

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

**Strand: Number and Number Sense**

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

*The student will count forward orally by ones from 0 to 100.*

**Grade Level Skills:**

- Count forward orally by ones from 0 to 100.

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

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

**Supporting Resources:**

- VDOE Mathematics Instructional Plans (MIPS)
  - K.3abc – [Garbage](#)
  - K.3abd – [Meaningful Rote Counting](#)
- VDOE Word Wall Cards: Kindergarten ([Word](#)) | ([PDF](#))
  - Counting by Ones

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

\*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.3a - Just in Time Quick Check: Student Interview**

- 1) Ask the student to count. Record the highest number the student can count to with success, or stop the student at 100. (You may wish to stop the student at their first error.) Make note of any particular errors made by the student.

The student can count to: \_\_\_\_\_

**SOL K.3a - Just in Time Quick Check Teacher Notes**  
**Common Errors/Misconceptions and their Possible Indications**

- 1) Ask the student to count. Record the highest number the student can count to with success, or stop the student at 100. (You may wish to stop the student at their first error.) Make note of any particular errors made by the student.

The student can count to: \_\_\_\_\_

*Students may incur one of a couple common errors or misconceptions with this task. Students may stop at 10 or 20 (or the highest number they know). Should this happen, prompt the student by asking what number comes next. Some students may have trouble with 11, 12 and the teen numbers as well as crossing a decade (going from 29 to 30, or 59 to 60). Students may not understand the progression of the decades (twenty, thirty, forty, etc...). When these errors occur, students need additional practice, tailored to their specific needs.*

*If a student has difficulty getting started, have them begin counting with you, e.g. "Let's count together: zero, one, two, three..." and have the student continue without your help. It is important to provide instruction beginning where the student is most comfortable. Some students may not be able to count by ones to 4 or 6 (e.g. instruction should focus on counting just past the highest number, and moving forward incrementally.) Once a student can count orally to 20, the next counting benchmark to get students to is 50, then 80, then 100. Choral counting and other frequent activities can provide students with the exposure to the verbal patterns of counting that is needed to help them progress.*