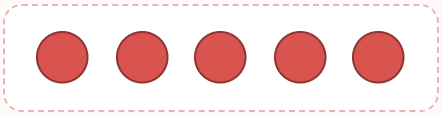
Counting activities: how many?

One child at a time. Read the steps, watch without helping, and note what the child does. Real objects are best; each card has a picture to use when there are none.

Activity 1 Touch and count

1. Put 5 counters in a row in front of the child. No counters? Use the picture on this card.
2. Say: “How many counters are there? Touch each one as you count.”
3. Watch: one number for each counter, and each counter touched once.
4. Do not help or count along.



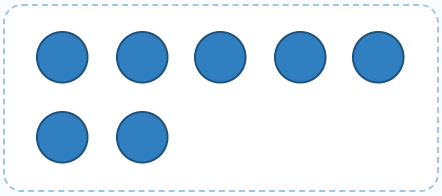
Look for: Touches each of the 5 counters once, says one number for each in order, and says 5 is how many there are.

Not yet: Touching one twice, missing one, or saying more numbers than there are counters.

What the child did and said: _____

Activity 2 How many? The last number counted

1. Put 7 counters in a row in front of the child. No counters? Cut out the ones on this card.
2. Say: “Count the counters.”
3. When the child has finished, ask: “How many counters are there?”
4. Do not count along, point or help.



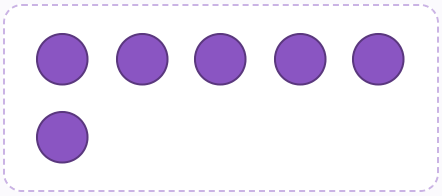
Look for: Counts the 7 counters, then answers “7” straight away when asked how many, without counting them again.

Not yet: Counting them all again to answer, or answering with a number other than the last one said, or a count that does not end on 7.

What the child did and said: _____

Activity 3 Count from the other end

1. Put 6 counters in a row. No counters? Cut out the ones on this card.
2. Count them aloud from one end, touching each: “1, 2, … 6.”
3. Point to the other end and ask: “If you count from this end, how many will you get?”
4. Let the child answer before counting. Then the child may count to check.



Look for: Says 6 before counting again, because the counters are the same. Counting to check afterwards is fine.

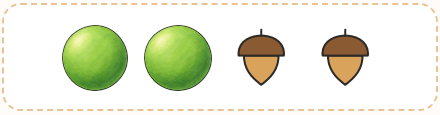
Not yet: Saying another number, or only knowing after counting them all again.

What the child did and said: _____

Counting activities: how many?

Activity 4 Count different things together

1. Show the child the picture, or set out real things that are not alike.
2. Ask: “Count everything here. How many things are there?”
3. Record whether the child includes both kinds and the total stated.



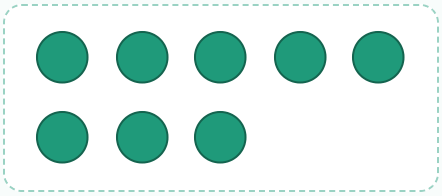
Look for: Counts every pictured object, including both kinds, to 4.

Not yet: Counting only one kind, or saying they cannot be counted because they are different.

What the child did and said: _____

Activity 5 Count out a number from a pile

1. Put 8 counters in a pile in front of the child. No counters? Cut out the ones on this card.
2. Say: “We need 5 counters for our game. Count out 5 counters from the pile.”
3. Watch the child count out the requested amount and stop. Do not help or count along.



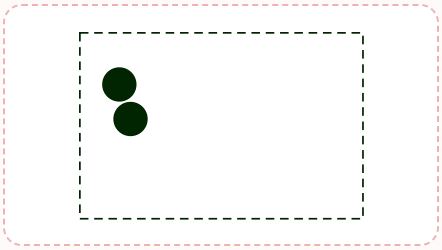
Look for: Hands over exactly 5 counters and stops, leaving 3 in the pile. Counting them again to check is fine.

Not yet: Going on past 5, or handing over the whole pile.

Counters given: _____

Activity 6 How many at a glance?

1. Cut out the card on this card, or fold the sheet so the child cannot see it.
2. Show the card for about 2 seconds, then hide it again.
3. Ask: “How many dots are on the card?”
4. Do not let the child touch, point at or count the dots.



Look for: Says “2” after the short look, without pointing or counting aloud. A child who takes a moment to say it is fine.

Not yet: Counting the dots one by one out loud.

What the child did and said: _____

Counting activities: how many?: class record

▯ did it on their own ○ not yet – not seen yet. Write the date beside a mark to see progress over the year.

Child	1 Touch and count	2 How many? The last number counted	3 Count from the other end	4 Count different things together	5 Count out a number from a pile	6 How many at a glance?