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| Being able to visually recognize a quantity of 5 or less. | Students can connect one number with one object and then count them with understanding. |
| Numbers are nested inside of each other and that the number grows by one each count. 9 is inside 10 or 10 is the same as 9 + 1. | Rote procedure of counting. The meaning attached to counting is developed through one-to-one correspondence. |
| Tells how many things are in a set. When counting a set of objects, the last word in the counting sequence names the quantity for that set. | The number of objects remains the same when they are rearranged spatially. 5 is 4&1 OR 3&2. |
| **One-to-One Correspondence** | Being able to compare quantities by identifying which has more and which has less. |
| **Hierarchical Inclusion** | **Comparison** |
| **Counting** | **Subitizing** |
| **Cardinality** | **Number Conservation** |