

SUBITIZING PRACTICE

Dot cards, dice patterns and ten frames, 1–10 — match, write the number and circle the number. Untimed. Fillable PDF.

START HERE QUICK START

A complete kit for subitizing — reading a dot card, a dice pattern or a ten-frame and naming the quantity without counting it one by one — practiced three untimed ways. Every answer is written or circled in pencil; nothing here is timed, scored as a rate, or cut and glued.

THREE STEPS

- 1 Meet the cards**
Page 6 shows all ten numbers and the three card styles this file uses — dice pips, a grouped dot cluster, and a ten-frame. Look at a few together before the first worksheet.
- 2 Pick a format**
Three untimed ways to practice: match the card to a printed number, write the number a card shows, or circle the number from three choices. The chart below says which page for which set.
- 3 Track it, roll it up, send it home**
The answer keys are pages 13 and 14. Date each number on the tracker (page 15), roll the class up on page 16, and send the family note home (page 17). A filled example is on page 19.

WHEN...	USE...
Now to matching a card to its number	Match the Dot Card, pages 7, 8
Ready to write the number from the card	Write the Number, pages 9, 10
Ready to pick the number out from close choices	Circle the Number, pages 11, 12
Opening a whole-group warm-up	Whole-Group Dot Talk, page 18
Writing a family update or noticing a card	Family note, page 17 — phrase bank, page 20
Setting up a binder for this file	Binder cover and divider tabs, pages 21–22

Everything inside (23 pages)
• 6 student pages: 2 Match, 2 Write the Number, 2

What this is not
Not a timed probe and not a fluency screener. There is

NUMBERS 1-5 (SET A) MATCH THE DOT CARD

My name: _____ Date: _____

Look at the lettered cards above. Find the number. Write its letter on the line.

	a	b	c	d	e
1					
1	1				
2	5				
3	4				

NUMBERS 1-5 (SET A) WRITE THE NUMBER

My name: _____ Date: _____

Look at each card. Write the number it shows. Try not to count one by one.

1		
2		
3		

NUMBERS 1-5 (SET A) CIRCLE THE NUMBER

My name: _____ Date: _____

Look at each card. Circle the number that matches.

1		3	4	2
2		1	3	2
3		4	3	5

TRACKER SUBITIZING TRACKER

STUDENT	TEACHER	MONTH	
NUMBER	FIRST NAMED WITHOUT COUNTING (DATE)	NAMED INDEPENDENTLY AS (DATE)	NOTES
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			

EXAMPLE NORA'S TRACKER

Nora K. is invented; nothing on this page describes a real student. The blank tracker is on page 15.

STUDENT	TEACHER	MONTH	
Nora K. (an invented student)	Mr. Alvarez (invented)	September–October	
NUMBER	FIRST NAMED WITHOUT COUNTING (DATE)	NAMED INDEPENDENTLY AS (DATE)	NOTES
1	9/8	9/12	
2	9/8	9/12	
3	9/8	9/15	
4	9/15	9/19	
5	9/15	9/22	
6	9/19	9/26	
7	9/29		Still counts the dot cluster cards by ones
8	9/29		
9			
10			

Fillable PDF

23 Pages

1–10

3 Formats



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THREE STEPS

1 Meet the cards

Page 6 shows all ten numbers and the three card styles this file uses -- dice pips, a grouped dot cluster, and a ten-frame. Look at a few together before the first worksheet.

2 Pick a format

Three untimed ways to practice: match the card to a printed number, write the number a card shows, or circle the number from three choices. The chart below says which page for which set.

3 Track it, roll it up, send it home

The answer keys are pages 13 and 14. Date each number on the tracker (page 15), roll the class up on page 16, and send the family note home (page 17). A filled example is on page 19.

WHICH PAGE, WHEN

WHEN...	USE...
New to matching a card to its number	Match the Dot Card, pages 7, 8
Ready to write the number from the card	Write the Number, pages 9, 10
Ready to pick the number out from close choices	Circle the Number, pages 11, 12
Opening a whole-group warm-up	Whole-Group Dot Talk, page 18
Writing a family update or noticing a card	Family note, page 17 · phrase bank, page 20
Setting up a binder for this file	Binder cover and divider tabs, pages 21–22

Everything inside (23 pages)

- **6 student pages:** 2 Match, 2 Write the Number, 2 Circle the Number, two sets of five
- **10 numbers in all,** 1 through 10, every card drawn once a page
- **3 card styles:** dice pips, a dot cluster, and a ten-frame — Numbers 1–5 mixes all three, Numbers 6–10 mixes cluster and ten-frame (dice tops out at 6)
- **2 answer keys, 1 number-level tracker and 1 class roll-up**
- **1 family note, 1 whole-group warm-up, 1 filled example, 1 phrase bank**
- **1 binder cover, 5 divider tabs** and a spine label, cut along the dashed lines

What this is not

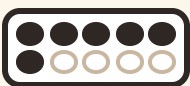
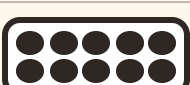
Not a timed probe and not a fluency screener. There is no stopwatch, no time limit, and no rate or speed score anywhere in this file — see page 23 for the timed companion elsewhere in the store, if that is what you need instead.



