

### Core Content

<b>Cluster Title:</b> Know number names and the count sequence.
<b>Standard 1:</b> Count to 100 by ones and by tens.
<b>MASTERY Patterns of Reasoning:</b>
<b>Conceptual:</b> Students can count by ones in sequence from 1 to 10. Students can count by ones in sequential progression from 11 to 20. Students can count by ones in sequential progression from 21 to 100. Students can count by tens in sequence from 10 to 100.
<b>Procedural:</b> Students will practice rote counting by ones up to 10. Students will practice rote counting by ones up to 20 and continue in sets of 10 to 100. Students will practice rote counting by tens up to 100.
<b>Representational:</b> Students can use kinesthetic movements to represent counting connections (e.g., clapping, jumping, etc.).

### Supports for Teachers

<b>Critical Background Knowledge</b>
<b>Conceptual:</b> Students will be able to rote count to 20.
<b>Procedural:</b> Students will have had multiple opportunities to rote count from 1 to 20.
<b>Representational:</b> This is an auditory and oral skill.

<b>Academic Vocabulary and Notation</b>	
count, ones, tens, order, number names from one to 100	
<b>Instructional Strategies Used</b>	<b>Resources Used</b>
<p>Teacher models sequential counting from one to 10 using a variety of movements to represent oral counting (e.g., teacher models counting from one to 10 using fingers and clapping on ten or other movements while counting). Can continue with numbers from 11 to 100.</p> <p>Teacher uses music, poems, chants, rhymes, or literature to enhance rote counting.</p> <p>Teacher uses opportunities to practice rote counting during transitions.</p> <p>Teacher provides opportunities to count the days of school up to the 100<sup>th</sup> day of school.</p>	<p>Anno, Mitsumasa. <i>Anno's Counting Book</i>. HarperCollins, 1986.</p> <p>Hutchins, Pat. <i>One Gorilla</i>. Farrar, Straus and Giroux, 1993.</p> <p>Murphy, Stuart J. <i>Every Buddy Counts (MathCounts 1)</i>. HarperCollins, 1997.</p> <p>Richardson, Kathy. <i>Developing Number Concepts, Book 1: Counting, Comparing, and Patterns</i>. Math Perspectives.</p>

<b>Assessment Tasks Used</b>	
<p><b>Skill-Based Task:</b>                      Count by ones in sequential order from 1 to 100.                      Count by tens in order to 100.</p>	<p><b>Problem Task:</b>                      Beginning with one, count as far as you can count.                      Count to 100 by tens.</p>