



# HSPPS Support Math

## Subpart C - Education and Child Development Program Services

### 1302.30 Purpose

All programs must provide high-quality early education and child development services, including for children with disabilities, that promote children's cognitive, social, and emotional growth for later success in school....



# HSPPS Support Math

## Subpart C - Education and Child Development Program Services

### 1302.31 Teaching and the Learning Environment

A center-based and family child care program must ensure teachers and other relevant staff provide responsive care, effective teaching, and an organized learning environment that promotes healthy development and children's skill growth aligned with the Head Start Early Learning Outcomes Framework: Ages Birth to Five, including for children with disabilities....



COGNITION		SUB-DOMAIN: EMERGENT MATHEMATICAL THINKING			
▲ INFANT/TODDLER		DEVELOPMENTAL PROGRESSION			▲ GOAL IT-C 8.
		Birth to 9 Months	8 to 18 Months	16 to 36 Months	INDICATORS
					By 36 Months
		Attends to quantity in play with objects, such as reaching or looking for more than one object. <div data-bbox="695 882 1021 1071" style="background-color: #a0c0ff; padding: 5px; margin-top: 10px;">             Sensitive to numbers small and large.           </div>	Uses a few basic words to refer to change in the amount of objects, such as asking for “more” or saying “all gone when a plate is empty.” <div data-bbox="1065 882 1391 1015" style="background-color: #a0c0ff; padding: 5px; margin-top: 10px;">             Some use “two” ....           </div>	Uses language to refer to quantity, such as using some number words or signs to identify small amounts, or using other words referring to quantity, such as little, too much or a lot.	<ul style="list-style-type: none"> <li>• Counts small number of objects (2-3), sometimes counting the same object twice or using numbers out of order.</li> <li>• Identifies “more” or “less” with a small number of items without needing to count them.</li> <li>• Uses fingers to show how old they are.</li> </ul>



COGNITION	SUB-DOMAIN: EMERGENT MATHEMATICAL THINKING		
	▲ GOAL P-MATH2. Child recognizes the number of objects in a small set.		
▲ PRESCHOOL	DEVELOPMENTAL PROGRESSION		INDICATORS
	<b>36 to 48 Months</b>	<b>48 to 60 Months</b>	<b>By 36 Months</b>
	Develops an understanding of what whole numbers mean. Begins to recognize the number of small objects in groups without counting (referred to as “subitizing”).	Quickly Recognizes the number of objects in a small set (referred to as “subitizing”).	<ul style="list-style-type: none"> <li>Instantly recognizes, without counting small quantities of up to 5 objects and says or signs the number</li> </ul>

# LT<sup>2</sup>: Foundation


- [LearningTrajectories.org](https://LearningTrajectories.org)
- [Example](#)

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LT<sup>2</sup>

# LT<sup>2</sup>: Small Collection Namer

- [LearningTrajectories.org](http://LearningTrajectories.org)
- [Example](#)

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LT<sup>2</sup>

# LT<sup>2</sup>: Maker of Small Collections


- [LearningTrajectories.org](https://LearningTrajectories.org)
- [Example](#)

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LT<sup>2</sup>

# LT<sup>2</sup>: Perceptual Subitizer to 4

- [LearningTrajectories.org](https://LearningTrajectories.org)
- [Example](#)

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# LT<sup>2</sup>: Perceptual Subitizer to 5


- [LearningTrajectories.org](https://LearningTrajectories.org)
- [Example](#)

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LT<sup>2</sup>

# LT<sup>2</sup>: Conceptual Subitizer to 5

- [LearningTrajectories.org](https://LearningTrajectories.org)
- [Example](#)

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# LT<sup>2</sup>: Conceptual Subitizer to 10

- [LearningTrajectories.org](https://LearningTrajectories.org)
- [Example](#)

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LT<sup>2</sup>

# LT<sup>2</sup>: Learning and Teaching with Learning Trajectories

- See the Learning and Teaching with Learning Trajectories website for more trajectories, videos, and instructional math activities!
- [LearningTrajectories.org](https://LearningTrajectories.org)

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LT<sup>2</sup>