

Tally mark count activities



1 Count a group — keep track as you go

Give students a group of 6 to 10 objects. They count the group, making one tally mark for each object at the moment they count it — touch, say, mark — closing the group at the fifth mark.

“Count your group. One mark for each object as you count it — touch, say, mark.”

“Read your tally back. How many did you count? Can you see the group of five and how many more?”

2 Read the tally — what count does it show?

Show kept tallies for 6 to 10 — one group of five plus some singles. Students read the count from the groups without counting every mark.

“What count does this tally show? Do not count every mark — use the group.”

“One group of five and three more — so how many were counted?”

3 Count and check — does the tally match?

Students count a group and keep a tally, then check by reading the tally back against the objects — the count of marks should match the group.

“Count your group and keep the tally. Now read the tally back — does it match the objects?”

“If you stopped halfway, could you tell from the tally how many you had already counted?”

4 Non-example: the tally lost the count

Show a tally made while counting where an object was marked twice, so the tally shows one more than the group. Ask whether the tally kept the count and what went wrong.

“This tally says nine, but the group has eight. What happened while we were counting?”

“How do we keep the tally and the group together — one mark for each object, no more, no less?”

Grouped tally cards — 1 to 10

Print on A4. Laminate and cut. Read the count from the groups — a group of five with the diagonal, plus any singles.



1



2



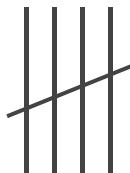
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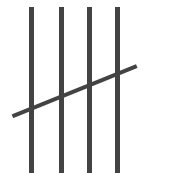
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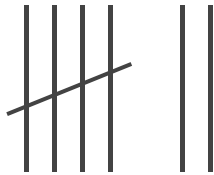


Grouped tally cards — 1 to 10

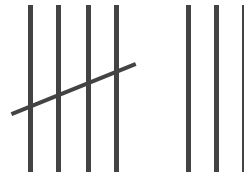
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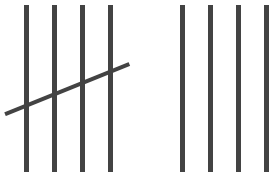
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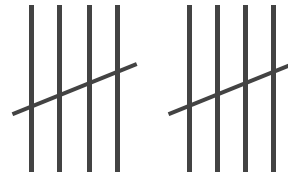
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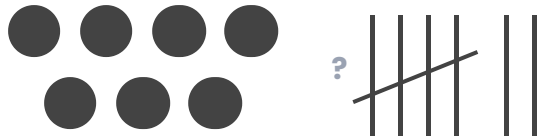


Group and tally — do they match?

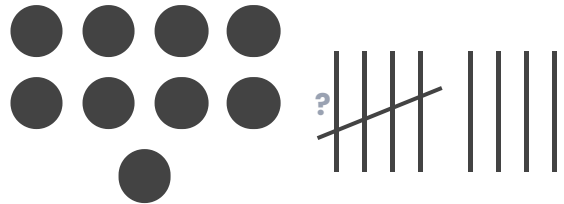
Print on A4. Laminate and cut. Each card shows a group of objects beside a tally. Students count the group, read the tally, and decide whether the tally kept the count.



Card A — do they match?



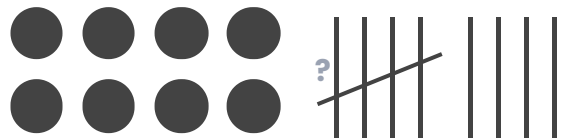
Card B — do they match?



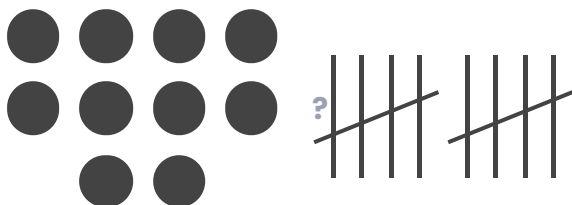
Card C — do they match?



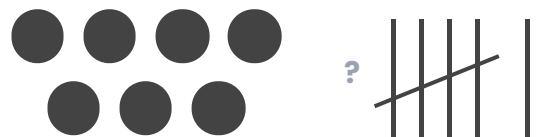
Card D — do they match?



Card E — do they match?



Card F — do they match?



Count the group of objects, then read the tally — do they match? **Cards A, B, C and E match.** On **Card D** the tally shows one too many (an object was marked twice); on **Card F** the tally is one short (an object was missed). Use the matching cards for reading and checking, and cards D and F as the non-example — the tally lost the count.