The Flexibility Formula

Object Counting & Cardinality

PREK - 2ND GRADE

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Module 1: Understanding

Object Counting & Cardinality

Clements & Sarama

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Counting a Collection

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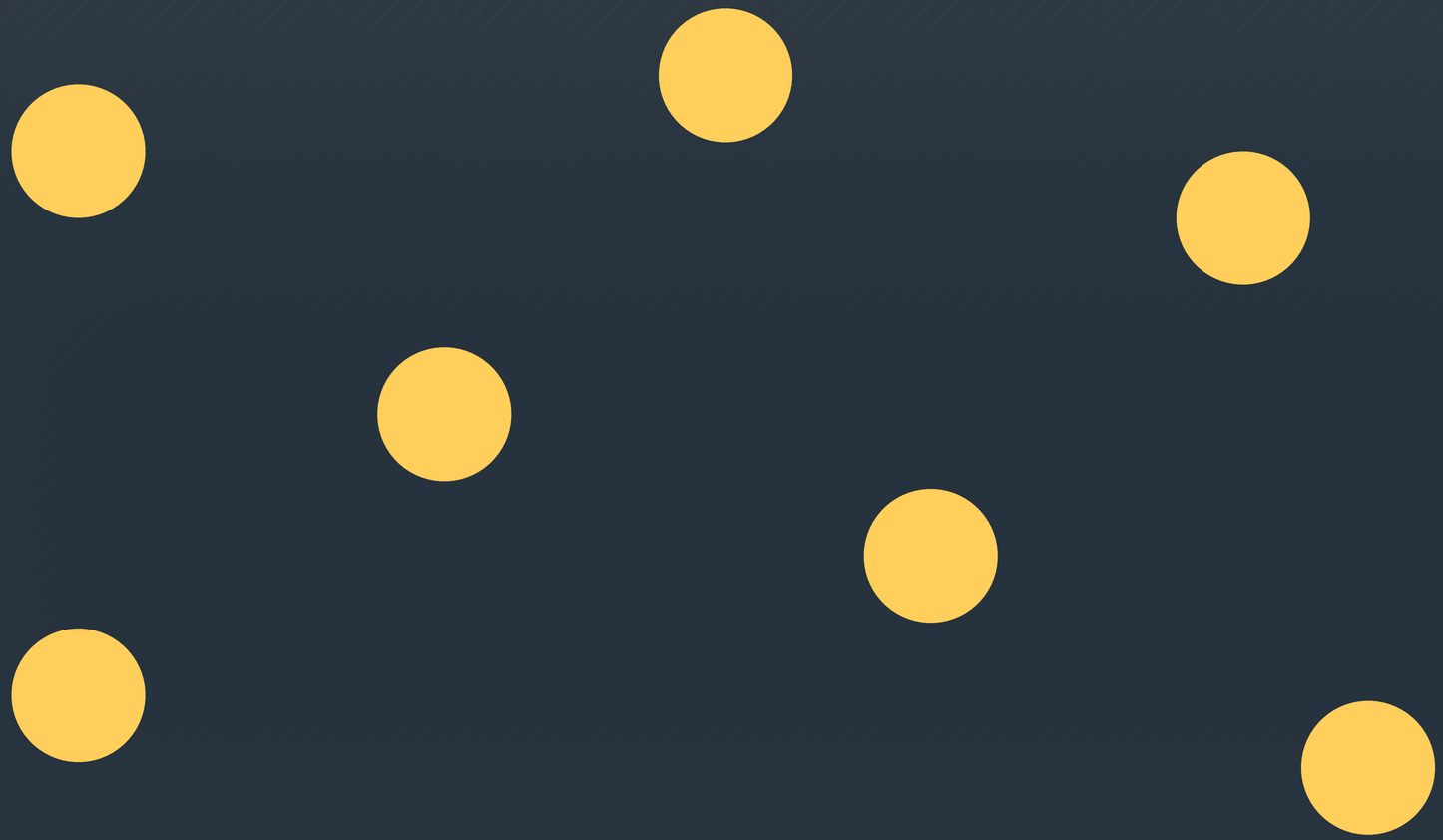
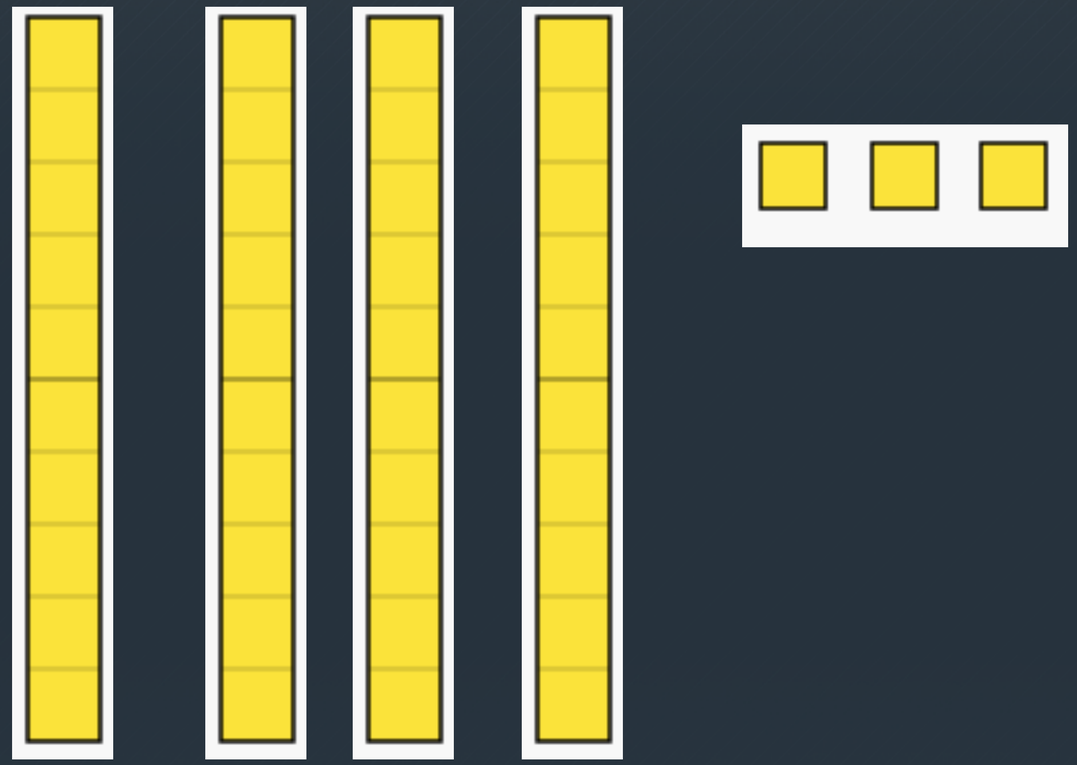


“Unitizing requires that children use number to count not only objects but also groups - and to count them simultaneously.”

