

**1.2 The student will count forward by ones, twos, fives, and tens to 100 and backward by ones from 30.**

<b>UNDERSTANDING THE STANDARD (Background Information for Instructor Use Only)</b>	<b>ESSENTIAL UNDERSTANDINGS</b>	<b>ESSENTIAL KNOWLEDGE AND SKILLS</b>
<ul style="list-style-type: none"> <li>• The patterns developed as a result of skip counting are precursors for recognizing numeric patterns, functional relationships, and concepts underlying money, time telling, and multiplication. Powerful models for developing these concepts include counters, number line, hundred chart, and calculators.</li> <li>• Skip counting by twos supports the development of the concept of even numbers.</li> <li>• Skip counting by fives lays the foundation for reading a clock effectively and telling time to the nearest five minutes, counting money, and developing the multiplication facts for five.</li> <li>• Skip counting by tens is a precursor for use of place value, addition, counting money, and multiplying by multiples of 10.</li> <li>• Counting backward by rote lays the foundation for subtraction. Students should count backward beginning with 30, 29, 28, ... through ...3, 2, 1, 0.</li> <li>• Calculators can be used to reinforce skip counting.</li> </ul>	<p><b>All students should</b></p> <ul style="list-style-type: none"> <li>• Understand that collections of objects can be grouped and skip counting can be used to count the collection.</li> <li>• Describe patterns in counting by ones (both forward and backward) and skip counting and use those patterns to predict the next number in the counting sequence.</li> </ul>	<p><b>The student will use problem solving, mathematical communication, mathematical reasoning, connections, and representations to</b></p> <ul style="list-style-type: none"> <li>• Count by ones, twos, fives, and tens to 100, using concrete objects, such as counters, connecting cubes, pennies, nickels, and dimes.</li> <li>• Demonstrate a one-to-one correspondence when counting by ones with concrete objects or representations.</li> <li>• Skip count orally by twos, fives and tens to 100 starting at various multiples of 2, 5, or 10.</li> <li>• Count backward by ones from 30.</li> </ul>