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Counting Inspectors - Year 1

Table of Contents	
Presentation: Counting Inspectors (24 slides)	
Teacher quick-start and five lesson plans · 2–7	
Display: Count Needs a Check · 8	
Reference: Same Collection, Two Ways · 9	
Reference: Twos, Fives and Tens through 120 · 10	
Display: Singles Still Count · 11	
Display: Twelve Tens · 12	
Worksheet 1: Can the Claim Be Right? · 13	
Worksheet 2: Check the Pairs · 15	
Worksheet 3: First Wrong Five-count · 17	
Worksheet 4: Account for the Singles · 19	
Worksheet 5: Check Every Ten · 21	
Worksheet 6: A Part Group Is Not a Full Ten · 23	
Worksheet 7: Same Collection, Two Ways · 25	
Worksheet 8: Choose Two Ways · 27	
Worksheet 9: A Fresh Counting Report · 29	
Game 1: Counting Inspector – rules and model · 31–32	
Game 1: Sixteen Inspector cards · 33–36	
Game 1: Sorting and counter check mats · 37–38	
Game 1: Inspector Record · 39	
Game 1: Checking guides · 41–42	
Game 2: One Collection, Two Counts – rules/model · 43–44	
Game 2: Four grouping sheets · 45–48	
Game 2: Five counter banks (120 pieces) · 49–53	
Game 2: Twelve task cards · 54–55	
Game 2: Checking guides · 56–57	
Game 2: Two Counts Record · 58	
Quiz: Counting Inspectors (10 questions, 22 slides)	
Assessment: Counting Checks / Practical / Record · 60–65	
Rubric: Counting Inspectors · 66	



Counting Inspectors – Quick-start

Teach this week

Five 45-minute lessons teach students to inspect actual collections, check equal groups of 2, 5 and 10, include singles and verify totals through 120. Students are beginning readers: read instructions aloud.

Prepare one complete set

Print at 100% actual size. An adult cuts the four Inspector card banks and all five 24-piece counter banks. Print all four grouping sheets: together they provide 120 empty cells. Keep rules, worked models and checking guides separate from unsolved cards and records. Ordinary classroom counters may replace the supplied pieces.

Use and reset the kits

Kit 1 sorts sixteen claims and checks the actual count. Kit 2 counts and regroups the SAME unknown collection. One pair shares and resets one 120-piece set; extra group sets are optional. Privately prepare totals using the Kit 2 table. Keep unused pieces and preparation totals out of students' view.

Make learning accessible

Students may speak, point, place counters, use pictures or a communication device, or have an adult record. Read the quiz and tasks aloud. Record a mathematical prompt or counting guide separately from access support. Do not assess cutting, handwriting, fluent speech, speed or winning.

Gather useful evidence

Observe each student with an actual unknown collection through 120 across Lessons 3–5 while others use the supplied games and practice. Reset and check a collection with singles too. Record the verified range honestly. Worksheets and the ten-question quiz support feedback; they do not replace practical counting. Use the observation record and rubric for one precise next step.

PREVIEW

Lesson 1 – Can we trust the count?

Learning purpose

Students distinguish the number of groups from the number of objects and show evidence for a correct or corrected claim.

Materials and preparation

Presentation slides 2–6; Count Needs a Check and Same Collection displays; Worksheets 1–2 with answers kept aside; complete Counting Inspector kit; counter banks and grouping sheets. Prepare a small collection with three pairs.

5 min – Retrieve and diagnose

Show three pairs. Ask, ‘What does the claim 3 count?’ Let students point or move objects. Note who counts only the groups; do not supply the total yet.

10 min – Model and explain

Touch both objects in each pair: 2, 4, 6. Three groups contain six objects. Show full ones: 5, 10, 15, 20. This claim is correct and stays correct. Ask, ‘How do we know every object was counted?’

10 min – Guide a check

Inspect card I1 without its guide. Check group size, follow each group once, decide and justify. Then use the guide. Model returning every piece, resetting and swapping Inspector and Checker.

15 min – Apply

Pairs inspect I1–I8, sorting claims on the blank mat. Rebuild a claim with the supplied counters to verify it. Students complete selected cases on Worksheets 1 and 2 independently; check answers only after an attempt.

5 min – Exit and feedback

Show a fresh four-pair collection. Ask for the group size, running count and total (8). Ask, ‘Does counting four groups count all eight objects?’ Record the action or explanation.

Support and stretch challenge

Start with two or three physical pairs; an adult reads and records. Mark a counted/not-yet-counted boundary with the students’ movements. Challenge: make a plausible group-versus-object claim and explain its correction without changing the collection.

Assessment and precise feedback

If groups are counted as objects, return to the first pair and touch both. Say, ‘Count the objects in this group, then continue.’ Check transfer with a fresh collection. Record group size, count-once actions and the next mathematical step.

Lesson 2 – Check fives and singles

Learning purpose

Students verify full groups of five, locate a skipped or doubled step and count each leftover single after the last full group.

Materials and preparation

Presentation slides 7–10; counting reference and Singles Still Count display; Worksheets 3–4 with answers aside; Counting Inspector kit; supplied counters. Prepare six fives and two singles, and an unequal 5, 5, 4 collection.

5 min – Retrieve

Count four actual fives. Ask, ‘What does each step count?’ Confirm 5, 10, 15, 20 while touching each group once.

10 min – Model

Count six fives to 30, then the two singles as 31, 32. Compare groups of 5, 5 and see the last group is not a full five, so count 10 then 11, 12, 13, 14. Do not add an object to make 15.

10 min – Guide error repair

Show six full fives with the claimed count 5, 10, 20, 25, 30, 35. Ask ‘Where is the first wrong step?’ Return to the third group: 15. Finish 20, 25, 30; explain how a skipped step changed the claim.

15 min – Apply

Pairs check later Inspector cases, then work on Worksheets 3–4. Provide the actual 103-object example: twenty full fives count to 100; singles count 101, 102, 103. Students trace or move each group, using the full counting reference as needed.

5 min – Exit and feedback

Prepare three fives and two singles. Students show 5, 10, 15, 16, 17 and explain why the singles count by ones. Keep the objects unchanged.

Support and stretch challenge

Use a short sequence and clearly separated singles first; read and record responses. A counting reference can support the sequence without naming the error. Challenge: explain why 5, 5, 4 cannot be counted as three full fives, then verify 14 another way.

Assessment and precise feedback

For an unequal group, compare actual contents. For a skipped/doubled step, return to the first wrong action. For omitted singles, continue from the last full-group value. Record whether a fresh case is corrected independently.

Lesson 3 – Check counts through 120

Learning purpose

Students verify the contents of tens, continue beyond 100, include singles and count/regroup an actual large collection.

Materials and preparation

Presentation slides 11–14; Twelve Tens display and counting reference; Worksheets 5–6 with answers aside; complete One Collection, Two Counts kit (all four sheets and 120 pieces); practical assessment guide and observation record.

5 min – Retrieve

Check a full ten-frame by touching all ten objects. Ask, ‘How do you know this group is a ten?’ Count the actual contents before using tens.

10 min – Model

Show twelve full tens. A count stopping at 100 missed two groups: continue 11–12. Then count eleven tens to 110 and six singles as 111–116. Explain why 106 omits one full ten and an unfinished group cannot be called ten.

10 min – Guide the second kit

Keep the prepared total hidden. Use the supplied 23-object model first: two tens plus three singles and four fives plus three singles both make 23. Model the counted response, ones, count-once boundary, two records, disagreement check and full reset.

15 min – Apply and observe

Pairs use K11/K12 and all 120 pieces: count, regroup the same objects and compare. Use a counting guide for long counts. Other students work on Worksheets 5–6. Begin short individual unknown-collection observations using the practical guide, keep solved models out of view during each assessment.

5 min – Exit

Students point to the next full group count and all singles in a fresh three-tens-plus-four collection: 30, 31, 32, 33, 34. Ask for one check.

Support and individual challenge

Trace or move one group at a time and maintain a counted boundary. Record any guide used separately from adult reading/recording. Challenge: verify 116 as twenty-three fives plus one, without adding or removing an object.

Assessment and precise feedback

Record each student’s actual collection, verified range and checking actions. Spread observations across Lessons 3–5. If a count stops at 100, locate the next group and continue; then check a fresh collection.

Lesson 4 – One collection, two counts

Learning purpose

Students compare valid grouping strategies and diagnose disagreement while keeping every object in the original collection.

Materials and preparation

Presentation slides 15–18; Worksheets 7–8 with answers aside; complete second kit, private preparation table, separate guides and record; observation record. Prepare unknown K7–K12 collections in turn, including 117 and 120.

5 min – Retrieve

Ask students to show how they counted singles after full groups. Discuss how a second count could check the first.

10 min – Model

Move the same thirty objects from six fives to three tens. Count 5, 10, 15, 20, 25, 30 and 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 20, 30. Check that every group is full and nothing was added or removed. Ask, ‘What changed? What stayed the same?’

10 min – Guide

Privately prepare K1 (24). Students count twelve pairs, then four fives plus four singles. Both totals are 24. If totals disagree, locate a missed or doubled object or a missed or doubled single. Count the same objects instead of changing the collection.

15 min – Apply and observe

Pairs use K7–K12, then compare strategies on Worksheets 7–8. Explicitly teach 117 as twenty-three fives plus two, or eleven tens plus seven; reset to 120 with no singles. Continue individual unknown-collection observations while peers count, group and record at the other stations.

5 min – Exit

Ask, ‘Show why you got to the match. Which grouping helped?’ Accept a correct action, pointing explanation or a fault-record reason; reset every set.

Support and a real challenge

Start with a smaller, unknown collection, visible singles and a counted boundary. Adults read or record; students still choose and check. Challenge: defend both 117 arrangements, explaining different singles and the unchanged total.

Assessment and precise feedback

Check equal groups, running counts, singles and verification. For disagreement, ask, ‘Which action needs checking?’ Give one precise next step, then observe a fresh case. Record access support separately from a mathematical hint.

Lesson 5 – Give a checked report

Learning purpose

Students report a verified count, explain one correction and use evidence to choose their next checking step.

Materials and preparation

Presentation slides 19–23; Worksheet 9; ten-question quiz; both independent counting checks and answers kept aside; practical assessment guide, observation record and rubric; full 120-piece kit and four sheets.

5 min – Retrieve

Ask, ‘What makes a count trustworthy?’ Students show equal groups, counting each object once, singles and a recount or regroup check.

10 min – Model and guide

Use the fresh report’s nine fives plus four singles: count to 45, then 46, 47, 48, 49. Explain if 45 forgot the singles. Guide one report case; students attempt the remaining Worksheet 9 cases and show a check before viewing answers.

10 min – Quiz and explain

Read all ten questions aloud. Students point or say a choice before each separate reveal. Discuss the mathematical reason briefly. Use incorrect choices for precise feedback. No percentage determines a rubric level.

15 min – Independent stations

Students attempt Counting Checks 1 and explain one check. Gather remaining individual actual unknown-120 observations and a regroup collection with singles (43) using the practical guide. Peers use fresh kit tasks independently to combine evidence with observations from Lessons 3–4; do not invent unobserved results.

5 min – Reflect and plan

Ask, ‘Which part of your count will you check next?’ Give one precise action: check group size, touch once, include singles in regroup. Return every piece and reset the sheets.

Support and useful challenge

Read and record without providing counts. Accept speaking, pointing, moving objects or a communication device. Spread observations over the three core lessons; adapt stations to class needs. Challenge: defend two valid groupings and correct a deliberately false claim without changing the objects.

Assessment and precise feedback

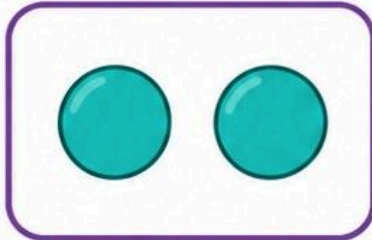
Use the rubric with actual evidence. The independent sheets’ totals are 30/18 and 116/120; the practical 43 can be four tens plus three or eight fives plus three. Record the verified range and count support honestly. Access support alone does not lower attainment.

A count needs a check

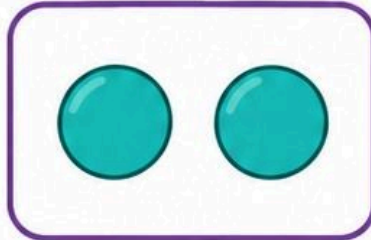
MODEL

1 Does 3 count the groups or the objects?

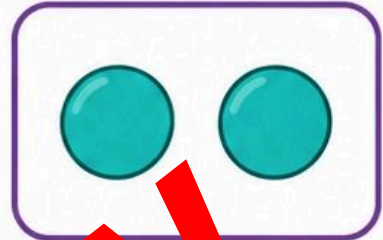
CLAIM: 3 objects



2



4



6

There are 3 groups. There are 6 objects. Count every pair once.

2 A correct count can stay correct

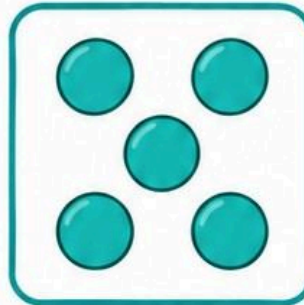
CLAIM: 20 objects



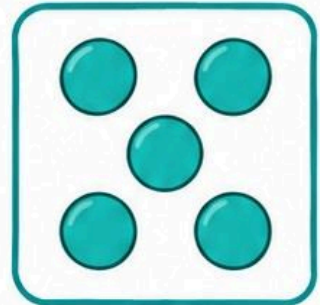
5



10



15



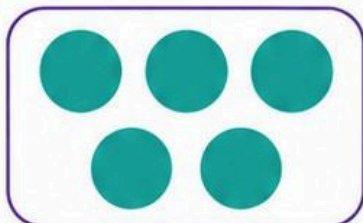
20

This claim is correct. Each group has 5. Four fives make 20.

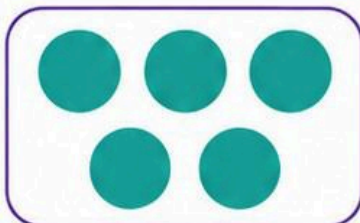
Check:

- 1 Check the group size.
- 2 Count each group once.
- 3 Check the total.

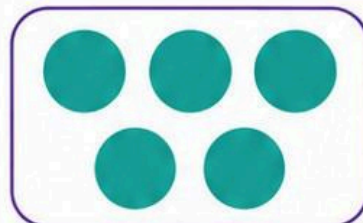
Count in fives



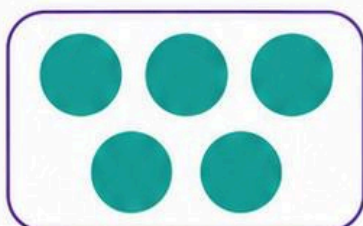
5



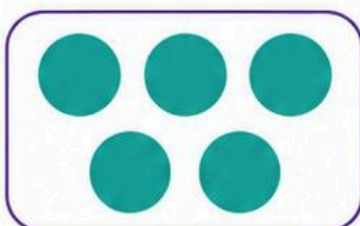
10



15



20

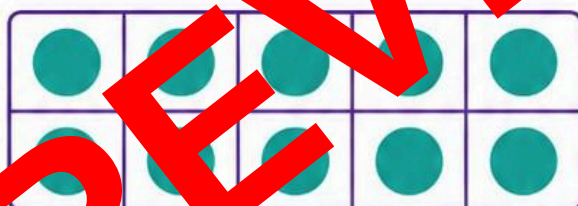


25

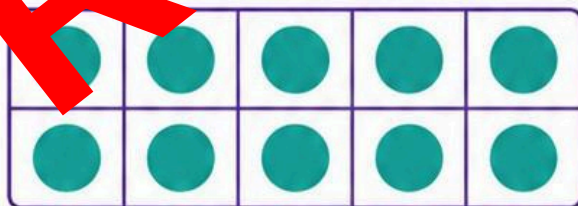


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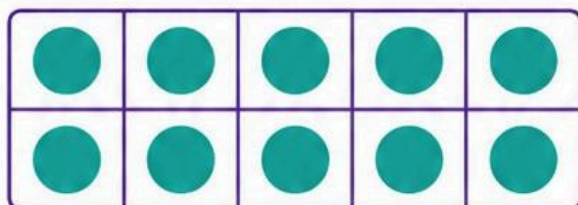
Count in tens



10



20



30

Both counts give 30.

We did not add or take away any counters.

Point to each full group as you count.

Count in twos, fives and tens

Point to one group for each number you say.

Twos

2	4	6	8	10	12	14	16	18	20
22	24	26	28	30	32	34	36	38	40
42	44	46	48	50	52	54	56	58	60
62	64	66	68	70	72	74	76	78	80
82	84	86	88	90	92	94	96	98	100
102	104	106	108	110	112	114	116	118	120

Fives

5	10	15	20	25	30	35	40
45	50	55	60	65	70	75	80
85	90	95	100	105	110	115	120

Tens

10	20	30	40	50	60
70	80	90	100	110	120

Check that every full group is equal.
Count leftover singles after the last full group.

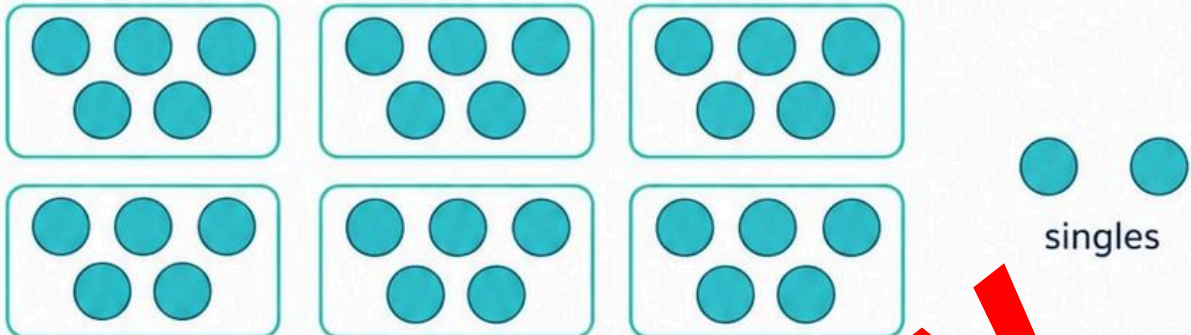
Singles still count

Groups help us count, but single objects count too.

Always count every object.

1 Six fives and two singles

Here are six groups of five and two single counters.

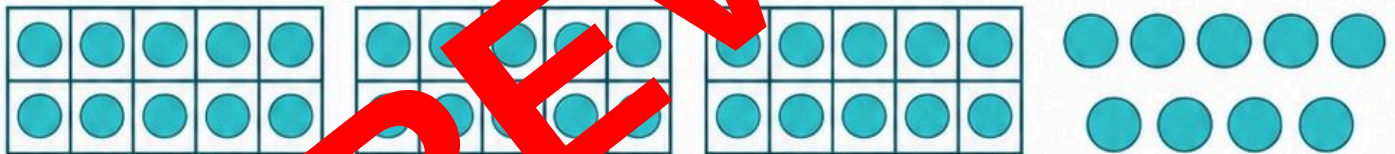


Count the groups of five, then the singles:
5, 10, 15, 20, 25, 30, then 31, 32.

Total: 32.

2 Three tens and nine singles

Here are three full ten-frames and nine single counters.



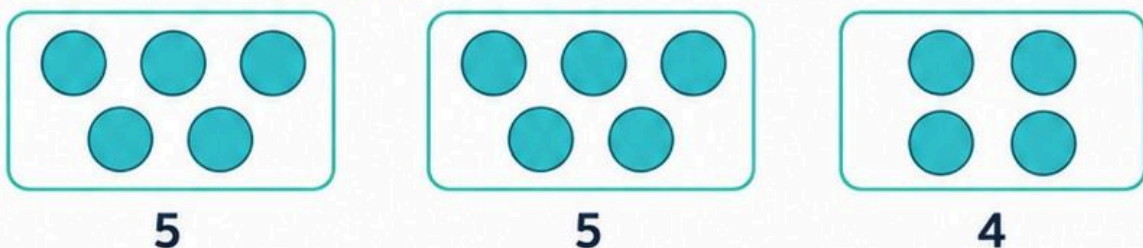
Count the tens, then the singles:
10, 20, 30, then 31, 32, 33, 34, 35, 36, 37, 38, 39.

Total: 39.

Nine singles are not a full ten.

3 Check that groups are equal

Here are three groups of counters.



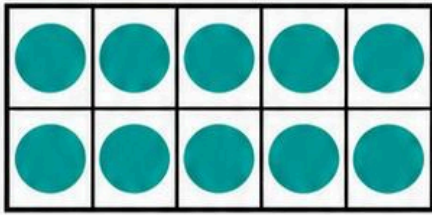
These groups are unequal.

Count the actual objects: $5 + 5 + 4 = 14$.

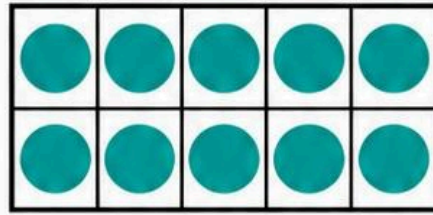
Check the large collection

MODEL

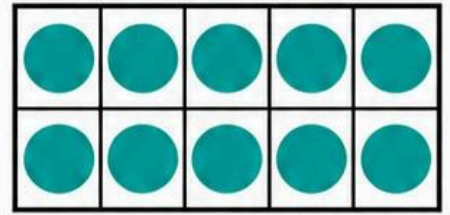
Use the counting reference. Move or point to each group once.



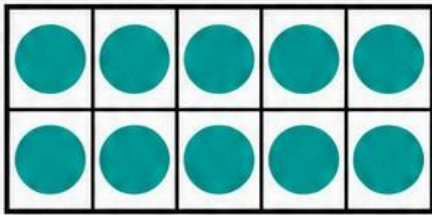
10



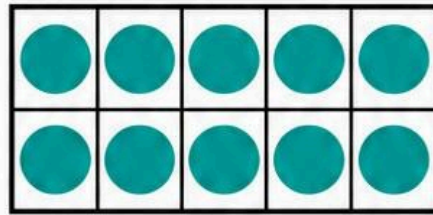
20



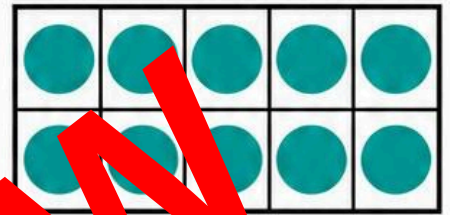
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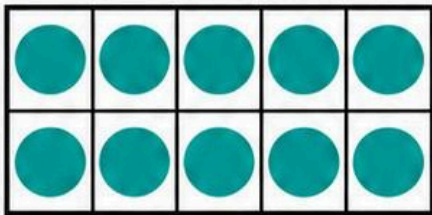
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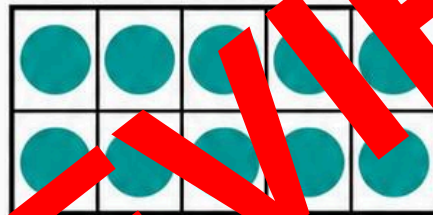
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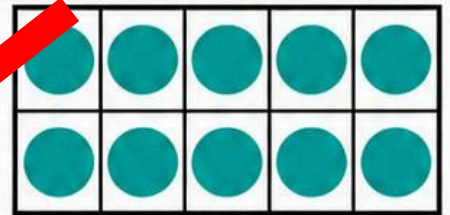
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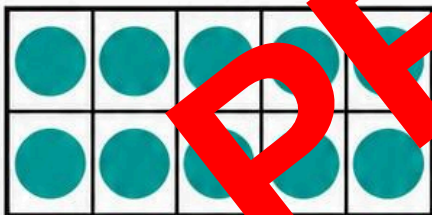
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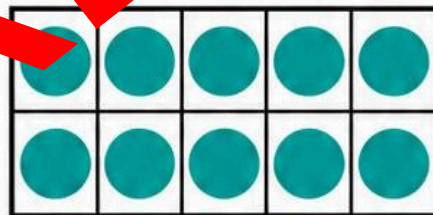
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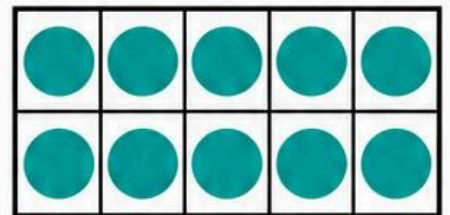
90



100



110



120

A count stopped at 100. Two full tens were missed.

Count the last two tens: 110, 120.

12 tens make 120 objects.

Regroup the same pieces: 24 fives or 60 pairs.

Do not add or take away any pieces.

Name: _____

R5 Can the claim be right?

Count the objects. Check each claim. Show why.

A.



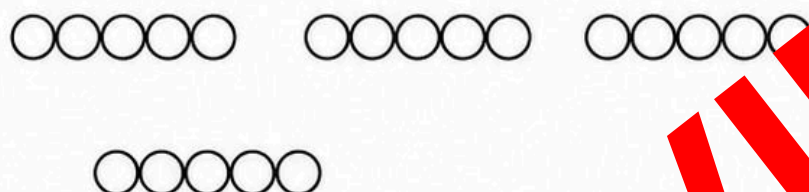
CLAIM: 3 objects.

☐ Correct ☐ Needs fix

Actual count: _____

Show why: _____

B.



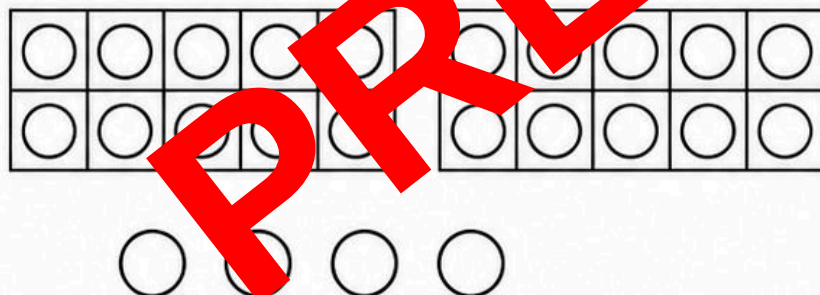
CLAIM: 20 objects.

☐ Correct ☐ Needs fix

Actual count: _____

Show why: _____

C.



CLAIM: 20 objects.