(Fosnot, 2001, p. 11)



“one, two, three, four groups of 10 and one, two, three singles”

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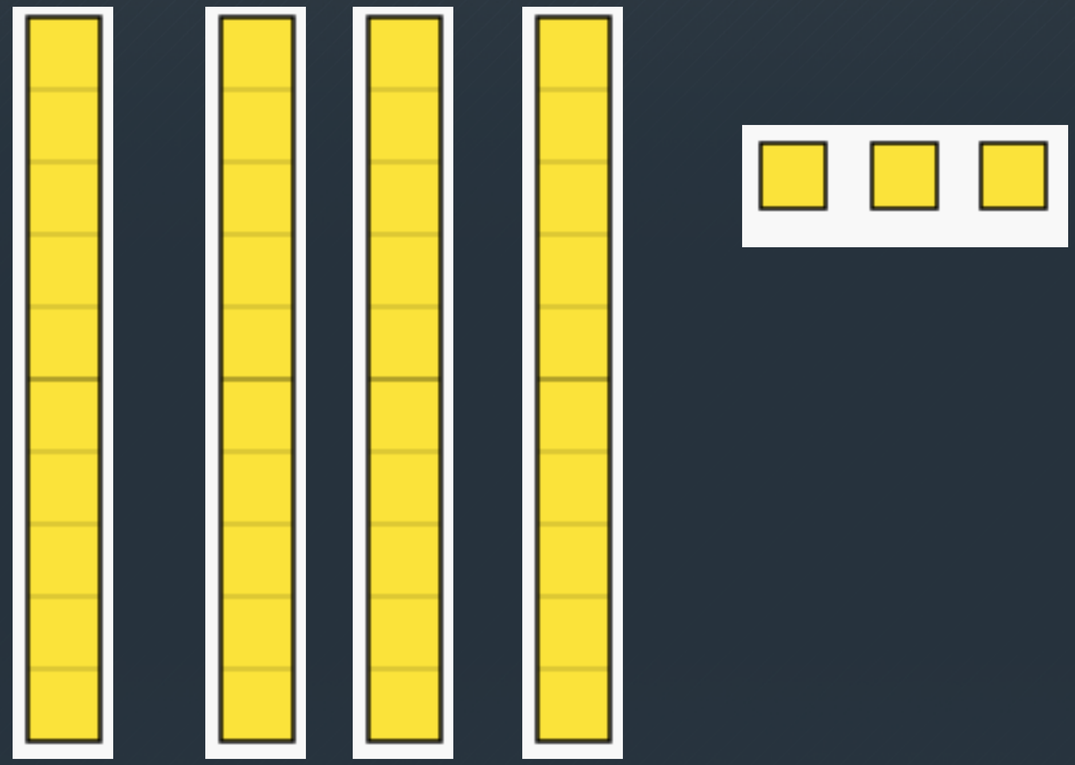
1. Kids need to have developed unitizing
2. Does not directly tell "how many"



“ten, twenty, thirty, forty, forty-one, forty-two, forty-three”

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1. Kids aren't counting the groups
2. Does directly tell "how many"

