Counting Collections

Helpful Questions and Comments

When discussing a child's thinking, keep the questions supportive, positive, and open ended.

1. How are you going to count your collection? What is your plan?

2. Why did you choose that plan?

3. Can you tell me how you counted your collection?

4. How many objects were in your collection? Can you prove that to me?

5. Can you draw a picture to show how you counted?

6. What does this represent/mean?

7. Can you count your collection a different way? How?

8. Can you think of a more efficient way to count your collection?

9. Why is this way of counting more efficient?

10. How are you counting your collection?

11. Can you record something on your paper that would show me how you counted your collection?

12. Can you think of an equation that matches your thinking?

13. Can you think of another equation that would represent your counting?

14. Are you using a strategy to count your collection efficiently?

15. Do you see a pattern in your counting?

16. Can you predict what you will count next? How did you know that?

Questions to Extend Collections

• How many would you have if I gave you more objects?

> o 10, 20, 50, 100, 300, etc. help build place value strategies.
> o Numbers with tens and ones help students break apart numbers to add them to their collection totals.

• How many would you have if you doubled your collection?

> o Helps students develop doubling strategies using place value and known facts.

• How many more objects would you need to have _____ objects?

> o Going to the next decade number helps students use place value and enforces the power of making a ten.
> o Move onto the next hundred or even to 1,000 to help students develop place value strategies with addition.

• Do you think you and your partner can equally share all of these objects? Why?

> o Helps students think about even and odd numbers when dividing by 2.

• If you and your partner shared all of these object equally, how many would you both get?

> o Helps students extend their thinking into fair share strategies and use place value strategies for division.

• Do you think the three of us could share all of these objects equally? Why?

> o Helps students think about sharing all objects fairly.