

Number Sense Trajectory –Putting It All Together

Trajectory	<u>Subitizing</u> Being able to visually recognize a quantity of 5 or less.	<u>Comparison</u> Being able to compare quantities by identifying which has more and which has less.	<u>Counting</u> Rote procedure of counting. The meaning attached to counting is developed through one-to-one correspondence.	<u>One-to-One Correspondence</u> Students can connect one number with one object and then count them with understanding.	<u>Cardinality</u> 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.	<u>Hierarchical Inclusion</u> 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 $9 + 1$.	<u>Number Conservation</u> The number of objects remains the same when they are rearranged spatially. 5 is $4+1$ OR $3+2$.
-------------------	---	--	--	--	--	--	---

Each concept builds on the previous idea and students should explore and construct concepts in such a sequence

Number Relationships	<u>Spatial Relationship</u> <u>Patterned Set Recognition</u> Students can learn to recognize sets of objects in patterned arrangements and tell how many without counting.	<u>One and Two-More or Less</u> Students need to understand the relationship of number as it relates to \pm one or two. Here students should begin to see that 5 is 1 more than 4 and that it is also 2 less than 7.	<u>Understanding Anchors</u> Students need to see the relationship between numbers and how they relate to 5s and 10s. 3 is 2 away from 5 and 7 away from 10.	<u>Part-Part-Whole Relationship</u> Students begin to conceptualize a number as being made up from two or more parts.
-----------------------------	--	--	--	---

Addition and Subtraction Strategies

Developing Number Sense: The Big Picture

This trajectory is designed to show number sense development through the early years of elementary school. Although the graphic organizer flows horizontally left to right, it also aligns vertically. Each concept builds from the previous stage and is the foundation to developing the number sense required of all students.

<u>One/Two More/Less</u> These facts are a direct application of the One/Two More/ Less than relationships	<u>Make a Ten</u> Use a quantity from one addend to give to another to make a ten then add the remainder. $9 + 7 = 10 + 6$	<u>Near Doubles</u> Using the doubles anchor and combining it with 1 and 2 more/less.
<u>Facts with Zero</u> Need to be introduced so that students don't overgeneralize that answers to addition are always bigger.	<u>Doubles</u> Many times students will use doubles as an anchor when adding and subtracting.	

Representing, relating, and operating on whole numbers, initially with sets of objects.

Students use numbers, including written numerals, to represent quantities and to solve quantitative problems, such as counting objects in a set; counting out a given number of objects; comparing sets or numerals; and modeling simple joining and separating situations with sets of objects, or eventually with equations such as $5 + 2 = 7$ and $7 - 2 = 5$. (*Kindergarten students should see addition and subtraction equations, and student writing of equations in kindergarten is encouraged, but it is not required.*) Students choose, combine, and apply effective strategies for answering quantitative questions, including quickly recognizing the cardinalities of small sets of objects, counting and producing sets of given sizes, counting the number of objects in combined sets, or counting the number of objects that remain in a set after some are taken away.