All of Them

With an emphasis on the power of groups

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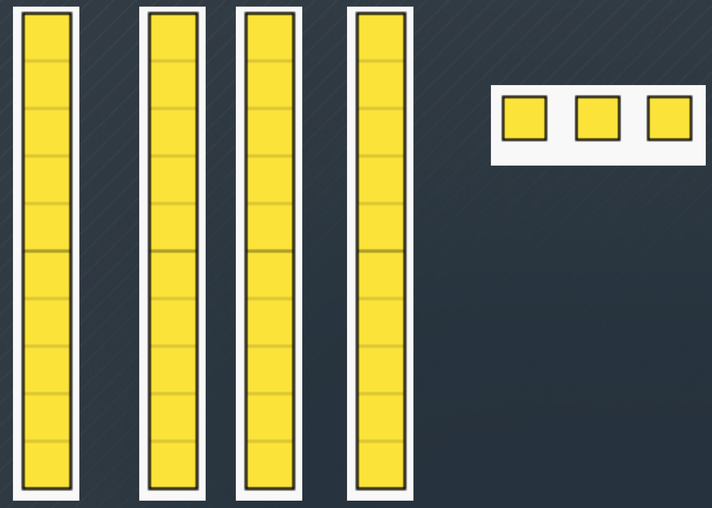
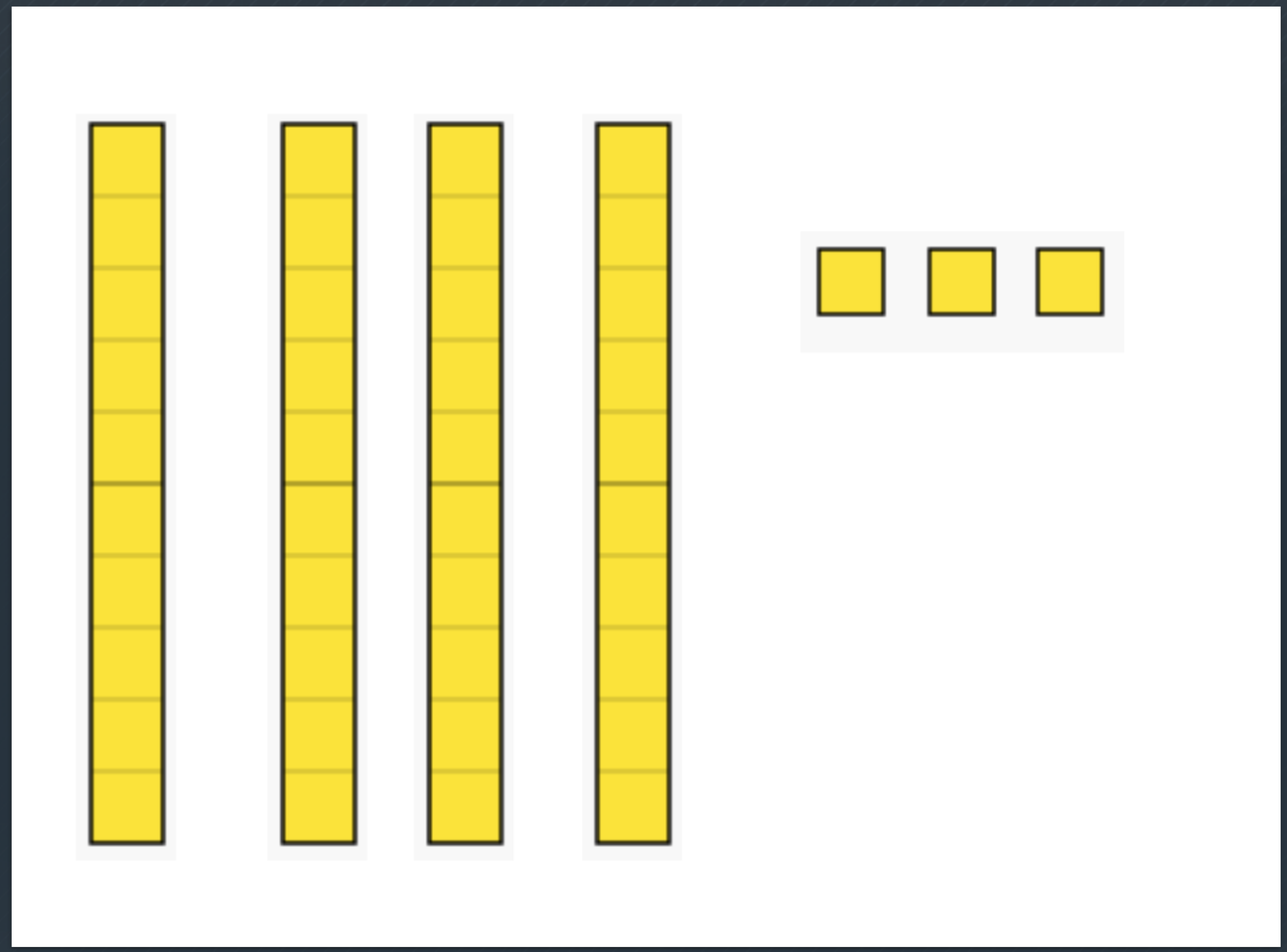
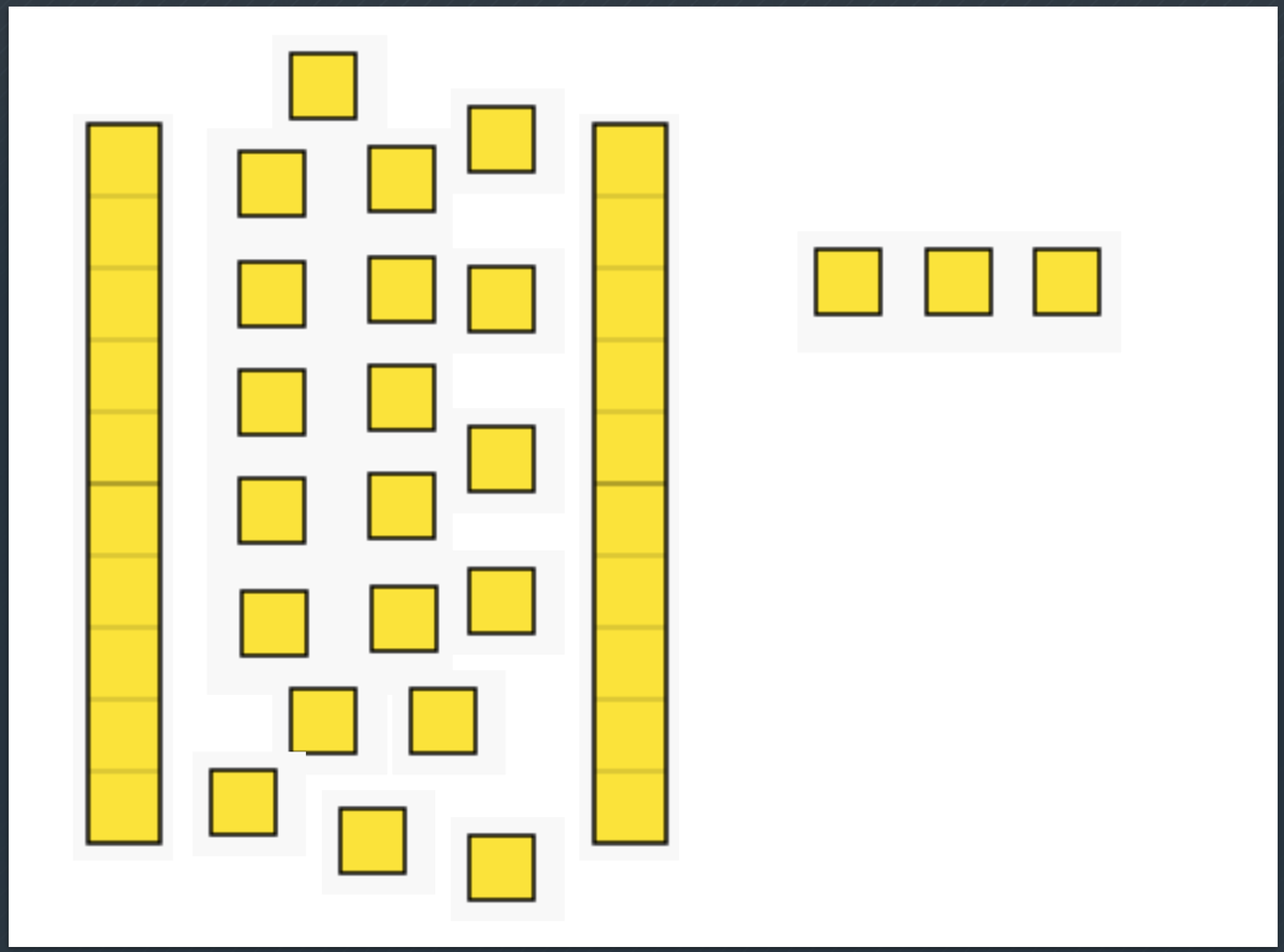


10, 20, 30, 40, 41, 42, 43

1 Ten, 2 Tens, 3 Tens, 4 Tens….1, 2, 3





Answer "How Many?"

