UNIT 2 WEEK 1 - Exploring Manipulatives **Materials: Counters: bears, dinosaurs, etc.**
Group 1 2 3 4

Child's Name	Trajectory Level	**Comments/ Reflections:** Does the child line up counters and count? Look for cardinality: Does the child answer how many by stating the quantity (There are 4 bears) or do they recount (1,2,3,4 bears)? 1:1 correspondence: Does the child touch and count each object or sweep their fingers across the objects and count?
	5 6 7	
	5 6 7	
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Needs Support:	Challenged:	Enhancements/Enrichments:

Learning Trajectories

5 Corresponder: Keeps 1:1 correspondence between counting words and objects (one word for each object) -a corresponder may answer the question, "How many?" by recounting the objects. "How many? There are 1, 2, 3, 4."

6 Counter (small numbers): Accurately counts objects in a line up to 5 and can answer the question, "How many?" with the last number counted (Begins to understand cardinality: the answer to how many…"1, 2, 3, 4, 5, there are 5.")

7 Producer (small numbers): Counts out objects up to five. When asked to show four objects, the child counts out or "produces" four objects.

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	8 9 10	
	8 9 10	
	8 9 10	
	8 9 10	
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Learning Trajectories

8 Counting Comparer: Makes accurate comparisons via counting, but only when objects are about the same size and groups are small (1-5 items).
9 Counting Comparer 5: States how many more or how many less, up to five.
10 Counting Comparer 10: This level can be observed when the student compares sets by counting, even when a larger collection's objects are smaller, up to 10. A student at this level can accurately count two collections of 9 items each and says they have the same number, even if one collection has larger blocks.