

Stages of cardinality development	Stage description for answering <i>how many</i> ? (Adapted from Bermejo, 1996; and Clements & Sarama, 2009)
Stage I: Pre-counters	<ul style="list-style-type: none"> Children do not understand the question <i>how many</i>, and so they provide random answers. These children are typically 1-2 years of age.
Stage II: Reciters	<ul style="list-style-type: none"> Children respond with a number-word sequence, but without tagging each item.
Stage III: Corresponders	<ul style="list-style-type: none"> Children respond to the question by completely recounting the set usually demonstrating one to one correspondence. Children are typically at this stage around 3 years of age.
Stage IV: Immature counters	<ul style="list-style-type: none"> Children answer with the last number-tag used even if inaccurate. These children are not mature enough yet to monitor their counting to ensure its accuracy.
Stage V: Rigid rule followers	<ul style="list-style-type: none"> Children answer with the largest number-tag included in the count but it may not have been the last tag used. These children are beginning to sleuth out the rules and patterns of how counting works but continue to make errors.
Stage VI: Counters	<ul style="list-style-type: none"> Children are able to monitor their own or someone else's counting for accuracy and provide the correct response to the <i>how many</i> question. Children reach this stage for the smaller quantities (1-5) around the age of four and for the larger quantities (6-10) around the age of five.