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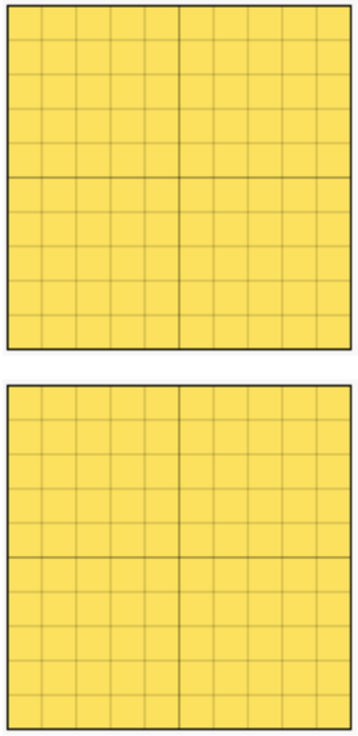
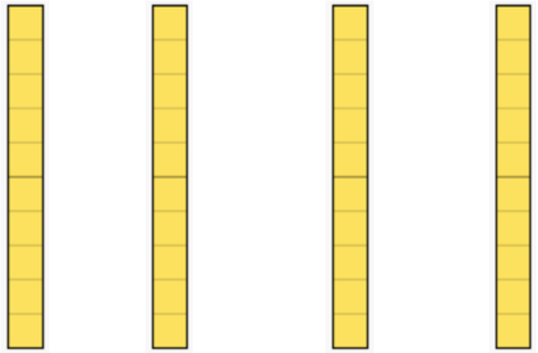
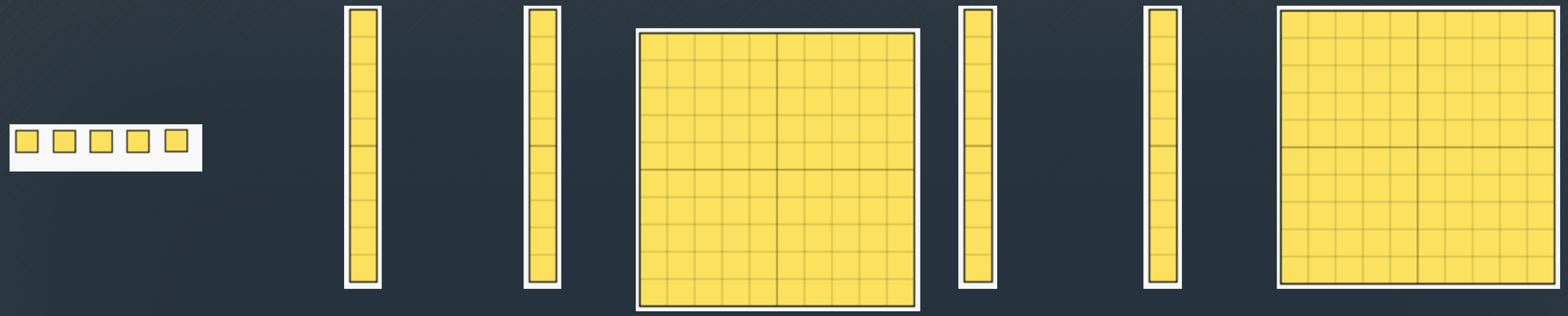
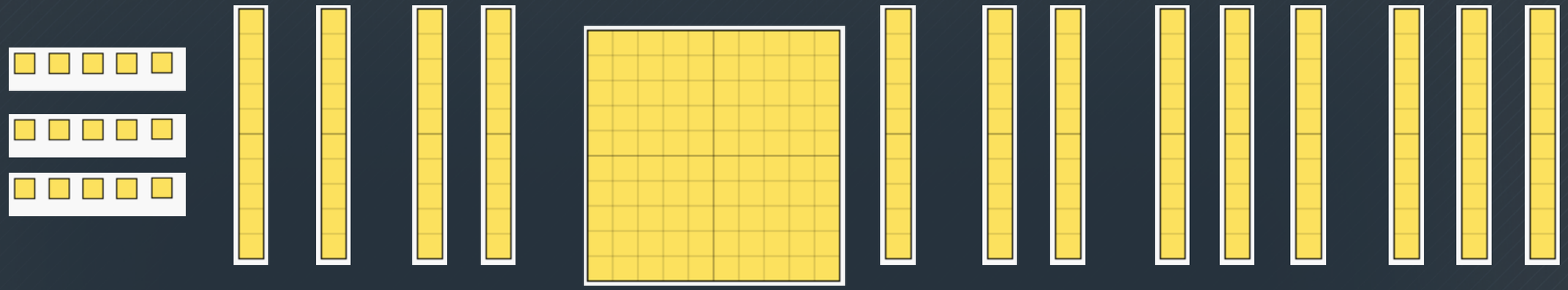
Hundreds	Tens	Ones
		





