



# Tally Marks

P.3.10

**Word Wall:** bundles of ten, how many, less than, more than, the same as groups of, collections of,

## Introduction

Students will draw and read tally marks to identify a total.

## Resources

- Large piece of cardboard
- Pens
- Bowls
- Dog Bones
- Numbers 1---10
- Mini Whiteboards
- Whiteboard pens

## Time / Classroom Organisation

Each activity process may be introduced in a small or whole group context. Allow 15---20 minutes for each part of this activity.

## Australian Curriculum Year Prep

Connect number names, numerals and quantities, including zero, initially up to 10 and then beyond (ACMNA002)  
 Answer yes/no questions to collect information and make simple inferences (ACMSP011)  
 Subitise small collections of objects (ACMNA003)  
 Compare, order and make correspondences between collections, initially to 20, and explain reasoning (ACMNA289)

## Proficiency Strand:

*Understanding* – Connecting names, numerals and quantities.

*Problem Solving* – Discussing the reasonableness of the answer.

*Reasoning* – Explaining comparisons of quantities.



## Activity Process--- Dog Bone Tally

1. In the middle of a small group place the cards 1-10 facedown and the bowl of dog bones.
2. The teacher selects one student to select a number from the pile of cards.
3. The student then tell the group the selected number and students gather that number of dog bones each from the bowl.



4. The students then place all their dog bones in the middle of the group.
5. Ask students to then group their bones in groups of 5.
6. The teacher then models displaying the number on the whiteboards by use of tally marks.



7. The students then copy the teachers model on their own whiteboards.
8. Repeat allowing all students a turn at selecting a number.

Source: <http://www.lessonpathways.com>



## Activity Process---Tally Marks – Weather

1. Each day a student checks the weather and marks the graph with a tally mark to record a sunny, partly sunny, cloudy, rainy, or windy day.
2. This daily data---collection activity provides real data for students to examine.

The teacher should ask students questions such as:  
*What kinds of weather they've had so far in the month?*

*Have there been more sunny or more rainy days?*

*How many sunny days have we had?*

*What type of weather have we had the most of?*



Source:

<http://www.mathwire.com/resources/weather.pdf>  
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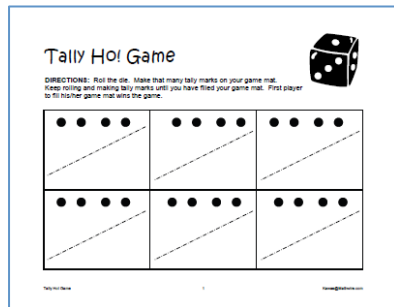
## Variations & Extensions

### 1. Tally Ho! Game

Resources: Game Sheet (download from website), Dice  
Students play in pairs. Roll the die. Make that many tally marks on your game sheet. Keep rolling and making tally marks until you have filled your game sheet. First player to fill their sheet is the winner.

Source:

<http://mathwire.com/games/ktallyho.pdf>

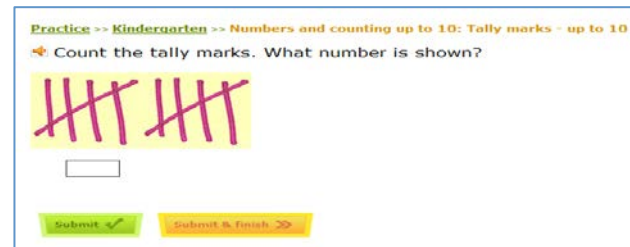


## Digital Resources

<http://www.ideal-resources.com.au>



<http://www.ixl.com/math/kindergarten/tally-marks-up-to-10>



## Contexts for Learning

### Play:

When students are playing a game of soccer or shooting hoops, encourage them to record their score by using tally marks.

### Investigation:

Use tally marks to record data when investigating a topic in class, for example: Use tally marks to record the results when investigating how many handmade boats floated or sunk.

### Real life experience:

When voting situation in class arise use tally marks to record the results, for example: Use tally marks to record the votes when deciding which song to sing at assembly.

### Routines and Transitions:

Tally Mark Flash Cards – as students walk out the door, hold up a card for students to read the tally mark total.

## Assessment

Observe students when answering questions about the monthly weather chart. Note if students are able to recognise the tally mark symbol for 5.

**Achievement Standard:** Makes Connections between number names, numerals and quantities up to 10; Order small collections; Answer simple questions to collect data.

## Background Reading

Tallies are a quick and easy way of recording data such as team scores, eye colour, favourite foods; but they are also much more than this.

Tallies encourage children to subitise groups of 5 and to count in 5s, a process called skip counting.

Soon, children will be 'spotting 10s' and count the tallies in 10s to make the counting more efficient.

If the foundations are firm, children will have a string base for both working out and subsequently knowing their multiplication facts.

Source: Williams, G. *Rigby Maths for Queensland – year 3*. Rigby: Brisbane. P116

Source: A and J Baker, *Natural Maths Strategies for Parents*: Guanaba. p24

## Links to Related MAGs

P.1.10 – Voting yes or no

P.4.10 – Grid Graphs

1.1.10 – Gathering Data



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