

# Early Numeracy Essentials

Essential Component	Big Ideas	Assessment Task
<b>Mathematical Awareness</b>	<b>Number represents and describes quantities.</b> Awareness of math around them. Thinking about math and how it relates to them.	<b>1. Numbers Around You</b>
<b>Conservation</b>	<b>Number represents and describes quantities.</b> Understanding that the amount doesn't change when the arrangement has changed (without counting)	<b>2. Does it Change?</b>
<b>1-1 Correspondence</b>	<b>Developing computational fluency comes from a strong sense of number.</b> Say one number for each object counted. Use a known quantity to match another quantity.	<b>3. How Many?</b> <b>7. How Many Will You Need?</b>
<b>Cardinality</b>	<b>Number represents and describes quantities.</b> When you count a collection, the last numbers you say tells how many. You do not recount the collection when asked "How many?"	<b>3. Trust the Count</b>
<b>Subitizing</b>	<b>Developing computational fluency comes from a strong sense of number.</b> Perceptual—instantly recognizing at a glance (without counting) 1 –6 Conceptual - recognizing parts and then combining them together	<b>4. Dot Cards</b>
<b>Magnitude</b>	<b>Developing computational fluency comes from a strong sense of number.</b> Being able to tell which of two sets has more without counting. Matching the numeral with the quantity.	<b>5. Matching Numerals to Sets</b>
<b>Hierarchical Inclusion</b>	<b>Number represents and describes quantities.</b> See more or less at a glance, without counting Know automatically, without counting one more/one less, two more, two less	<b>6. More or Less at a Glance</b>
<b>Estimation</b>	<b>Number represents and describes quantities.</b> Being able to make reasonable predications about the quantity of a collection.	<b>8. I Wonder How Many</b>
<b>Counting Sequence</b>	<b>Number represents and describes quantities.</b> Counting fluently forward and backwards. Counting using different groups	<b>9. Oral Counting to 20 (forward and backwards)</b> <b>10. Skip Counting</b>
<b>Decomposing: Addition</b>	<b>Number represents and describes quantities.</b> Breaking a quantity into parts and putting it back together again. Part-whole thinking is a precursor to success in addition and subtraction.	<b>11. Decomposing: Addition</b>
<b>Decomposing: Subtraction</b>	<b>Number represents and describes quantities.</b> Breaking a quantity into parts and putting it back together again. Part-whole thinking is a precursor to success in addition and subtraction.	<b>12. Decomposing: Subtraction</b>
<b>Change in Quantity</b>	<b>Developing computational fluency comes from a strong sense of number.</b> Know how to change from one number to another number Verbally describe the change without modeling	<b>13. Build and Change</b>
<b>Patterning</b>	<b>We use patterns to represent identified regularities and to form generalizations.</b> Patterning involves being able to recognize, describe, create and extend patterns that have an identified regularity.	<b>14. What's the Pattern?</b>
<b>Sorting</b>	<b>We use patterns to represent identified regularities and to form generalizations.</b> Identify attributes and looking for similarities and difference	<b>15. Which one doesn't belong?</b>
<b>Spatial Visual</b>	<b>We can describe, measure and compare spatial relationships.</b> Use of visual spatial imagery and analytical thinking to solve problems	<b>16. Squares Puzzle</b>