One to One Tagging

Count out an Amount

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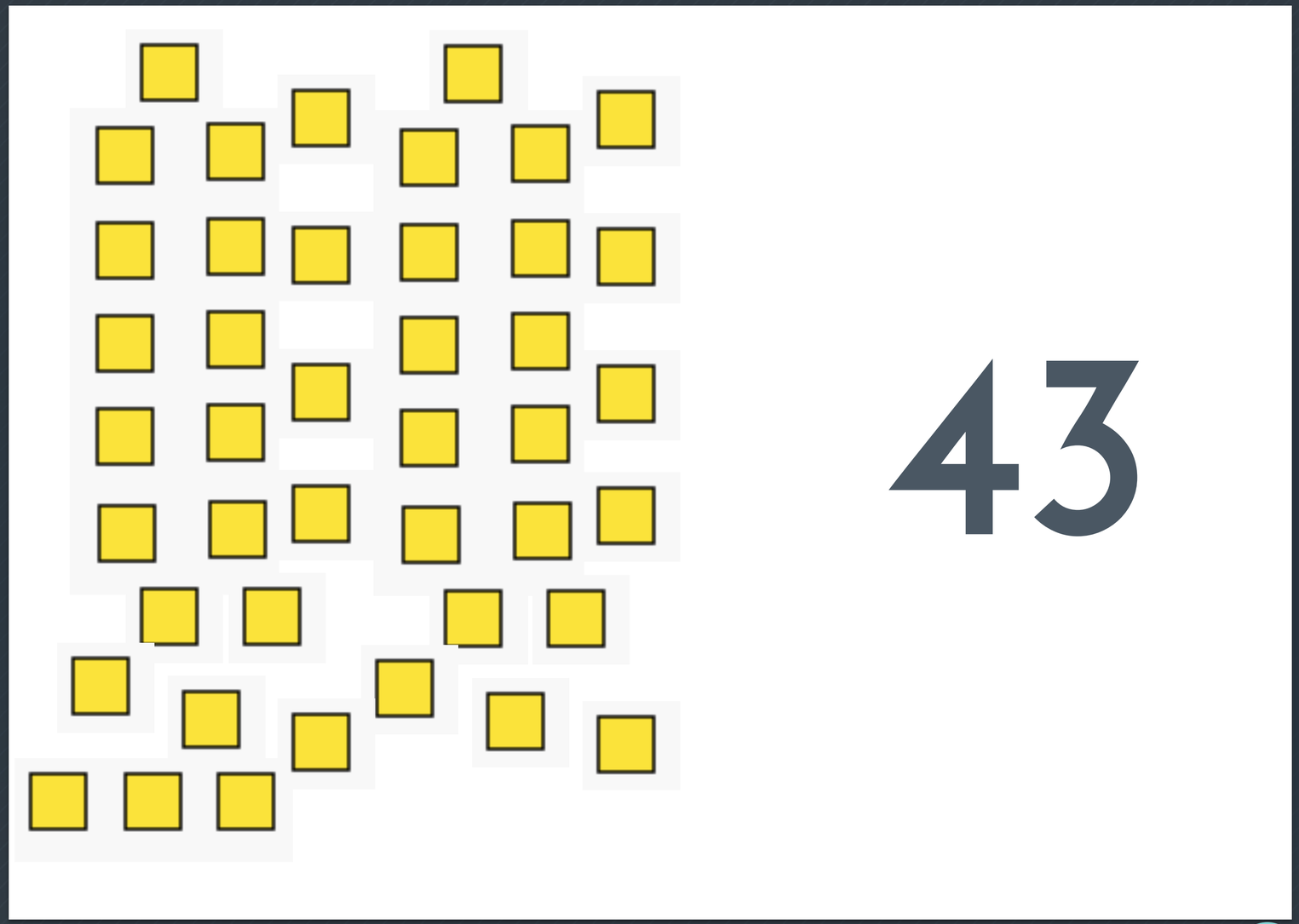

