For Training: Print and cut out these cards. Place in the Developmental Sequence Envelope. Place one envelope on each table.

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| Sample Developmental Sequence Counting |
| * Counts a small set of objects (five or six) but may have trouble keeping **one-to- one correspondence.** The child may point to more than one object when saying one number word or say a number word without pointing to an object.
 |
| * Understands that the number name  of the last object counted (e.g., the number five when counting five objects) represents the total number of objects in the group (i.e., **cardinality**) and repeats this number when asked, “How many?”
 |
| * Saying number words in sequence. May omit some numbers when reciting the number words. For example, the child’s counting list may consist of the following number words: “one, two three, seven, eight, ten.”
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| * Knows to say the number words one- to ten in the correct order, but is still learning the number sequence between ten and twenty. May omit some “-teen” words (e.g., 13, 14, 16, 18).
 |
| * May count correctly a larger set of objects (about ten), keeping track of counted and uncounted objects by pointing and moving objects while counting.
 |
| * Knows to say the number words up to twenty correctly.
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| * Creates a set with a certain number of objects. For example, when asked to give three beads, the child counts out three beads from a larger pile of beads.
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