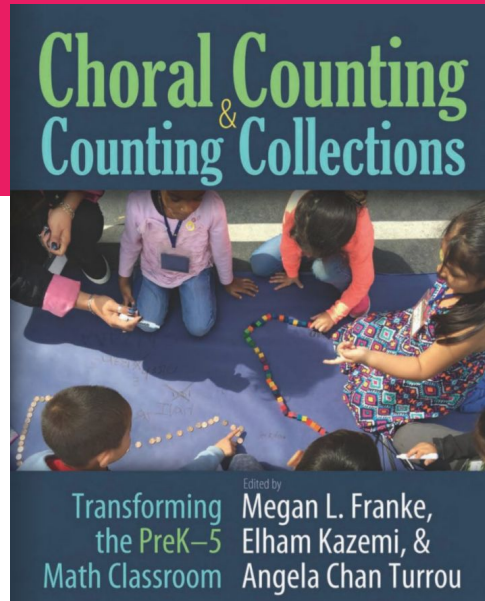


# Choral Counting & Counting Collections

## Grades K - 3

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# Mantra

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The only way  
to **learn** mathematics  
is to **do** mathematics.

Paul Halmos

# Choral Counting

# What Is Choral Counting?

- An activity in which the teacher leads children in counting aloud together by any given number
- The count is recorded with intentionality to provide structure for further discussion

# Benefits of Choral Counting

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- Three aspects of number (quantity, symbolic, verbal)
- Number names and the order of counting sequence
- Coordinating the number word with the written symbol
- Counting by ones and counting in groups •
- Thinking about relative size and quantity •
- Developing place value understanding •
- Skip-counting •
- Patterns and features of number

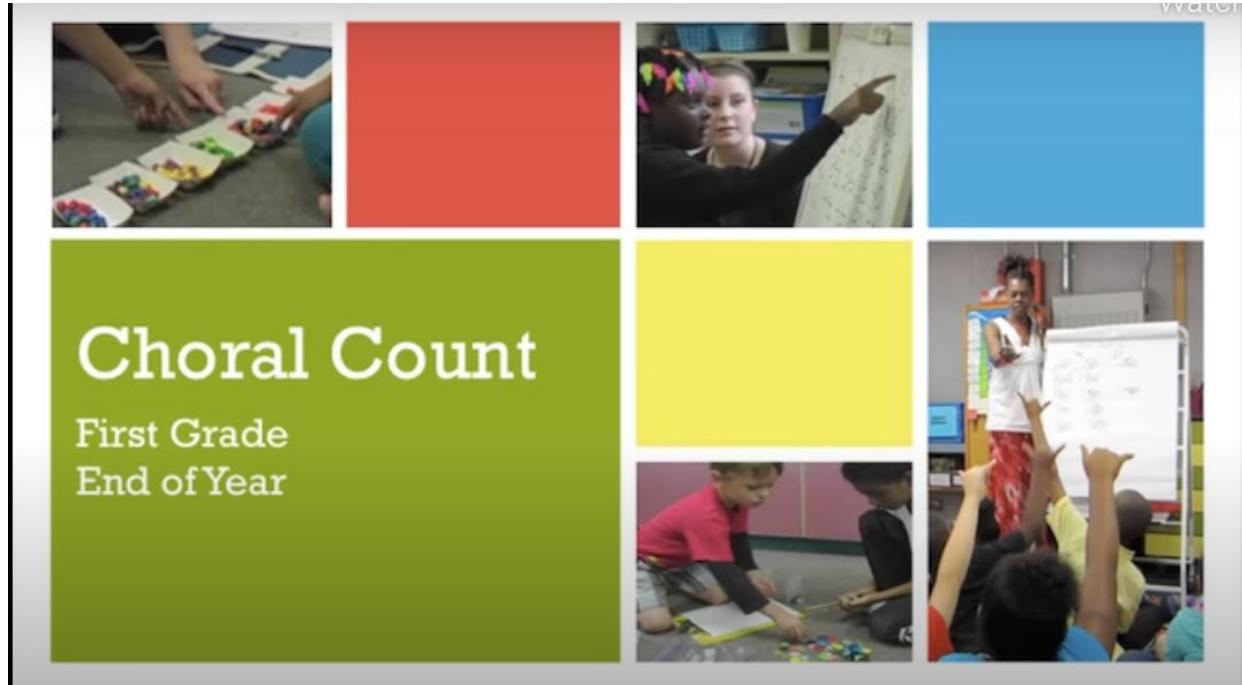
# Let's Watch a Choral Count

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# Grade 1, Spring

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# Counting Collections



# What Are COUNTING COLLECTIONS?

- A structured opportunity for children to count a collection of objects



# Benefits of Counting Collections

- Develops students' number sense, understanding of operations & builds computational fluency
- Encourages communicating ideas to others
- Focuses on: number names, order/sequence of numbers, one-to-one correspondence, cardinality, relative size, the base-ten system, skip counting and oral counting

# Organization

- Collections can be organized in mason jars, baggies, pencil boxes/cases
- Collections can be pre-arranged into specific sizes (5-15 items, smaller than 50, greater than 100)
- Tools should be available for student use/scaffold (100 chart, 5 & 10 frames, double ten frames, hand cards, multiplication table)
- Cups or egg cartons for organizing/grouping

# Collection Examples



# STUDENTS' ROLE

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- In partners, choose a collection to count & a tool.
- Determine with partner how to organize the collection and count.
- Show teacher how they counted.
- Create a written representation of their count.

