

Magician's Tricks

Counting from 1

Counting from Any Number

Whole Group

Small Group

Center Time

Summary of Activity Adaptations

This is a summary of all the available adaptations to make Magician's Tricks easier or harder to accommodate the needs of your students. Whether the adaptation is easier or harder depends on each student's math or executive function (EF) skills.

	Make It Easier	Make It Harder
Math	<ul style="list-style-type: none"> For children still learning the names of numerals or what quantity each numeral refers to, use the counting cards, which have numerals and dots. Encourage the child who is the magician to physically touch the cards while counting. If children struggle in the role of magician, lead them through the counting strategy in the moment, having them count with you, as in "What is this card?..." continuing until the goal card is named. If children don't correctly identify a facedown card, turn the card over, have them say it with you, then turn it back. 	<ul style="list-style-type: none"> For children still learning the names of numerals or what quantity each numeral refers to, use the numeral cards, which have numerals only. Instead of initially presenting the cards in numerical order, during the set-up and before playing the game, present the cards in scrambled order and have children put the cards in order before counting and then playing the game. When first counting the cards, say the number words backward (for example, from 5 to 1) aloud while pointing to each card.
EF	<ul style="list-style-type: none"> Use the Think-Pair-Share mediator cards and the Think-Pair-Share introduction. Use the role cards. Use the activity step icon cards. Have the child who is pointing mark the selected card with a counting chip if the child who is the magician needs help remembering. 	<ul style="list-style-type: none"> Omit the Think-Pair-Share mediator cards. Omit the role cards. Omit the activity step icon cards.
Math & EF	<ul style="list-style-type: none"> Use fewer cards (for example, only 1 to 3 or 1 to 5). Keep the 1 card face up. Select a lower-numbered card as the target card when modeling. Display a second set of counting cards face up (just above the facedown cards) that children can use as a visual cue to identify the cards. 	<ul style="list-style-type: none"> Use more cards (for example, 1 to 10 or 1 to 20). Select a higher-numbered card as the target card when modeling. If children point while they count, encourage them to be "more magical" and count with their eyes. Put cards in rows of two (for 1 to 10) or of four (for 1 to 20). Explicitly point out the first and last card in each row and guide children to count on or back from these numbers if necessary.