Number

PreK HLC

Understanding of number values and sequences to 10 *(counting, cardinality, conservation, and stable order)*
1:1 Correspondence

September → **PreK Learning Progressions** → June

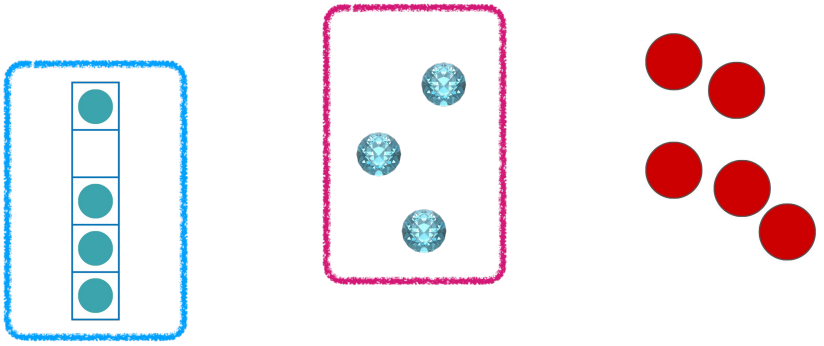
Students must use models to build understanding of the HLC and interact with a variety of contexts.

Rote Oral Count Sequence *(rote counting from 1; rote counting from any start number)*

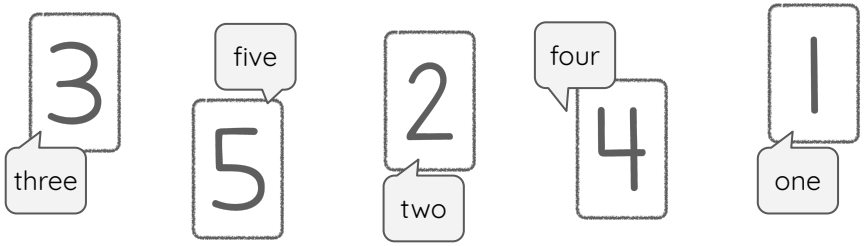
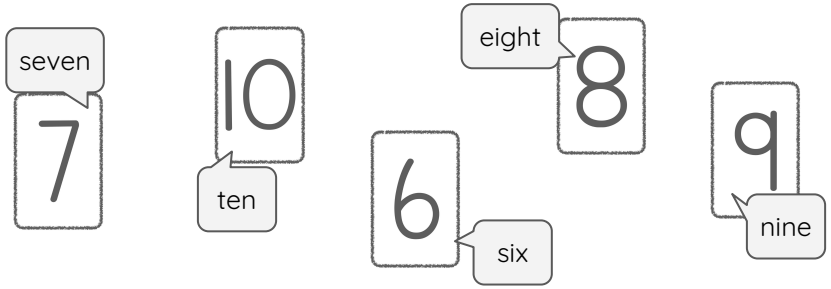
Counts Forward (FWD) from 1 to 5	Counts FWD 1 to 10
one, two, three, four, five	one, two, three, four, five, six, seven, eight, nine, ten

Counts Backward (BWD) from 3	Counts BWD from 5	Counts BWD from 10
three, two, one	five, four, three, two, one	ten, nine, eight, seven, six, five, four, three, two, one

Subitizing *(immediate recognition of quantity - five frames, fingers, regular dot patterns, irregular dot patterns)*

Perceptually subitizes <u>regular</u> patterns within 5 *(Immediate recognition of quantity)*	**Perceptually** subitizes <u>irregular</u> patterns within 5 *(immediate recognition of quantity)*
<u>Example</u> quick images to support subitizing regular patterns	***<u>Example</u> quick images to support subitizing irregular patterns***
	

