Just In Time Quick Check
Standard of Learning (SOL) 1.1a

Strand: Number and Number Sense

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The student will count forward orally by ones to 110, starting at any number between 0 and 110.

Grade Level Skills:
- Count forward orally, by ones, from 0 to 110 starting at any number between 0 and 110.
- Use the oral counting sequence to tell how many objects are in a set.

Just in Time Quick Check

Just in Time Quick Check Teacher Notes

Supporting Resources:
- VDOE Mathematics Instructional Plans (MIPS)
- 1.1ab - Counting and Writing Beyond 100 (Word) / PDF Version
- 1.1ab - 110 Chart Puzzle (Word) / PDF Version
- VDOE Word Wall Cards: Grade 1 (Word) | (PDF)
    - 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: 1.1b, K.1a, K.3a, K.3c

SOL 1.1a - Just in Time Quick Check: Student Interview

1) Ask the student to count. Stop the student at their first error. Record the highest number the student can count to accurately, or stop the student at 110.

   The student can count to: _____

2) Give the student a pile of 17 counters. Ask the student to count the pile.
   - If student correctly counts the pile, go to Task 3.
   - If student incorrectly counted the pile, go to Task 4.

3) Give the student a pile of 33 counters. Ask the student to count the pile.
   - If student correctly counts the pile, end the Quick Check here.
   - If student incorrectly counts the pile, go to Task 4.

4) Give the student a pile of 14 counters. Ask the student to count the pile.
   - If student correctly counts the pile, end the Quick Check here.
   - If student incorrectly counts the pile, end the Quick Check here.

SOL 1.1a - Just in Time Quick Check Teacher Notes
Common Errors/Misconceptions and their Possible Indications

1) Ask the student to count. Stop the student at their first error. Record the highest number the student can count to accurately, or stop the student at 110.

    The student can count to: _____

    Students may incur one of a couple common errors or misconceptions with this task. Students may stop at the highest number they know (i.e., 10 or 20). This may happen because they struggle to cross over a decade (i.e., going from 29 to 30, or 59 to 60). Students may not understand the progression of the decades (twenty, thirty, forty, etc…). Students may stop when they reach 100, which indicates they can cross the century, but aren't sure how counting continues past 100. When these errors occur, students need additional practice counting over the decades, but tailored to their needs. For students who are unable to accurately count to 100 provide practice counting with the following counting benchmarks employed: 30, 50, 80, then on to 100. Students will benefit from counting practice with the teacher and other students to provide greater exposure to the verbal patterns of counting.

2) Give the student a pile of 17 counters. Ask the student to count the pile.
    - If student correctly counts the pile, go to Task 3.
    - If student incorrectly counted the pile, go to Task 4.

    Students may miscount the pile of counters by counting an object more than once, or skipping an object altogether. This can indicate that more counting practice is needed. The student generally makes these errors when counting too quickly, or when she doesn't move or organize the objects when counting. This student will need more modeling of counting with an emphasis on moving the objects when counting them, or touching each object after organizing them. Potentially, students can employ both misconceptions simultaneously and arrive at the correct total, so it's crucial to pay attention to the action of counting the objects.

3) Give the student a pile of 33 counters. Ask the student to count the pile.
    - If student correctly counts the pile, end the Quick Check here.
    - If student incorrectly counts the pile, go to Task 4.

    As quantities increase, students who were successful with smaller numbers may begin to miscount the larger pile of counters. The student may not able to count one item for each number (showing a lack of one-to-one correspondence with larger numbers) or may not be accurate with the rote counting sequence. It is important to focus closely on how the student is counting the objects to see what errors they may make. The student will benefit from additional choral counting with an emphasis on moving the objects when counting them, or touching each object after organizing them.

    Young children need lots of practice (with larger and larger quantities) until counting becomes easy for them and they are able to consistently use counting as a strategy for determining quantity in various situations.

4) Give the student a pile of 14 counters. Ask the student to count the pile.
    - If student correctly counts the pile, end the Quick Check here.
    - If student incorrectly counts the pile, end the Quick Check here.

Students may be able to accurately count a small group of objects but struggle as the size of the group increases. Students may miscount the pile of counters by counting an object more than once, or skipping an object altogether. This can indicate that more counting practice is needed. The student generally makes these errors when counting too quickly, or when she doesn't move or organize the objects when counting. This student will need additional modeling of counting, perhaps starting with a smaller quantity and building up to a larger quantity, with emphasis on moving the objects when counting them, or touching each object after organizing them. Potentially, students can employ both misconceptions simultaneously and arrive at the correct total, so it's crucial to pay attention to the action of counting the objects.

Another common error made by young students is not being able to count the teen numbers accurately. Twelve and the teen numerals are particularly difficult for some children as they do not have the same pattern as the other two-digit numerals in our number system. Students who struggle will need additional time making connections between the concrete and symbolic representation of quantities. They will need lots of additional opportunities to count using one-to-one correspondence, including verbal rote counting of objects, and distinguishing between number symbols. Daily calendar time can serve as a helpful routine in providing additional practice with counting and the use of symbolic representations for numbers up to 30.