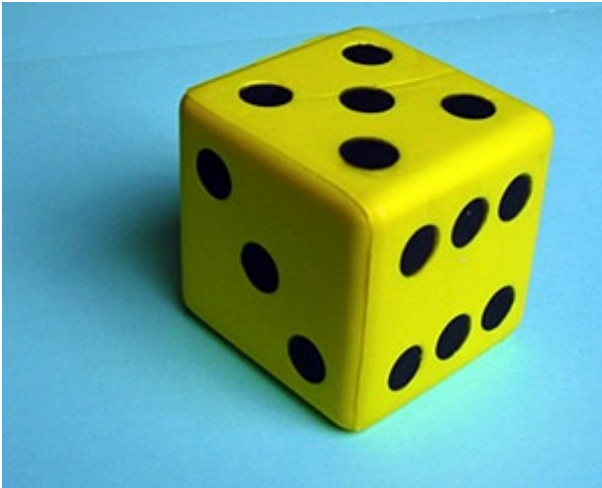
### Annotation

Katie instantly recognises (subitizes) 1, 2, and 3 dots. She cannot say how many for 4, 5 and 6 but uses the unspecified amount “some” appropriately and recognises these are more than 1, 2, 3.

### Problem: Dice

The teacher gives the student a dice with dots to roll. The teacher asks:

*How many dots?*



### Student response

Katie instantly says how many dots for rolls which show 1, 2, and 3. For 4, 5, and 6 Katie says, “That’s some more.”

## How many spots?

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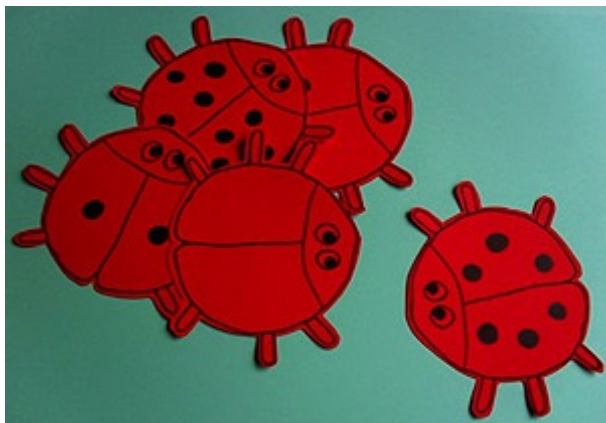
### Annotation

Tahu responds to differences in amounts. He uses some informal language of quantity appropriately, demonstrating a sense of the comparative size of groups.

### Problem: How many spots?

The teacher shows the student cards with ladybirds, each with a different number of black dots: 2, 8, 1, 0, and 6. Showing the student one card at a time, the teacher poses this problem:

*How many spots does this ladybird have?*



### Student response

Tahu responds to 0 as “not any”, and to both 1 and 2 as “a little bit” and “a few.” He responds to 6 as “some” and to 8 as “that’s more.”

## Card matching

### Annotation

Andy can instantly say (subitize) how many for 0, 1, 2, 3 and is able to recognise the symbols 1, 2, and 4, but is unable to match these with amounts.

### Problem: Card matching

The teacher places picture and numeral cards, from 0 to 5, in front of the student. Neither set of cards is in order. The teacher points to the picture cards, one at a time, and asks the student to say how many items are on the cards. This is repeated with the numeral cards. The student is then asked to match the picture cards with the numeral cards.



### Student response

Andy quickly and correctly says how many items are on the picture cards showing 1, 2, and 3 items. For the picture cards showing 4 and 5 items, he says “that’s too much.”

Andy selects the numeral cards for 1, 2 and 4 and correctly reads these numerals. He makes no attempt to match the numeral cards with the amounts depicted on the picture cards.

## Teddies and cards

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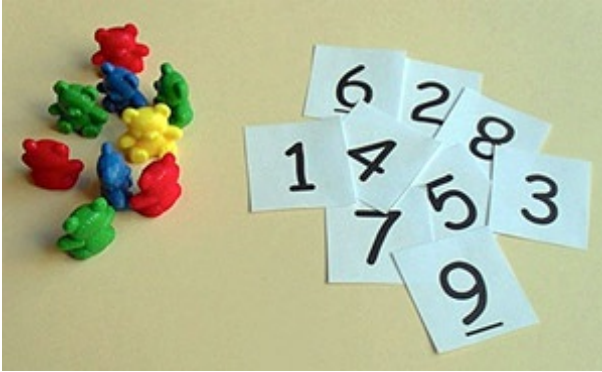
### Annotation

Mona responds to references to quantity by reciting known counting words in sequence. She is unable to quantify specific amounts.

### Problem: Teddies and cards

The teacher places in front of the student a selection of numeral cards to 9, and some plastic bears. The teacher poses this problem:

*Find any numbers that you know and show how many bears that is.*



### Student response

Mona is able to recite the counting sequence to ten, starting from one. She is unable to form sets of objects of a specific size.