

## 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. Students employ visual estimation to compare quantities.	<u>Counting</u> Rote procedure of counting. Forwards and backwards counting, starting and stopping at specific numbers. Not just zero OR skip counting by 10s from multiples of 10.	<u>One-to-One Correspondence</u> Students can connect one number with one object and then count them with understanding. Here students are representing numbers and quantities.	<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. Before and after number word sequence	<u>Number Conservation</u> The number of objects remains the same when they are rearranged spatially. 5 is 4&1 <u>OR</u> 3&2. 732=7 hundreds, 3 tens, 2 ones <u>OR</u> 732=73 tens, 3 ones.
Through 20							
Through 120					<u>Note:</u> As a student’s understanding of develops the focus shifts from counting and cardinality to unitizing.		
Through 1000					Unitizing is when students see that a bundle of ten is composed of 10 ones. 100 can be composed of 10 tens or 100 ones.		