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| **Conservation of Number** | Understanding that the number of objects remains the same even though they may have been rearranged. |
| **Synchrony** | Saying one number for each object tagged. |
| **Compensation** | Moving one counter from 1 part and giving it to the other part so that the total remains the same. |
| **One-to-One Correspondence** | Understanding there is one number for each item. That each item is counted only once because synchrony, tagging, and keeping track are all in place. |
| **Rote counting** | Saying the number words in sequence (i.e., one, two, three, four, five . . .). Children may not associate any number word meanings with this sequence. |
| **Tagging** | Touching each object while counting. (Note – sometimes children may nod their head without touching the object when they are counting.) |
| **Cardinality** | Knowing how many items are in a group that has been counted. |
| **Subitizing** | See a small amount of objects and knowing how many there are without counting. |
| **Unitizing** | Being able to see a group as a whole unit and also know that it is composed of parts. |