

Viewer Worksheet for: *Supporting Mathematical Development in Young Children:* Recognition of Quantity

This [video](#) describes children's ability to subitize, or recognize the quantity of small sets without counting.

Routine – Using a numeral card (with pictures representing the number) at snack time provides a visual that children can use to determine how many crackers to take for a serving. A teacher talks with children about how many crackers they have on their napkins. They are able to recognize how many by looking.

Additional ideas for practicing recognition of quantity during routines:

Explicit Teaching – A teacher presents a small set of objects for children to take a “quick look” (without giving time to count) then asks them to remember how many they saw.

Additional strategies for supporting recognition of quantity:

Play – While playing a board game, a teacher seizes a teachable moment and asks a child how many markers she has in a row. Multiple children reply “four in a row”, signaling that that player has won the game.

Additional ideas for including recognition of quantity in play:

A lot of mathematics learning occurs within the context of classroom play, especially when teachers are talking with children about how to solve problems involving number.

What are some vocabulary words that adults could use with children to support recognition of quantity?

Identify the materials that you noticed in the video:

What are some additional materials that encourage recognition of quantity?

A meaningful curriculum is integrated so that learning experiences include many developmental domains and content areas. This video focused solely on mathematics. Think about ways that recognition of quantity could be integrated into a larger topic of study in authentic ways.

Topic: _____

Write your ideas here.