

NUMBER RECOGNITION AND SUBITIZING

Directions: Use this checklist to guide and inform observations. Detailed notes help you understand how number recognition and subitizing, important components of number sense, are being used in the education setting, highlighting areas of strength and areas for improvement.

Education Staff: _____ Supervisor/Coach: _____ Date: _____

| THE EDUCATION STAFF | OBSERVED EXAMPLES | RECOMMENDATIONS |
|--|-------------------|-----------------|
| Uses everyday interactions with children to develop number recognition and subitizing both inside and outdoors. | | |
| Attends to number recognition and subitizing questions, problems, or ideas as they arise. | | |
| Incorporates planning strategies to enhance number recognition and subitizing activities, such as preparing materials, grouping children, or orchestrating interactions. | | |
| Uses developmentally appropriate teaching strategies. | | |

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|--|-------------------|-----------------|
| Adapts tasks and discussions to accommodate children's competencies and abilities, developmentally. | | |
| Acknowledges and reinforces children's subitizing and other number sense efforts. | | |
| Builds on children's subitizing actions, such as asking, "What did you see?" and for conceptual subitizing, "How did you know?" or "Why?" | | |
| Uses math language in everyday talk. | | |
| Takes notes of individual child competencies and limitations related to number recognition and subitizing. Staff also plan learning experiences over time. | | |
| Engages families in math practices to support their children's math development. | | |

