

Tally marks exploration activities



1 Flash and read

Use the flash cards: displays for 13, 16, 20, 14 and 19. Show each for three or four seconds, then cover it. Students write or call out the total.

"How many complete groups did you see? How many extra? Did anyone count every mark – you don't need to."

2 Plan, then produce

Call a number between 11 and 20. Before making any marks, students say aloud how it decomposes into groups and extras, then lay the tally with their icy pole sticks.

"Before you mark – say the groups and the extras out loud. Seventeen?"

"Can I read your tally without counting every mark? Are all your groups properly closed with a stick across?"

3 The diagonal closes the group of five

Lay a tally for sixteen aloud with sticks, deliberately placing the closing stick across after only four sticks in the first group, and keep laying past it.

"Is something wrong here? What happened? How many is in that first group now – four or five?"

"Can I trust this tally? Why not? What does 'group' mean in a tally?"

Fix it together, this time laying the closing stick across as the fifth of each completed group.

4 Match – with one bad card

Lay out the tally cards and numeral cards. Students match them. One tally card has an error: a group containing six marks.

"One of these tally cards has a mistake. Can you find it? What's wrong with the group?"

"What number was this card trying to show? What number does it actually show?"

Exploration resources — flash cards

Print on A4. Laminate and cut along the dashed lines.



Exploration resources — match tally cards

Print on A4. Laminate and cut along the dashed lines.



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Exploration resources — numeral cards



Print on A4. Laminate and cut along the dashed lines.

12

14

15

17

19

20