☐ Correct ☐ Needs fix

Actual count: _____

Show why: _____

D.



CLAIM: 15 objects.

☐ Correct ☐ Needs fix

Actual count: _____

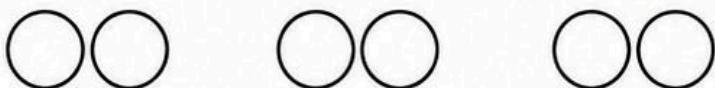
Show why: _____

Name: ANSWERS

R5 Can the claim be right?

Count the objects. Check each claim. Show why.

A.



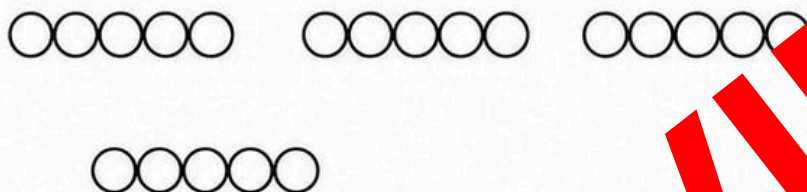
CLAIM: 3 objects.

☐ Correct ☒ Needs fix

Actual count: 6

Show why: 2, 4, 6. Three groups, six objects.

B.



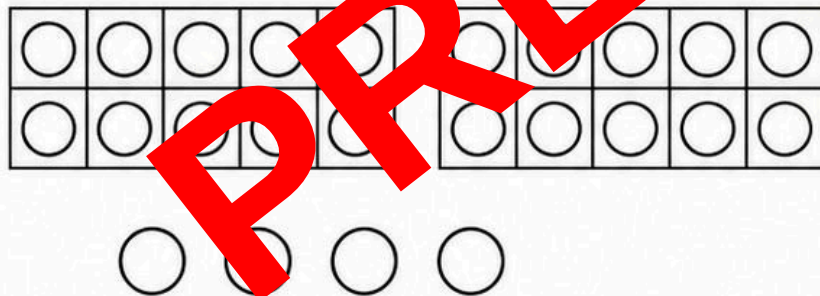
CLAIM: 20 objects.

☒ Correct ☐ Needs fix

Actual count: 20

Show why: 5, 10, 15, 20.

C.



CLAIM: 20 objects.

☐ Correct ☒ Needs fix

Actual count: 24

Show why: 10, 20, then 21, 22, 23, 24.

D.



CLAIM: 15 objects.

☐ Correct ☒ Needs fix

Actual count: 14

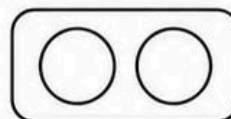
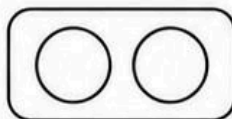
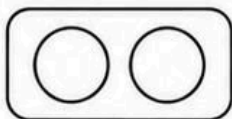
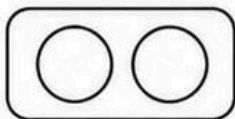
Show why: $5 + 5 + 4 = 14$. Unequal groups.

Name: _____

Check every pair

Count each pair once. Check the claim.

A.



CLAIM: 8 objects.

☐

Correct

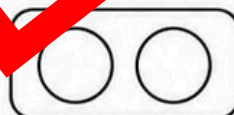
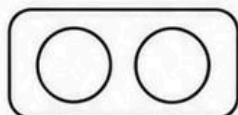
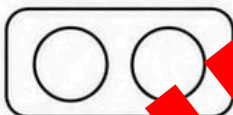
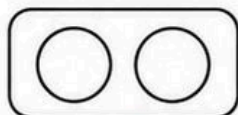
☐

Needs fix

Count by twos: _____

Verified total: _____

B.



CLAIM: 14 objects.

☐

Correct

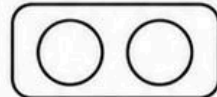
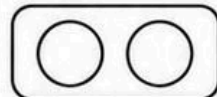
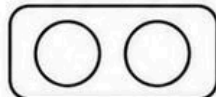
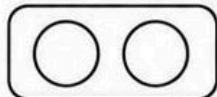
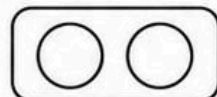
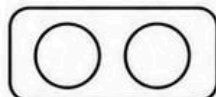
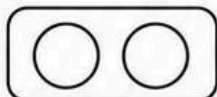
☐

Needs fix

Count by twos: _____

Verified total: _____

C.



CLAIM: 9 objects.

☐

Correct

☐

Needs fix

Count by twos: _____

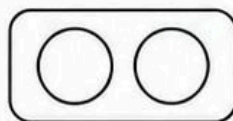
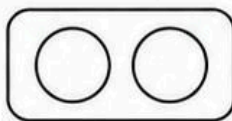
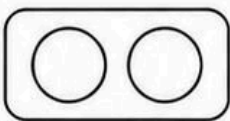
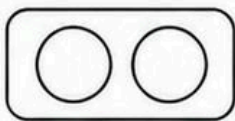
Verified total: _____

Name: ANSWERS

Check every pair

Count each pair once. Check the claim.

A.



CLAIM: 8 objects.



Correct

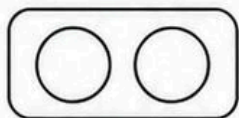
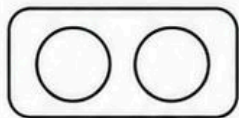


Needs fix

Count by twos: 2, 4, 6, 8

Verified total: 8

B.



CLAIM: 14 objects.



Correct

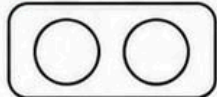
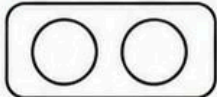
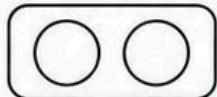
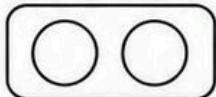
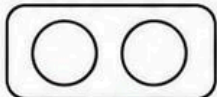
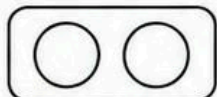
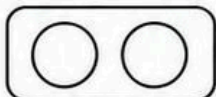
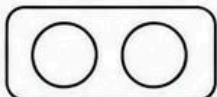


Needs fix

Count by twos: 2, 4, 6, 8, 10, 12

Verified total: 12

C.



CLAIM: 9 objects.



Correct



Needs fix

Count by twos: 2, 4, 6, 8, 10, 12, 14, 16, 18

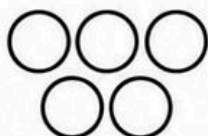
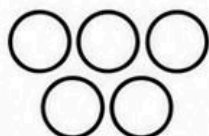
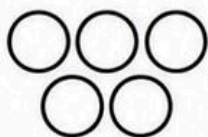
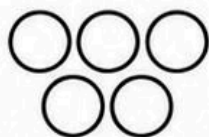
Verified total: 18

Name: _____

Find the first wrong five-count

Check the groups. Count each group once.

A.



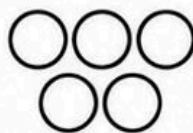
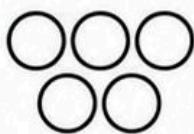
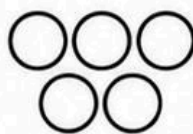
CLAIMED COUNT: 5, 10, 20, 25

First wrong step, or all correct:

Correct count:

Final total:

B.



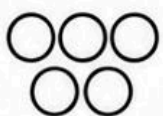
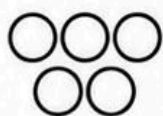
CLAIMED COUNT: 5, 10, 15, 20, 25, 30

First wrong step, or all correct:

Correct count:

Final total:

C.



CLAIMED COUNT: 5, 10, 15, 20, 20, 25, 30, 35

First wrong step, or all correct:

Correct count:

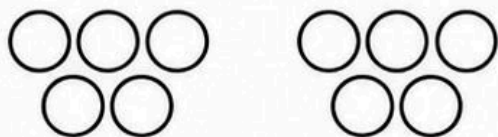
Final total:

Name: _____ **ANSWERS**

Find the first wrong five-count

Check the groups. Count each group once.

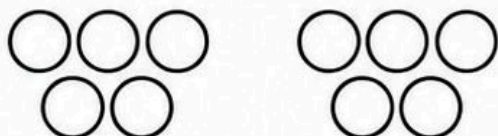
A.



CLAIMED COUNT: 5, 10, 20, 25

First wrong step, or all correct:

Third: 20 should be 15

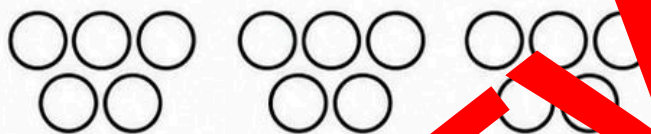


Correct count:

5, 10, 15, 20

Final total: **20**

B.



CLAIMED COUNT: 5, 10, 15, 20, 25, 30

First wrong step, or all correct:

All correct

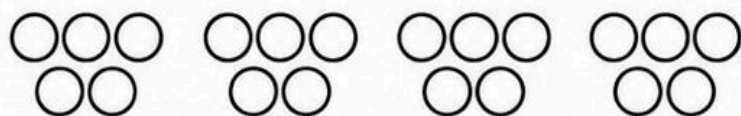


Correct count:

5, 10, 15, 20, 25, 30

Final total: **30**

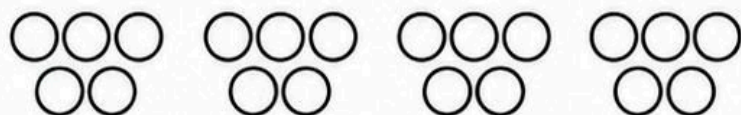
C.



CLAIMED COUNT: 5, 10, 15, 20, 20, 25, 30, 35

First wrong step, or all correct:

Fifth: 20 should be 25



Correct count:

5, 10, 15, 20, 25, 30, 35, 40

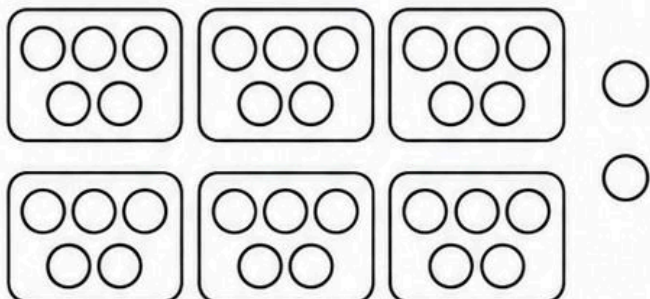
Final total: **40**

Name: _____

Account for the singles

Count the full groups. Then count every single once.

A.



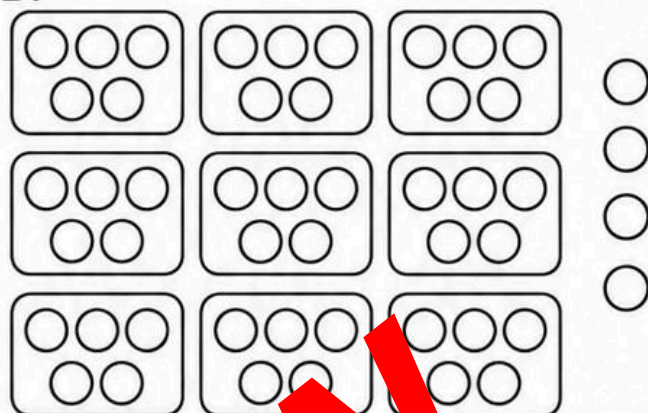
Last full group value: _____

Singles: _____

Total: _____

Show your count: _____

B.



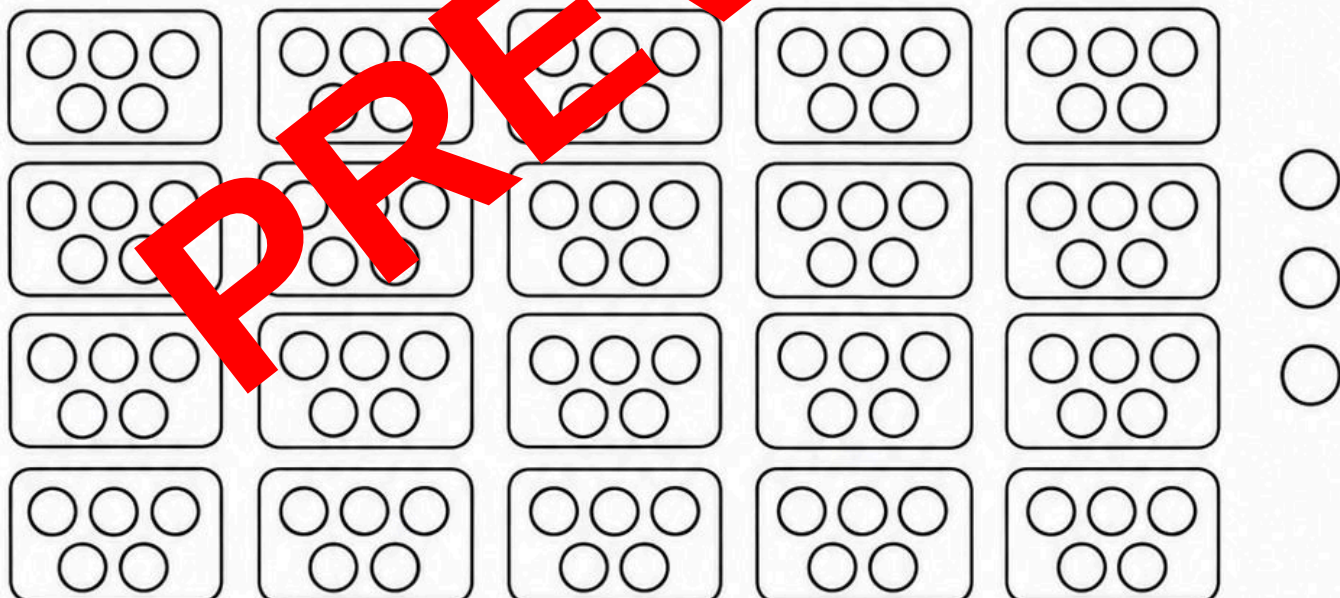
Last full group value: _____

Singles: _____

Total: _____

Show your count: _____

C.



Last full group value: _____

Singles: _____

Total: _____

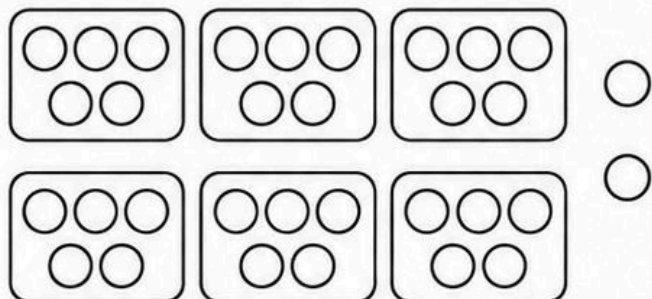
Show your count: _____

Name: ANSWERS

Account for the singles

Count the full groups. Then count every single once.

A.



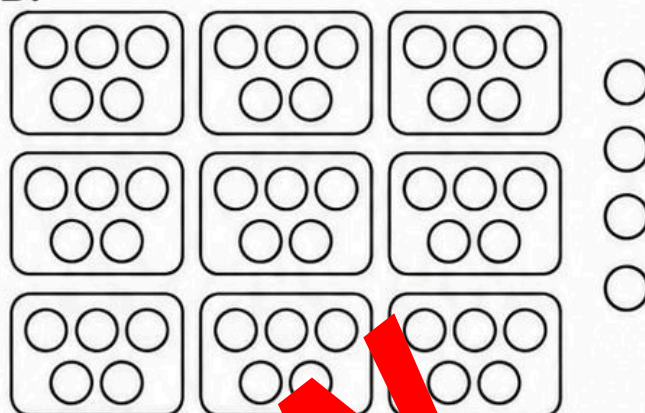
Last full group value: 30

Singles: 2

Total: 32

Show your count: 5s to 30; then 31, 32

B.



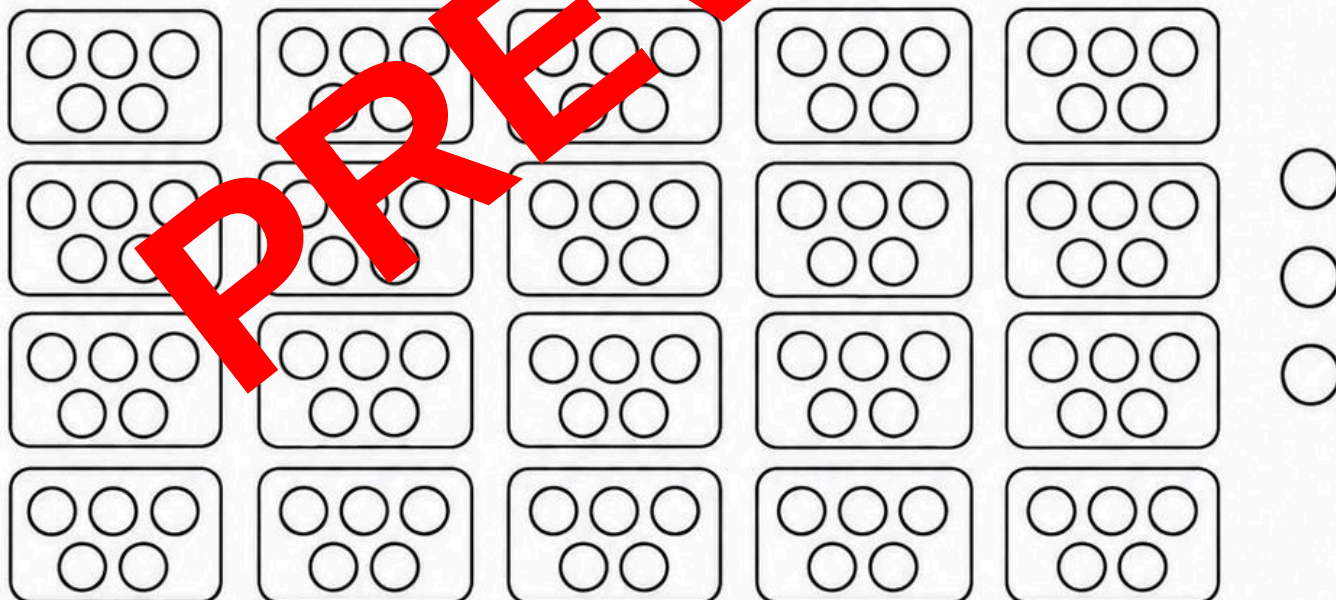
Last full group value: 40

Singles: 4

Total: 44

Show your count: 5s to 45; then 46, 47, 48, 49

C.



Last full group value: 100

Singles: 3

Total: 103

Show your count: 5s to 100; then 101, 102, 103

Name: _____

Which tens were missed?

Check each full group. Count every group once.

A.

CLAIM: 70 objects

○	○	○	○	○
○	○	○	○	○

○	○	○	○	○
○	○	○	○	○

○	○	○	○	○
○	○	○	○	○

○	○	○	○	○
○	○	○	○	○

○	○	○	○	○
○	○	○	○	○

○	○	○	○	○
○	○	○	○	○

○	○	○	○	○
○	○	○	○	○

○	○	○	○	○
○	○	○	○	○

Complete the count: _____

Verified total: _____

Show what was missed: _____

B.

CLAIM: 100 objects

○	○	○	○	○
○	○	○	○	○

○	○	○	○	○
○	○	○	○	○

○	○	○	○	○
○	○	○	○	○

○	○	○	○	○
○	○	○	○	○

○	○	○	○	○
○	○	○	○	○

○	○	○	○	○
○	○	○	○	○

○	○	○	○	○
○	○	○	○	○

○	○	○	○	○
○	○	○	○	○

○	○	○	○	○
○	○	○	○	○

○	○	○	○	○
○	○	○	○	○

○	○	○	○	○
○	○	○	○	○

○	○	○	○	○
○	○	○	○	○

Complete the count: _____

Verified total: _____

Show what was missed: _____

--

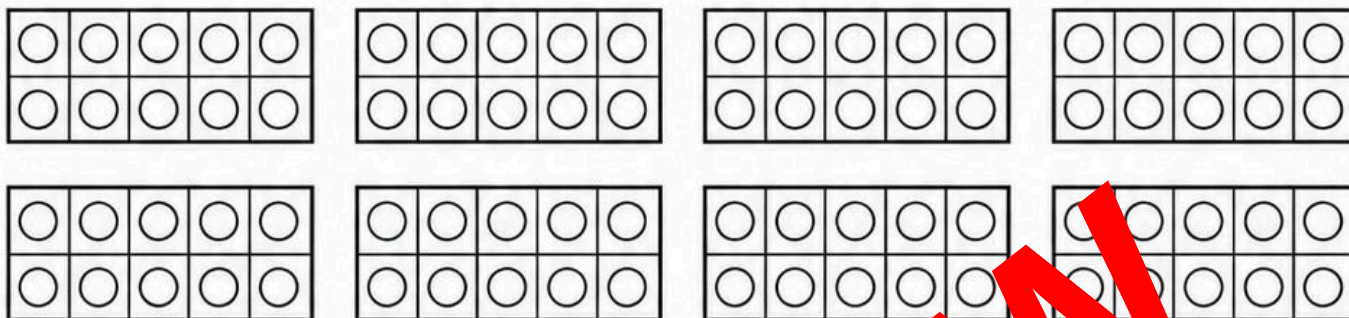
Name: ANSWERS

Which tens were missed?

Check each full group. Count every group once.

A.

CLAIM: 70 objects



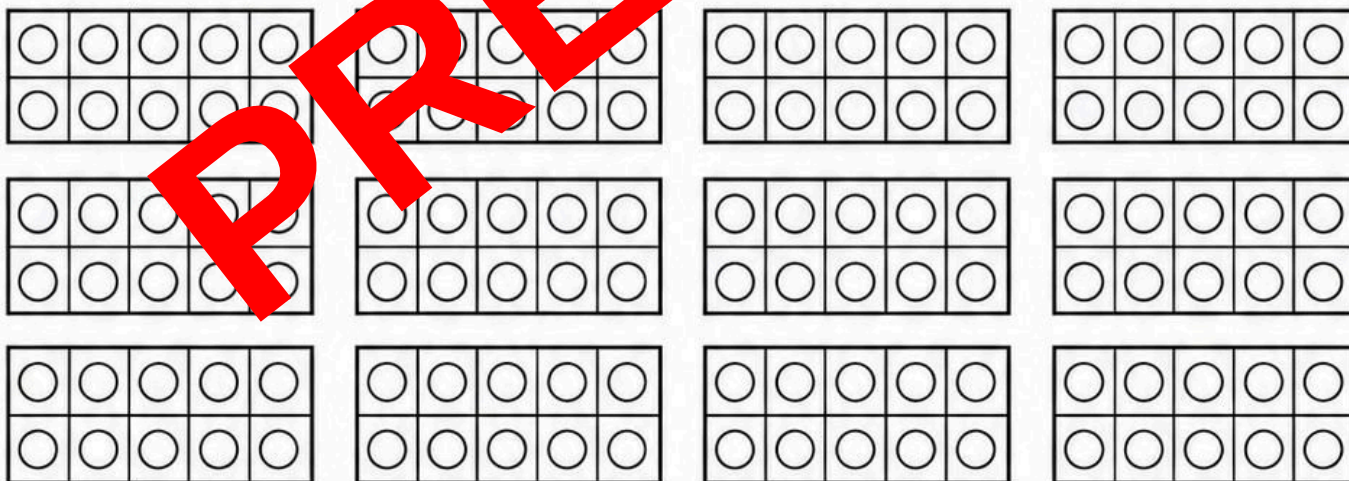
Complete the count: 10, 20, 30, 40, 50, 60, 70, 80

Verified total: 80

Show what was missed: One full ten was missed. Count every frame once.

B.

CLAIM: 100 objects



Complete the count: 10, 20, 30, 40, 50, 60, 70, 80, 90, 100, 110, 120

Verified total: 120

Show what was missed: Two full tens were missed after 100: 110, 120.



Name: _____

A part group is not a full ten

Check each claim. Count the full tens, then the singles.

A.

○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○
○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○

○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○
○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○

○ ○ ○
○ ○ ○
○ ○ ○

CLAIM: 80 objects

☐ Correct ☐ Needs fix

Full tens: ____ Last full group value: ____ Singles: ____ Verified total: ____

B.

○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○
○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○

○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○
○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○

○ ○ ○ ○ ○	○ ○ ○ ○ ○
○ ○ ○ ○ ○	○ ○ ○ ○ ○

○ ○ ○
○ ○ ○

CLAIM: 106 objects

☐ Correct ☐ Needs fix

Full tens: ____ Last full group value: ____ Singles: ____ Verified total: ____

C.

○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○
○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○

○ ○ ○ ○

CLAIM: 34 objects

☐ Correct ☐ Needs fix

Full tens: ____ Last full group value: ____ Singles: ____ Verified total: ____

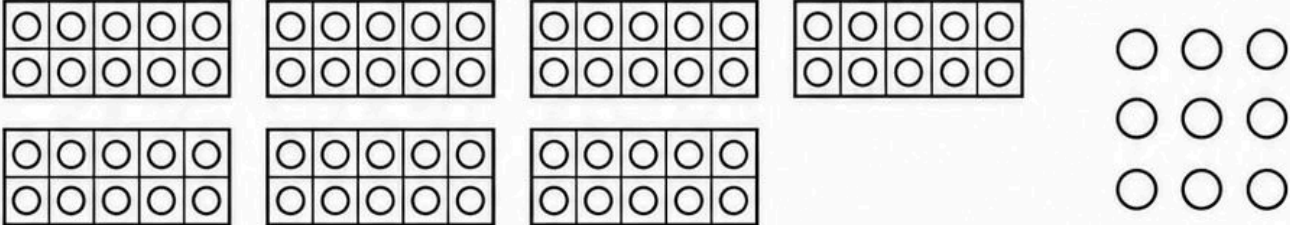


Name: ANSWERS

A part group is not a full ten

Check each claim. Count the full tens, then the singles.

A.



