Thinking: Cognitive Development
Part 4a: Number/Quantity

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For deeper study of Chapter 8 in *Teaching and Learning with Infants and Toddlers: Where Meaning-Making Begins*, a publication of Teachers College Press

http://www.tcpress.com
NUMBER & QUANTITY:

• Making “1” or “2” by holding one or two objects
• Connecting one thing to another to make more
• Noticing big changes in quantity
• As toddlers, searching for “all” not “some” or adding or removing to make “more” or “less”
• Containers and collections

• Objects easily held in one hand, making “one” or “two”

NUMBER & QUANTITY (4-18 MO.)
FEATURES TO LOOK FOR IN TOYS
Describe what you see in the photos that follow that would invite infants to build the concept of NUMBER & QUANTITY.

NUMBER & QUANTITY (4-18 MO.)
A FOUNDATION FOR SCIENCE & MATH
Reflection: For young infants, building the concept of number & quantity, did you see:

- Opportunity for making “1” or “2” simply by holding one object or two objects?
• Ample supply of containers and collections for making “more,” “many,” “all,” “some,” or “none.”

• Collections of objects, some identical and some that vary in one property, like color or shape

• Collections of objects that can be lined or stacked & then counted

NUMBER & QUANTITY (18-36 MO.) FEATURES TO LOOK FOR IN TOYS
Describe what you see in the photos that follow that would invite infants to build the concept of NUMBER & QUANTITY.

NUMBER & QUANTITY (18-36 MO.)
A FOUNDATION FOR SCIENCE & MATH
Reflection: For older infants, building the concept of number & quantity, did you see:

- Ample supply of containers and collections for making “more,” “many,” “all,” “some,” or “none?”

- Collections of objects, some some identical and some that vary in one property, like color or shape?

- Collections of objects that can be lined or stacked & then counted?