

Core Content

Cluster Title: Extend the counting sequence.
Standard : 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.
MASTERY Patterns of Reasoning:
Conceptual: Understand that any number is part of a continued, patterned, sequence. Understand that numerals can represent a set of objects. Understand that one can count forward, backward, and in patterns such as counting by 2, 5 and 10. Understand that one can start at different numbers and still count in patterns. Ex. Count by 10: 3, 13, 23....
Procedural: Count any number of given objects within 120 and represent them with a written numeral. Orally say a number when seeing it. Correctly write a numeral when hearing its name. Identify a number from a set when orally given the number. Find numbers on the hundreds chart using patterning strategies. Read and write numerals in and out of sequence to 120.
Representational: Draw simple illustrations to represent a number.

Supports for Teachers

Critical Background Knowledge

Conceptual:

Understand one-to-one correspondence.

Procedural:

Identify and write a number by name for number 0-20

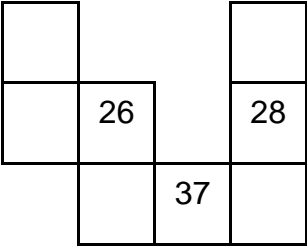
Count to 100.

Representational:

Correctly form numbers 0-9.

Academic Vocabulary and Notation

Count Back, Count On, Counting Up, Number, Numeral, Sequence, Whole Numbers

Instructional Strategies Used	Resources Used
<p>Use a hundreds chart that has numbers to 120 or extend your own hundred chart to identify numbers and patterns.</p> <p>I Spy a Number-While students are facing another way, cover up or remove numbers from the hundreds chart. Students identify missing numbers and explain how they know which number was missing.</p> <p>Use number cards or tiles and have students put them in count up or count down sequence.</p> <p>Give students number cards from 0-20, or another sequence, and time them while they line up in the correct order.</p> <p>Use a partial hundreds chart and fill in missing numbers using counting pattern skills.</p> <div style="text-align: center;">  </div> <p>A target counting sequence is given eg. 4-16. Students stand up one at a time and say the number that comes next. When they reach 16 the next student stands and begins counting backward until all students have had a turn.</p>	<p>Van de Walle, John A. and Lovin, LouAnn H. <i>Teaching Student-Centered Mathematics Grade K-3</i> (P 40). Allyn & Bacon. 2005</p> <p>Pinczes, Elinor. <i>One Hundred Hungry Ants</i>. Sandpiper. 1999</p> <p>Wells, Margaret. <i>Emily's First 100 Days of School</i>. Hyperion Books. 2005</p> <p>Cuyler, Margaret. <i>100th Day Worries (Jessica Worries)</i>. Simon & Schuster Books for Young Readers. 2000</p>

Assessment Tasks Used	
<p>Skill-based Task: Listen to student count from 0-120.</p> <p>Give students a number and have them write it down.</p> <p>Show students a number and have them say the number name.</p> <p>Have students put number cards in counting sequence.</p> <p>In small segments, have students write numbers within 0-120 in order.</p>	<p>Problem Task: Story problem: Cathy is walking down the street and trying to find her friend's house. The house numbers are in order from 1-20. (or adjust to higher numbers or do odd or even numbers). Cathy is at house number 5. Her friend lives at house number 17. How will she find her friend's house? Students will then explain different scenarios of solving the problem possibly including: counting by ones, counting up.</p>