

Vertical Progression:

TS Gold	<p>20a. Counts 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> <p>20c. Connects numerals with their quantities 8. Identifies numerals to 20 by name and connects each to counted objects</p>
Kindergarten	<p>K.CC.A Know number names and count sequence.</p> <ul style="list-style-type: none"> ○ K.CC.A.1 Count to 100 by ones and by 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 to 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.

Students will demonstrate command of the ELG by:

- Counting to 100 by ones and by tens.
- Counting forward from any given number.
- Writing the numbers 0 to 20.
- Representing a group of counted objects with a written numeral.
- Representing and recording when there are no objects to count with the numeral zero.
- Representing and describing numbers in a variety of ways (e.g. objects, fingers, numerals).

Vocabulary:

- count
- counting on
- number
- numeral
- ones
- tens
- zero

Sample Instructional/Assessment Tasks:

1) Standard: K.CC.A.1, K.CC.A.2

Source: <https://gradekcommoncoremath.wikispaces.hcpss.org/Assessing+KCC1>

Task: Count to 100 by ones and by tens

Item Prompt: Click on link for task, tracking sheet, misconceptions, enrichments, and rubric.

2) Standard: K.CC.A.2

Source: Illustrative Math

Task: Pick a Number, Counting On (adapted to administer to individual students)

Action:

- The teacher puts multiple numbers in a hat or on sticks from the known counting sequence. S/he randomly picks one number and asks the student to count on ten numbers from that number.
- The teacher will change the numbers in the hat or on the sticks as the student is able to count higher (as the known sequence increases).
- The teacher can have the student count more than ten numbers on from the chosen number as the student gains higher levels of counting fluency.
- The teacher can use a 100's chart or a number line to point to the numbers as students count to scaffold and create an association between the written numeral and the spoken number name.

3) Standard: K.CC.A.3

Source: <https://gradekcommoncoremath.wikispaces.hcpss.org/Assessing+KCC3>

Task: Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).

Item Prompt: Click on the link and use task sheet: Task 5c and Task 5c Materials sheets 1 – 3.