

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 playing the magician to physically touch the cards while counting. If children don't correctly identify a facedown card, turn the card over, have them say it with you, then turn it back. If children aren't able count on from a faceup card to figure out the hidden card on their own, point to the flipped cards and help children learn how to use the flipped cards to figure out the hidden number. Use terms such as, "before," "right after," and "in between" to support children's understanding. 	<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. During set-up only and before beginning the game, scramble and lay down the cards out of order. Ask students to organize the cards in the correct order from 1 to 10. Ask children another way to figure out the target number and encourage them to count backward from the highest number if the child counted forward, or forward if the child counted backward.
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 5). 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, up to 10 or 20). 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 cards) or of four (for 1 to 20 cards). Explicitly point out the first and last card in each row and guide children to count on or back from these numbers if necessary.