

Session Notes Document

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Directions: If you arrived at this document... YOU are in charge of it. Collaborate with people in the room, make this an awesome resource page, edit as you see fit.

Session Title	C.4 Choral Counting and Counting Collections
Discussion Leader(s) Include email/Twitter	Denise Bigham, Elementary Math Instructional Coach (K-2), Rockwood School District, bighamdenise@rsdmo.org Erin Hausmann, Elementary Math Instructional Coach (3-5), Rockwood School District, hausmannerin@rsdmo.org Hannah Tucker, Elementary Math Instructional Coach (3-5), Rockwood School District, tuckerhannah@rsdmo.org Stephanie Reeder, Elementary Math Instructional Coach (K-2), Rockwood School District, reederstephanie@rsdmo.org
Purpose of Session:	In this session teachers will learn about routines that help students engage with numbers and operations and mathematical sense-making in meaningful ways through counting. Based on the Stenhouse book, <i>Choral Counting and Counting Collections</i>. Choral Counting and Counting Collections slides

Attendees:

Name	Email/Twitter	Role & District
Sarah Mayberry	sarahmayberry@wsdr4.org	1st Grade / Wentzville
Lauren Hofer	lhofer@bayless.k12.mo.us	Kindergarten- Bayless
Courtney Streicher	courtneystreicher@wsdr4.org	2nd- Wentzville
Teresa Jansen	teresajansen@wsdr4.org	2nd- Wentzville

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Notes:

Choral Counting and Counting Collections: Transforming the Pk - 5 math classroom

- Builds place value understanding and number sense

Counting by 5's Choral Count

- In a circle
- Where they can see the visual where you are recording
- Can be done as a warmup at the beginning. If so, try to tell it in a story to provide context.

Critical Features of Choral Counts

- Record the number sequence in a preplanned and organized manner
- Count far enough to notice repetitions
- Invite students to share a range of ideas about what they notice
- Represent student ideas in recording
- Leverage student ideas to highlight big mathematical ideas

Counting Collections

- Time to practice counting sequence
- 1 to 1 correspondence
- Counting in groups (2's, 5s, 10s, etc)
- Place value understanding

Tools - things to help students organize their counting. Ex - egg carton, ten frames, muffin tins, plates, dixie cups.

Role of the teacher

- Know what your goal is to be looking for. Teacher is an observer, students drive the instruction

Critical Features of counting collections

- Typically count with a partner
- Children choose how to count the collection
- Children choose how to make a recording of their count
- Teachers confer, listen, press their thinking
- Teachers can highlight insights children are developing

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