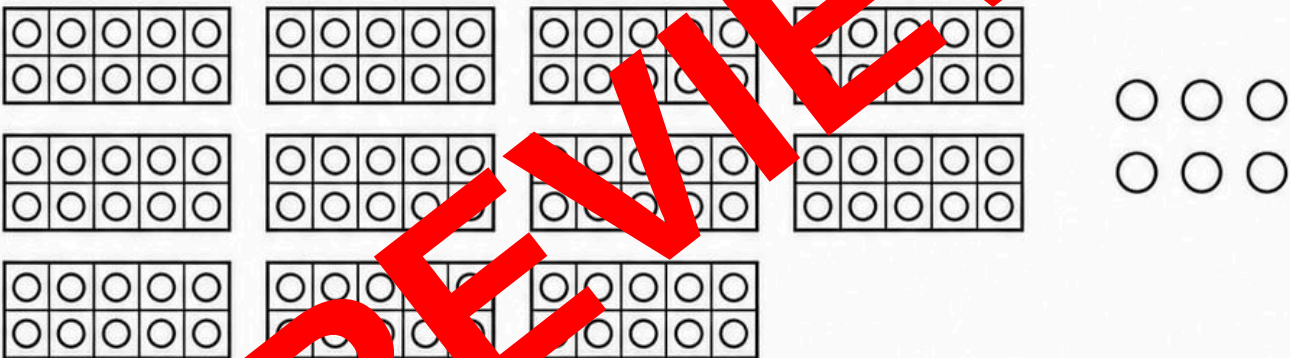
7 ten-frames (each with 10 objects) and 9 single objects.

CLAIM: 80 objects

☐ Correct ☒ Needs fix

Full tens: 7 Last full group value: 70 Singles: 9 Verified total: 79

B.



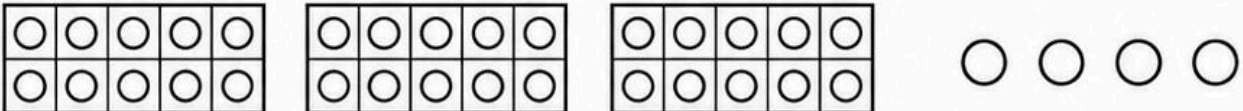
9 ten-frames (each with 10 objects) and 6 single objects.

CLAIM: 106 objects

☐ Correct ☐ Needs fix

Full tens: 11 Last full group value: 110 Singles: 6 Verified total: 116

C.



3 ten-frames (each with 10 objects) and 4 single objects.

CLAIM: 34 objects

☒ Correct ☐ Needs fix

Full tens: 3 Last full group value: 30 Singles: 4 Verified total: 34



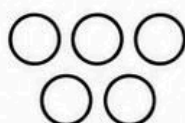
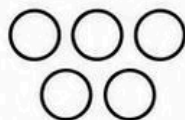
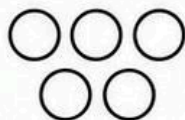
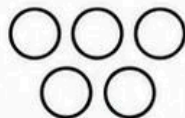
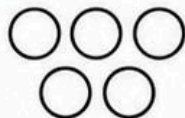
Name: _____

Same collection, two ways

Count both ways. Did the total change?

A.

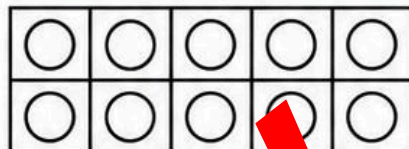
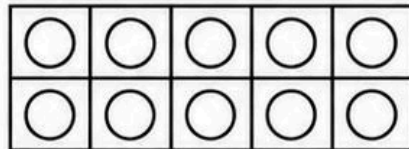
Fives



Count: _____

Total: _____

Tens



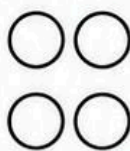
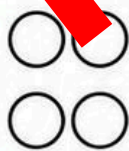
Count: _____

Total: _____

Same or different total? _____ Show your check: _____

B.

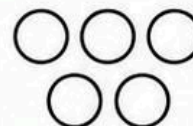
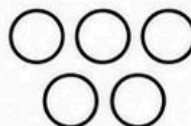
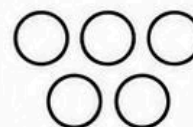
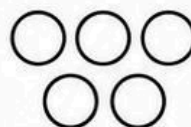
Wor



Count: _____

Total: _____

Fives



Count: _____

Total: _____

Same or different total? _____ Show your check: _____

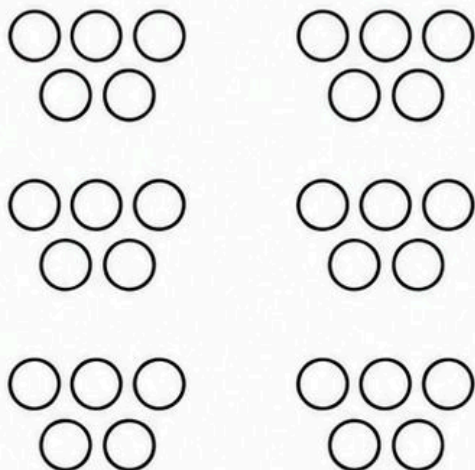
Name: ANSWERS (Sample checks)

Same collection, two ways

Count both ways. Did the total change?

A.

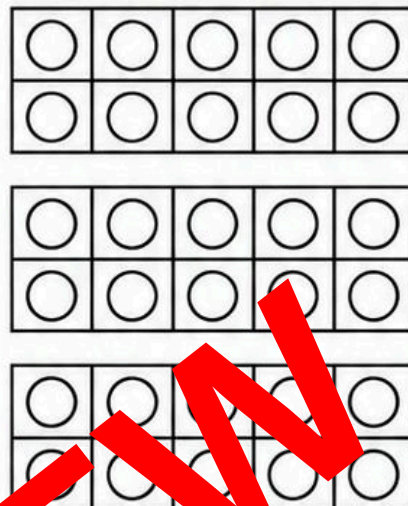
Fives



Count: 5, 10, 15, 20, 25, 30

Total: 30

Tens



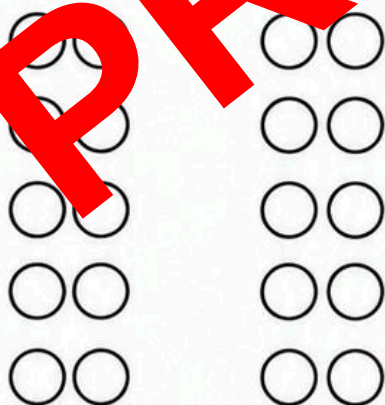
Count: 10, 20, 30

Total: 30

Same or different total? Same Show your check: Counted every object once

B.

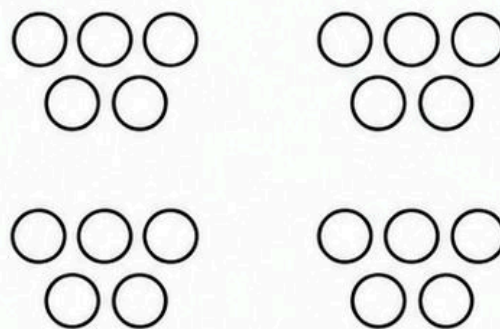
Wos



Count: 2, 4, 6, 8, 10, 12, 14, 16, 18, 20

Total: 20

Fives



Count: 5, 10, 15, 20

Total: 20

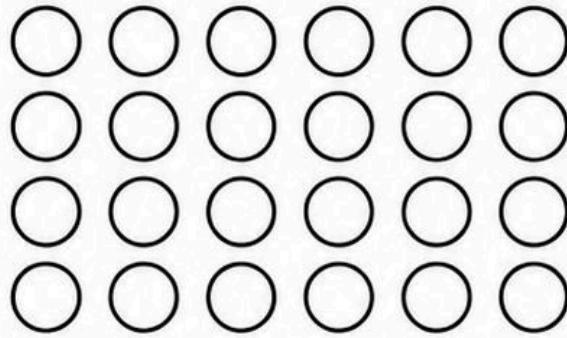
Same or different total? Same Show your check: No objects added or removed

Name: _____

Choose, organise and verify

Make groups of 2, 5 or 10. Check the same objects another way.

A.



First way: group size ____ full groups ____ singles ____ total ____

Check: group size ____ full groups ____ singles ____ total ____

Show or tell how you checked: _____

B.

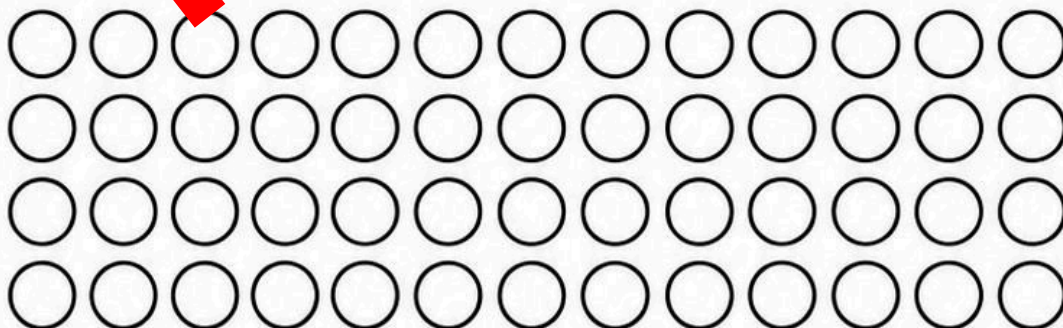


First way: group size ____ full groups ____ singles ____ total ____

Check: group size ____ full groups ____ singles ____ total ____

Show or tell how you checked: _____

C.



First way: group size ____ full groups ____ singles ____ total ____

Check: group size ____ full groups ____ singles ____ total ____

Show or tell how you checked: _____

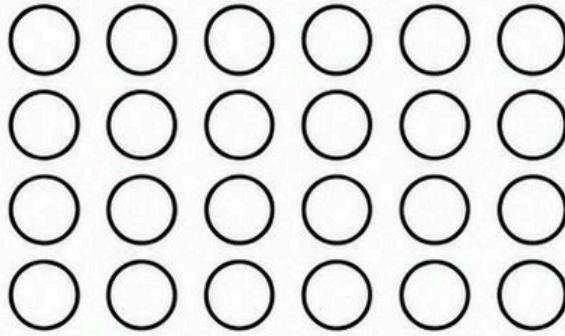


Name: ANSWERS — VALID SAMPLES Choose, organise and verify

Other correct checks accepted.

Make groups of 2, 5 or 10. Check the same objects another way.

A.



First way: group size 2 full groups 12 singles 0 total 24

Check: group size 5 full groups 4 singles 4 total 24

Show or tell how you checked: Counted every pair once; four fives and four singles.

B.

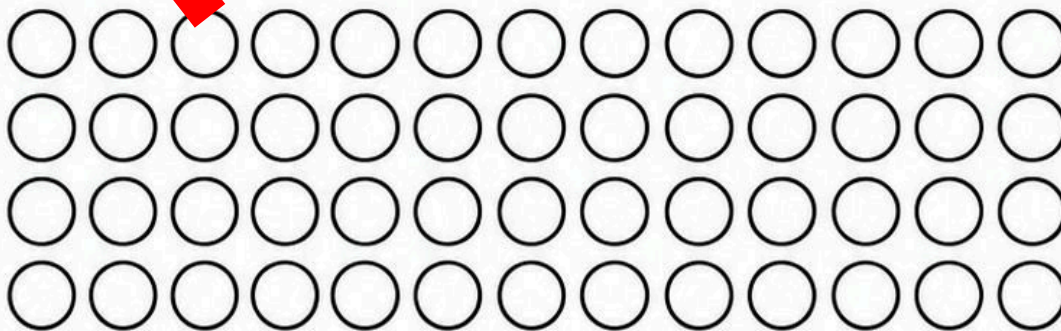


First way: group size 5 full groups 7 singles 0 total 35

Check: group size 10 full groups 3 singles 5 total 35

Show or tell how you checked: Seven fives; then checked three tens and five singles.

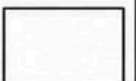
C.



First way: group size 2 full groups 26 singles 0 total 52

Check: group size 10 full groups 5 singles 2 total 52

Show or tell how you checked: Twenty-six pairs; five tens and two singles.

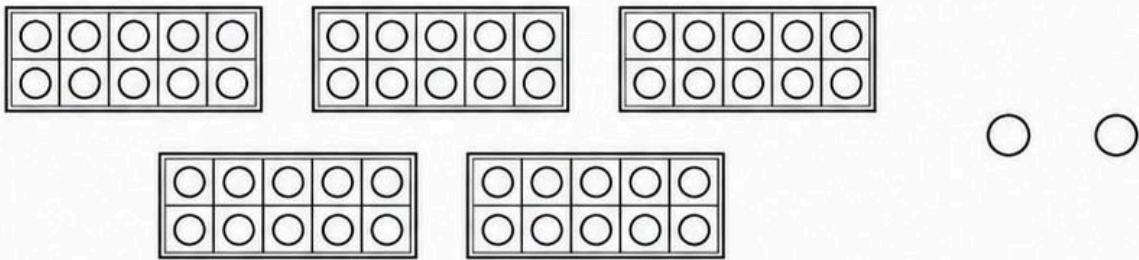


Name: _____

A fresh counting report

Count the collection. Show one way to check your total.

A.



Group size: _____ Full groups: _____ Singles: _____ Verified total: _____

My check: _____

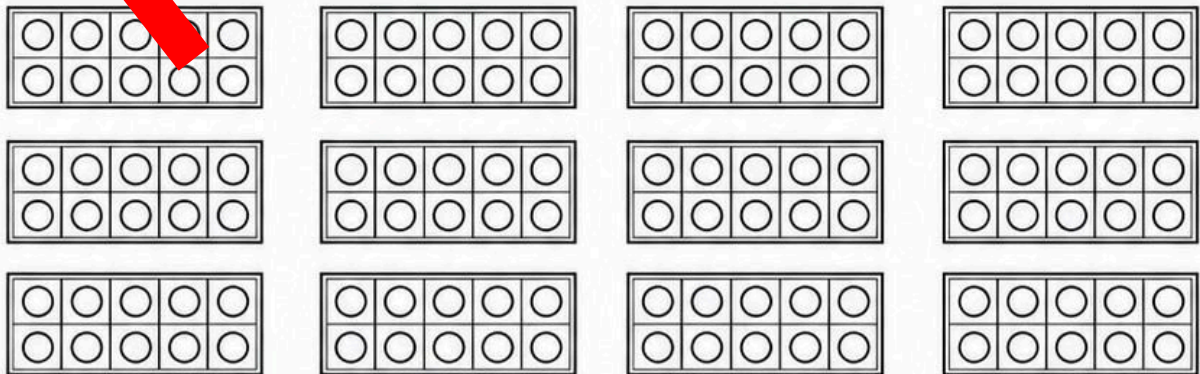
B.



Group size: _____ Full groups: _____ Singles: _____ Verified total: _____

My check: _____

C.



Group size: _____ Full groups: _____ Singles: _____ Verified total: _____

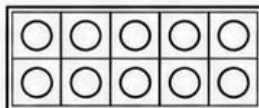
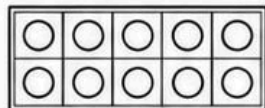
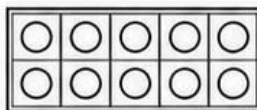
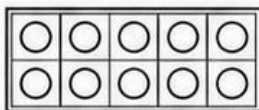
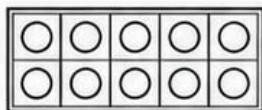
My check: _____

Name: ANSWERS (sample checks)

A fresh counting report

Count the collection. Show one way to check your total.

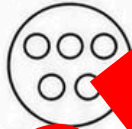
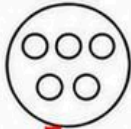
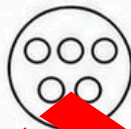
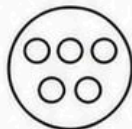
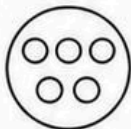
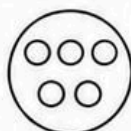
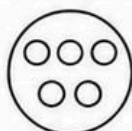
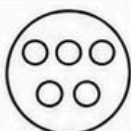
A.



Group size: 10 Full groups: 5 Singles: 2 Verified total: 52

My check: 10, 20, 30, 40, 50, then 51, 52. Count every object once.

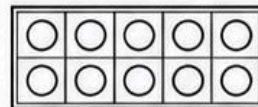
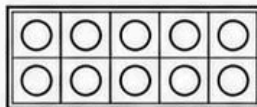
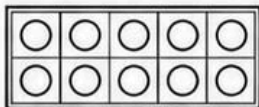
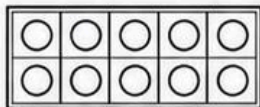
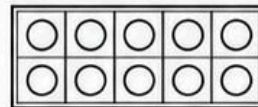
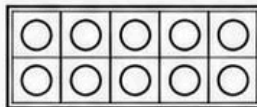
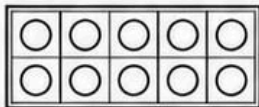
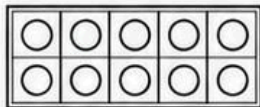
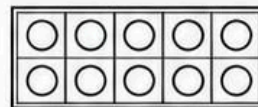
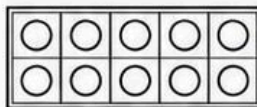
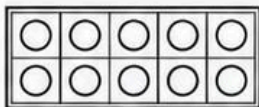
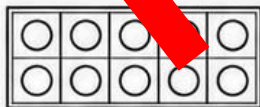
B.



Group size: 5 Full groups: 9 Singles: 4 Verified total: 49

My check: 5, 10, 15, 20, 25, 30, 35, 40, 45; then 46, 47, 48, 49.

C.



Group size: 10 Full groups: 12 Singles: 0 Verified total: 120

My check: 10, 20, 30, 40, 50, 60, 70, 80, 90, 100, 110, 120.

Counting Inspectors

Two players • check the claim

Get ready

Use the four Inspector card banks (I1–I16), Correct or needs fixing mat, My counter check mat, Inspector record and answers, and both Inspector checking guides.

For hands-on checks, prepare this unit's five counter-bank pages and four grouping sheets from One Collection, Two Counts before Lesson 1. They supply one reusable set of 120 pieces. Ordinary counters may substitute.

Adult cuts the cards and pieces. Keep the checking guides separate.

Take turns

- 1 Inspector chooses a card. Read its CLAIM.
- 2 Check the objects in every group. Count each group of one, then every single.
- 3 Place the card on Correct Count or Needs Fixing.
- 4 Show the evidence with counters or pointing. Record the verified or corrected total.
- 5 Checker uses the separate guide to check the evidence.
- 6 Reset the same pieces, return the card and switch roles.

Enough space

The small check mat has 30 cells. For larger cases, use an extra supplied grouping sheet or open table space. Stack checked cards or use table space; the sorting mat does not hold all 16 cards at once.

Everyone can show their thinking

An adult can read or record. Students can speak, point or move counters.

There is no timed winner, elimination or cutting score.

A correct claim stays correct.

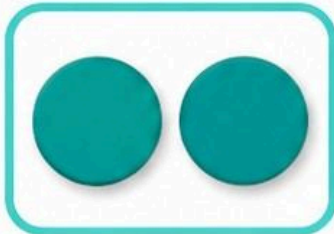
A wrong claim is fixed by checking, not by adding or removing objects.

MODEL

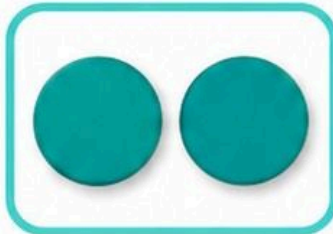
An inspector checks

Count carefully. Check the total.

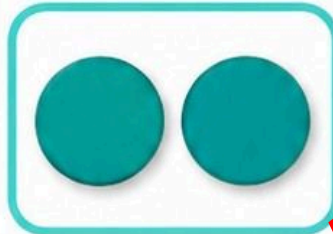
CLAIM: 6 objects



2



4



6



7

Check the pairs: 2, 4, 6. The single makes 7.

Needs Fix
Corrected total: 7

Follow these steps:

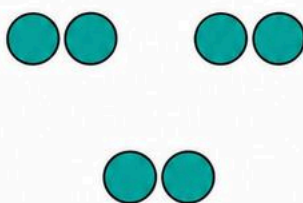
- 1 Inspector shows the extra single.
- 2 Checker counts the same objects.
- 3 Both agree: 7 objects.
- 4 Return the same pieces.
- 5 Switch roles and choose a new card.

Count every single once.
Do not add or take away objects.

Inspector card bank 1

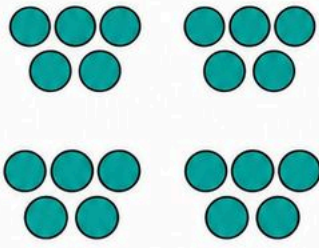
Cut around each card. Keep the checking guide separate.

I1



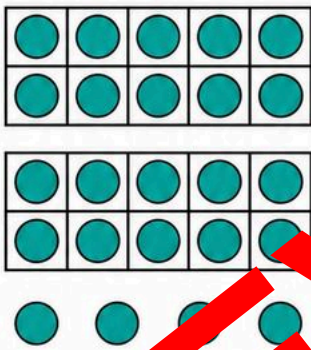
CLAIM: 3 objects

I2



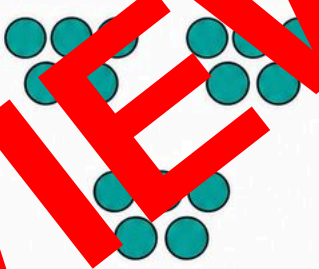
CLAIM: 20 objects

I3



CLAIM: 20 objects

I4



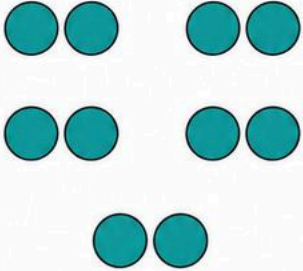
CLAIMED COUNT: 5, 10, 15
CLAIM: 15 objects

PREVIEW

Inspector card bank 2

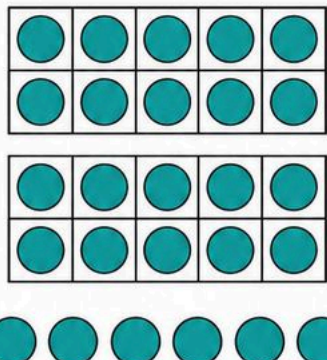
Cut around each card. Keep the checking guide separate.

15



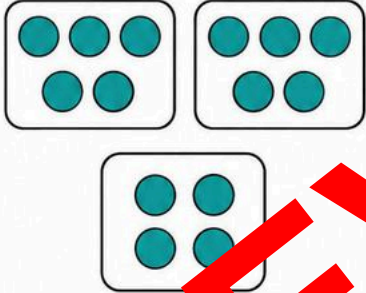
CLAIMED COUNT: 2, 4, 6, 8, 8
CLAIM: 8 objects

16



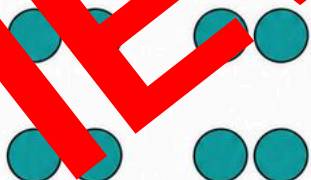
CLAIM: 62 objects

17



CLAIM: the group of 5
CLAIM: 15 objects

18



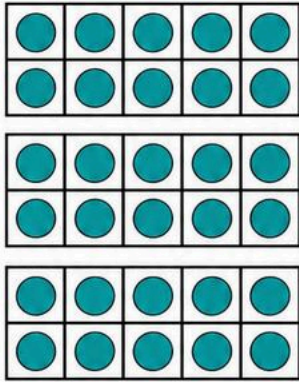
CLAIMED COUNT: 2, 4, 6, 8
CLAIM: 8 objects

PREVIEW

Inspector card bank 3

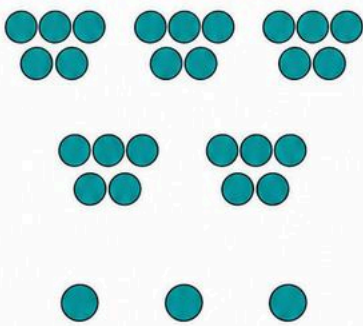
Cut around each card. Keep the checking guide separate.

I9



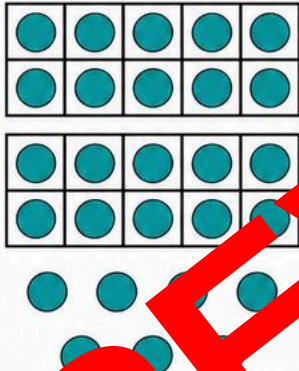
CLAIM: 3 objects

I10



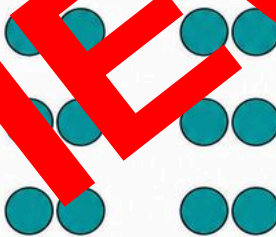
CLAIM: 28 objects

I11



CLAIM: 7 objects

I12



CLAIMED COUNT: 2, 4, 8, 10, 12, 14

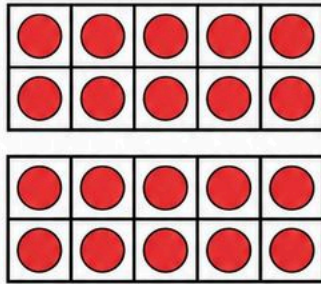
CLAIM: 14 objects

PREVIEW

Inspector card bank 4

Cut around each card. Keep the checking guide separate.

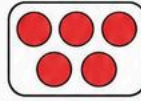
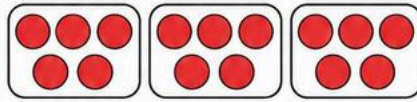
I13



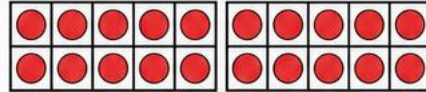
CLAIMED COUNT: 20, then 21, 22

CLAIM: 22 objects

I14

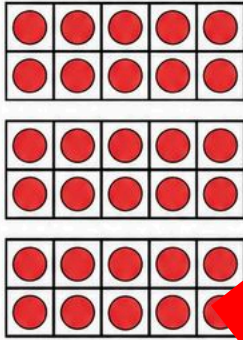


Same objects, regrouped



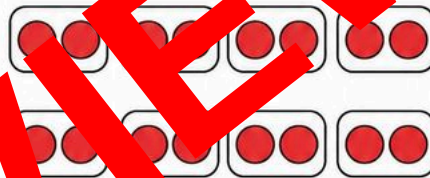
CLAIM: Total stays 20

I15



CLAIM: 30 objects

I16



CLAIM: 17 objects

PREVIEW



Correct or needs fixing



Correct Count

Needs Fix

Check a card. Show why. Stack checked cards or use table space.

