

Chapter 7- Counting and Number Sense in Early and Primary Grades

Chapter 7 Focus Questions:

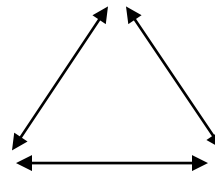
1. What are the stages of number sense development?
2. How can benchmarks be used to develop number sense?
3. Write questions that will require students to distinguish between Cardinal, Ordinal and Nominal numbers.

Turn to the Standards and Expectations of the National Council of Teachers of Mathematics, 2000 found in Appendix A of your textbook. Write down one of the Grades 3-5 Expectations found on the **Number and Operations** Standard.

What is your understanding of this expectation? _____

The last page in Appendix A is a list of the Process Standards. List these five standards and identify which you are least familiar with.

Just like fractions and decimal numbers, counting numbers have three representations that include:



What are two early benchmarks? _____

How are benchmarks connected to prenumber concepts? _____

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The five-frame above and found in (Appendix B-5) could be used to _____

How can the ten-frame (Appendix B-5) be used? _____

What would be good models to be used with whole numbers? (p. 157)

An Ordinal Number is used when you ask: _____

A Cardinal Number is used when you ask: _____

A Nominal Number is used when you ask: _____

Reversing numbers is common in kindergarten and first grade. Such as _____ for a **2**.

List at least 5 suggestions for helping students with writing their numbers

Outline the stages of number sense development found on pp. 150-151.

Describe the four Counting Principles as outlined on pp. 160-161

Assignment

Read pp.149-173, Finish Guided Notes pp. 27-29

“From What You’ve Read” # 3, 4, 8 on p. 173-174