

ACTIVITY IA4.1: Keeping Score with Tally Marks

Intended learning: To learn to count using five.

Instructional mode: Shorter, reproductive practice for any context.

Materials: Means of recording tally marks.

Description: When playing any classroom scoring game, record tally marks on the board to track the score. The game context need not be a mathematics game. When counting a tally, count out loud to reveal how adults use tally marks. *Team A has 5, 10, 15, 17, and Team B has 5, 10, 14.* Prompt classroom use of the tally marks to encourage non-count-by-ones strategies. *What is the score? How do you know without counting? How many more does team A need to have 20? ... to win the game? ... to tie the game?*

Responses, variations and extensions:

- Tally marks are a useful means of tracking a growing tally, reinforcing notions of grouping and privileging five. Use of tally marks in class can be effective in promoting initial non-count-by-ones strategies.
- Initially students may count-on or count from one each time to determine a new sum. If this persists, prompt with *Is there a quicker way to determine the sum?*
- Young students frequently neglect to make the crossed line for each fifth tally. Rather they may have a series of fourteen hashes. This is an ideal opportunity to discuss the benefit of grouping to facilitate easier counting of larger sets.
- A prerequisite for the successful use of this activity is facility with the forward number word sequence for counting by fives on the multiple.