My counter check mat

Move each counted group once.



PREVIEW

Singles

--

For a larger collection, add a supplied grouping sheet or use table space.

Inspector record

Name: _____

Choose four cards. An adult can read or record your check.

Card: _____ Claim checked: _____

Group size and equality: _____

Actual count and singles: _____

Verified or corrected total: _____ ☐ Correct ☐ Needs fix

Why? Show, point or tell: _____

Card: _____ Claim checked: _____

Group size and equality: _____

Actual count and singles: _____

Verified or corrected total: _____ ☐ Correct ☐ Needs fix

Why? Show, point or tell: _____

Card: _____ Claim checked: _____

Group size and equality: _____

Actual count and singles: _____

Verified or corrected total: _____ ☐ Correct ☐ Needs fix

Why? Show, point or tell: _____

Card: _____ Claim checked: _____

Group size and equality: _____

Actual count and singles: _____

Verified or corrected total: _____ ☐ Correct ☐ Needs fix

Why? Show, point or tell: _____

Inspector record

Name: **ANSWERS** (samples)

Choose four cards. An adult can read or record your check.

Card: **I1** Claim checked: **3 objects**

Group size and equality: **Pairs; 2 in each group**

Actual count and singles: **2, 4, 6; no singles**

Verified or corrected total: **6** ☐ Correct ☒ Needs fix

Why? Show, point or tell: **The claim counted groups, not all objects.**

Card: **I3** Claim checked: **20 objects**

Group size and equality: **Tens; 10 in each full frame**

Actual count and singles: **10, 20, then 21, 22, 23, 24**

Verified or corrected total: **24** ☐ Correct ☒ Needs fix

Why? Show, point or tell: **Four singles were omitted.**

Card: **I8** Claim checked: **8 objects**

Group size and equality: **Pairs; 2 in each group**

Actual count and singles: **2, 4, 6, 8; no singles**

Verified or corrected total: **8** ☒ Correct ☐ Needs fix

Why? Show, point or tell: **Every pair counted once; the claim is correct.**

Card: **I15** Claim checked: **40 objects**

Group size and equality: **Tens; 10 in each full frame**

Actual count and singles: **30 and 9 singles**

Verified or corrected total: **39** ☐ Correct ☒ Needs fix

Why? Show, point or tell: **Nine singles are not a full ten.**

Year 1

Inspector checking guide 1



I1

Needs Fix • 6 objects

Three pairs: 2, 4, 6. The claim counted 3 groups, not all objects.

I2

Correct • 20 objects

Four equal fives: 5, 10, 15, 20. The claim is correct.

I3

Needs Fix • 24 objects

Two tens give 20. Count four singles: 21, 22, 23, 24.

I4

Correct • 15 objects

Three equal fives: 5, 10, 15. Each group counted once.

I5

Needs Fix • 10 objects

Five pairs: 2, 4, 6, 8, 10. The last pair must add 2, not repeat 8.

I6

Needs Fix • 26 objects

Two tens and six singles: 20, then 21 to 26. The claim reversed the digits.

I7

Needs Fix • 14 objects

The groups hold 5, 5 and 4. They are unequal: $5 + 5 + 4 = 14$.

I8

Correct • 8 objects

Four pairs: 2, 4, 6, 8. Every pair is counted once.

Check the actual card objects.

Accept correct actions, pointing or adult-recorded words.

Use this guide to check each inspector's claim. Follow the counting steps and decide whether the claim is correct or needs a fix.

I9 • Needs Fix • 30 objects

Three tens: 10, 20, 30. The claim counted 3 groups instead of the objects.

I10 • Correct • 28 objects

Five fives give 25. Three singles give 26, 27, 28.

I11 • Correct • 27 objects

Two tens give 20. Seven singles give 21, 22, 23, 24, 25, 26, 27.

I12 • Needs Fix • 12 objects

Six pairs: 2, 4, 6, 8, 10, 12. The claim skipped 6 and counted an extra 2.

I13 • Needs Fix • 21 objects

Two tens give 20. Count the single once: 21. Do not count twice.

I14 • Correct • 20 objects

Four fives and two tens each contain 20. None were added or removed.

I15 • Needs Fix • 39 objects

Three tens give 30. Nine singles give 31 through 39. Nine is not a full ten.

I16 • Correct • 17 objects

Eight pairs give 16. The single gives 17.

Check the actual objects. Accept correct actions, pointing or adult-recorded words.

One Collection, Two Counts



The same collection. Two different ways to count. Will the totals match?

Players

For two students: Counter and Inspector.
Swap roles after every task.

What's included

Four grouping sheets (30 empty cells each),
five counter banks (24 pieces each), twelve task cards,
two checking guides and a record sheet with answers.
Use all five banks: 120 pieces.
An adult cuts the pieces and cards.

Before play

The adult privately counts out the task collection below.
Keep the total hidden and keep spare pieces away.
Four sheets can hold 120 counters. Place one counter
in each cell; fill adjacent pairs, rows of five or ten-frames
as needed. Ordinary counters can replace the cut pieces.

Private preparation — keep totals hidden

Task	Total pieces
K1	24
K2	35
K3	40
K4	52
K5	65
K6	76
K7	95
K8	106
K9	110
K10	117
K11	120
K12	120

How to play

- 1 Take one task card** from the hidden collection.
- 2 The Counter makes the first groups.** Say or point to the running count, then count any singles.
- 3 The Inspector checks equal groups**, touches each object once and checks the singles. Record the first total.
- 4 Regroup the SAME objects in the second way on the card.**
Count and record again. Do not add or remove any.
- 5 Compare totals.** If they differ, find a missed object, a double count, an unequal group or forgotten singles. Recount the same collection.
- 6 Use the separate guide to check.** Return ALL pieces, reset the sheets and swap roles. The adult prepares the next hidden collection.

Final access

An adult may read and record. Students may speak, point, place counters or use a communication device.
Use the counting guide for long counts. Assess counting and checking, not speed, cutting or handwriting.



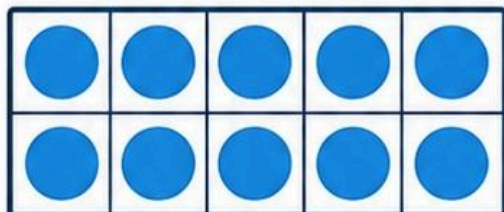
Same collection. Clear thinking.



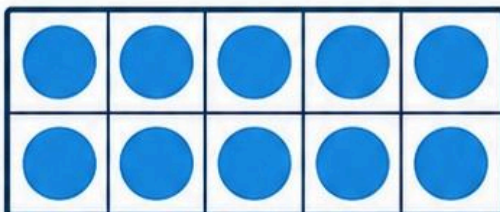
Same 23 Objects, Two Counts



Count in tens



10



20



21

22

23

2 full tens and 3 singles.

$$20 + 3 = 23.$$



Move the same objects.
Add none. Remove none.

Regroup in fives



5



10



5



20



21

22

23

4 full fives and 3 singles.

$$20 + 3 = 23.$$



Both totals are 23.

Touch each object once. Check equal groups and count every single.



Return all pieces. Reset the sheets. Swap Counter and Inspector.

Counting Inspectors

Grouping Sheet 1 of 4

Place one counter in each cell. Use more sheets for a large collection.

Move the same objects to make your second groups. Add none. Remove none.

Return all pieces. Reset the sheets.

Grouping Sheet 2 of 4

Place one counter in each cell. Use more sheets for a large collection.

Move the same objects to make your second groups. Add none. Remove none.

Return all pieces. Reset the sheets.

Counting Inspectors

Grouping Sheet 3 of 4

Place one counter in each cell. Use more sheets for a large collection.

Move the same objects to make your second groups. Add none. Remove none.

Return all pieces. Reset the sheets.

Grouping Sheet 4 of 4

Place one counter in each cell. Use more sheets for a large collection.

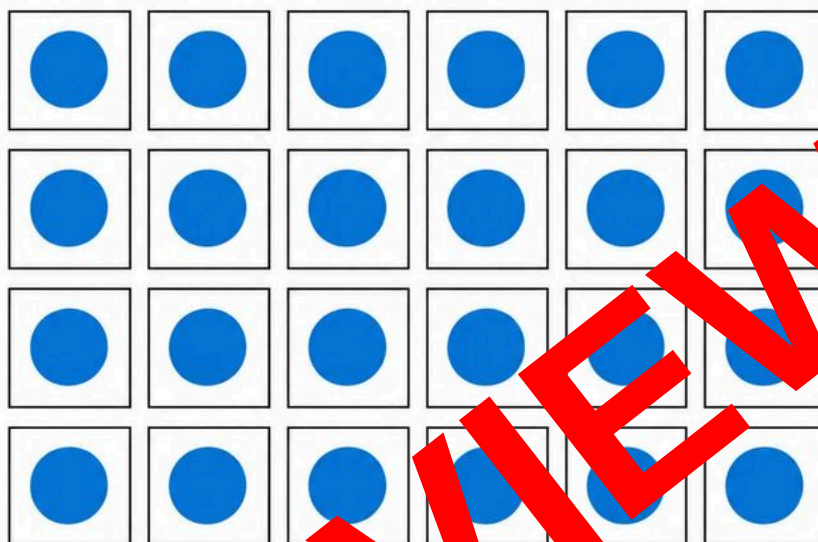
Move the same objects to make your second groups. Add none. Remove none.

Return all pieces. Reset the sheets.

Counter Bank 1 of 5

24 pieces on this page

An adult cuts the 24 squares. Each square is one counter.

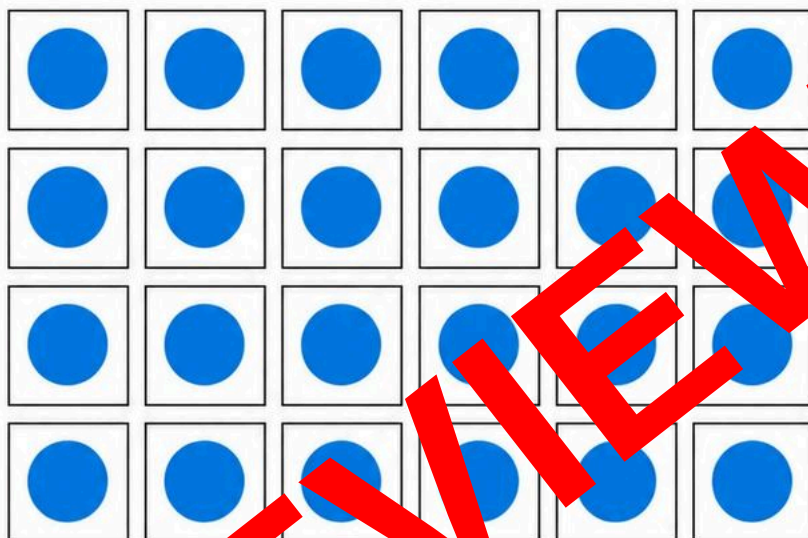


Use all five banks for 20 pieces. Keep the prepared total hidden.
Return every piece after each task.

Counter Bank 2 of 5

24 pieces on this page

An adult cuts the 24 squares. Each square is one counter.



Use five banks for 120 pieces. Keep the prepared total hidden.
Return every piece after each task.

Counter Bank 3 of 5

24 pieces on this page

An adult cuts the 24 squares. Each square is one counter.

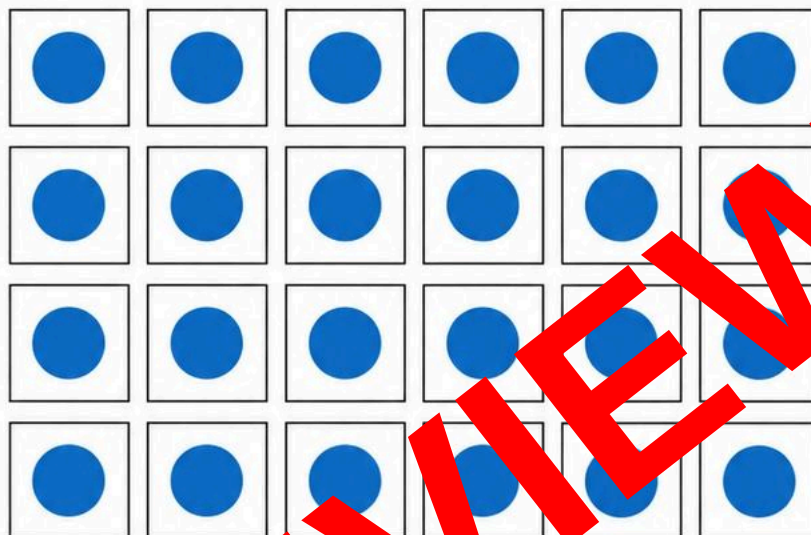


Use all counter banks for 120 pieces. Keep the prepared total hidden.
Return every piece after each task.

Counter Bank 4 of 5

24 pieces on this page

An adult cuts the 24 squares. Each square is one counter.

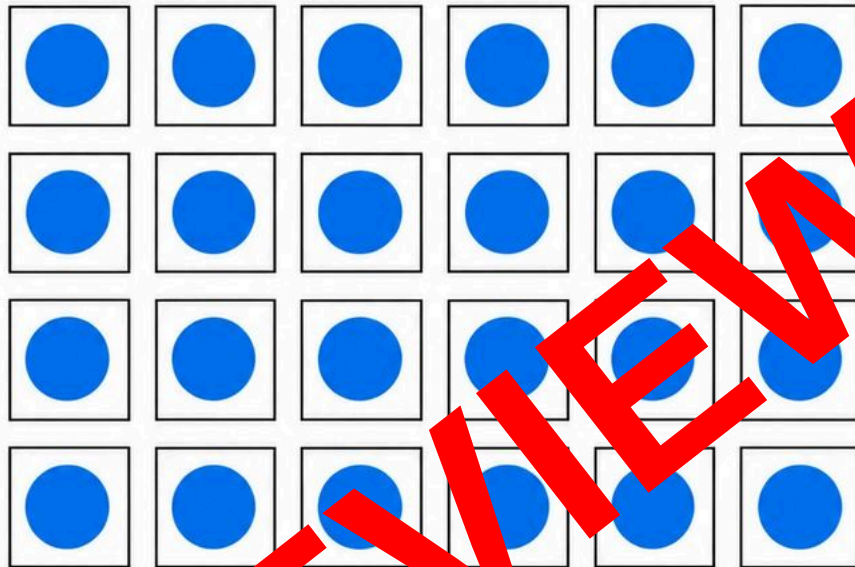


Use all five banks of 20 pieces. Keep the prepared total hidden.
Return every piece after each task.

Counter Bank 5 of 5

24 pieces on this page

An adult cuts the 24 squares. Each square is one counter.



Use all five banks for 120 pieces. Keep the prepared total hidden.
Return every piece after each task.

One Collection, Two Counts — Cards K1–K6

K1

Counter:

Count in twos. Regroup the same objects in fives.
Count any singles.

Inspector:

Check equal groups.
Compare both totals.

K2

Counter:

Count in fives. Regroup in tens. Count any singles.

Inspector:

Touch each object once.
Compare both totals.

K3

Counter:

Count in fives, then in tens.
Move the same objects.

Inspector:

Show how you checked the two totals.

K4

Counter:

Count in twos, then in tens.
Count any singles.

Inspector:

Show where the singles belong. Compare totals.

K5

Counter:

Count in fives, then in tens.
Keep every object.

Inspector:

Compare totals. Find any missed or doubled object.

K6

Counter:

Count in twos, then in tens.
Count any singles.

Inspector:

Check both counts.
Do the totals match?

Use the private preparation table and separate checking guides.
Return all pieces and swap roles after each task.

One Collection, Two Counts — Cards K7–K12

K7

Counter:

Count in fives, then in tens.
Count all singles.

Inspector:

Check the leftover singles
in both counts.

K8

Counter:

Count in twos, then in tens.
Use the counting guide if needed.

Inspector:

Touch each object once.
Compare both totals.

K9

Counter:

Count in fives, then in tens.
Move the same objects.

Inspector:

Show why the total stays
the same.

K10

Counter:

Count in fives, then in tens.
Count leftover single.

Inspector:

Check groups and singles.
Compare totals.

K11

Counter:

Count in fives, then in tens.
Add none. Remove none.

Inspector:

Check both counts use
the same objects.

K12

Counter:

Count in twos, then in tens.
Use the counting guide if needed.

Inspector:

Show how you checked that
the total is unchanged.

Use the private preparation table and separate checking guides.
Return all pieces and swap roles after each task.

Two Counts — Checking Guide K1–K6

Both methods count the **SAME** collection. Add none. Remove none.

K1	Twos (pairs)	Fives (groups)	Check	Watch for
Total 24	12 full pairs. Count 2, 4, 6, ..., 24.	4 full groups. Count 5, 10, 15, 20; singles 21, 22, 23, 24.	$20 + 4 = 24.$	Counting only 12 groups or forgetting 4 singles.
K2	Fives (groups)	Tens (groups)	Check	Watch for
Total 35	7 full groups. Count 5, 10, 15, 20, 25, 30, 35.	3 full groups. Count 10, 20, 30; singles 31, 32, 33, 34, 35.	$30 + 5 = 35.$	Adding 10 for five singles.
K3	Fives (groups)	Tens (groups)	Check	Watch for
Total 40	8 full groups. Count 5, 10, 15, 20, 25, 30, 35, 40.	4 full groups. Count 10, 20, 30, 40. No singles.	Both methods show the same 40 objects.	Missed or doubled groups.
K4	Twos (pairs)	Tens (groups)	Check	Watch for
Total 52	26 full pairs. Count 2, 4, 6, ..., 52.	5 full groups. Count 10, 20, 30, 40, 50; singles 51, 52.	$50 + 2 = 52.$	Calling the 2 singles another ten.
K5	Fives (groups)	Tens (groups)	Check	Watch for
Total 65	13 full groups. Count 5, 10, 15, ..., 65.	6 full groups. Count 10, 20, 30, 40, 50, 60; singles 61, 62, 63, 64, 65.	$60 + 5 = 65.$	Stopping at 60.
K6	Twos (pairs)	Tens (groups)	Check	Watch for
Total 76	38 full pairs. Count 2, 4, 6, ..., 76.	7 full groups. Count 10, 20, 30, 40, 50, 60, 70; singles 71, 72, 73, 74, 75, 76.	$70 + 6 = 76.$	Counting pairs as objects.

For the full counting sequences, use the twos, fives and tens reference guide.

Ellipses mean continue the same count to the last group total shown.

Touch each object once; check equal groups and every single.

Accept a correct check shown with actions, pointing or adult-recorded words.

Two Counts — Checking Guide K7–K12

Both methods count the SAME collection. Add none. Remove none.

K7 Total 95	Fives 19 full groups. Count 5, 10, 15, ..., 95.	Tens 9 full groups. Count 10, 20, 30, ..., 90. Singles: 91, 92, 93, 94, 95.	Check $90 + 5 = 95$.	Watch for ... stopping at 90.
K8 Total 106	Twos 53 full pairs. Count 2, 4, 6, ..., 106.	Tens 10 full groups. Count 10, 20, 30, ..., 100. Singles: 101, 102, 103, 104, 105, 106.	Check $100 + 6 = 106$.	Watch for ... confusing 106 with 160.
K9 Total 110	Fives 22 full groups. Count 5, 10, 15, ..., 110.	Tens 11 full groups. Count 10, 20, 30, ..., 110. No singles.	Check Same 110 objects.	Watch for ... stopping at 100.
K10 Total 117	Fives 23 full groups. Count 5, 10, 15, ..., 115. Singles: 116, 117.	Tens 11 full groups. Count 10, 20, 30, ..., 110. Singles: 111, 112, 113, 114, 115, 116, 117.	Check $115 + 2 = 117$ and $110 + 7 = 117$.	Watch for ... treating singles as full groups.
K11 Total 120	Fives 24 full groups. Count 5, 10, 15, ..., 120.	Tens 12 full groups. Count 10, 20, 30, ..., 120. No singles.	Check Same 120 objects.	Watch for ... missing the last two tens.
K12 Total 120	Twos 60 full pairs. Count 2, 4, 6, ..., 120.	Tens 12 full groups. Count 10, 20, 30, ..., 120. No singles.	Check Same 120 objects.	Watch for ... counting 60 groups as 60 objects.

For the full counting sequences, use the twos, fives and tens reference guide.

Ellipses mean continue the same count to the last group total shown.

Touch each object once; check equal groups and every single.

Accept a correct check shown with actions, pointing or adult-recorded words.

Name: _____

One Collection, Two Counts — Record

Count the SAME objects twice. An adult may read and record. You may speak, point or place counters.

1. Task card: _____

Method	Group size	Full groups	Singles	Total	Running count or explanation
First					
Second					

My check: _____

2. Task card: _____

Method	Group size	Full groups	Singles	Total	Running count or explanation
First					
Second					

My check: _____

3. Task card: _____

Method	Group size	Full groups	Singles	Total	Running count or explanation
First					
Second					

My check: _____

4. Task card: _____

Method	Group size	Full groups	Singles	Total	Running count or explanation
First					
Second					

My check: _____

Did both totals match? Show a check. Add none. Remove none.

Name: ANSWERS

One Collection, Two Counts — Record

Count the SAME objects twice. An adult may read and record. You may speak, point or place counters.

1. Task card: K1

Method	Group size	Full groups	Singles	Total	Running count or explanation
First	2	12	0	24	2, 4, 6, ..., 24
Second	5	4	4	24	5, 10, 15, 20; then 21 – 24

My check: Same 24 objects; all 4 singles counted.

2. Task card: K7

Method	Group size	Full groups	Singles	Total	Running count or explanation
First	5	19	0	95	10, 20, ..., 90
Second	10	9	5	95	10, 20, ..., 90; then 91 – 95

My check: Same 95 objects; 9 tens plus 5 singles.

3. Task card: K10

Method	Group size	Full groups	Singles	Total	Running count or explanation
First	5	23	2	117	5, 10, ..., 115; then 116, 117
Second	10	11	7	117	10, 20, ..., 110; then 111 – 117

My check: $115 + 2 = 117$ and $110 + 7 = 117$.

4. Task card: K11

Method	Group size	Full groups	Singles	Total	Running count or explanation
First	5	24	0	120	5, 10, 15, ..., 120
Second	10	12	0	120	10, 20, 30, ..., 120

My check: Same 120 objects; no singles.

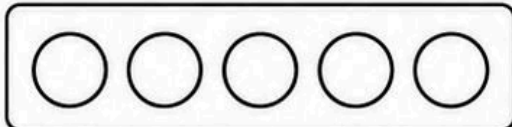
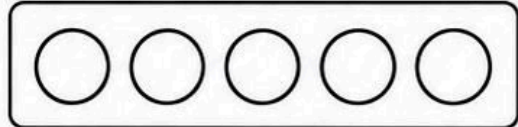
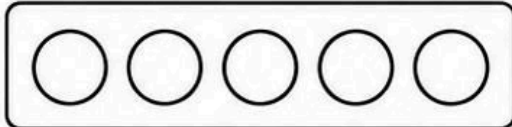
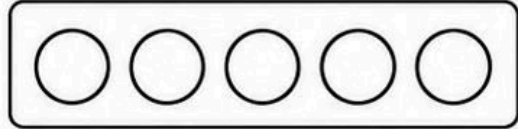
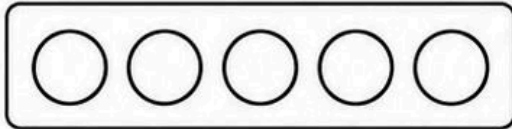
Did both totals match? Show a check. Add none. Remove none.

Name: _____

Independent Counting Check 1

Count each collection. Show or tell how you checked. An adult may read and record.

A.



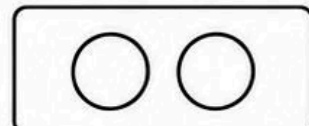
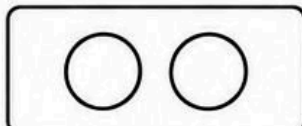
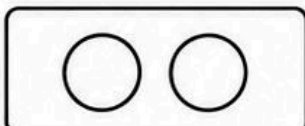
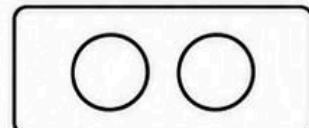
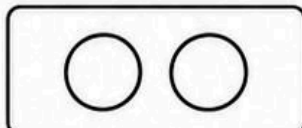
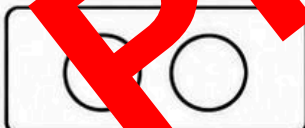
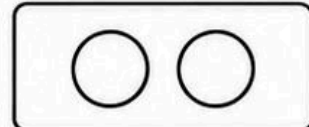
Group size: _____ Full groups: _____

My running count: _____

My total: _____

How I checked: _____

B.



Group size: _____ Full groups: _____

My running count: _____

My total: _____

How I checked: _____

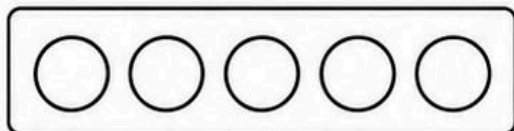
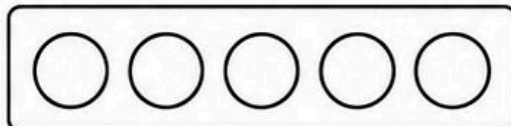
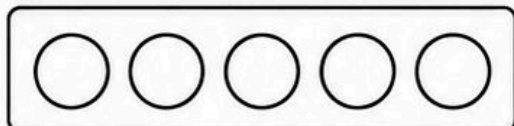
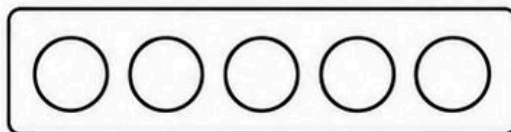
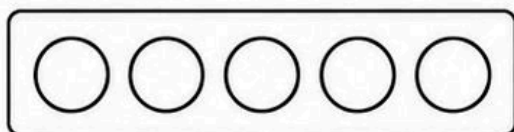
You may speak, point, move counters or have an adult record.

Name: **ANSWERS**

Independent Counting Check 1

Count each collection. Show or tell how you checked. An adult may read and record.

A.



