

Vertical Progression:

TS Gold	<p>20. Uses number concepts and operations</p> <p>20a. Counts</p> <p>8. Uses number names while counting to 100; counts 30 objects accurately; tells what number comes before and after a specified number up to 20</p>
Kindergarten	<p>K.CC.A Know number names and the counting sequence.</p> <ul style="list-style-type: none"> ○ K.CC.A.1 Count to 100 by ones and tens. ○ K.CC.A.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1). ○ K.CC.A.3 Write numbers from 0-20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).
1st Grade	<p>1.NBT.A Extend the counting sequence.</p> <ul style="list-style-type: none"> ○ 1.NBT.A.1 Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.
2nd Grade	<p>2.NBT.A. Understand place value.</p> <ul style="list-style-type: none"> ○ 2.NBT.A.2 Count within 1000; skip-count by 5s, 10s, and 100s. ○ 2.NBT.A.3: Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.

Students will demonstrate command of the ELG by:

- Starting at any given number less than 120, counting to 120.
- Reading and writing numerals from 0 to 120.
- Identifying and matching objects using one-to-one correspondence with any given number from 0 to 120.

Vocabulary:

- count
- number
- numeral
- place value

Sample Instructional/Assessment Tasks:

1) Standard(s): 1.NBT.A

Source: Illustrative Mathematics

(<https://www.illustrativemathematics.org/content-standards/1/NBT/A/1/tasks/681>)

Item Prompt: Start/Stop Counting II

Setup: Students should be seated on chairs at their tables or desks. The teacher will give a counting sequence (for example, 20-120) to the students.

Actions: Begin with the teacher walking around the room while counting aloud from a number between 1 and 20. The teacher continues to count until he/she chooses a student by patting them on the shoulder. The student and teacher switch roles, the teacher sits in the student's chair while the student resumes the count and walks around the room. At the teacher's signal (clap, snap, chime etc.) the student selects the nearest student and switches places with another child who continues the count. Repeat this until each child has had a turn counting. If a child reaches 120 before each child has been given a chance to count, begin the sequence over again or if the children are ready reverse the sequence.

Correct Answer/Commentary: It is important to keep the counting moving quickly and smoothly so offering support to the students from the teacher by giving the number name to a student if they are struggling or having the whole group count with them until they can be independent is appropriate. The idea is not for the student to figure out the counting sequence but to hear it and practice it repeatedly in a facile manner.

2) Standard(s): 1.NBT.A

Source: Public Schools of North Carolina

(<http://commoncoretasks.ncdpi.wikispaces.net/1.NBT.1+Tasks>)

Item Prompt: Provide materials to the student. Read the problem to the student: Susan is counting students as they enter the gym for the play. She has just counted the 98th student. What numbers will Susan say for the next five students?

98, _____, _____, _____, _____, _____

Correct Answers/Commentary:

Complete Understanding

- Correctly answers: 99, 100, 101, 102, 103

Developing Understanding

- Student incorrectly states a number in the counting sequence
- Student skips a number, but continues the counting sequence correctly.