

Module 1: Understanding

Subitizing

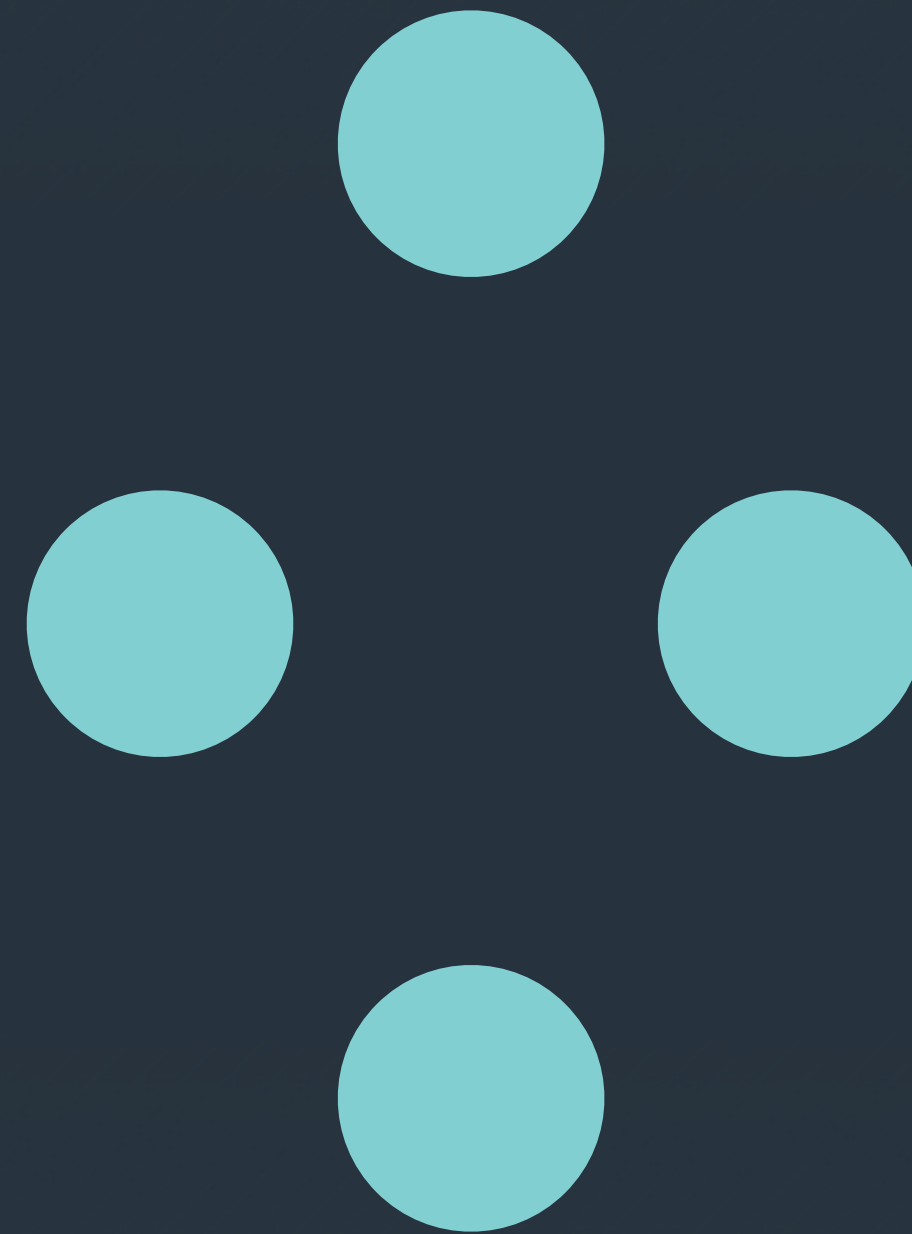
Clements & Sarama

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Instantly Recognize

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before 3 YO

“1” and “more than 1”

3 YO

“1”, “2”, and “3”

4 YO

collections up to 4, this is also
where subitizing and counting
start to get connected