Group size: **5** Full groups: **6**

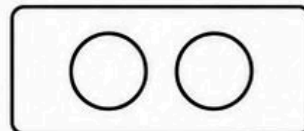
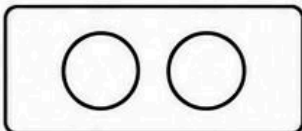
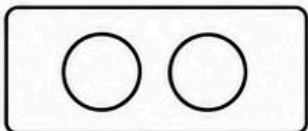
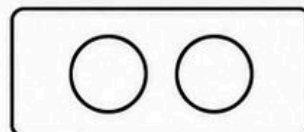
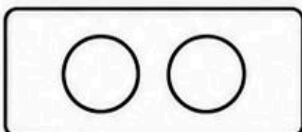
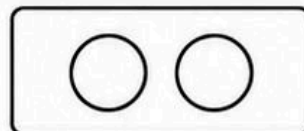
My running count: **5, 10, 15, 20, 25, 30**

My total: **30**

How I checked: **Each group has 5. I counted every group once.**

I checked the same 30 objects one at a time.

B.



Group size: **2** Full groups: **9**

My running count: **2, 4, 6, 8, 10, 12, 14, 16, 18**

My total: **18**

How I checked: **Each pair has 2. I counted every pair once.**

I checked the same 18 objects one at a time.

Independent Counting Check 2

Name: _____

Count every group and every single. Show or tell a check. An adult may read and record.

A. The claim is 106.

○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○
○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○
○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○
○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○
○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○

○ ○ ○ ○ ○ ○

Last full-group count: _____

Singles: _____ My total: _____

Is the claim correct? _____

How I checked or fixed it: _____

B. The claim is 101.

○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○
○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○
○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○
○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○
○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○

Last full-group count: _____

Singles: _____ My total: _____

Is the claim correct? _____

How I checked or fixed it: _____

Independent Counting Check 2

Name: ANSWERS

Count every group and every single. Show or tell a check. An adult may read and record.

A. The claim is 106.

○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○
○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○
○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○
○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○
○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○	

○ ○ ○ ○ ○ ○

Last full-group count: 110

Singles: 6 My total: 116

Is the claim correct? No

How I checked or fixed it: 11 tens make 110. 6 singles make 116.

I counted every group and single.

B. The claim is 100.

○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○
○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○
○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○
○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○
○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○

Last full-group count: 120

Singles: 0 My total: 120

Is the claim correct? No

How I checked or fixed it: Two tens were missed after 100: 110, 120.

I checked all 12 full frames; 10 in each.

Practical Counting Assessment

Year 1 | Counting Inspectors

Real objects
Real thinking
Greater insights

Private preparation

Use the supplied 120-piece bank and four grouping sheets. Prepare an **UNKNOWN** 120-piece collection for each student's turn. Keep its total hidden.

Later, reset and privately prepare 43 pieces. Keep spare pieces away.

Ordinary counters may replace the supplied pieces.

Same
objects.
Different
ways.

Observe every student

Spread short individual observations across Lessons 3–5 while other students play, regroup or complete practice. Record the actual collection and highest verified range.

A worksheet or quiz alone is not evidence of counting an actual 120-object collection.

Neutral prompts



"How will you organise these objects?"

"Count them. Show me how you kept track."

"How could you check the total?"

"Keep the same objects. Show another way."

Do not tell the prepared total, groupings or correct count.

What to look for

- 1 Equal groups of 2, 5 or 10 where appropriate.
- 2 Every object counted once with a correct running count.
- 3 Singles counted after the last full group.
- 4 Correct total.
- 5 Verification by recount or regroup of the same objects.

Teacher expected examples

120:

- 12 tens or 24 fives or 120 singles.
- 120 both ways.

43:

- 4 tens + 3 singles, or
8 fives + 3 singles.
- $40 + 3 = 43$.

Feedback and next steps

- **Unequal groups:** compare each group's objects.
- **Missed/doubled object:** touch and move each object once.
- **Forgotten singles:** continue from last full group count.
- **Stopped at 100:** locate the next two tens.

Access and fairness

- An adult may read and record. Students may speak, point, place objects or use a communication device.
- A counting guide may support long counts; record that support.
- Fluent counting of 60 pairs, speed, cutting, handwriting and winning are not assessment criteria.
- Use the observation record and rubric.
- If not yet verified, record the range and next step honestly.

Counting Inspectors – Observation Record

Date: _____

Teacher: _____

Record observed actions, the actual collection and the highest verified range. Use more copies for the class.

Student	Collection / range	Actual group	Running count / once each	Singles	Total	Check / reason	Access support	Next step

Teacher key: Equal groups: 2, 5 or 10 when appropriate. **Running count:** correct steps, no missed or double counts. **Check:** recount or regroup the SAME objects. Record any counting guide or adult recording used. **Singles:** continue after full groups.

Observe an actual 120-object collection. Quiz/worksheet results alone do not prove this range. Assess mathematics, not speed, cutting, handwriting or speech. If 120 is not yet verified, record the achieved range and next step.

Counting Inspectors – Counting Rubric

Use the observed collection and the highest verified range. Record evidence and the next step; do not infer 120 from quiz scores.

Beginning	With step-by-step prompts, forms some groups. Groups may be unequal. The running count may count groups as objects or miss/double objects. Singles may be omitted. Needs help to find the actual total and show a check. Record the verified range.
Developing	Usually makes equal groups of 2, 5 or 10. Keeps a running count for familiar collections but may skip or repeat a step. Counts singles with a prompt. Finds totals within the observed range, needs a neutral prompt to recount or regroup. For example, may stop at 10 when more objects remain.
Secure	Makes suitable equal groups. Uses correct cumulative counts and counts each object once. Counts singles after full groups. Finds and verifies the correct total of an actual collection through 120 by recounting or regrouping the same objects. Explains or shows a correction, such as 11 tens + 1 = 11 tens + 2 tens = 120.
Extending	Independently chooses and compares efficient groups of 2, 5 or 10 for actual collections through 120. Maintains correct counts and singles when regrouping. Finds missed/doubled objects or unequal groups, corrects the total and justifies why the same objects give the same total. For example, shows 117 as 23 fives + 2 or 11 tens + 7.
Fair assessment	Speaking, pointing, placing objects, a communication device or an adult recording a response are valid ways to show learning. Access support alone does not lower a level. Record count support used and assess the observed mathematics. Speed, handwriting, cutting, winning and quiz percentages are not level criteria.

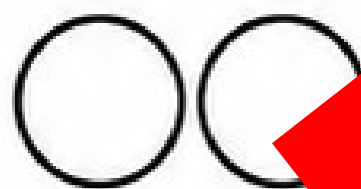
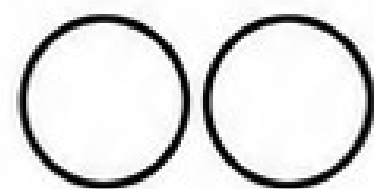
Counting Inspectors



What does this claim count to?

Claim: 3 circles.

Check each pair.



Does the claim count all the objects?

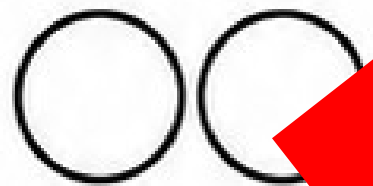
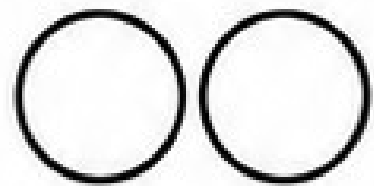


Check one group first.

Ask your hand objects.

Touch both objects.

Check that each group is equal.

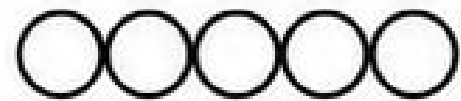
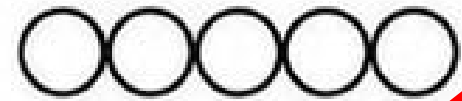
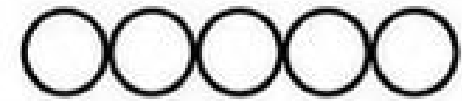


This count is correct

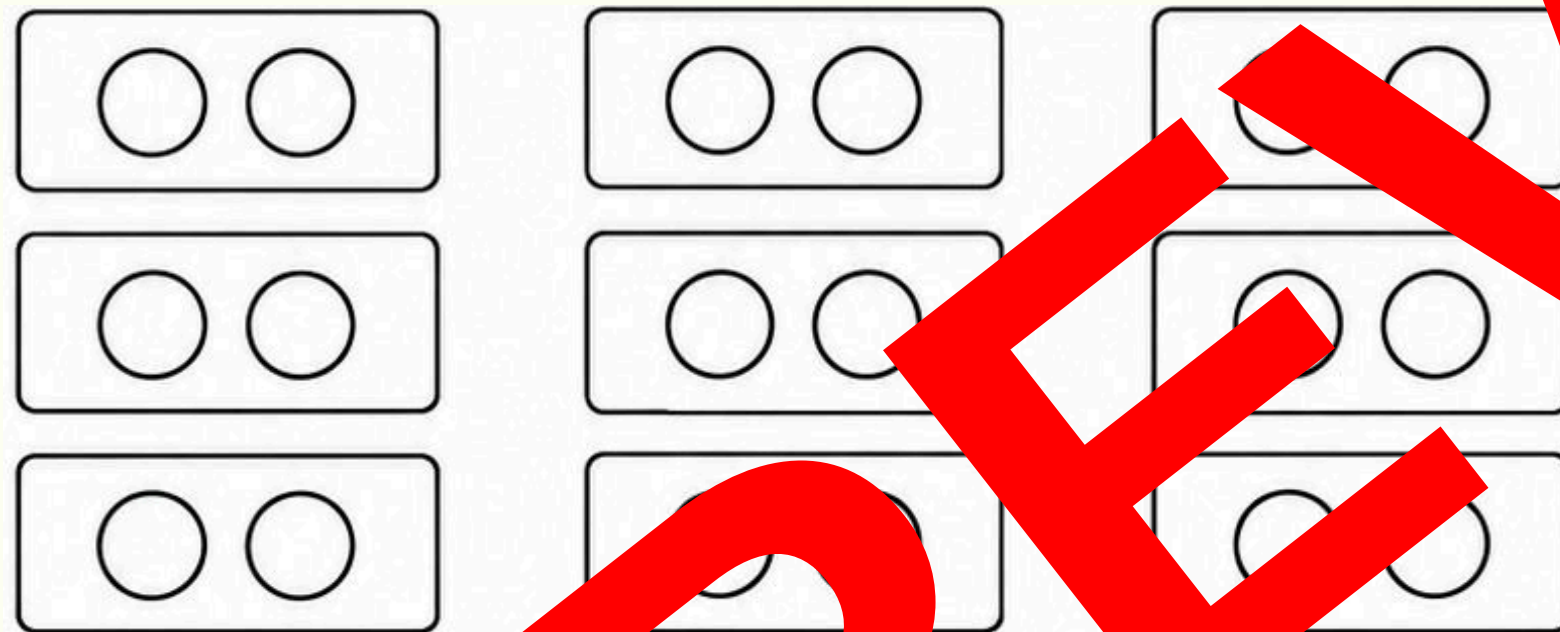
Full make 20.

Count, 10, 15, 20.

Every object is counted once.



Count each pair once



Touch one object for each step.

2, 4, 6, 8, 10, 12, 14, 16, 18.

Keep counted objects apart.



Inspector and Checker

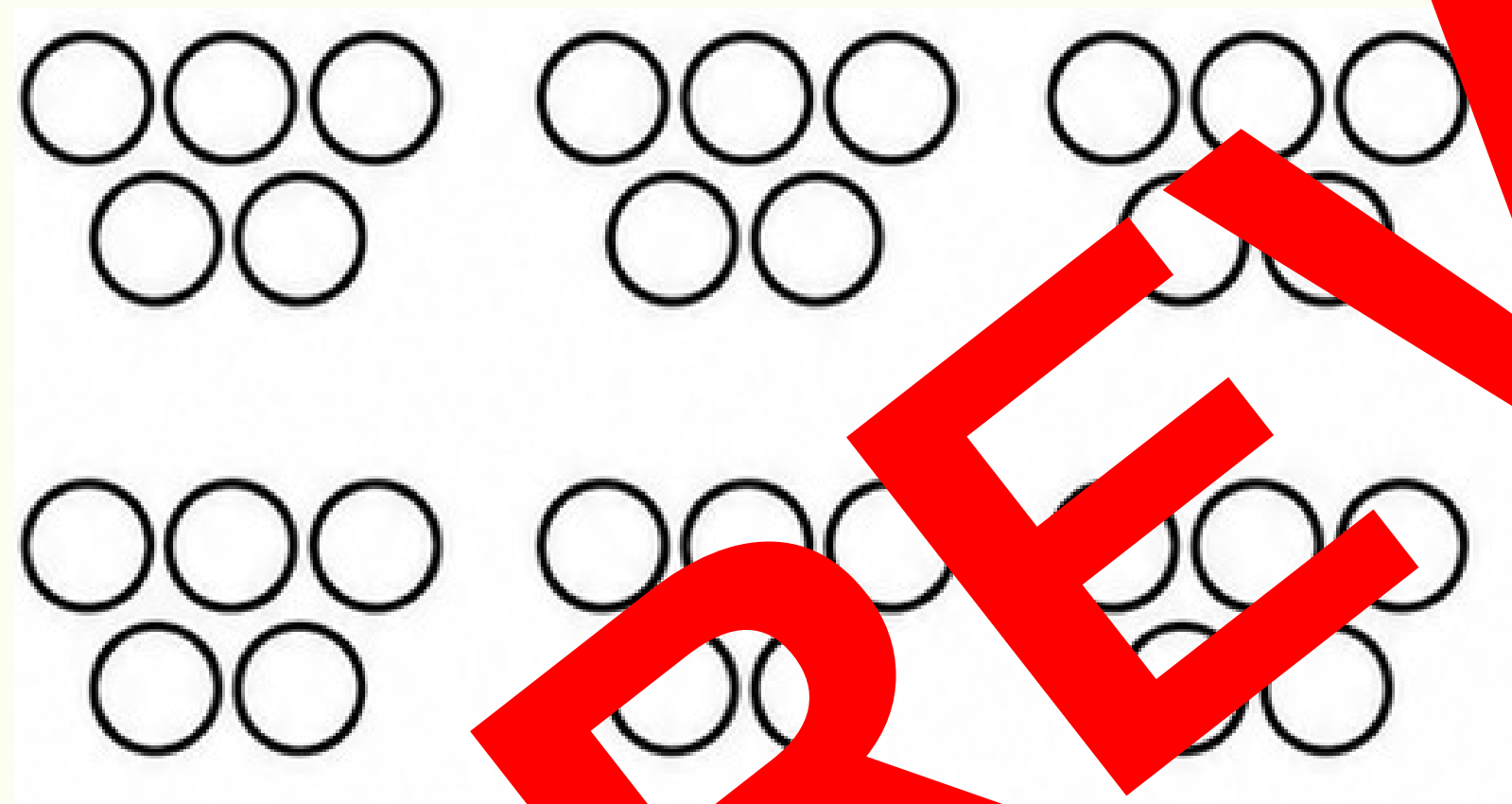
Inspector: decide if the claim is correct. Show work.

Checker: check each group, each count and each angle.

Return all pieces. Reset the mat. Swap roles.



Count the full fives



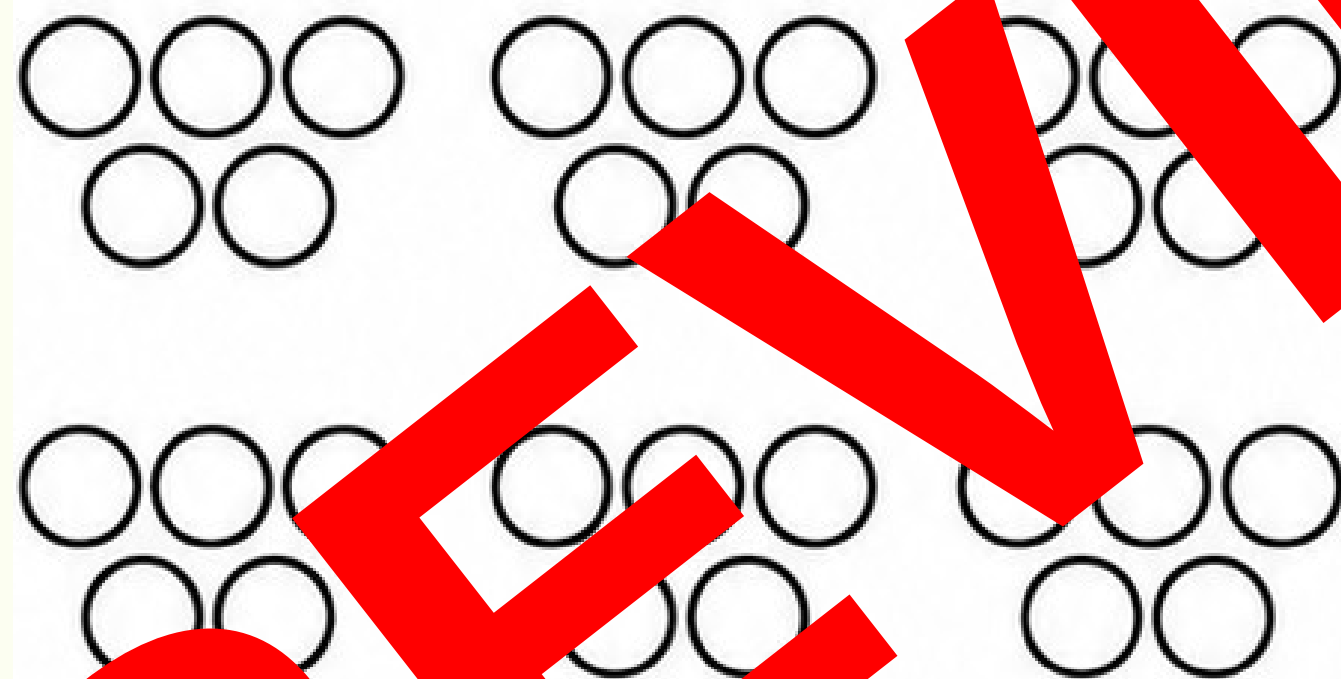
Each full group adds 5.

Touch one group for each step.

5, 10, 15, 20, 25, 30.



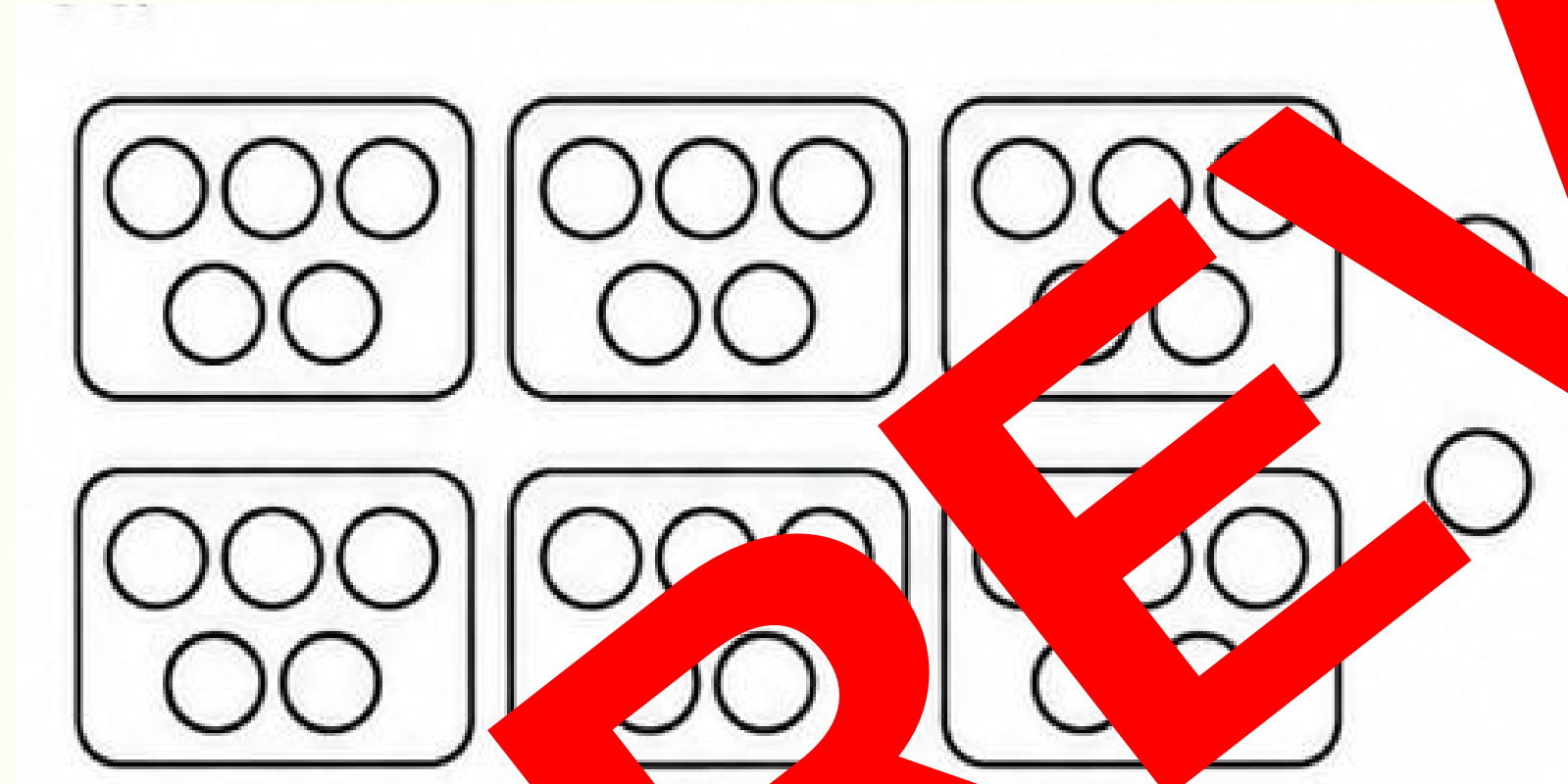
Find the first wrong step



Claimed counts: 10, 20, 25, 30, 35.
The third step should be 25.
Correct counts: 10, 20, 25, 30.



Count the singles too



Singles make 30.

The singles count 31, 32.

$$30 + 2 = 32.$$

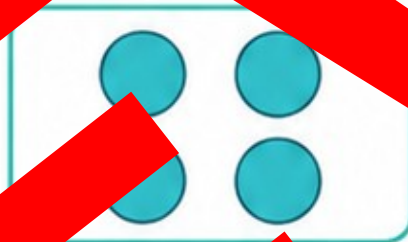
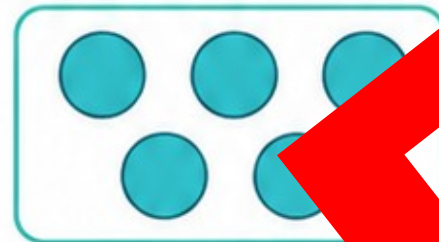
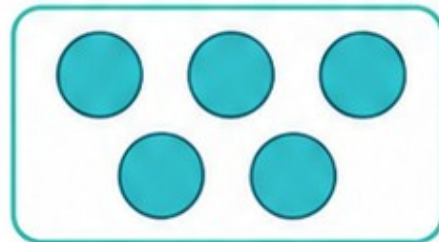


Are all the groups equal?

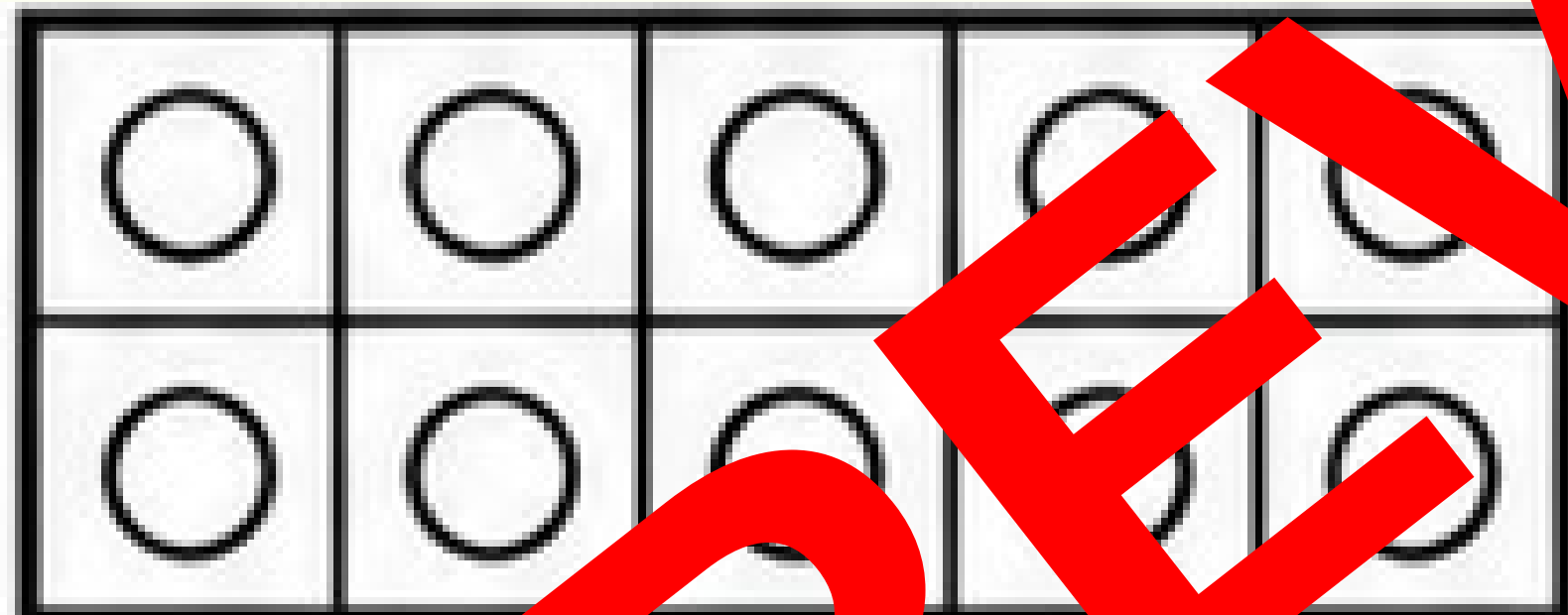
The first group has 5, 5 and 4.