EVERY NUMBER, THREE CARD STYLES



Subitizing is recognizing how many without counting one by one. This chart gives every number this file practices, 1 through 10, with the card style used for it.

CARD	NUMBER	STYLE
	1	Dice
	2	Cluster
	3	Tenframe
	4	Dice
	5	Cluster
	6	Tenframe
	7	Cluster
	8	Tenframe
	9	Cluster
	10	Tenframe

A worked example

8 dots in a ten-frame. Two full rows of five is 10; one full row plus three more is 8. Reading the frame as “a row and some more” is faster than counting every dot.

Using this page

Point to a card and ask “how many, without counting?” before the first worksheet. All three styles mean the same thing: how many dots are there in all.

The letters on the matching pages

Page 7 and page 8 letter their five cards a–e in order, shown again in the legend on each page.



My name: _____

Date _____



Look at the lettered cards above. Find the number. Write its letter on the line.

a



b



c



d



e



1

1

2

5

3

4

4

2

5

3





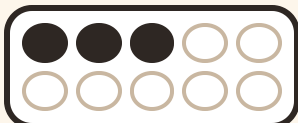
My name: _____

Date _____



Look at each card. Write the number it shows. Try not to count one by one.

1



2



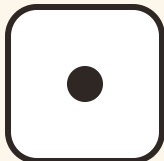
3



4



5





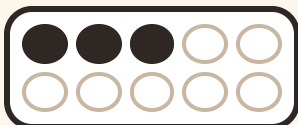
My name: _____

Date _____



Look at each card. Circle the number that matches.

1



3

4

2

2



1

3

2

3



4

3

5

4

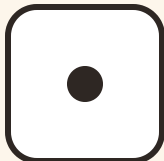


6

5

4

5



3

1

2





STUDENT

TEACHER

MONTH

NUMBER	FIRST NAMED WITHOUT COUNTING (DATE)	NAMED INDEPENDENTLY X3 (DATE)	NOTES
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			

How to fill this in

Date the first cell the day a child names the number without counting it one by one, with no prompt. Date the second cell once that happens three separate times, on three different cards for that number. A blank never means wrong, only not tried yet. Answer keys: pages 13 and 14. Filled example: page 19.

THIS MONTH WE ARE FOCUSING ON**When to move a number to the class roll-up**

Once a number has a “named independently x3” date here, move it to the class roll-up (page 16) and free this row for a number that still needs individual tracking.





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STUDENT

TEACHER

MONTH

Nora K. (an invented student)

Mr. Alvarez (invented)

September–October

NUMBER	FIRST NAMED WITHOUT COUNTING (DATE)	NAMED INDEPENDENTLY X3 (DATE)	NOTES
1	9/8	9/12	
2	9/8	9/12	
3	9/8	9/15	
4	9/15	9/19	
5	9/15	9/22	
6	9/19	9/26	
7	9/29		Still counts the dot cluster cards by ones
8	9/29		
9			
10			

How to read it

Nora K. has named **8 of 10** numbers without counting, and **6** of those independently three separate times. Still not started: 9, 10. Every number comes from the table above.

The family note this tracker would produce

“So far this fall Nora K. has mastered 6 of our 10 numbers (1 through 6), is working on two more, and has not started the last two yet.” — every number in it is a row of the table above.

What's next for Nora

Keep practicing 7 and 8 with Write the Number and Circle the Number (pages 10, 12), especially the dot cluster cards. Start 9 and 10 (page 8 for Set B matching).





THANK YOU FOR USING THIS RESOURCE

This file is untimed practice, built for the teacher who has ten numbers to teach a child to read on sight and a table of children who each need a different amount of practice doing it. If you need the timed version of this same skill — subitizing SPEED, scored as a rate — that is a different product, named below. If this helped, leaving feedback on TPT helps other teachers find it.

Something missing or wrong?

Please use the **Ask a Question** tab on the product page first — every question is read, and a fix to the file is a free update you re-download from **My Purchases**.

WHAT'S NEXT FROM THIS STORE

The same number-sense skill, taken a step further: a timed version of subitizing itself, numeral naming, and the ten-frame and number-bond work that builds on a child who already reads small quantities on sight.

Number Sense & Quantity Fluency Probes

The timed companion to this skill: subitizing speed scored as a rate, once recognizing a quantity is already solid.

NUMBER IDENTIFICATION PROGRESS MONITORING

Numeral-naming practice: reading the written digit, the next step once a quantity is secure.

Ten Frames Worksheets | Counting, Addition and Subtraction to 20

More ten-frame practice: counting, then adding and subtracting within 20.

Number Bonds to 10 Worksheets | Ten-Frame, Circles, Bars, Missing Part

Part-part-whole practice with the same ten-frame picture, once counts come quickly.

Part of the K-2 Number Sense collection — new products in this collection are added regularly. Click **Follow** on the store page and TPT will email you when they go up.

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