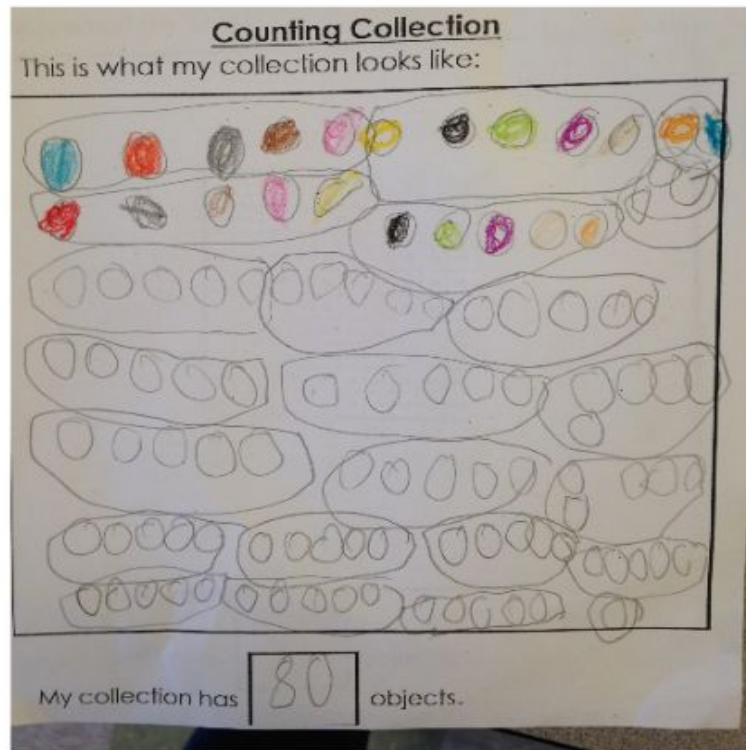
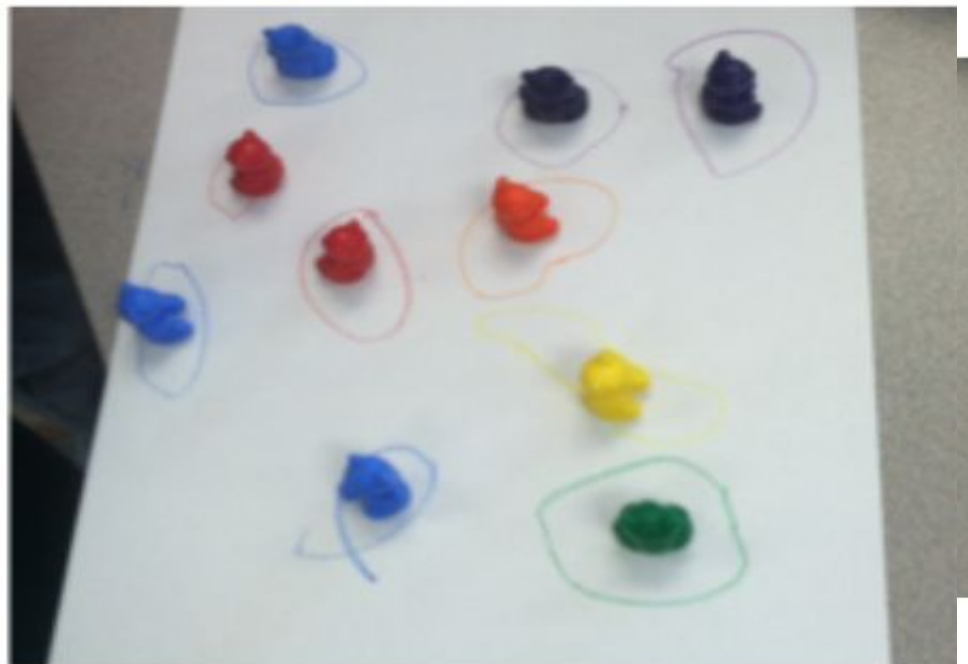
# Examples of Student Work

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# Examples of Student Work

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# TEACHERS' ROLE

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- Conferring with students while they count to notice, name, and nudge.
  - How do you know which ones you counted and which you haven't?
  - Can you tell me how you counted your collection?
- Keeping anecdotal notes on the use of tools, questions, concerns, and successes students have.



# Format of Lesson

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- Each lesson starts with a mini lesson & review of the rules
- Students work in pairs to count
- Teacher conferences as students count
- Quick whole class debrief