

Questions to ask:

- How do you know which ones you have counted and which ones you haven't?
- How might you keep track of the count?
- How many did you have in your collection?
- Can you tell me how you counted your collection?
- How many are in each group?
- Do you think you're going to have more than 100?
- What are you going to do when you create 100?
- Is it even or odd? Can you prove it to me?

**What to look for...**

- Who is counting with 1 -1 correspondence?
- Who is counting past 10, 25, 50 ...100?
- Who has an efficient way of grouping?
- Does the representation match the way they count?
- Does it match the total number of objects?
- How do children use their recording to communicate their ideas?
- Who might need to be challenged to use more sophisticated counting strategies?
- Are students flexible in their grouping?
- Are students estimating as they count?
- Are students connecting strategies?