

Choral Counting is a routine that builds number sense and the language needed to communicate what is noticed.

Before doing the routine, teachers design the count. This includes thinking through what number to start with, what number to count by, and how should the counting be arranged and recorded.

During the routine, students will count out loud together as you record what they say on a chart or board where everyone can see.

After the count, the teacher will scoot out of the way, ask students to lean in, and ask them what patterns they notice. As they share, the teacher will use different color markers to chart their ideas, making them visible for the community. With younger children, as they are finding the language to describe what they notice, the teacher might consider asking them to first use their words to explain what they notice, and then to come to the chart to show their ideas to everyone.

Because Choral Counting is a routine, students will have multiple opportunities to count. The more opportunities students have to choral count, the more comfortable and creative they are in their noticings.

For each choral count suggested on this site, you will notice a range of mathematical ideas that might connect with your learning goals. There are also some possible student noticings. Neither list is an exhaustive one.

The best part of the choral counting experience is knowing that when students lean in to notice and share, everyone gets to listen, learn, and be surprised.