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Even Adults Cannot Subitize More Than 5

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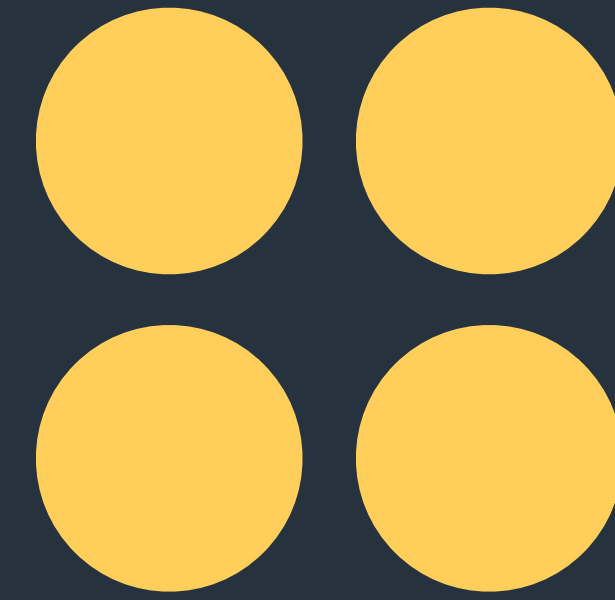


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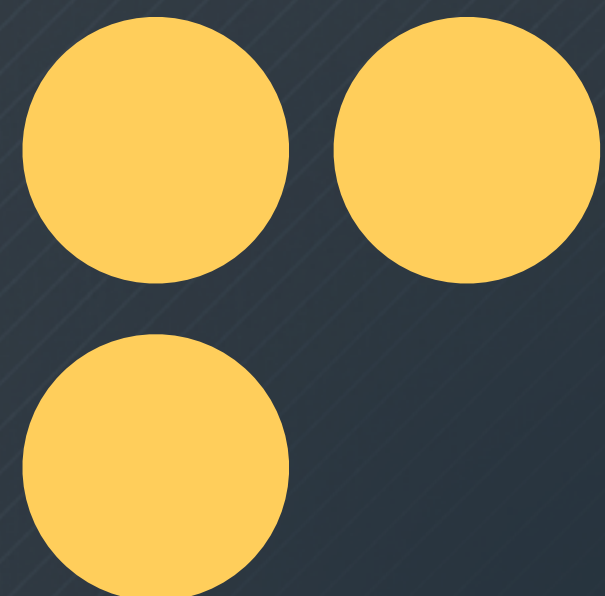


Perceptual vs Conceptual

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Don't limit to only VISUAL

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Kinesthetic

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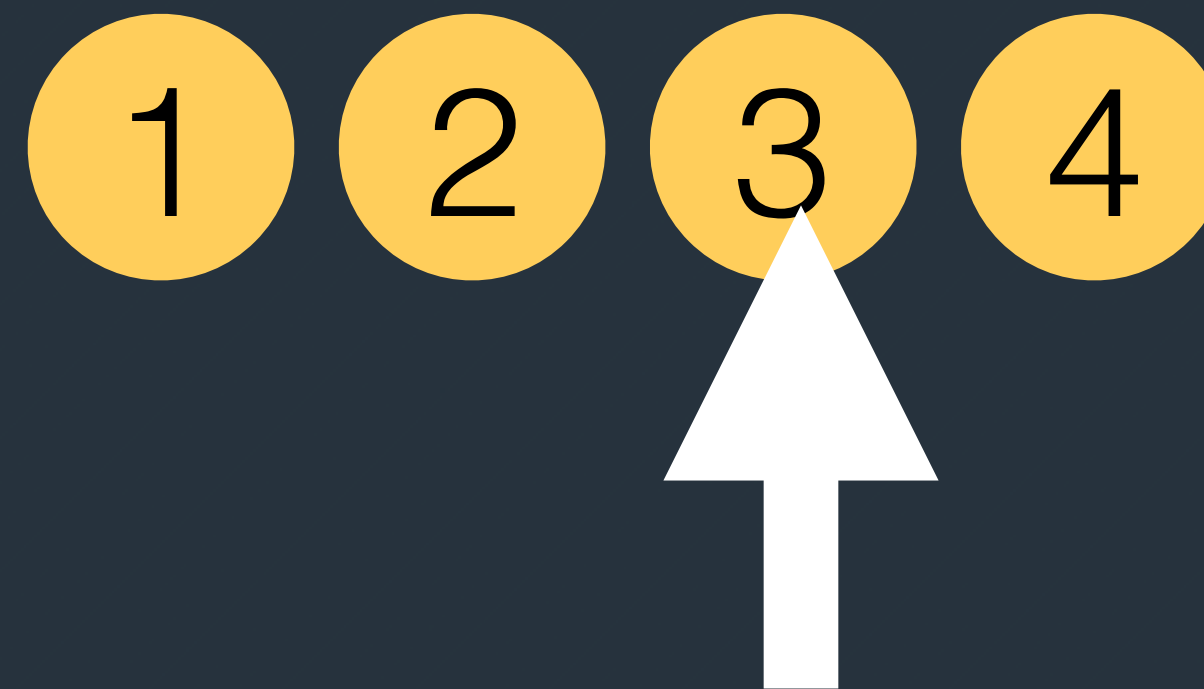
Rhythmic & Auditory

