LEARNING PROGRESSION

Counting and Beginning Number Sense

SUBITIZING	COMPARISON	COUNTING	ONE-TO-ONE CORRESPONDENCE	CARDINALITY	HIERARCHICAL INCLUSION	NUMBER CONSERVATION
Being able to visually recognize a quantity of 5 or less	Being able to compare quantities by identifying which has more and which has less	The rote procedure of counting. Includes both verbal counting and object counting. The actual meaning attached to counting is developed through one-to-one correspondence	Being able to connect one number with object and then count each object with understanding	Begin able to tell how many objects are in a set—understanding that the last word in the counting sequence names the quantity for that set	Understanding numbers are nested inside each other and the number grows by one each count. For example, 3 is inside 4 or 4 is the same as 3+1 more	The number of objects remains the same when they are rearranged spatially. For example, 5 can be… 4 and 1 OR 3 and 2 OR 2 and 3, etc.

Development of abstraction and order irrelevance →

progression of development

Based on Clements, D.H. & Sarama, J. (2009) *Learning and teaching early math: The learning trajectories approach*; Van de Walle, J.A. & Lovin, L.H. (2006) *Teaching student-centered mathematics*; Fletcher, G. (2017) The progression of early number and counting. [Blog post]. Retrieved from https://gfletchy.com/2017/03/26/the-progression-of-early-number-and-counting/

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