Conferring During 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?
- 13. Are you using a strategy to count your collection efficiently?
- 14. Do you see a pattern in your counting?
- 15. 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?
 - 10, 20, 50, 100, 300, etc. help build place value strategies.
 - Numbers with tens and ones help students break apart numbers to add them to their collection totals.
- How many would you have if I gave you more package(s)?
 - Students extend their counting strategy.
- How many would you have if you doubled your collection?
 - Helps students develop doubling strategies using place value and known facts.
- How many more objects would you need to have _____ objects?
 - Going to the next decade number helps students use place value and enforces the power of making a ten.
 - 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?
 - 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?
 - 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?
 - Helps students think about sharing all objects fairly.