The last group is not a full five.

Count all the objects: 14.



What makes one full ten?



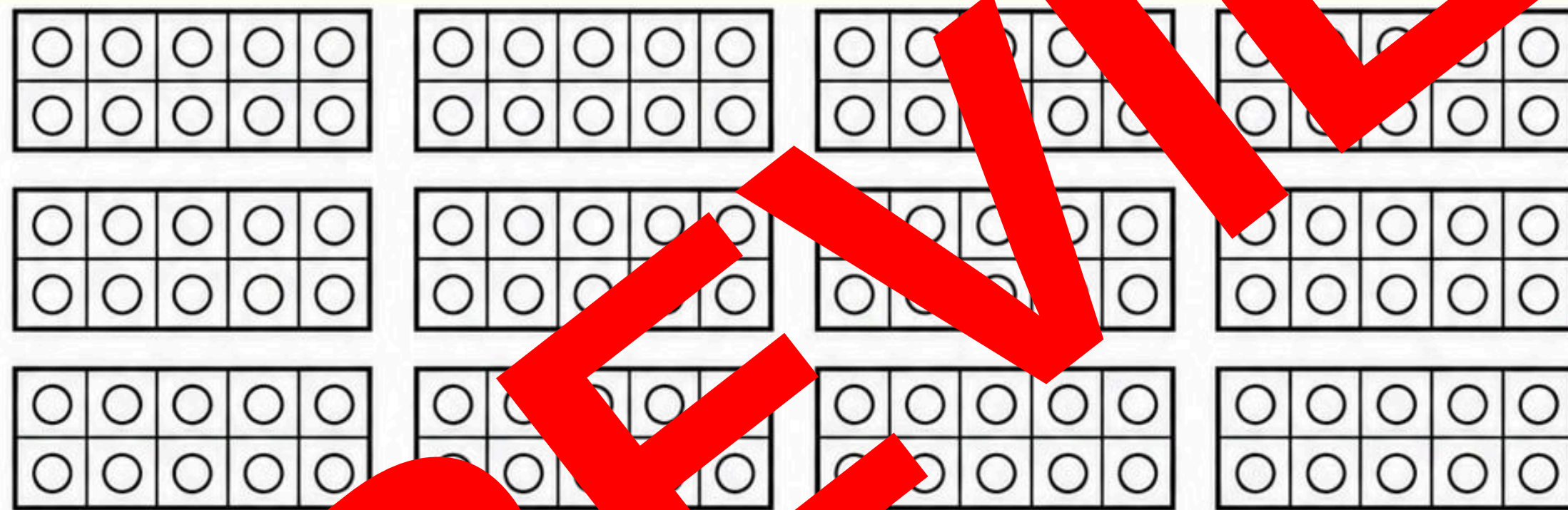
Touch all objects.

A full ten-frame holds 10.

Check the frame is full before counting tens.



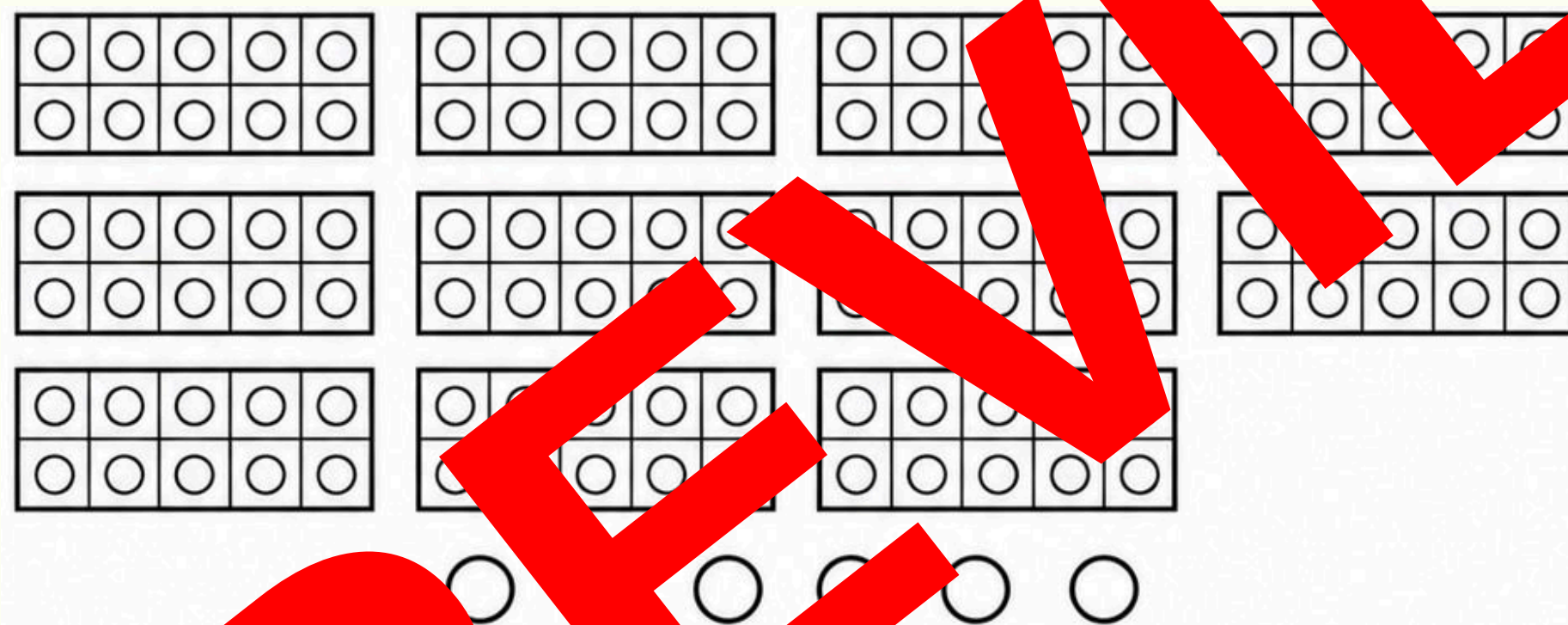
Two tens were missed



The count stopped at 100.
Count the last two tens.
Check to make sure each ten was counted once.



Eleven tens and six singles



Eleven tens make 110.
Count the singles 1, 2, 3, 4, 5, 6.
The total is 116.



Count the same objects twice

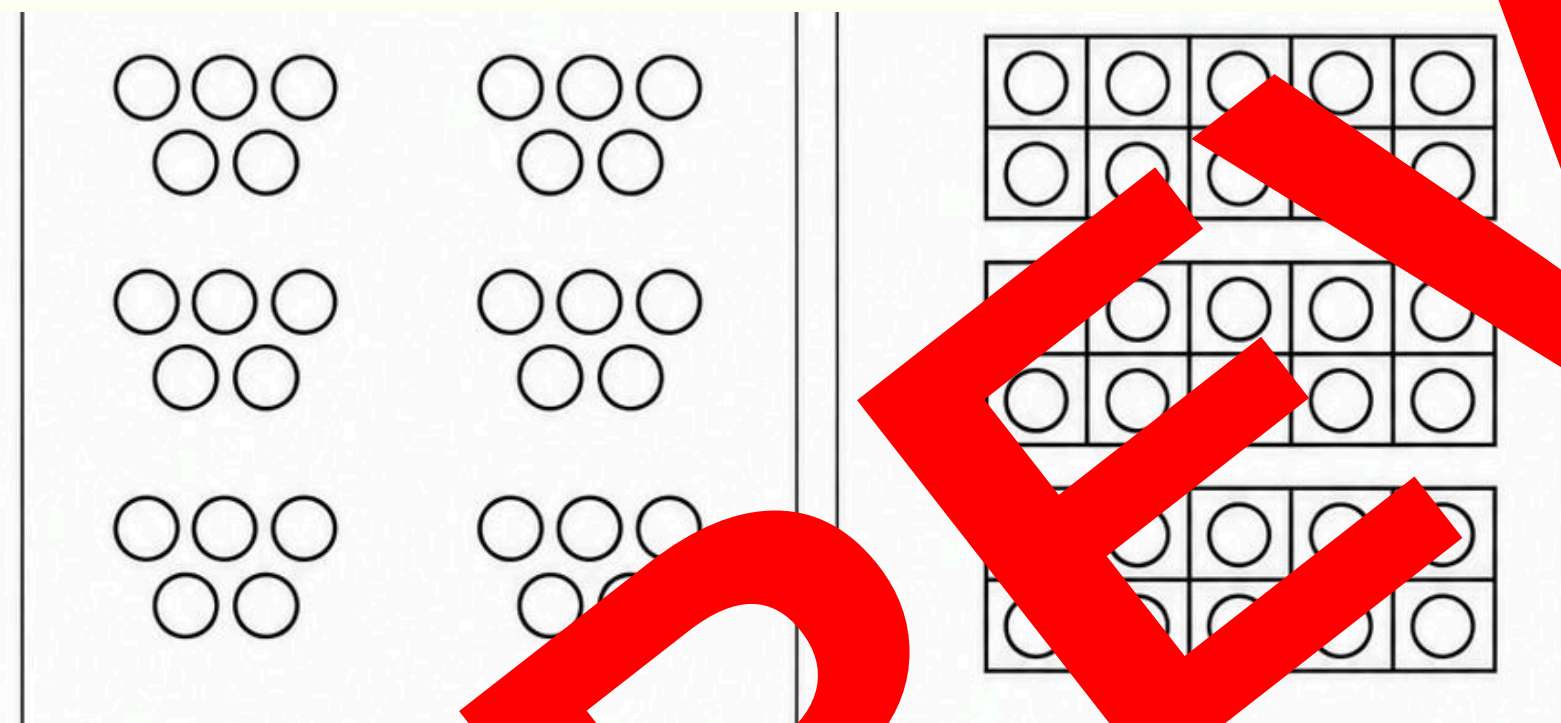
Count your collection.

Move the SAME objects into different groups.

Count again. Do the totals match?



Thirty objects, two ways



Shelves count to 30.

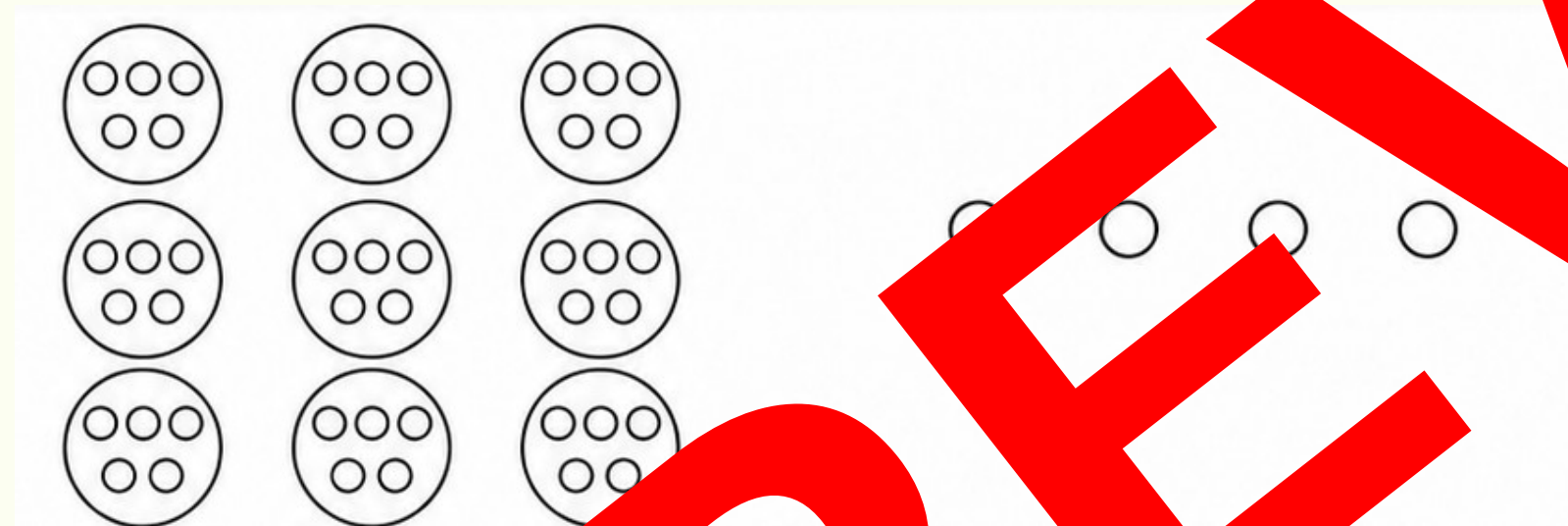
Three tens count to 30.

Add none. Remove none.

The total stays the same.



Choose useful groups



Thousands, hundreds or tens.

Which groups are full?

Count every single.

Keep all the objects.



When totals do not match

Keep the same collection.

Look for a missed object or a double count.

Check equal groups and all the angles.

Recount. Do not change the objects.



Show how you checked

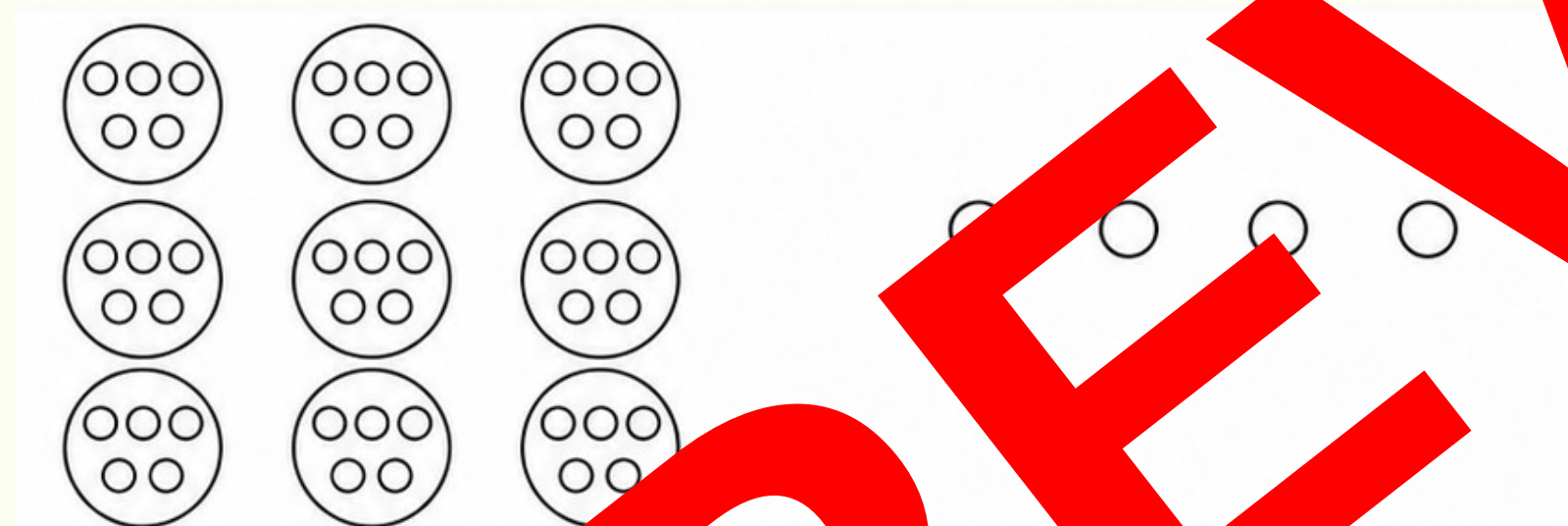
Point to each full group. Say the running count.

Point to the singles and count them to

Regroup the SAME objects. Show that the total is the same.



Give a fresh counting report



How many objects?

Count the full groups.

Count the singles.

Show one check.



Your independent check

Count each collection.

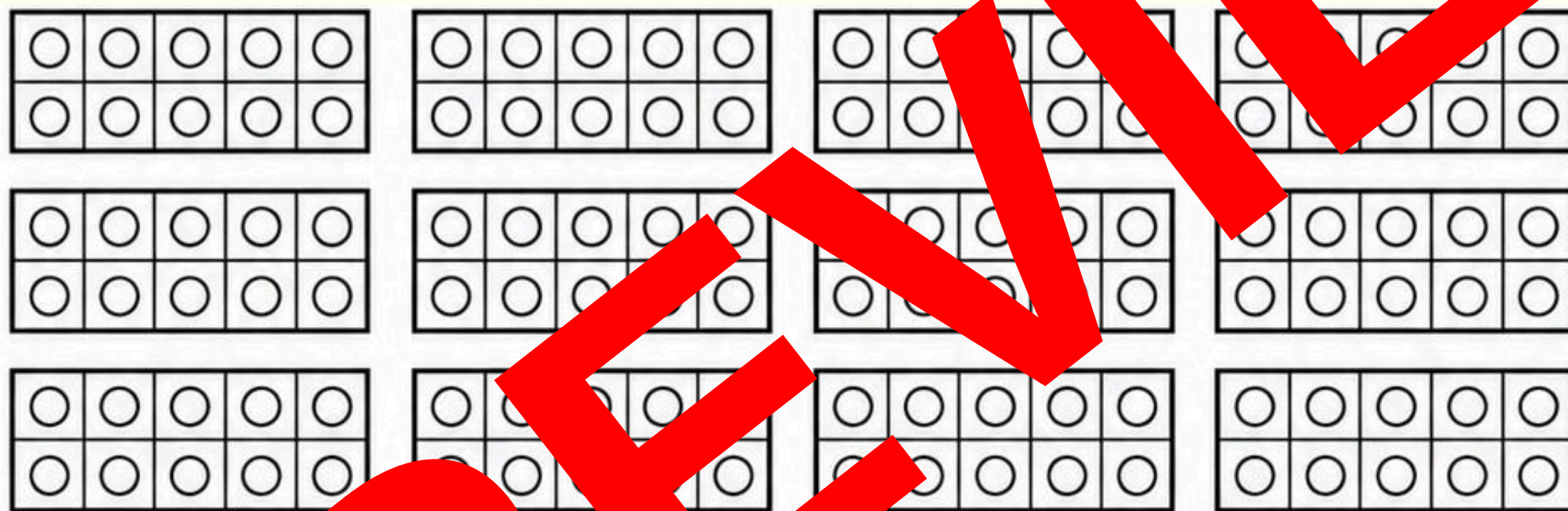
Show or tell how you checked.

An adult may read and record.

Keep every object in the collection.



Count the large collection



Count every object.
Regroup the same objects.
Show how you checked.



Explain one correction.

Show where the count went wrong.

Check that group or single again.

Give a corrected total.

Keep the same objects.



My next checking step

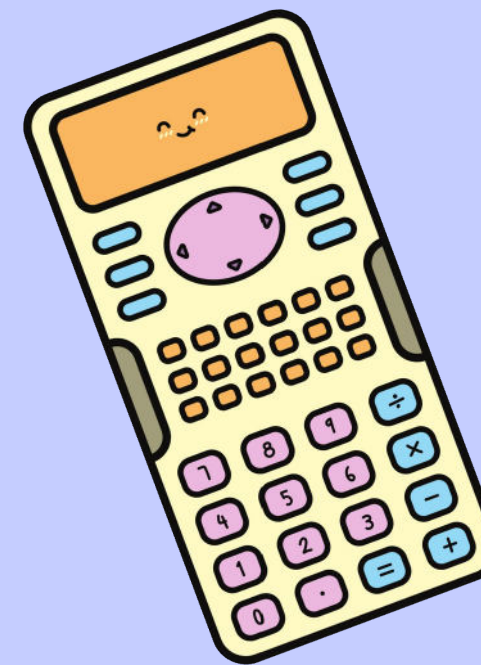
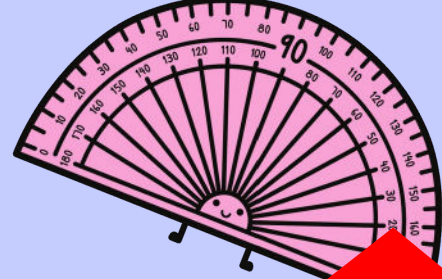
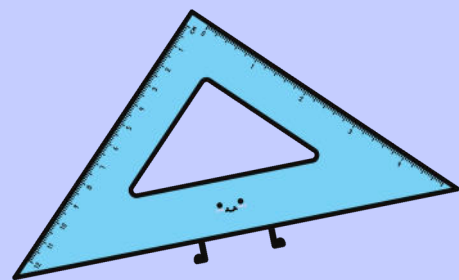
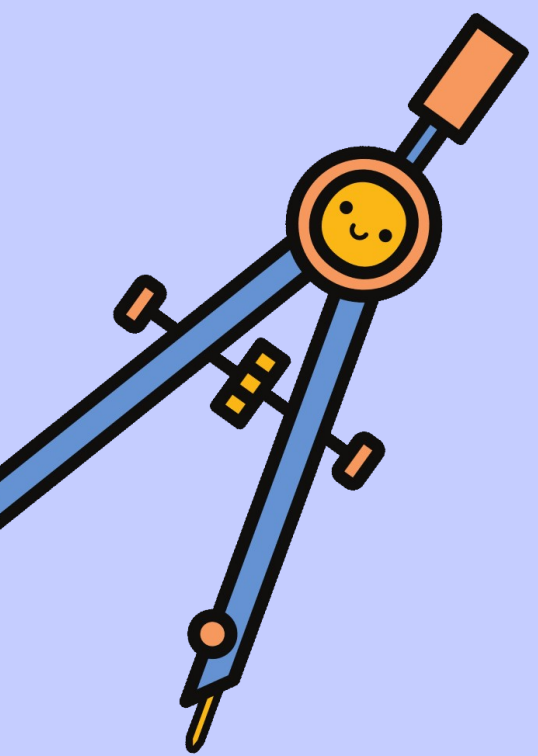
I will check equal groups.

I will count each object once.

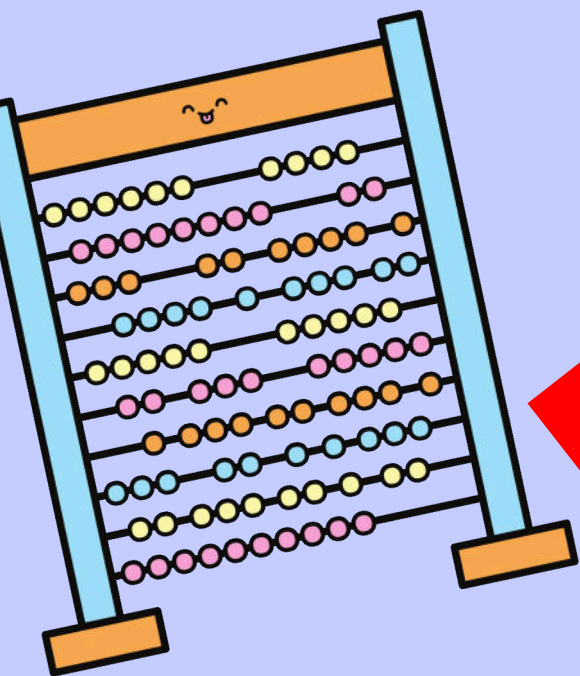
I will include every single.

I will recount or regroup to check.

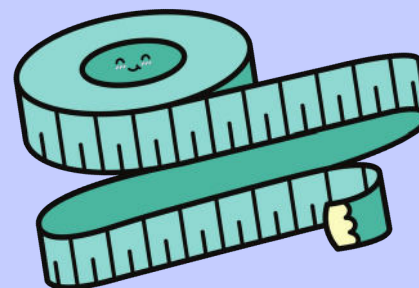
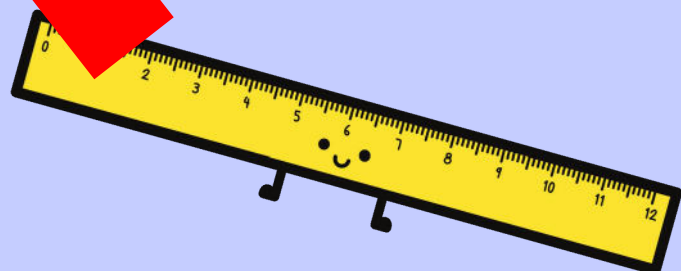




What we will do, we will do,
counting inspectors!



PREVIEW



Counting Inspectors Quiz

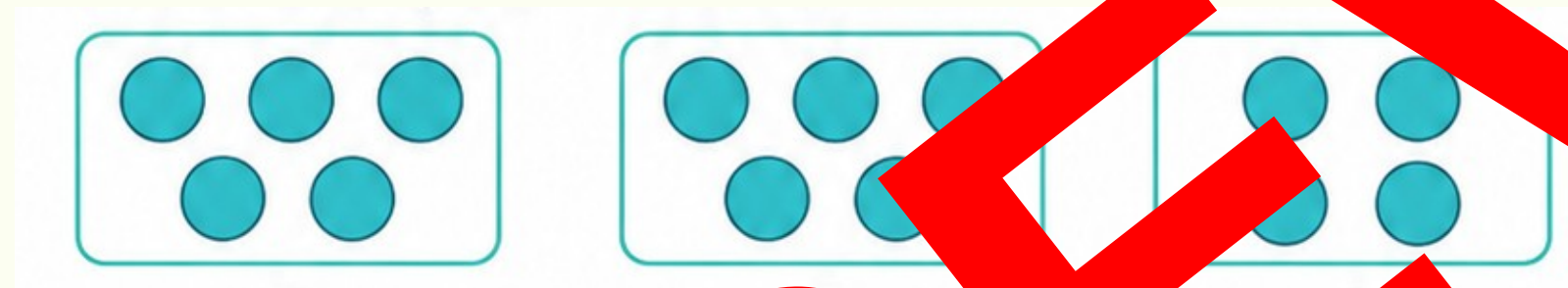


I. Can all three groups be the same?

A. Yes

B. No, one group has 4

C. Yes, if the boxes match

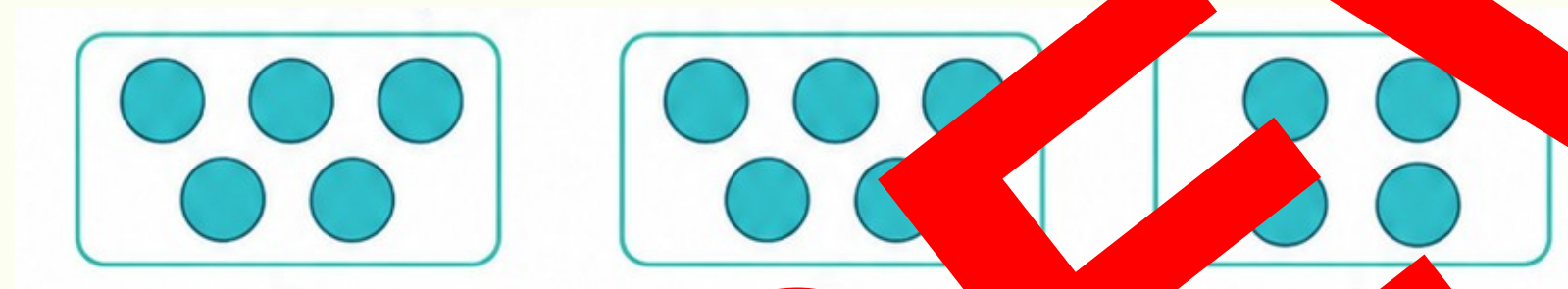


I. Check your answer

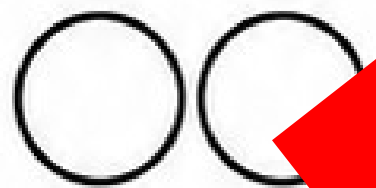
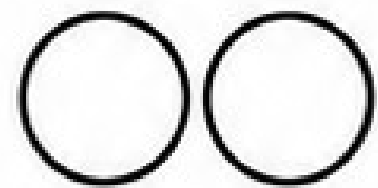
But One group has 4.

