



Differentiating for Early Childhood Mathematics

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1 2 3 4 5 6 7 8 9

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Quick Thinking



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In two minutes, jot down as many key ideas about early childhood number sense as you can.

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In your table group, each person shares one idea at a time. Cross off any duplicates as you go.

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Continue until all new ideas have been shared.

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Tribal Counting

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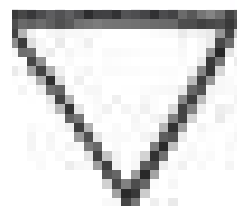
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1 2 3 4 5 6 7 8 9

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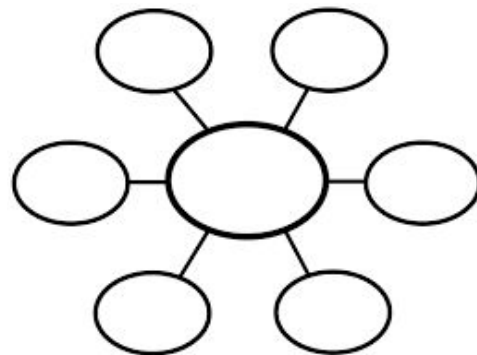
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Using the provided cards, create a progression or web showing how the skills relate to one another.



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Learning Line: Early Number

Subitizing

Matching

Putting one bear on each dot

Tagging

Touching each object once

Synchrony

Saying a number each time you touch an object

Sequence

The order of numbers

Having all 3

Tagging
Sequence
Synchrony

Resultative Counting

The last number counted is the amount of objects

Magnitude

10 is greater than 9

Hierarchical Inclusion

9 is "inside of" 10

Quantity is Constant

When I count the same objects, I should get the same number

Having an Organizing Strategy for Counting

One-to-One Correspondence

15 children need 15 snacks

Counting 3 times

1 2 3 4 5 6 7
1 2 3 4 5 6 7

Counting On

4 + 3
4 5 6 7

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1 2 3 4 5 6 7 8 9

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Where do you think Mia
falls on the learning
line?



What are the next steps
for Mia's learning?

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1 2 3 4 5 6 7 8 9

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Where do you think
Abbie falls on the
learning line?



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What are the next steps
for Abbie's learning?

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1 2 3 4 5 6 7 8 9

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How would You Meet Each of Their Instructional Needs?

Activities		Mia	Abbie
Counting Strings	Pg. 30	what questions would you ask?	what questions would you ask?
		How would you scaffold this activity?	How would you scaffold this activity?
Grow and Shrink	Pg. 35	what questions would you ask?	what questions would you ask?
		How would you scaffold this activity?	How would you scaffold this activity?

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What would you do with this egg carton to differentiate for early childhood number sense?



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1 2 3 4 5 6 7 8 9
9 8 7 6 5 4 3 2 1 2 3 4 5

THANK YOU