1. Children’s success in math-related skills is linked to school readiness goals. Therefore, it is important to provide a high-quality, math-rich environment for young children to help them learn. Using math language such as “Please pick up 2 blocks” or “You have 4 carrots on your plate” helps children develop a sense of number and quantity and eventually perceptual subitizing—recognizing the number of objects in small groups without counting. Additionally, playing games with two dice helps promote conceptual subitizing—putting together the parts of multiple sets.

2. The Cognition domain of the Early Learning Outcome Framework (ELOF) supports number recognition and subitizing. Children develop a sense of number and quantity during the infant and toddler years and will begin to recognize the number of small objects in groups without counting! These are ELOF goals across the developmental continuum for infants, toddlers, and preschoolers.

3. Supporting children’s number recognition and subitizing skills is present in much of what you do. This is not an additional curriculum piece to add to your planning and practices. Providing children with a number-rich environment, labeling “how many” during daily interactions, and using math language are all ways to support math development and growth.