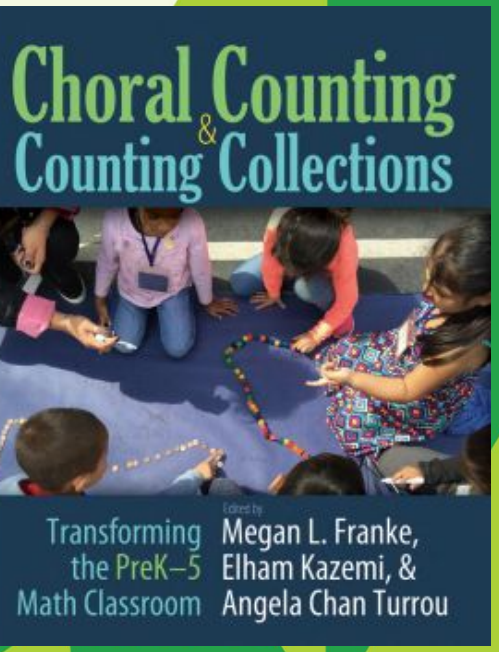

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Choral Counting & Counting Collections

Presenter: Julie Adams, Kentucky Center for Mathematics

Franke, Megan L. Choral Counting & Counting Collections: Transforming the PreK-5 Math Classroom . Stenhouse.

What is choral counting?

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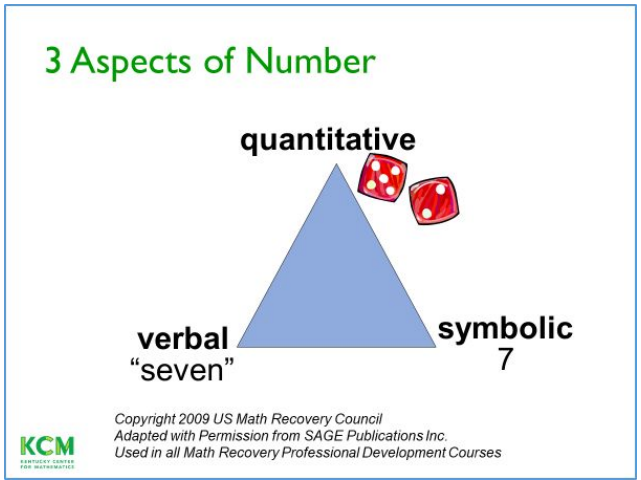
Big Mathematical Ideas of Choral Counting

- Three Aspects of Number
- 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
- Equity

Additionally, students are developing their curricular competencies through:

- communicating their thinking
- sharing and reflecting with classmates
- estimating
- predicting and analyzing the patterns involved



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What does it look like?

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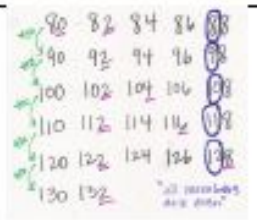
Activities to promote choral counting

Whole Number		
Task	**Big Mathematical Ideas**	**Sample Recording**
Count forward or backward by 1 … from 0 … from 20 … from 80 and beyond	• Fluency with the counting sequence • Notice repetition of base-ten number system	
Count forward or backward by 2 … from 0 … from 20 … from 80 and beyond	• Fluency with the counting sequence • Notice repetition of base-ten number system	
Count forward by 5 … from 0 … from 20 … from 80 and beyond	• Develop skip-counting skills • Ideas about composition of 10 and base-ten number system	
Count forward by 10 … from 0 … from 70 or 170 … from 64 or 164	• Developing efficient strategies for +/-: counting on by tens • Begin to generalize the structure of the base-ten number system beyond 100	