The groups are unequal.

The actual total is 14.



2. The claim is 3. What is the time to go?



A.

B. 6

C. 9

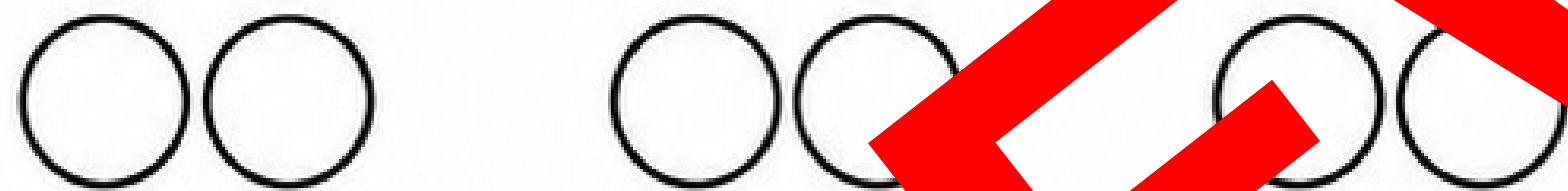


2. Check your answer

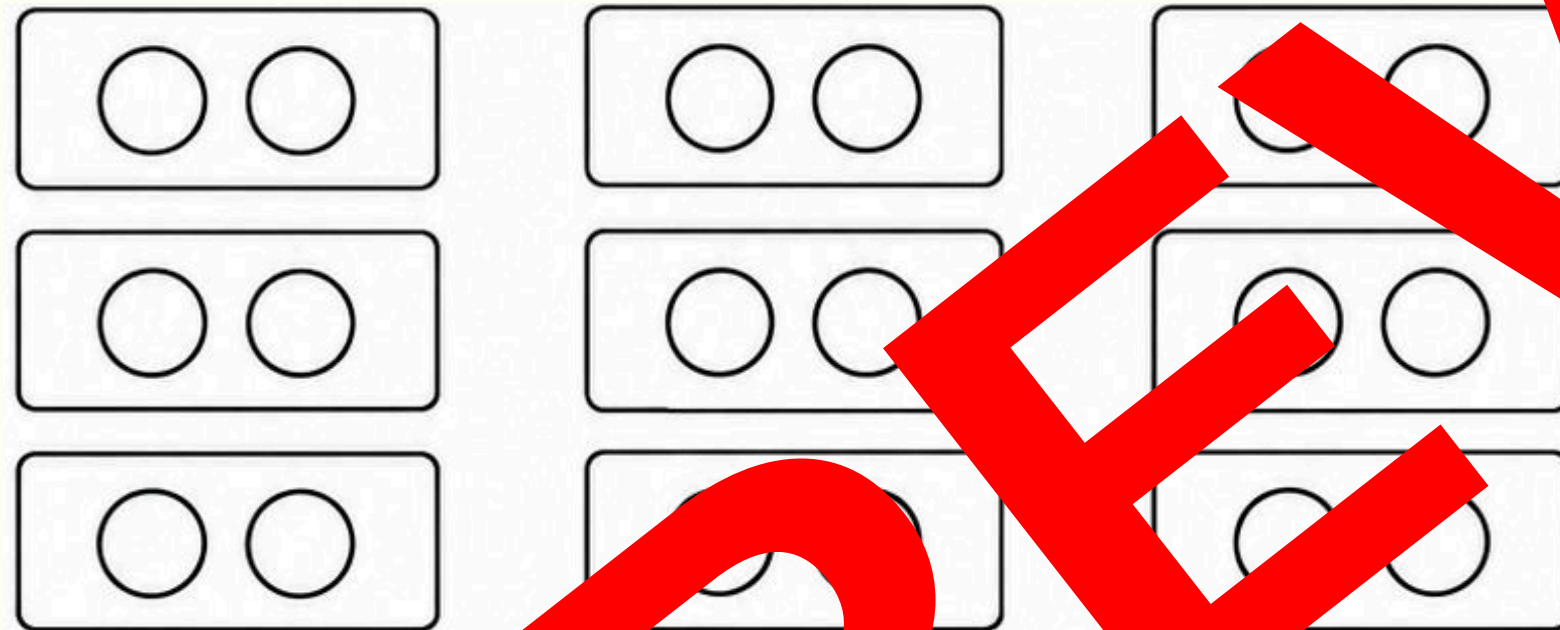
Base Count is 6.

Three is the number of groups.

Six counts all the objects.



3. What is the total of these packages?



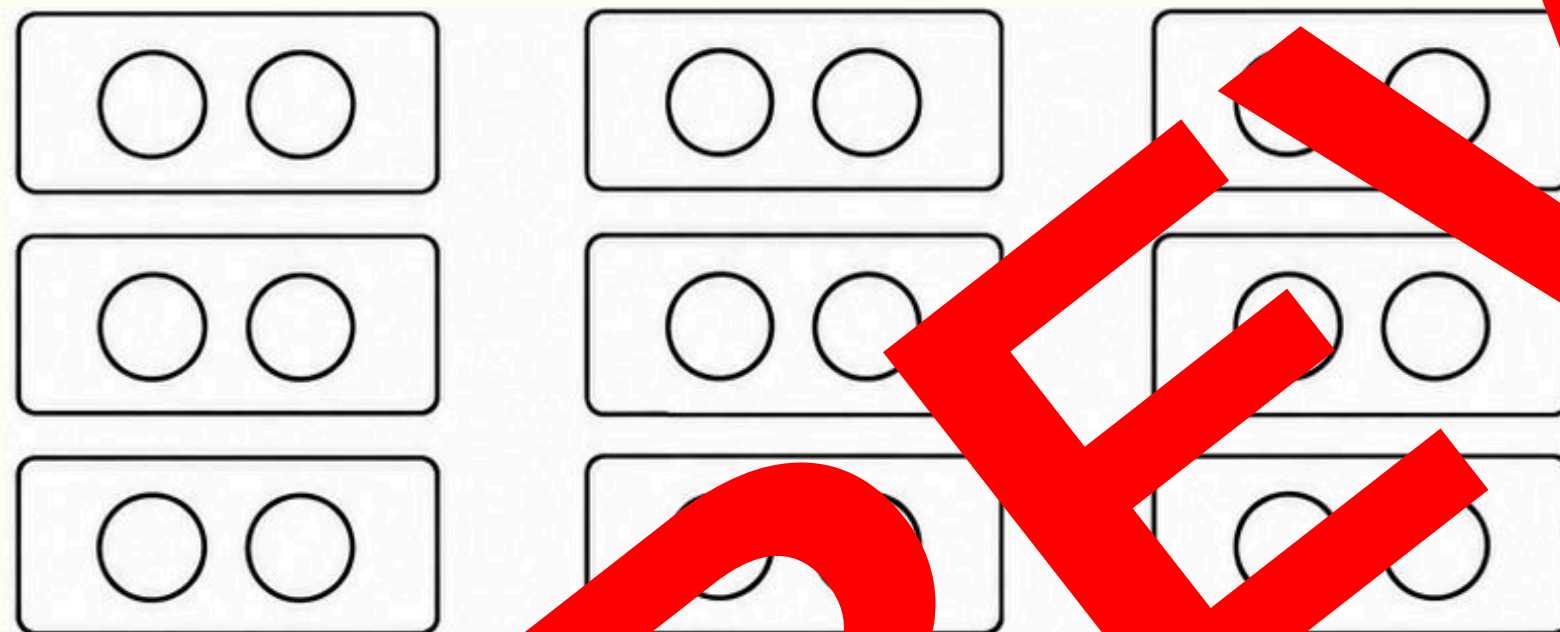
A. 16

B. 18

C. 20



3. Check your answer

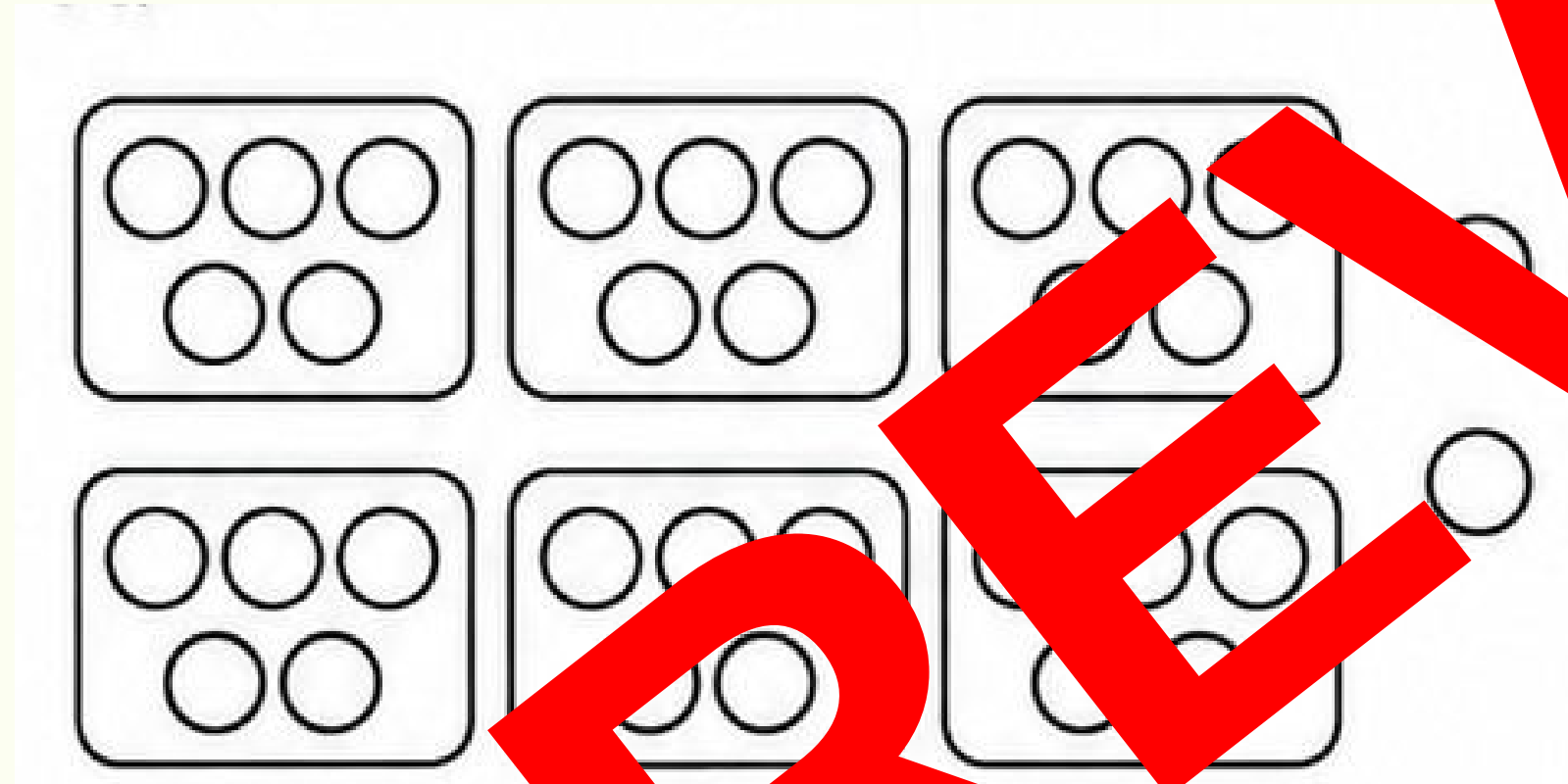


By counting by 2s, you can find the next numbers in the sequence:
2, 4, 6, 8, 10, 12, 14, 16, 18.

Count each of the nine pairs
once.



4. What is the total, with single tens?



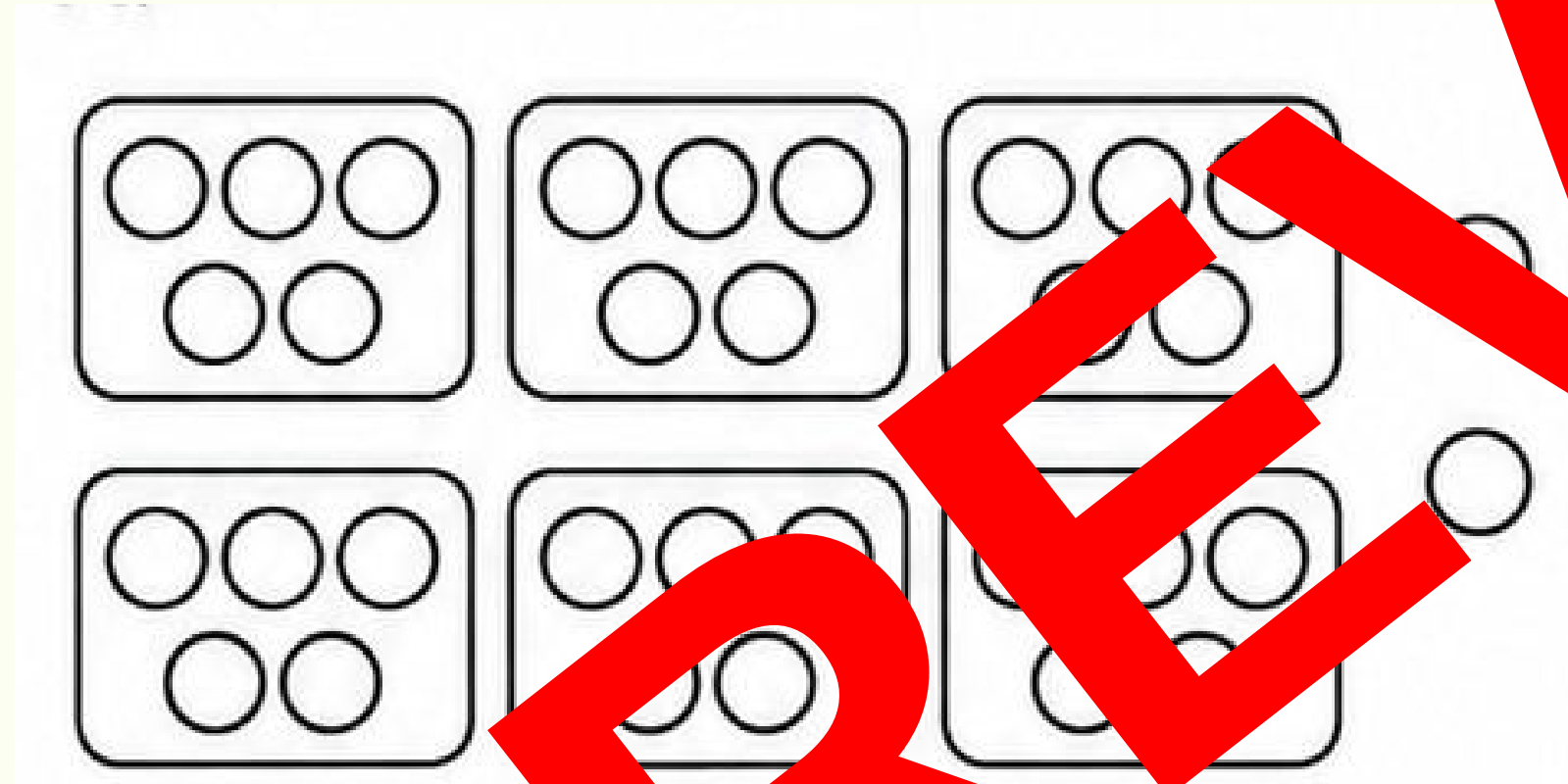
A. 3

B. 32

C. 8



4. Check your answer



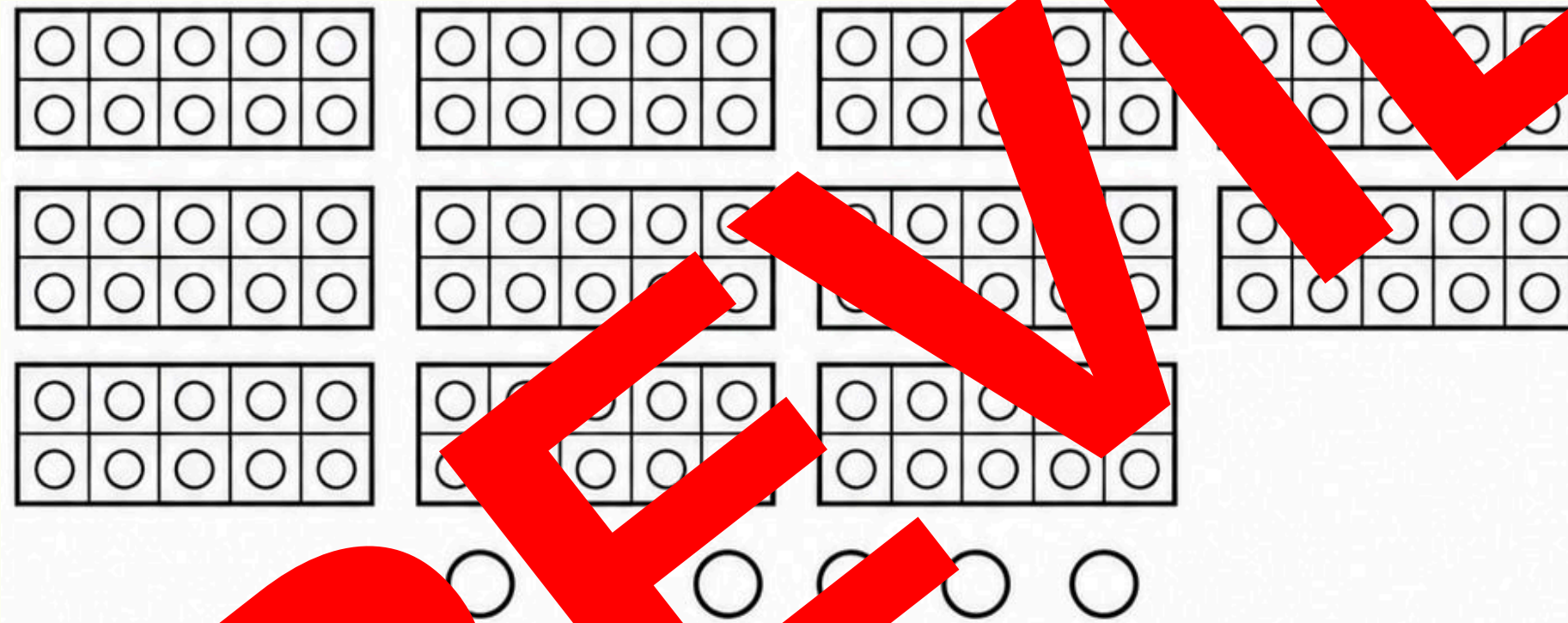
B

Six fives make 30.

Count the singles as 31, 32.



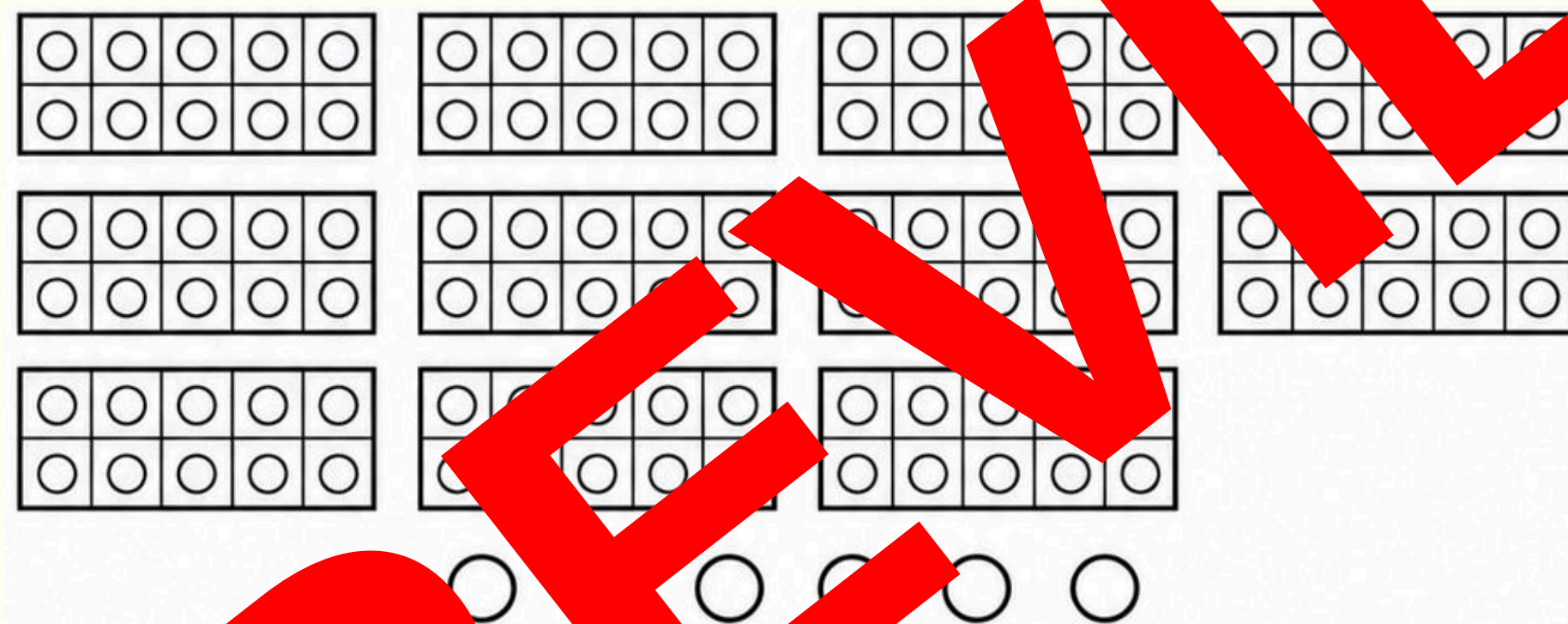
5. What is the total of this collection?



A. 116 B. 106 C. 116



5. Check your answer

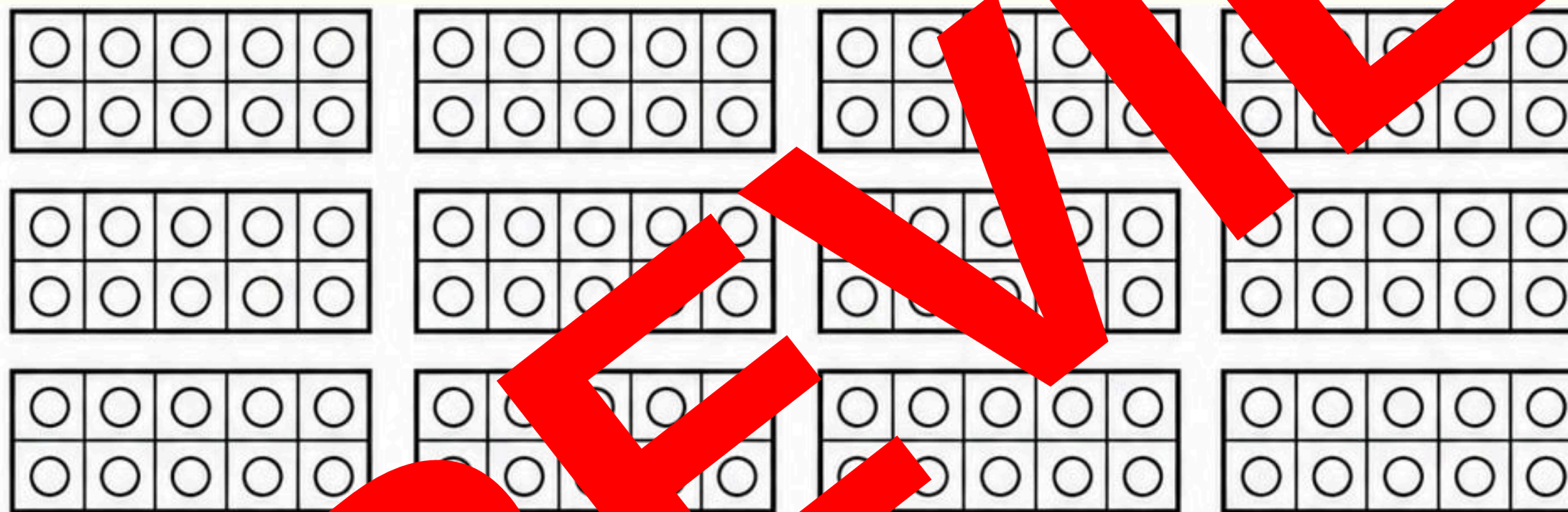


A. 116. Eleven tens make 110.

Six single units make 111, 112, 113, 114, 115, 116.



