

Counting Collections

Children need to be motivated to count! Try to provide a selection of interesting objects and appealing containers that can be used in play and explored as potential counting collections.

Examples could include bottle caps, pasta shapes, birthday candles, stones or pebbles, shells, pinecones, conkers, sticks, hair ties, buttons, beads, craft sticks, foam stickers, pom-poms, paper clips.....in fact almost anything!



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The size of your collections will vary according to the needs of the children. For additional challenge gather collections that come in packages that cannot be opened, such as zip-lock bag or a clear plastic container. A selection of open-ended counting resources such as collection of cups, bowls or egg cartons is also useful to help support the counting process. Counting collections provide a valuable opportunity for adults to model a range of counting strategies and to offer ways to record their thinking.

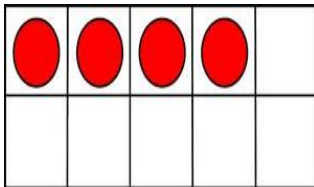


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Adult Role: Counting Strategies

- Look for everyday opportunities to model the language and actions involved in counting small groups of objects
- Help children to learn the counting sequence securely before expecting them to count objects accurately.
- Model strategies that help children count one number for each object and then provide opportunities for them to have a go themselves:
 - Touch each object as you count
 - Model counting objects systematically, e.g. point to one at a time, from top to bottom, left to right.
 - Discuss where to start when counting objects so that objects are not counted twice.
 - Move objects from one location to another, for example, counting each object as you remove it from a bag and place it on the table.
 - Place objects in a line, in order to count them accurately.
 - Once children can recognise numerals, count objects by placing them along the cells of a number track.
 - 'Mark' objects that cannot be moved as they are counted, for example, by placing a counter on top of each of them.
 - Where objects cannot be touched, point to or nod at objects in turn, while counting aloud or on fingers.
 - Count sounds by encouraging children to wait for each sound before it is counted. Model keeping a tally or using fingers to count.
 - Count actions by counting aloud in unison. When children are secure, encourage them to whisper the count quietly and then to 'hold' the count on fingers or in their head.

5/10 Frame



Five or Ten-Frames are two-by-five rectangular frames into which counters are placed to illustrate numbers less than or equal to ten. They are useful devices for developing number sense within the context of ten. Various arrangements of counters on the ten frames can be used to prompt different mental images of numbers and different strategies for manipulating these numbers.

Using 10 frame to record mathematical play