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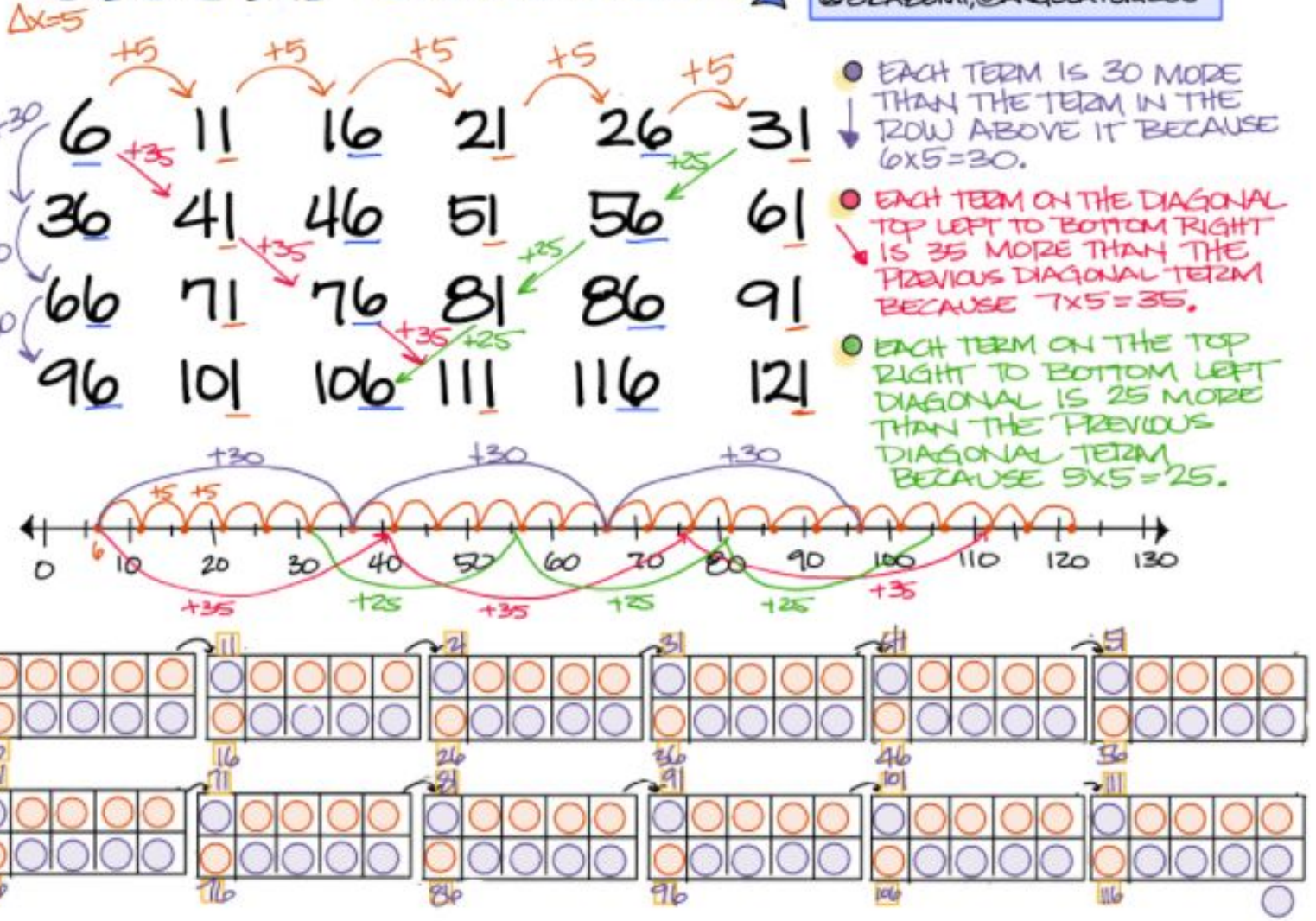
CHORAL COUNTING

from @MEGANLFRANKIE, @EKAZEMI, @ANGELATURZIOS



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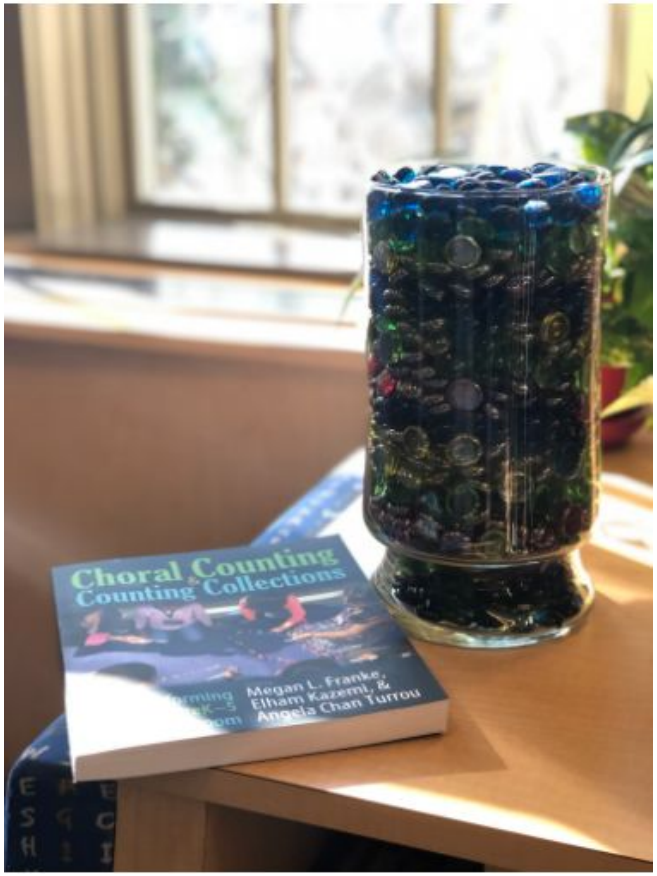
What is counting collections?