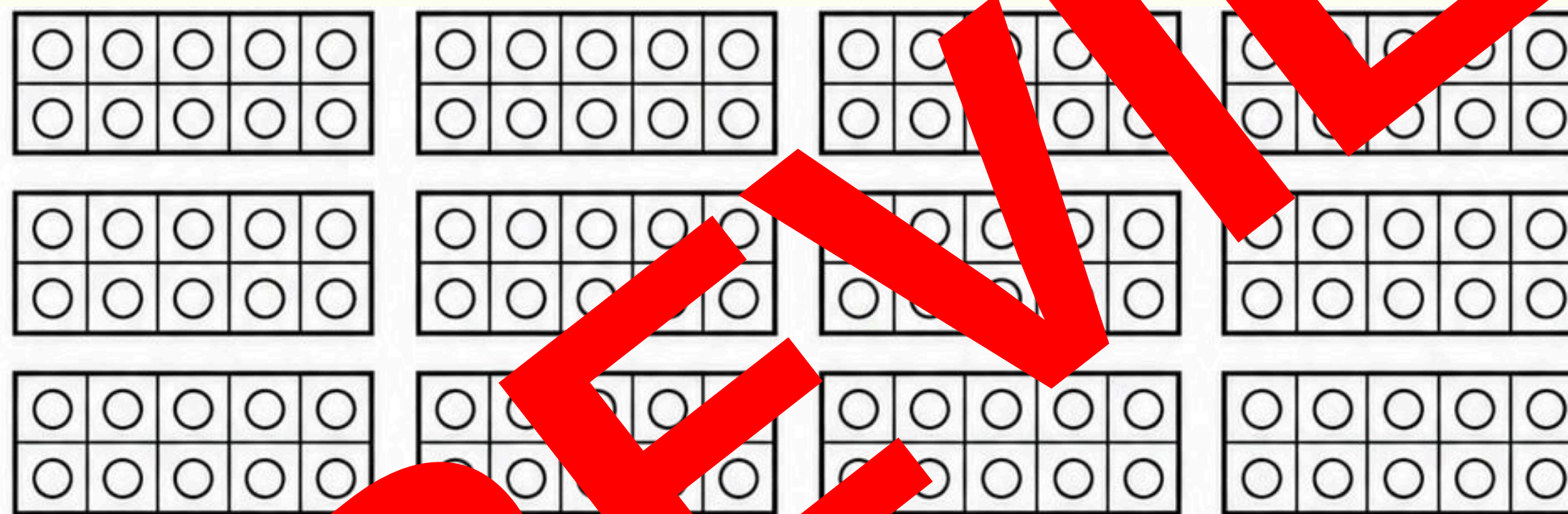
6. The count stopped at 100. Find the number.



A. 100 B. 110 C. 120



6. Check your answer

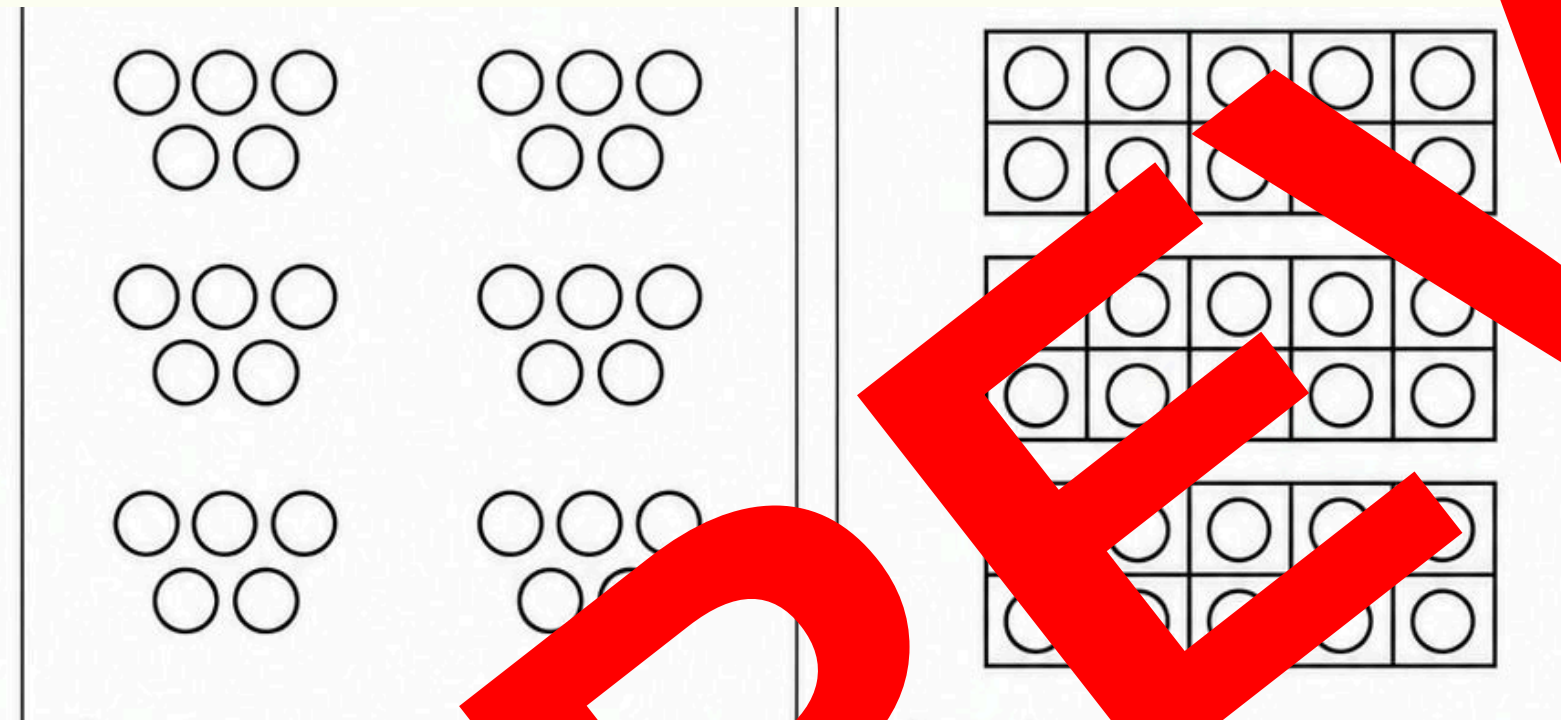


C. 120. Two full tens were needed.

Count by tens in groups once: 110, then 120.



7. Same objects. What is the same?



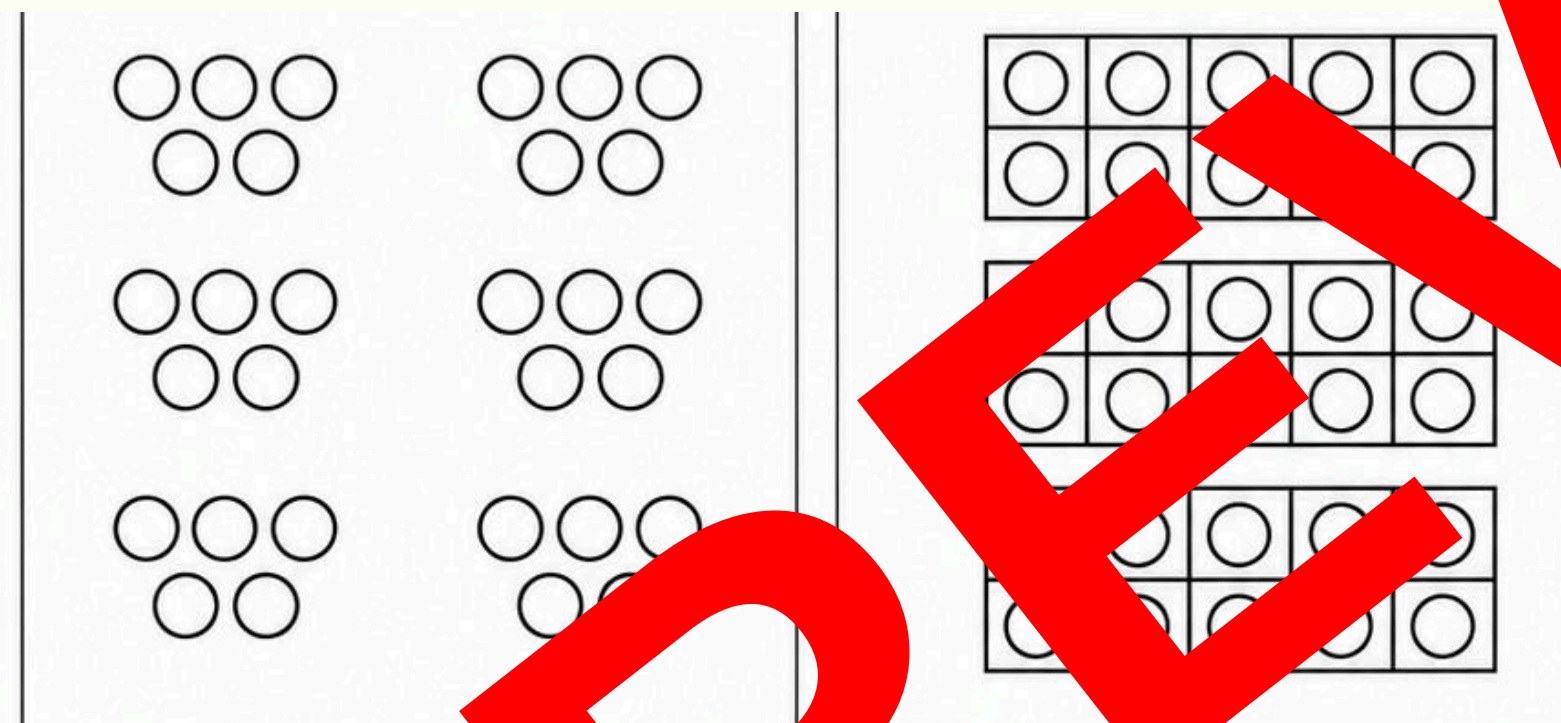
A. 10

B. 33

C. 15



7. Check your answer



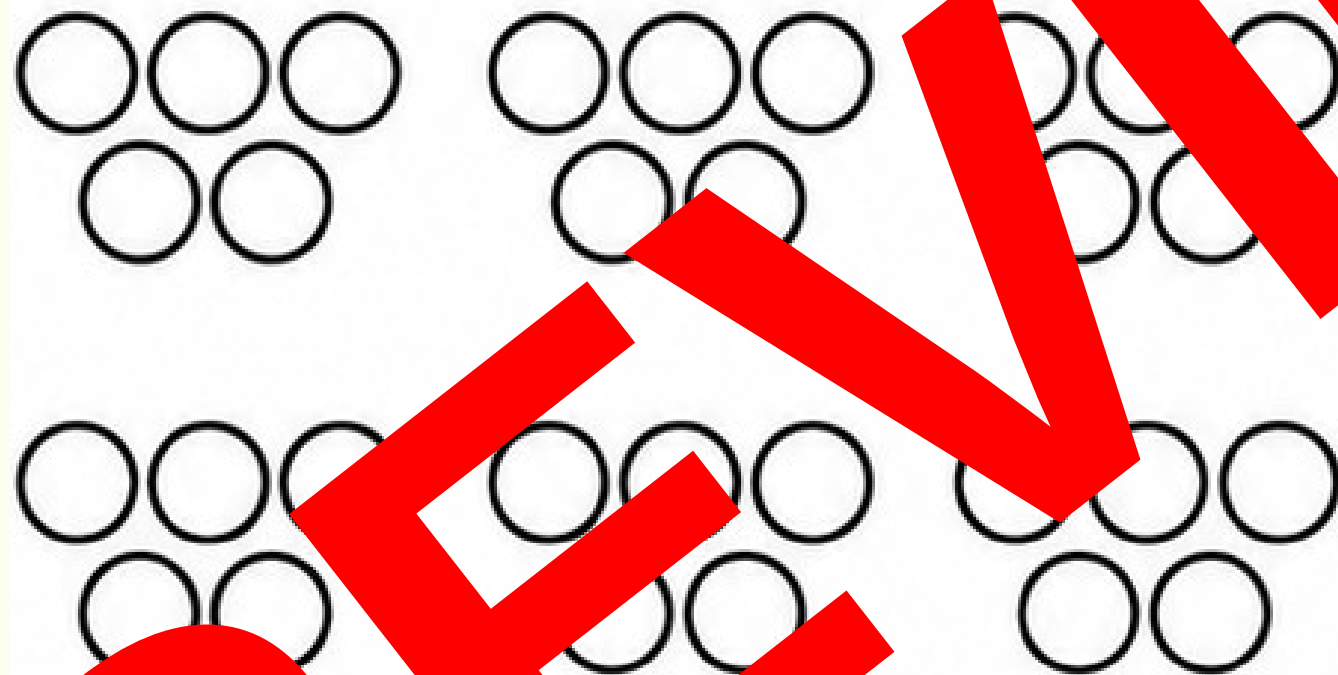
Answer

Six fives and three tens both count to 30.

Regrouping did not change the objects.

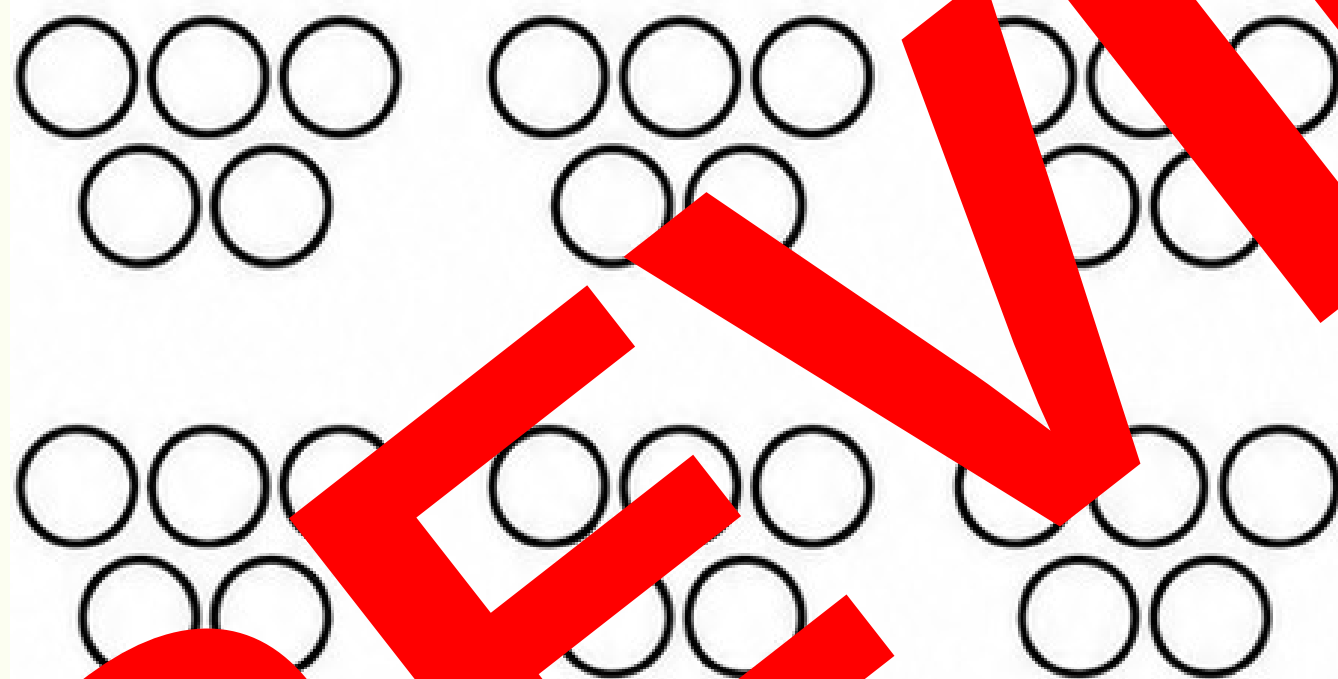


8. What should the third count be?



Claim: 5, 10, 20, 40, 80, 160, 320, 640, 1280, 2560, 5120, 10240, 20480, 40960, 81920, 163840, 327680, 655360, 1310720, 2621440, 5242880, 10485760, 20971520, 41943040, 83886080, 167772160, 335544320, 671088640, 1342177280, 2684354560, 5368709120, 10737418240, 21474836480, 42949672960, 85899345920, 171798691840, 343597383680, 687194767360, 1374389534720, 2748779069440, 5497558138880, 10995116277760, 21990232555520, 43980465111040, 87960930222080, 175921860444160, 351843720888320, 703687441776640, 1407374883553280, 2814749767106560, 5629499534213120, 11258999068426240, 22517998136852480, 45035996273704960, 90071992547409920, 180143985094819840, 360287970189639680, 720575940379279360, 1441151880758558720, 2882303761517117440, 5764607523034234880, 11529215046068469760, 23058430092136939520, 46116860184273879040, 92233720368547758080, 184467440737095516160, 368934881474191032320, 737869762948382064640, 1475739525896764129280, 2951479051793528258560, 5902958103587056517120, 11805916207174113034240, 23611832414348226068480, 47223664828696452136960, 94447329657392904273920, 188894659314785808547840, 377789318629571617095680, 755578637259143234191360, 1511157274518286468382720, 3022314549036572936765440, 6044629098073145873530880, 12089258196146291747061760, 24178516392292583494123520, 48357032784585166988247040, 96714065569170333976494080, 193428131138340667952988160, 386856262276681335905976320, 773712524553362671811952640, 1547425049106725343623905280, 3094850098213450687247810560, 6189700196426901374495621120, 12379400392853802748991242240, 24758800785707605497982484480, 49517601571415210995964968960, 99035203142830421991929937920, 198070406285660843983859875840, 396140812571321687967719751680, 792281625142643375935439503360, 1584563250285286751870879006720, 3169126500570573503741758013440, 6338253001141147007483516026880, 12676506002282294014967032053760, 25353012004564588029934064107520, 50706024009129176059868128215040, 101412048018258352119736256430080, 202824096036516704239472512860160, 405648192073033408478945025720320, 811296384146066816957890051440640, 1622592768292133633915780102881280, 3245185536584267267831560205762560, 6490371073168534535663120411525120, 12980742146337069071326240823050240, 25961484292674138142652481646100480, 51922968585348276285304963292200960, 103845937170696552570609926584401920, 207691874341393105141219853168803840, 415383748682786210282439706337607680, 830767497365572420564879412675215360, 1661534994731144841129758825350430720, 3323069989462289682259517650700861440, 6646139978924579364519035301401722880, 13292279957849158729038070602803445760, 26584559915698317458076141205606891520, 53169119831396634916152282411213783040, 106338239662793269832304564822427566080, 212676479325586539664609129644855132160, 425352958651173079329218259289710264320, 850705917302346158658436518579420528640, 1701411834604692317316873037158841057280, 3402823669209384634633746074317682114560, 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8. Check your answer

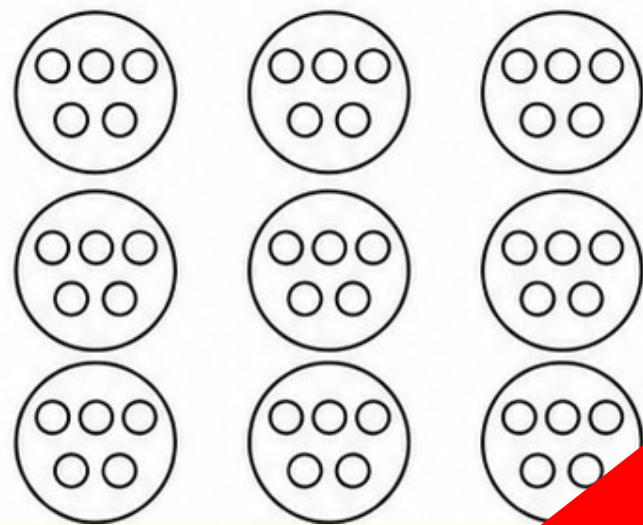


B. 15. The third group adds to 10.

Continue to 30 with the remaining groups.



9. The claim is 45. Count the singles.



A. 45

B. 49

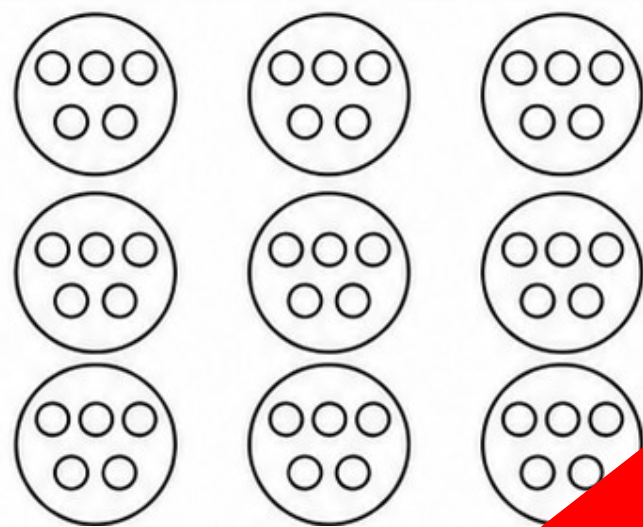
C. 54



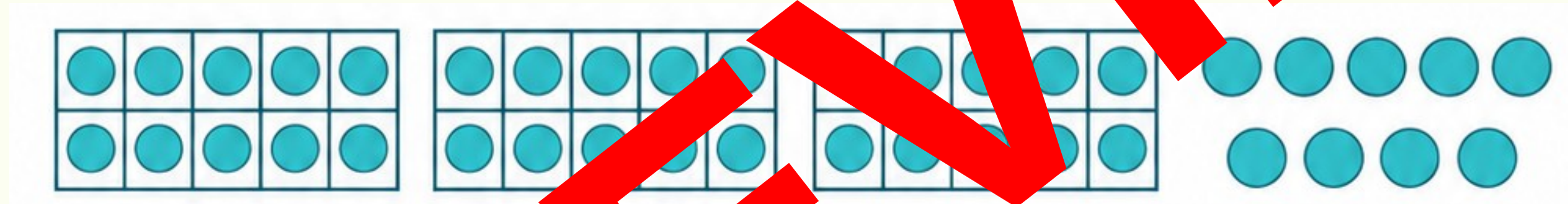
9. Check your answer

But the tens make 45.

Count the singles: 46, 47, 48, 49.



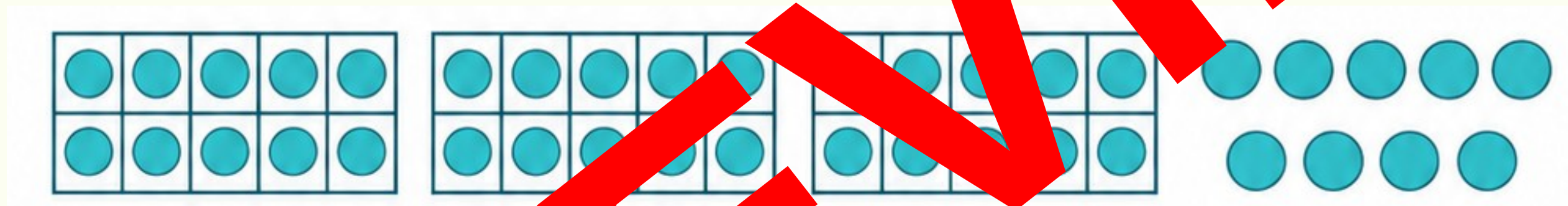
10. The claim is 40. What is the total?



A. 39 B. 40 C.

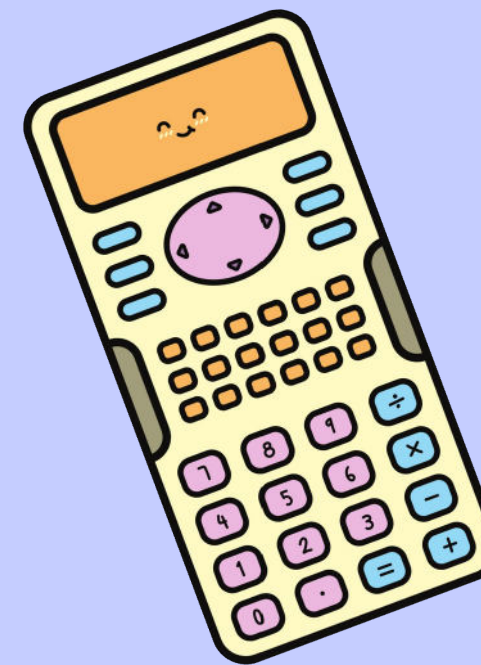
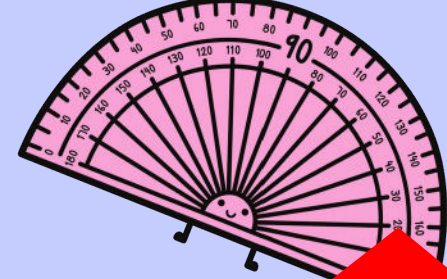
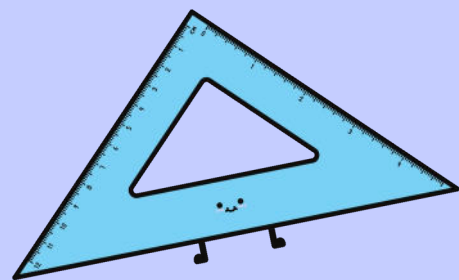
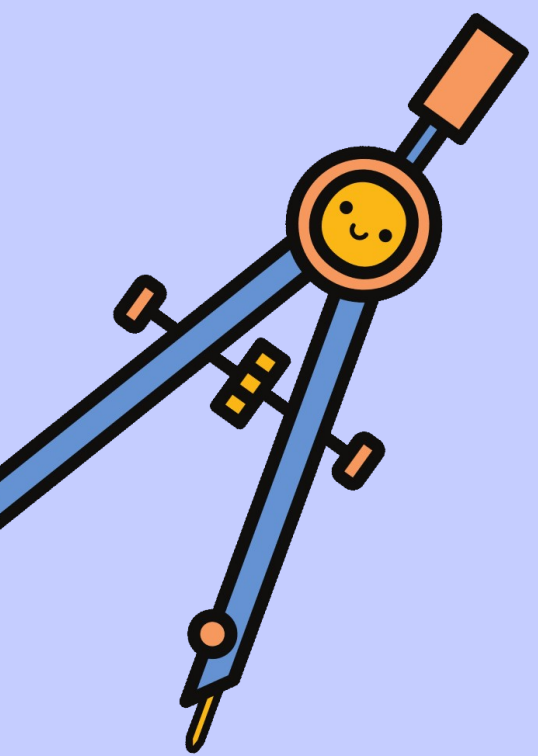


10. Check your answer



A. 39. The tens rods are 30.
Count the nine single units for 39.
Do not count the single units to make 40.





You will do it!
You checked your counts.

