

**Just In Time Quick Check**  
**[Standard of Learning \(SOL\) K.3d](#)**

**Strand:** Number and Number Sense

**Standard of Learning (SOL) K.3d**

*The student will count forward by tens to determine the total number of objects to 100.*

**Grade Level Skills:**

- Count forward orally by tens, starting at 0, to determine the total number of objects up to 100.

**[Just in Time Quick Check](#)**

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

**Supporting Resources:**

- VDOE Mathematics Instructional Plans (MIPS)
  - [K.3abd - Meaningful Rote Counting](#) (Word) / [PDF Version](#)
- VDOE Word Wall Cards: Kindergarten ([Word](#)) | ([PDF](#))
  - Counting by Tens

**Supporting and Prerequisite SOL:** [K.1a](#), [K.3a](#), [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.3d - Just in Time Quick Check: Student Interview**

*Provide students with a group of 100 counters. Refrain from telling the student the number of counters.*

- 1) Say: Please put these counters into groups of ten. Once student has placed counters into groups of ten, ask them to count them by tens to determine how many there are.

## SOL K.3d - Just in Time Quick Check Teacher Notes

*Provide students with a group of 100 counters. Refrain from telling the student the number of counters.*

- 1) Say: Please put these counters into groups of ten. Once student has placed counters into groups of ten, ask them to count them by tens to determine how many there are.

*Some students may lack one-to-one correspondence and struggle to count the objects accurately and/or place them into groups of ten successfully. These students need lots of experiences counting real objects, progressing as their ability increases (i.e., starting with 20 objects, moving to 30 or 40, etc.) until the student is ready to count 100 objects. Model counting, with an emphasis on moving the objects when counting them, or touching each object after organizing them. In addition, it may be helpful for students to have a number chart that they can refer to while counting.*

*Other students may be able to put the counters into groups of ten but may not be able to count by tens to 100. They may be able to go to a certain point (i.e., may be able to count 10-20-30 and then get stuck). These students will benefit from additional practice beginning at the student's threshold. Students need opportunities to see that we count for a reason – to determine quantity. Therefore, they need concrete objects or visuals to help cement their understanding and ability to count by tens. Counting 'hands' around the classroom can serve as a good visual of what it means to count by tens. Other visuals might include a hundred board (with the decade column highlighted), a set of full ten frame pictures, etc.*