

Just In Time Quick Check
[Standard of Learning \(SOL\) K.1b](#)

Strand: Number and Number Sense

Standard of Learning (SOL) K.1b

The student will read, write, and represent numbers from 0 through 20.

Grade Level Skills:

- Read, write, and represent numbers from 0-20 to include:
 - Construct a set of objects that corresponds to a given numeral, including an empty set;
 - Read and write the numerals from 0 through 20;
 - Identify written numerals from 0 through 20 represented in random order;
 - Identify the numeral that corresponds to the total number of objects in a given set of 20 or fewer concrete objects; and
 - Write a numeral that corresponds to a set of 20 or fewer concrete objects.

[Just in Time Quick Check](#)

[Just in Time Quick Check Teacher Notes](#)

Supporting Resources:

- VDOE Mathematics Instructional Plans (MIPS)
 - [K.1ab - How Many? Counting Centers](#) (Word) / [PDF Version](#)
 - [K.1ab - Number Designs – Counting Centers](#) (Word) / [PDF Version](#)
 - [K.1ab - Lily Pad Hop](#) (Word) / [PDF Version](#)
 - [K.1ab - Number Boards](#) (Word) / [PDF Version](#)
- VDOE Word Wall Cards: Grade K ([Word](#)) | ([PDF](#))
 - Number Model of 2
 - Number Model of 9
 - Number Model of 14
 - Number Path
 - Counting by ones
- VDOE Instructional Videos for Teachers:
 - [Developing Early Number Sense \(grades K-2\)](#)
 - [Using A Beaded Number Line \(grades K-2\)](#)

Supporting and Prerequisite SOL: [K.1a](#), [Foundation Blocks for Early Learning: Standards for Four-Year Olds – 1abc*](#)

*This links to the prerequisite standards found in Foundation Blocks for Preschool. Just in Time Quick Checks have not been created for Foundation Blocks.

SOL K.1b - Just in Time Quick Check

- 1) Use the three number cards from Set 1. Place each card, one at a time, in front of the student.
 - Place card 1A in front of the student. Say, “Read this card to me.”
 - Repeat with cards 1B – 1C.

- 2) Provide the student with pencil and paper. The student will use the pencil and paper to write some numbers.
 - Say: “Write these numbers for me.” (Pause after each number for student to write.)
Five. Eleven. Three.

- 3) Provide the student with a set of 20 counters. Use the three number cards from Set 2. Place each card, one at a time, in front of the student.
 - Place card 2A in front of the student. Say, “Can you create a group with this number of counters?”
 - Repeat with cards 2B – 2C.

Numeral Cards Set 1

<p data-bbox="331 241 440 415">9</p> <p data-bbox="331 573 570 598">K.1b Numeral Cards Set 1A</p>	<p data-bbox="678 241 906 415">12</p> <p data-bbox="735 573 971 598">K.1b Numeral Cards Set 1B</p>	<p data-bbox="1133 241 1247 415">6</p> <p data-bbox="1138 573 1373 598">K.1b Numeral Cards Set 1C</p>
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Numeral Cards Set 2

<p data-bbox="331 919 440 1094">7</p> <p data-bbox="331 1255 570 1281">K.1b Numeral Cards Set 2A</p>	<p data-bbox="678 919 906 1094">16</p> <p data-bbox="735 1255 971 1281">K.1b Numeral Cards Set 2B</p>	<p data-bbox="1133 919 1247 1094">5</p> <p data-bbox="1138 1255 1373 1281">K.1b Numeral Cards Set 2C</p>
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SOL K.1b - Just in Time Quick Check Teacher Notes
Common Errors/Misconceptions and their Possible Indications

1) Use the three number cards from Set 1. Place each card, one at a time, in front of the student.

- Place card 1A in front of the student. Say, “Read this card to me.”
- Repeat with cards 1B – 1C.

A common error is for students to misread a number or confuse numbers. For instance, students often confuse 6 with 9. The student generally makes these errors if number and letter reversals are common for the student. This student will need additional practice with counting and matching the correct number with the set of object counted. This can indicate that additional number recognition practice is needed. If the student has difficulty recognizing and/or saying the numbers 11-19, additional opportunities to practice reciting teen numbers and connecting the number name with the numeral will be helpful.

2) Provide the student with pencil and paper. The student will use the pencil and paper to write some numbers.

- Say: “Write these numbers for me.” (Pause after each number for student to write.)
Five. Eleven. Three.

It is common for young students to reverse numerals when writing them. This may indicate the need for additional experiences writing numbers. For most students, writing reversals will self-correct over time with additional opportunities to record quantities. Some students may benefit from additional kinesthetic experiences writing numbers (ex: writing numbers with shaving cream, playdough, bag of rice, etc.) before moving to paper and pencil.

3) Provide the student with a set of 20 counters. Use the three number cards from Set 2. Place each card, one at a time, in front of the student.

- Place card 2A in front of the student. Say, “Can you create a group with this number of counters?”
- Repeat with cards 2B – 2C.

Students may be able to match a quantity with a number for numbers to 10 but may struggle more with numbers 11-19. Teen numbers, in particular, can be a challenge for many younger students as these numbers do not follow the pattern of the other decade numbers (ex: thirteen vs. thirty-one). Students who are challenged with representing numbers to 20 will benefit from additional practices representing quantities, particularly with the numbers 11-19. Developing this skill requires lots of opportunities to practice over time. It is recommended that the quantities start small and increase over time (i.e., numbers to 10, 13, 16, then to 20).