Started with this…



Ended up with this!

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Big Mathematical Ideas Supported by Counting Collections

- Number names and the order of a counting sequence
- Counting by ones and counting in groups (such as 2s, 5s, 10s, 25s, 100s, and so on)
- 3 Aspects of Number
- One to One Correspondence
- Cardinality
- Thinking about and figuring out *how many?* and structures that help you keep track
- Putting together and taking apart numbers and quantities
- "10ness"
- Understanding operations of addition and subtraction

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What does it look like?

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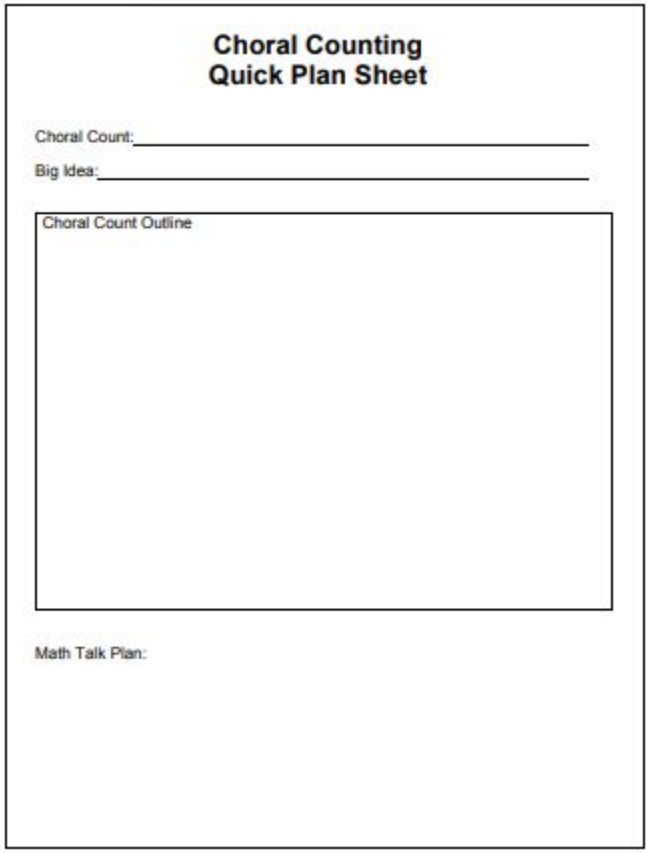
Printable Resources for Planning/Enacting/Reflecting



Choral Counting
Quick Plan Sheet

Choral Count: _____

Big Idea: _____

Choral Count Outline

Math Talk Plan:

Counting Collections
Planning Protocol

Instructional Decisions to Consider	Notes
What size count is appropriate for my students? Which students are ready to count sets of objects?	*try moving some students toward hundreds*
Will I have students work individually or in pairs? Will I base pairings on social skills or math skills?	*pairs who will work well and pairs to try 100s today*
How often will we do collections? How much time will we spend counting?	
What are the social goals for the lesson? Examples: • Count with my partner. (Make decisions about where to work, how to count, how to record) • Stay on task.	
What are the mathematical goals for the lesson? Examples: • Keep track of the items counted. • Record efficiently. (Using tallies rather than drawings.) • Record in a way that shows how you counted. • Count efficiently. (Use groups to count.)	*for some—group efficiently others—work on ideas around 100s: how would we count that? what do the written numbers look like?*
What do I want to pay attention to as I observe students? How will I ensure that I observe all students over time?	
Social Challenges	
• Students may have difficulty staying on task. • Students may have difficulty working with a partner.	
Math Challenges	
• Students may get distracted by the items. • Students often misstep at predictable or consistent numbers: (decades 29...30; century marks 399...400; counting by tens 100, 110, 20) • Students can count higher than they can record, especially if they are counting by ones. • Students may not record the way they counted. (For example, they counted by tens, but recorded ones)	*listen for how students count past 100: do they have the number sequence by tens? Ones?* *tools that might support this new count: 200s chart*

