

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

Strand: Number and Number Sense

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The student will count backward orally by ones when given any number between 1 and 30.

Grade Level Skills:

- Count backward orally by ones when given any number between 1 and 30.

[Just in Time Quick Check](#)

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

Supporting Resources:

- VDOE Mathematics Instructional Plans (MIPS)
 - [1.1c - 3, 2, 1, Blast Off!](#) (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: [1.1a](#), [1.1b](#), [K.3b](#), [K.3c](#)

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

1) Count back from 30 for me?

If the student is not able to count back from 30, ask them to count back from 20.

If the student is not able to count back from 20, ask them to count back from 15.

SOL 1.1c - Just in Time Quick Check Teacher Notes

Common Errors/Misconceptions and their Possible Indications

1) Count back from 30 for me?

If the student is not able to count back from 30, ask them to count back from 20.

If the student is not able to count back from 20, ask them to count back from 15.

When counting back, students often omit zero. If this occurs, students need more practice with counting back including the zero. Students may be helped by using counters and/or pictures that correlate with their counting.

For students who struggle to count backwards, provide a set of 30 counters and together, as you take one of their counters away, say the numbers that indicate the quantity that remains. For example, the teacher has the student count the counters to be sure they recognize there is a set of 30 counters. Then the teacher says, I am going to remove one counter at a time and we are going to say the number of counters that remain. As counters are removed, the teacher and student will say the numbers 30, 29, 28....

If a student cannot count back from 30, start with where the student is (counting back from the benchmarks listed in the task -- 15, 20, and then 30 as the student is ready).