

Counting collections exploration activities



1 Circle ten, then work out the total

Give a scattered collection of between 11 and 20 objects or pictures. Students group exactly ten, then count on from ten for the total.

"Circle ten. Now count on – eleven, twelve. What is the total?"

"Why is ten a good place to start counting from?"

2 Messy collections

Give collections in scattered, crowded arrangements. Students decide how to count so that every object gets exactly one number: moving each one aside, or marking each one as it is counted.

"How will you make sure you count every one exactly once? Show me your plan before you start."

3 Same collection, new arrangement

Count a collection together, then spread the same objects out wide, then bunch them tightly, recounting after each change.

"I spread them out. Are there more now? How do you know without counting again?"

4 Non-example: the double count

Count a collection of fifteen aloud, deliberately counting one object twice, and announce sixteen.

"Count with me and watch carefully. Did every object get exactly one number? What went wrong?"

Recount correctly with students calling the moves: one number, one object, moved aside.

"What is our rule for counting a big collection?"