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Seeing sets not individual items

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Moving up the CGI progression

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CGI Progression



Carpenter, et al

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What visuals help
them see it?

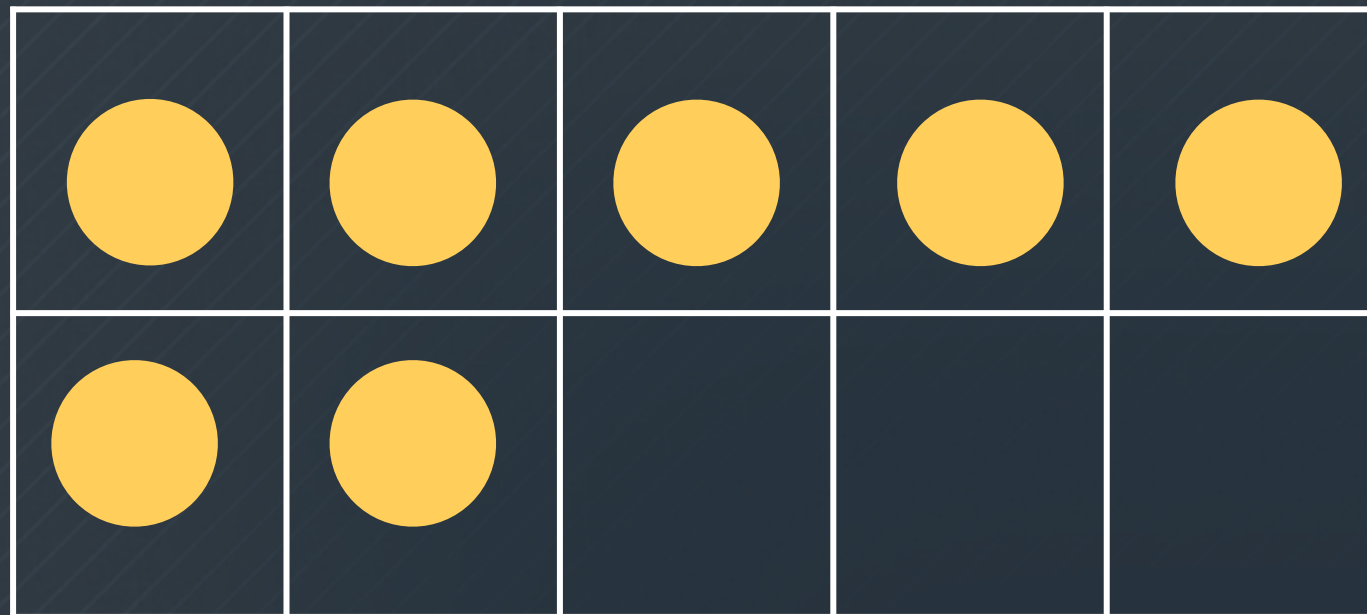
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Images of 0-10



