

Keeping count with tally marks

CURRICULUM ALIGNMENT

DAT.DAT.2

pose questions of interest, record and use data as evidence to answer those questions and communicate the findings.

INTERACTIVES Tally Chart · display, explore

WHAT THIS LESSON TEACHES

A tally mark is one quick stroke for each thing you count. Every fifth stroke locks into a five-bar gate across the four so you can count in fives.

→ One school bus arrives: you draw one stroke. Another bus arrives: you draw another stroke.

→ One five-bar gate and two more strokes is $5 + 2 = 7$.

MODEL THIS ON THE BOARD

TALLY OF SEVEN SCHOOL BUSES

- 1 Draw four single strokes for the first four buses.
- 2 Lay the fifth stroke as a five-bar gate across the four.
- 3 Add two more single strokes for the last buses.
- 4 Read the tally as one five-bar gate and two strokes: $5 + 2 = 7$.

LESSON ARC

Open with the caretaker losing count of school buses and take three hands-up ideas for a tidier way—do not name tallies yet. On the interactive, build four single strokes, then lock the five-bar gate at five; read seven and ten as $5+2$ and $5+5$. Pupils take turns at the board building 3, 5, 8, 10 and 11, with the class reading the tally aloud at each pause. Everyone draws one neat five-bar gate in the copybook, then practises tallies of 3, 5, 7 and 9 in the Class Challenge. Close by asking how to read a gate-and-leftovers tally without counting every stroke.

TEACHING MOVES

1. **Getting Started.** Pose the caretaker's lost-count problem and take only three hands-up ideas. Revoice any 'bundle' or 'group' suggestions without naming tallies—leave the class wondering.
2. **Watch and Notice.** Draw four upright strokes slowly, then lay the fifth across and name it the five-bar gate. Build seven and ten next; after each, force the read-back as $5+2$ and $5+5$, not seven or ten single strokes. Listen for pupils calling each gate a bundle of five.
3. **Try It Together.** Call buses one at a time and rotate four pupils at the board. Pause at 3, 5, 8, 10 and 11 so the class agrees the tally aloud before the next stroke. Name the rule before five and before ten: every fifth stroke lays across. Watch that the fifth and tenth go across, not upright.
4. **Draw the gate in your copy.** Pupils draw one tally of five in the maths copy—four uprights with the fifth laid across. Walk the row; glance only, no marking. Spot five upright singles and quietly remodel the cross-stroke on the board.
5. **Class Challenge.** Keep a brisk pass-on rhythm: draw 3, then 5, then 7, then 9; class says the number before the next tally. Watch for gates only on the fifth stroke, four uprights before the gate, and 7 read as one gate plus two—not seven singles.

6. **What Did We Notice?** Show one gate with leftover strokes. Ask: how do you say the number without counting every stroke? Take two hands-up answers and revoice: one five-bar gate is five already—you do not count inside a finished gate.

COMMON MISCONCEPTIONS

⚠ Pupils draw five upright strokes side by side and call it a five-bar gate—they never lay the fifth stroke across.

Stop and remodel on the board: four uprights, then the fifth stroke deliberately across. Have the class chorally name it 'five-bar gate' as the cross-stroke lands.

⚠ When reading a finished tally, pupils count every stroke inside the gate one by one instead of treating the gate as five.

Cover the leftover strokes and ask only what the gate is worth. Revoice: 'the gate is already five—count gates as fives, then add what's left'.

⚠ Pupils lay a cross-stroke too early (after three) or too late (a sixth upright before gating).

Freeze the board at four uprights and ask 'which stroke locks the gate?' Only the fifth lays across; rebuild 5 and 10 so the class sees the rule twice.

DIFFERENTIATION

EMERGING

- Stay with tallies up to five only—four uprights and one gate—while the class moves on to 7–11. Pupil draws beside you on the board strip before trying the copy.
- On the copybook gate, lightly pencil four upright guide-lines so the pupil only adds the cross-stroke.

DEVELOPING

- After the Class Challenge set, ask them to write the number beside each tally using 5+2 style (e.g. $5+2=7$), not just say it.
- Give a ready-drawn messy tally of 8 with no gate and ask: redraw it neatly with the gate in the right place—what changed?

PROFICIENT

- Stretch inside the Class Challenge beat: draw a tally of 12 (two gates and two more) and write the number beside it before the class moves on.
- Ask: a tally shows two five-bar gates and three leftovers—what number is that, and how do you know without counting every stroke?

✍ **Cross-curricular:** Tie to PE—tally completed passes in a small-sided game, then read the five-bar gates back as the team's score.

ANSWER KEY

Scaffold: visual check on the page

Q1: |||

Q2: ||||/

Q3: ||||/ |||

a) Always : The fifth stroke crosses the four to bundle them as five.

b) Never : Four strokes show four; a five-bar gate shows five.

c) Always : That is the basic rule of tally marks.

d) Never : The fifth stroke must lock across as a five-bar gate.

EXTENSION SHEET · STRETCH ANSWERS

S1: 25

S2: 11

S3: 1 gate(s) and 3 singles

S4: 11