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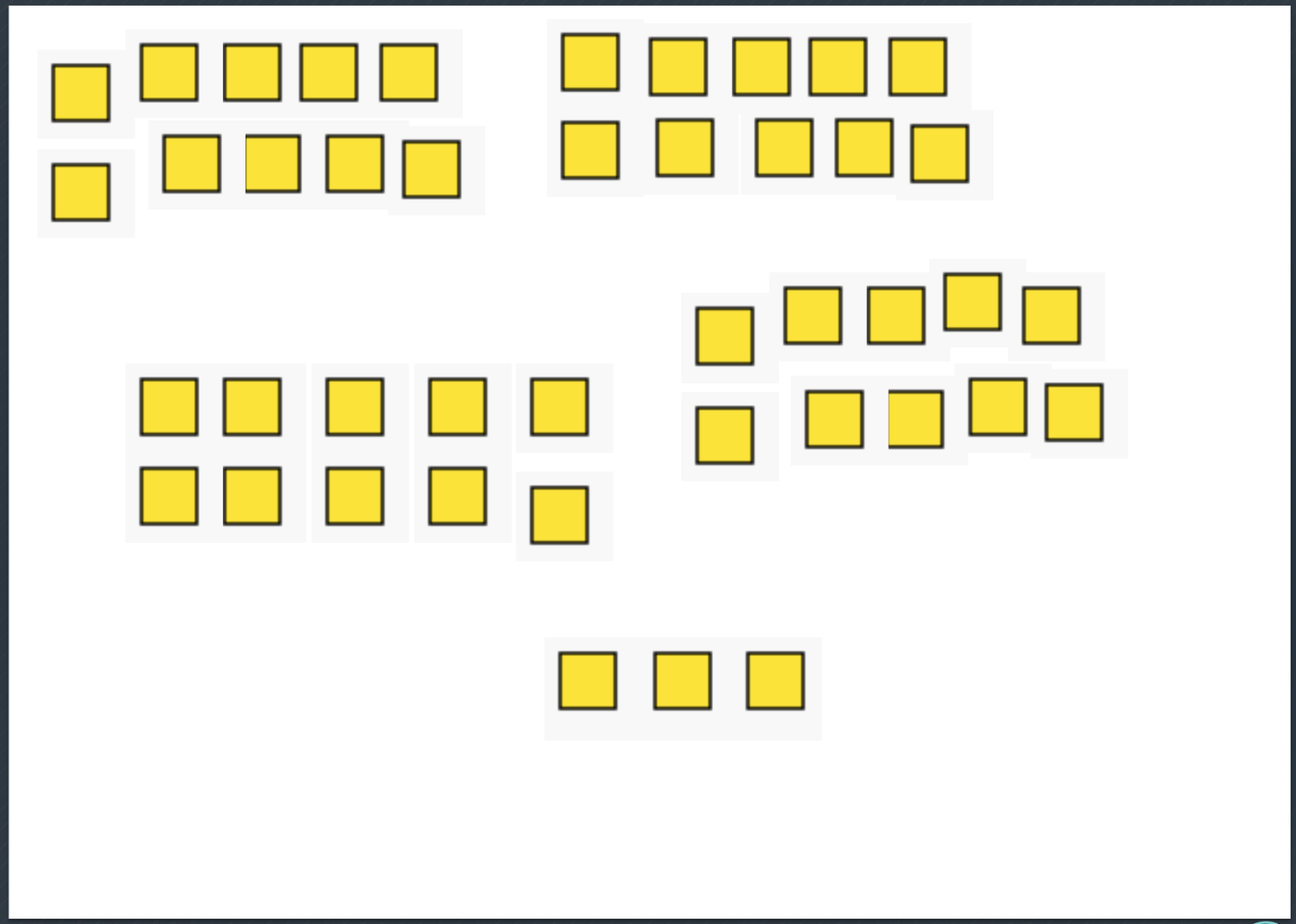
