Choral Counting Activities

There are various ways to structure choral counting activities. All of the routines described below involve whole-class participation. Ideas for choral counting include counting by ones, tens, fives, twos starting at zero and then starting at other numbers, counting by tens starting from 53 or 320, counting backwards by ones or tens.

Choral counting was described during the CGI beginners training. Jessica Shumway describes all three routines in more detail in the book, <u>Number Sense Routines</u>.

Name of the Routine	Helps with…	How It Works	Ways to Use the Routine and Questioning Strategies
Choral Counting	• Counting sequences • Understanding patterns in numbers	In this routine, the class counts aloud a number sequence all together.	Record the numbers as students are counting to help students see and use the patterns. Prior to doing the activity, think about how many numbers you want to record in a row to help facilitate students noticing particular patterns. • What do you notice?
Count Around the Circle	• Counting sequences • Using patterns for problem solving • Estimation • Understanding place value • Understanding how the number system works	Choose a counting sequence – for example, count by tens starting at thirty-two – and go around the circle as each person says a number. (For example, the first person says, "Thirty-two," the second person says, "Forty-two," the next person says, "Fifty-two," and so on.	Variations on this routine include the following: • Count by ones, tens, fives, twos, threes, and so on, starting at zero. • Count by ones, tens, fives, twos, threes, and so on, starting at various numbers. • Count by fractional numbers. • Count by hundreds or thousands or millions, starting at zero or at various numbers. To facilitate understanding of the patterns, write the numbers on the board as students say them. Ask a variety of questions to differentiate the level of difficulty, such as: • How did you know what comes next? • I noticed that you paused when it was your turn and then you figured it out. What did you do to

			figure it out?
			• If we count by ones starting with Kelly and go all the way around the circle, what number do you think Amir will say? Why?
			• If we count around the circle by tens and we go around three times, what will Lucy say? How do you know that without counting it?
Start and Stop Counting	• Counting sequences • Understanding patterns in numbers • Difference or distance between two numbers	The class counts a number sequence all together, with a starting number and a stopping number. For example, have the class count by tens, starting with 26 and stopping at 176. In addition to whole class, this routine works particularly well with small groups and individual students.	Ask questions to facilitate discussion about patterns, such as odd/even patterns: • If we start with twenty-five and count by fives, what numbers could we stop at? • If we count by twos and start with 1,222, what numbers could we stop at? Why would the number need to be even? To highlight the distance between numbers and guide a discussion about difference, use the following questions: • If we count by twos, starting with 1,222 and stopping at 1,234, will it take a long time or not much time? How do you know? • If we count by twos, starting with 1,222 and stopping at 4,222, will it take a long time or not much time? How do you know?