HSPPS Support Math

Subpart C - Education and Child Development Program Services

1302.30 Purpose

A program must deliver developmentally, culturally, and linguistically appropriate learning experiences in language, literacy, mathematics, social and emotional functioning, approaches to learning, science, physical skills, and creative arts…

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HSPPS Support Language and Culture

Subpart C – Education and Child Development Program Services

1302.36 Tribal language preservation and revitalization

A program that serves American Indian and Alaska Native children may integrate efforts to preserve, revitalize, restore, or maintain the tribal language for these children into program services. Such language preservation and revitalization efforts may include full immersion in the tribal language for the majority of the hours of planned class operations.

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HSPPS Supports Language and Culture

ACF-IM-HS-15-02 Native Language Preservation, Revitalization, Restoration, and Maintenance in Head Start and Early Head Start Programs

"OHS strongly supports the full integration of AIAN languages and culture in their Head Start and Early Head Start programs, including the use of language immersion, dual language, and other proven approaches…"

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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….

SUB-DOMAIN: EMERGENT MATHEMATICAL THINKING

▲ **Goal IT-C 8.** Child develops sense of number and quantity.

DEVELOPMENTAL PROGRESSION			INDICATORS
Birth to 9 Months	**8 to 18 Months**	**16 to 36 Months**	**By 36 Months**
Attends to quantity in play with objects, such as reaching or looking for more than one object.	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.	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 a little, too much or a lot.	▲ Counts small number of objects (2–3), sometimes counting the same object twice or using numbers out of order. ▲ Identifies "more" or "less" with a small number of items without needing to count them. ▲ Uses fingers to show how old they are.

Sensitive to numbers small and large.

Some use "two"….

SUB-DOMAIN: EMERGENT MATHEMATICAL THINKING

● **Goal P-MATH 2.** Child recognizes the number of objects in a small set.

DEVELOPMENTAL PROGRESSION		INDICATORS
36 to 48 Months	**48 to 60 Months**	**By 60 Months**
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").	• Instantly recognizes, without counting, small quantities of up to 5 objects and says or signs the number.

LT^2: Foundation

- LearningTrajectories.org

- Example...click here.

LT²: Small Collection Namer

- LearningTrajectories.org

- Example…click here.

LT^2: Maker of Small Collections

- LearningTrajectories.org

- Example...click here.

LT^2: Perceptual Subitizer to 4

- LearningTrajectories.org

- Example...click here.

LT^2: Perceptual Subitizer to 5

- LearningTrajectories.org

- Example...click here.

LT²: Conceptual Subitizer to 5

- LearningTrajectories.org

- Example…click here.

LT²: Conceptual Subitizer to 10

- LearningTrajectories.org

- Example...click here.

Creating A Learning Environment

To ensure that you are fully supporting children's learning, early childhood staff must understand what is valued, honored, and expected in each child's home culture and be able to explain exactly how and what they are doing to support and take advantage of each child's optimal ways of learning.

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LT^2: 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