Symbolic Notation

Identifies numerals within 5	Identifies numerals within 10
	

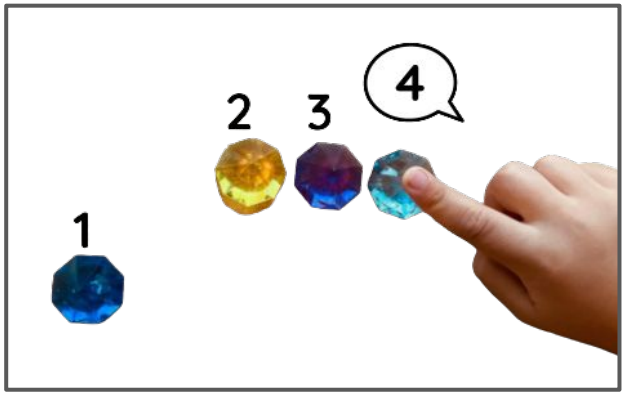
Count Objects to Determine Cardinality *(cardinality demonstrates understanding that the last number in the count is the quantity)*

Students are given amounts of discrete objects to determine the total quantity. All of the skills noted below are observable during a Counting Collection. Each understanding might develop at different times for each number range.

Counts objects within 5	Counts objects within 10

The following understandings develop at different times for each number range:

-1:1 correspondence (*each item gets one count)*
-Organizing (*keep track of what's been counted and what still needs to be counted without prompting*)
-Tracking methods (*the actual gesture of touching and counting)*
-Stable order (*correct number word sequence*)
-Cardinality (*last number in the count is the quantity)*
-Conservation of number (*quantity is the same regardless of arrangement - ex: objects lined up, then spread out, organized by 10 or not organized)*



1:1 Correspondence

Conservation of Number

Cardinality

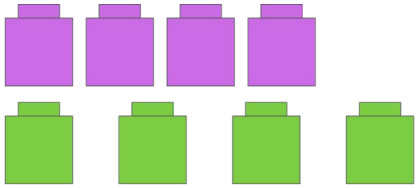
Ordering & Magnitude

For various quantities, students may compare by subitizing, matching (1:1) lining items up, or counting quantities. This concept is also impacted by conservation of number - consistent count regardless of orientation (*"It is still 4, the cubes are just spread out"*).

Compares quantities within 5

Five fingers are more than two fingers.

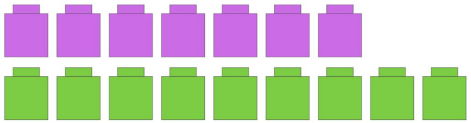
Two fingers are fewer than five fingers.



Both rows have the same amount of cubes. They both have four cubes.

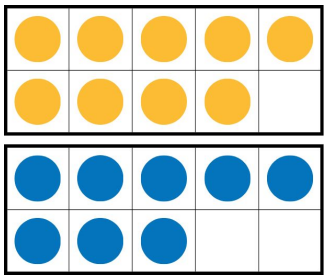
Compares quantities within 10

Seven cubes are fewer than nine cubes.



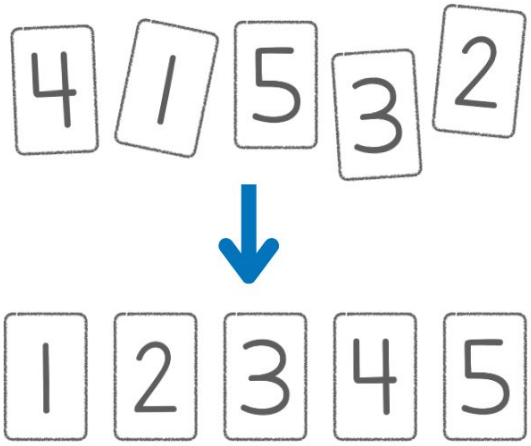
Nine cubes are more than seven cubes.

Nine dots are more than eight dots.

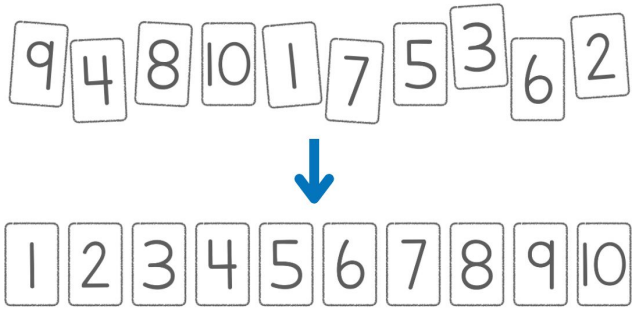


Eight dots are fewer than nine dots.

Orders numerals 1-5



Orders numerals 1-10



Orders non-sequential numerals within 10