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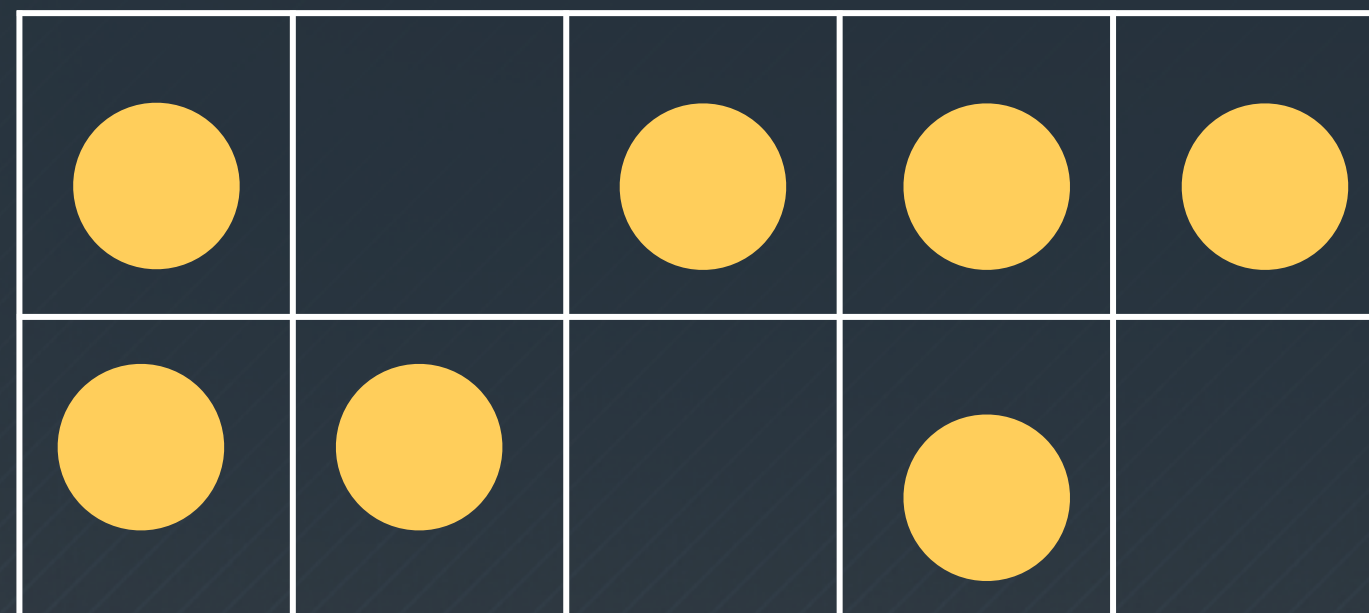
Five-Wise