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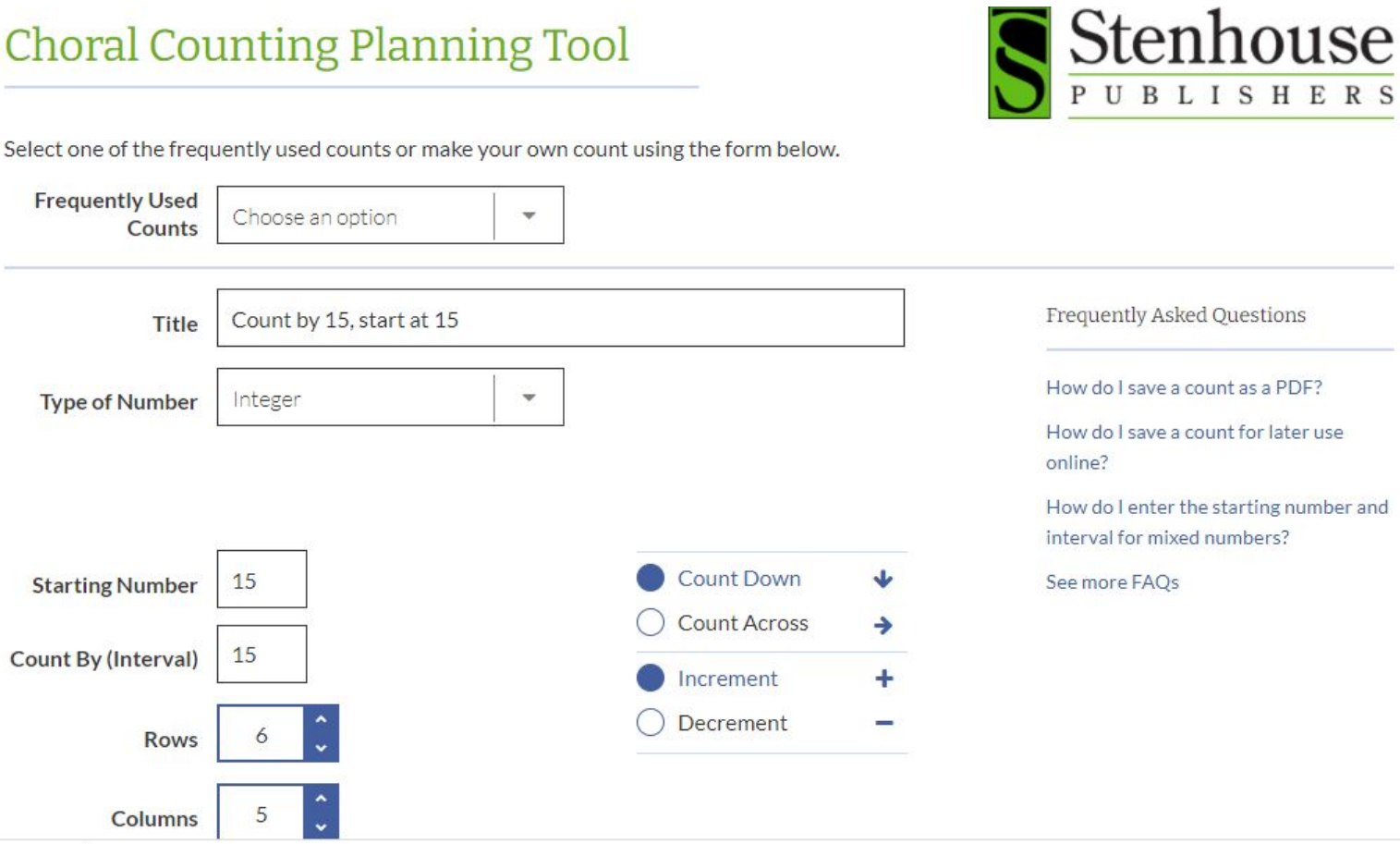
Virtual Resources



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Count Everything, Count all of the Time!

Twitter Hashtags

- #countingcollections
- #choralcounting
- #tmwyk (talk math with your kids)

Counting Matters!

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