

## Counting (Numerosity)

Question	Criteria-Use the checklist to record your observations
<p><b>Counts a set</b></p> <p>Teacher makes a pile of 16 counters in front of the student.</p> <p>Ask: How many counters are here?</p> <p>When student has finished, ask “How many counters were there?”</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Counts accurately to 16</li> <li><input type="checkbox"/> Gives a counter more than one count</li> <li><input type="checkbox"/> Leaves out a number</li> <li><input type="checkbox"/> Can retain how many were counted when asked again</li> </ul>
<p><b>Count out a set</b></p> <p>Ask: Can you give me 12?</p> <p>Ask after: How many did you count out?</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Counts accurately to 12</li> <li><input type="checkbox"/> Counts accurately to _____</li> <li><input type="checkbox"/> Know how many after the count</li> <li><input type="checkbox"/> Other:</li> </ul>
<p><b>Count On</b></p> <p>Teacher displays 6 counters in a row and asks how many. Allow student to count.</p> <p>The counters are covered with a whiteboard or piece of paper. Ask ‘How many are there?’. If correct, record 6 on the whiteboard over the counters.</p> <p>Add three counters in a row beside the whiteboard.</p> <p>Ask ‘How many are there now altogether?’ gesturing to the covered set and additional 3 counters.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Says 6 and 3 more is 9</li> <li><input type="checkbox"/> Says 9</li> <li><input type="checkbox"/> Says 6,7,8,9 shows counting on</li> <li><input type="checkbox"/> Says 3</li> <li><input type="checkbox"/> Tags (physically or mentally) the hidden counters, counting from 1</li> <li><input type="checkbox"/> Other</li> </ul>
<p><b>Count out 2 sets</b></p> <p>Teachers shows a set of 4 red counters and 6 green counters.</p> <p>Ask: How many are there altogether?</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Says 10 because 4 and 6 is ten</li> <li><input type="checkbox"/> Says 6 and then counts on to 10 (6,7,8,9,10)</li> <li><input type="checkbox"/> Says 4 and then counts on to 10 (4,5,6,7,8,9,10)</li> <li><input type="checkbox"/> Counts a group of 6 and a group of 4 and then counts all</li> <li><input type="checkbox"/> Counts all</li> <li><input type="checkbox"/> Says 6 and 4</li> </ul>

Early counting is a more complex task than simply reciting a number sequence correctly. To understand counting more deeply, children must both develop verbal counting skills and attach meaning to the counting of objects. Van De Walle et al. There are key concepts of counting: stable order, order

irrelevance, conservation, abstraction, one-to-one correspondence, cardinality, movement is magnitude and unitizing. Counting is the first strategy that student use in their understanding of place value and operations such as adding. Counting skills will increase in sophistication as children are guided through meaningful counting activities. For more information on counting see

[http://eworkshop.on.ca/edu/resources/guides/Guide\\_Math\\_K\\_3\\_NSN.pdf](http://eworkshop.on.ca/edu/resources/guides/Guide_Math_K_3_NSN.pdf)