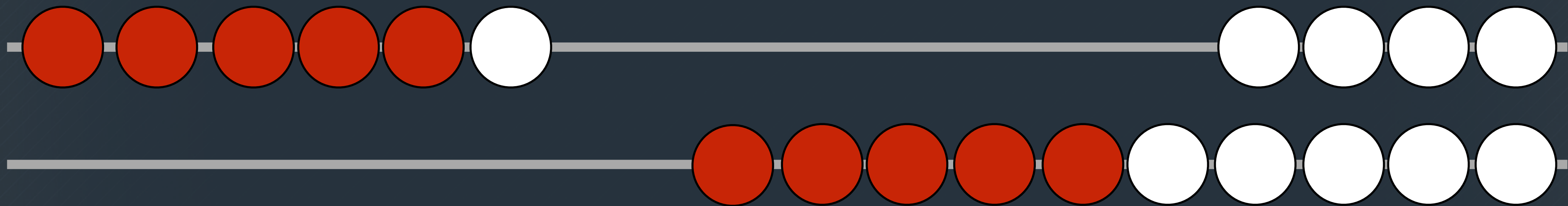
Pair-Wise



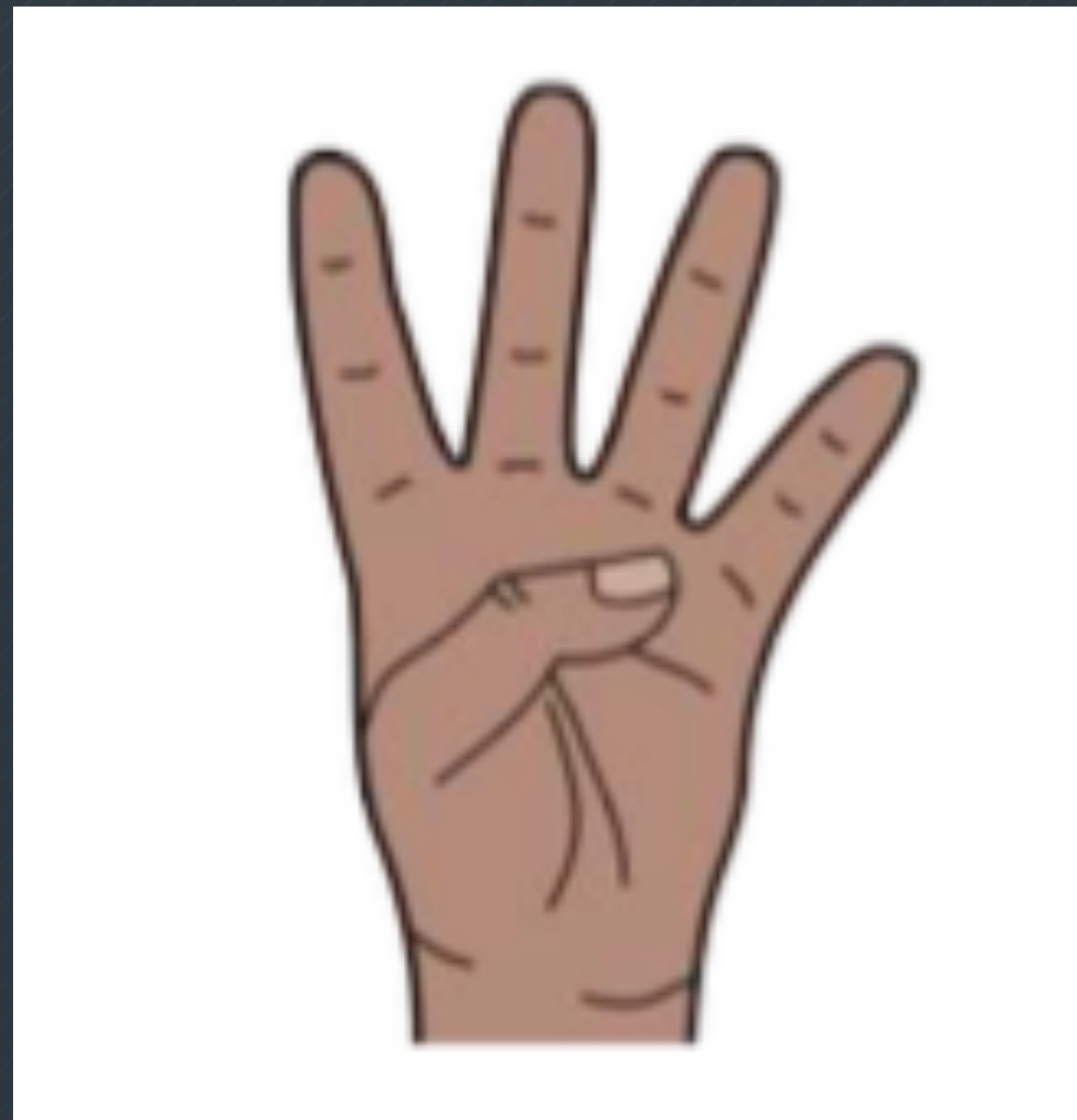
Random



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Module 1: Understanding

Verbal Counting

Clements & Sarama

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