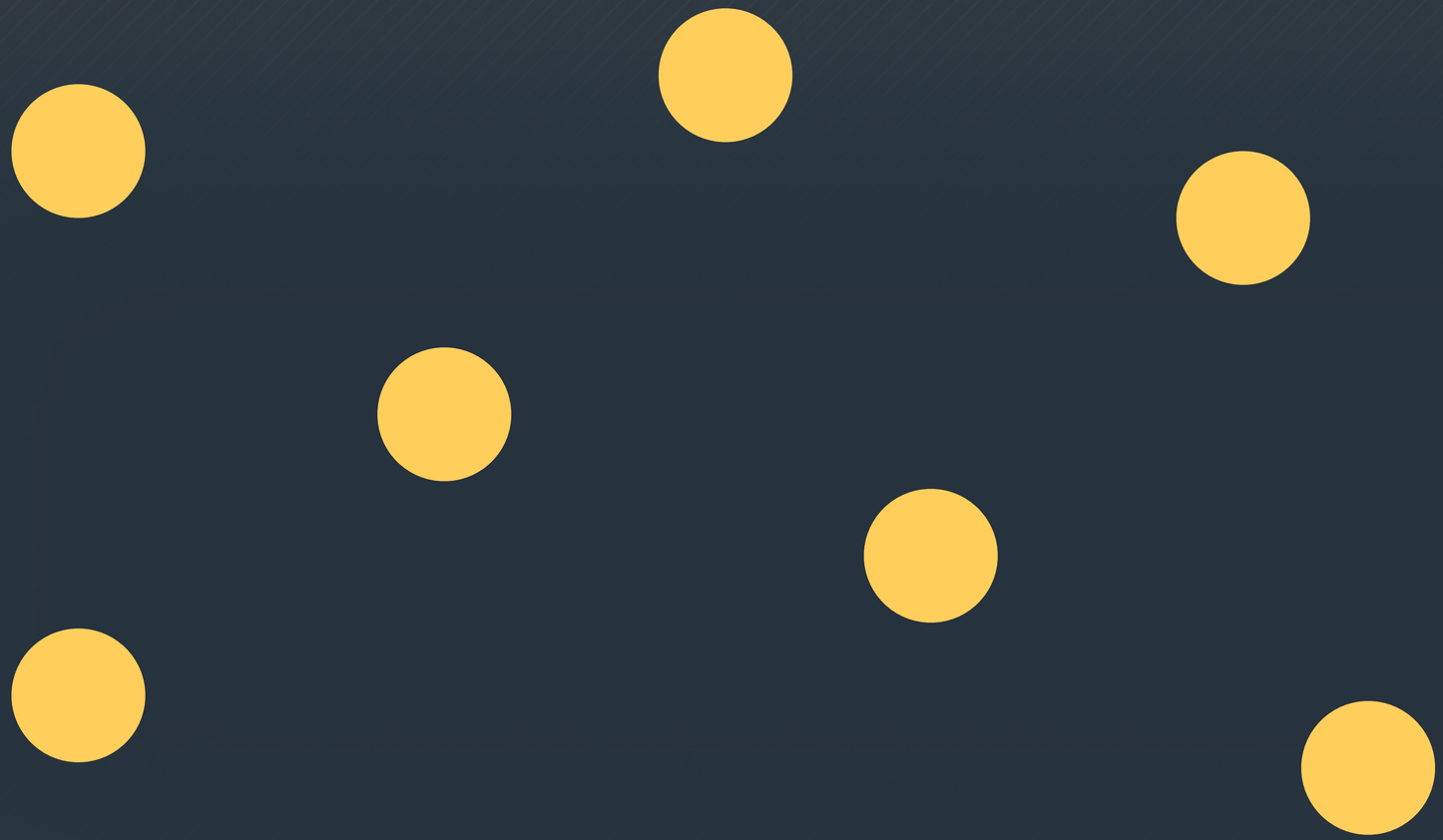
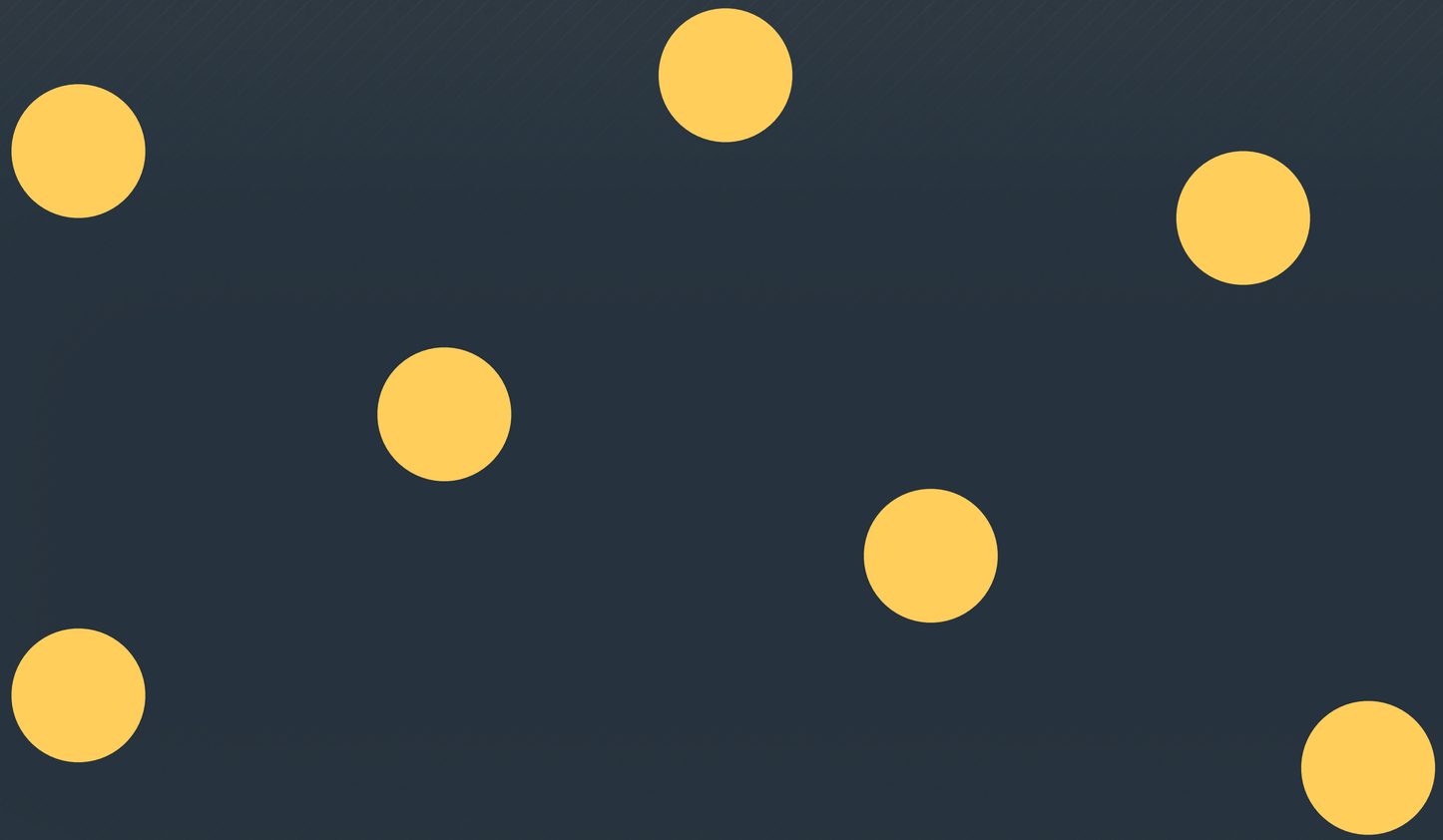
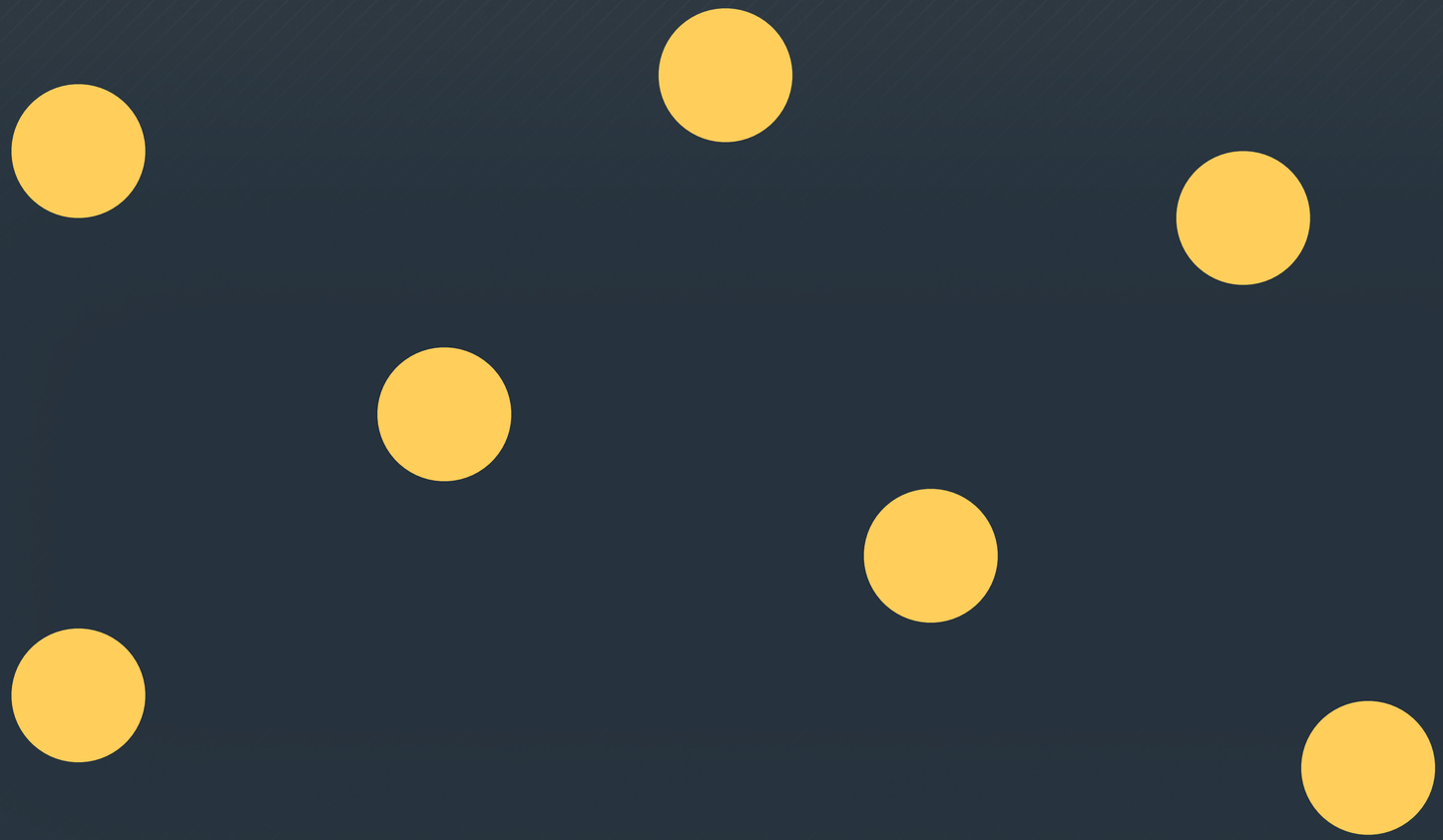


