

Extend the counting sequence (Standard 1).

Standard 1.NBT.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.

Key Elements: Counting to 120, reading numbers to 120, writing numbers to 120, representing a number of objects within 120 using written numerals.

Please note: In kindergarten, students are only required to read, write, numbers to 20 (K.CC.3) and count numbers to 100 (K.CC.1).

Counting to 120

Students need to understand how to count to 120 starting at a wide range of numbers. This can be achieved through daily practice. For example, the teacher could have students use a 120 chart during a daily routine to count from 1-120. In your practice, include pointing to a random number each day on the 120 chart to practice counting to 120 from different starting points. It is also useful to give students little segments of numbers within the range of 1-120, starting at various numbers, to practice counting. You can have some numbers filled in and some missing, or all numbers listed. (See picture below). It's especially tricky for students to count up past 100 as this is a new skill from kindergarten (K.CC.1), so additional, focused practice counting from 100-120 would be wise. Ideally, students will be able to move away from using the 120's chart when verbally counting to 120.

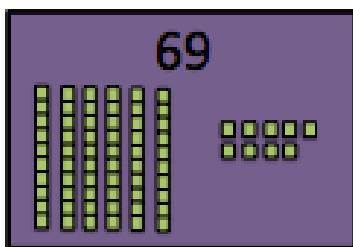
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|-----|-----|----|--|-----|
| 97 | 98 | 99 | | |
| 101 | 102 | | | 105 |

| | | | | | | | | | |
|----|----|----|----|----|----|----|----|----|----|
| 45 | 46 | 47 | 48 | 49 | 50 | 51 | 52 | 53 | 54 |
| 55 | 56 | 57 | 58 | 59 | 60 | 61 | 62 | 63 | 64 |

Reading Numbers to 120

In kindergarten, students were required to read and write numerals to 20 (K.CC.3). Students will be required to extend their knowledge of numbers and of the base ten system greatly to be able to read and represent with corresponding numerals one hundred additional numbers.

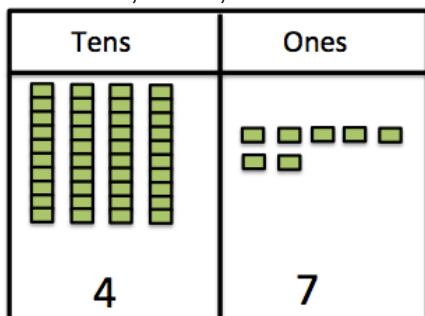
Students could practice reading numbers through daily practice with a 120 chart and sections of the 120 chart. Teachers could also create flashcards with numbers written on the top and base-ten pictorial representations of the number for added support. As students become more proficient, the picture representations could be covered up or removed.



Writing Numbers to 120:

Students will need to be familiar with the hundreds, tens, and ones places in a number. Students need to understand that each digit, based on where it is located in the number, represents something. Students will also need to understand that when writing the number forty-five, it is not written 405. Instead, the four represents four tens, which is equivalent to forty.

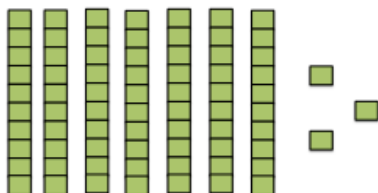
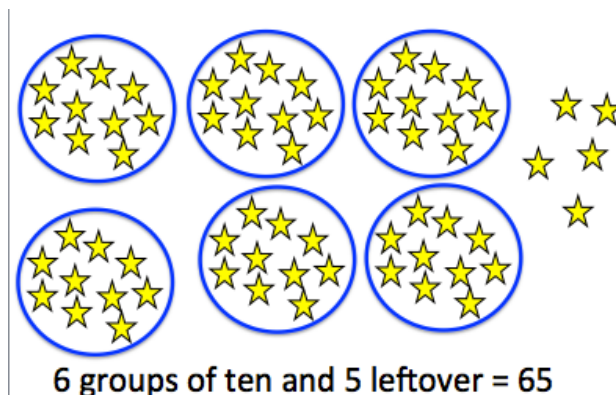
Students need to practice writing all their numbers in order to 120, as well as have practice with writing a wide variety of numbers to 120 in applicable context. It may be very helpful to have students use a ten frame to build, count, and write a series of numbers. This will help reinforce



the value of the digits.

Representing Objects With Written Numerals

In kindergarten, students were required to count a set of objects (up to 20) and then represent with written numerals the number of objects in a set. Students in first grade will need to do the same thing, but with numbers up to 120. Some students will count item-by-item. Others with more advanced base ten understanding may group objects into groups of ten and some leftovers on their own. If objects are presented in groups of ten and some leftover, (as is the case with base ten blocks), students will need to have a solid understanding of base ten to understand what number is being shown. Students need to have a flexible understanding of ways numbers can be represented (2 tens and 5 ones is the same as 25 ones).



The number is _____.