

Tally marks activities



1 Count, say, record — the three steps

Students count their own collection, say the total aloud, then make tally marks. Name and sequence the three steps: count, say, record.

“Three steps: count... say... record. Count your objects, say the number, then make the marks.”

“Read your marks back — how many do they show? Does it match your count?”

2 Match the marks to a collection

Show a tally card of 1 to 5 marks. Students count the marks, then build a matching collection of objects and check (see resource).

“Here are some tally marks. How many? Now make a collection that matches.”

“Count your collection — does it match the marks?”

3 Are the marks right? — verify

Count a collection and make tally marks — sometimes correct, sometimes one too many or too few. Students check whether the marks match the count.

“I counted four objects and made these marks. Do my marks match my count?”

“How many marks? How many objects? What should I have made?”

4 Non-example: recording during counting

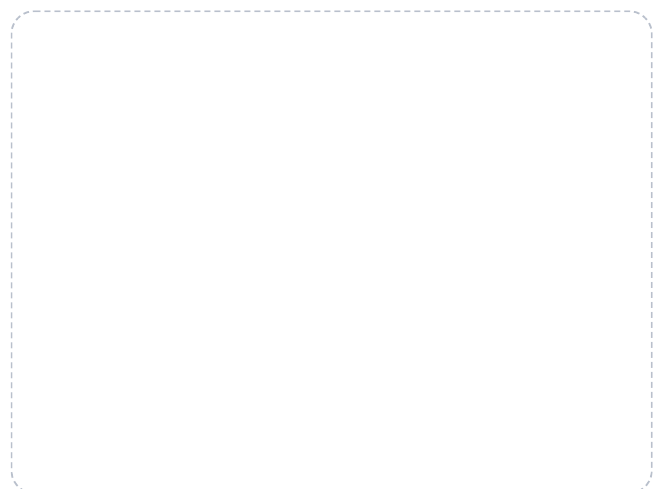
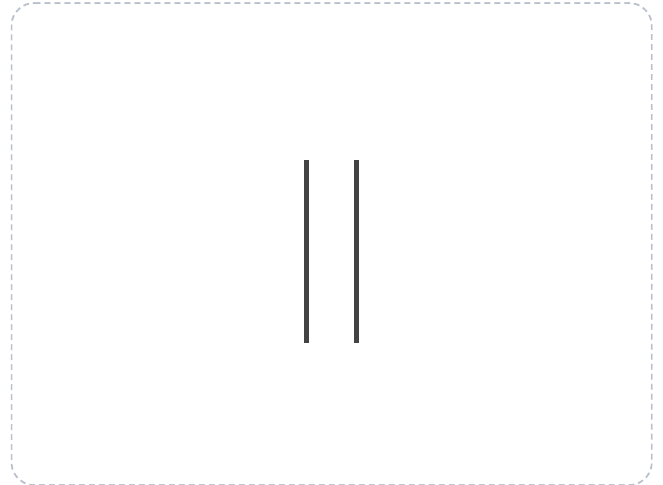
Count a collection of four while making a mark at the same time as each count word. Ask whether that is the right way to record.

“I made a mark each time I said a number. What might go wrong doing it this way?”

“What could I do instead? Count first — then record.”

Tally cards — 1 to 5

Print on A4. Laminate and cut. One mark for each object — count first, then record.



Ungrouped tally cards 1 to 5 — single vertical marks, no crossing. Read the marks, or build a matching collection.