Keeping Track







Counting Without Seeing

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Zero

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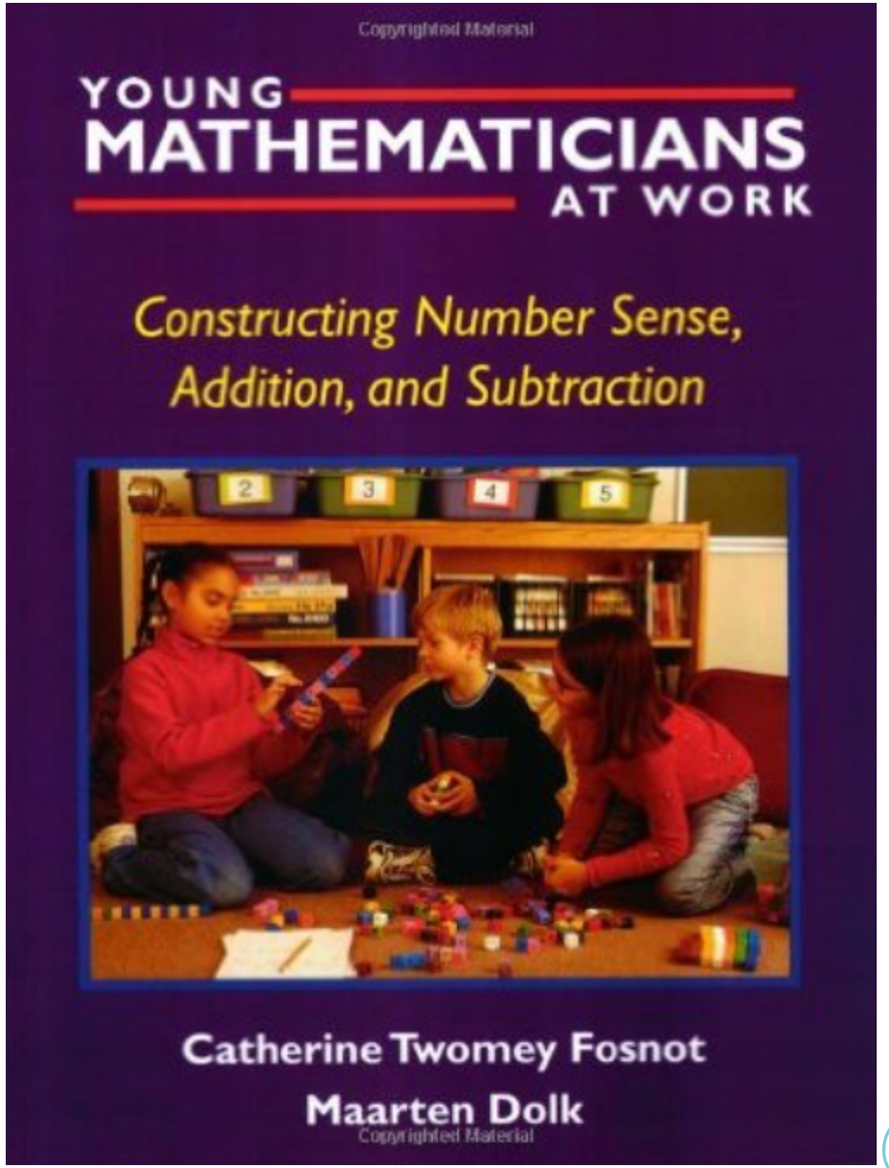
Why? 01

Helps develop One-to-One Correspondence



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1 2 3 4

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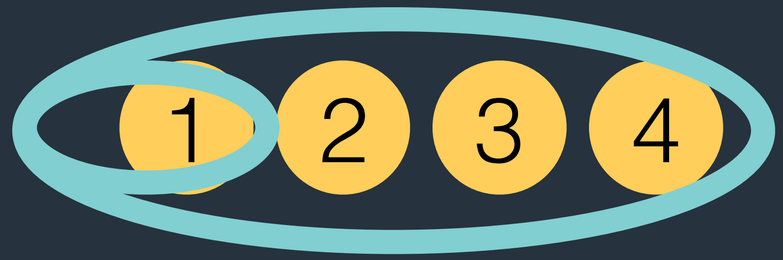
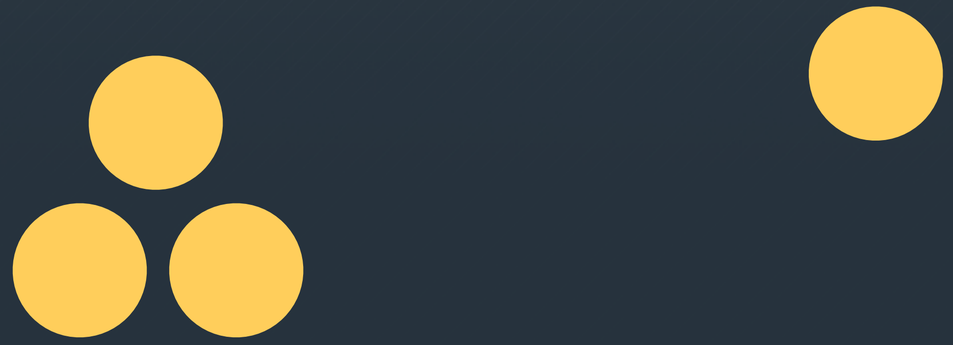
Hierarchical Inclusion



Counting On and Counting Back



Getting ON the CGI progression, then moving up

CGI Progression

Carpenter, et al

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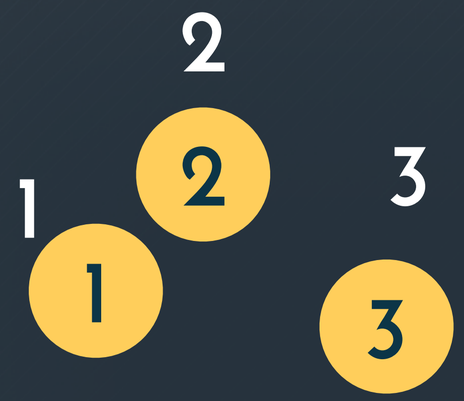

CGI Progression

Carpenter, et al

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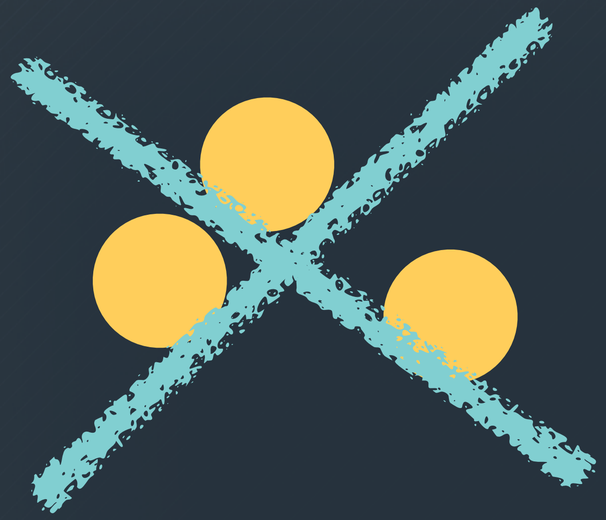

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CGI Progression

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Module 1: Understanding

Spatial Relationships

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