Core Content

Cluster Title: Know number names and the count sequence.
Standard 2: Count forward beginning from a given number within the known sequence (instead of having to begin at one).
MASTERY Patterns of Reasoning:
Conceptual: Students can count on from a given number with numbers up to 10. Students can count on from a given number with numbers up to 20 and up to 100. **Procedural:** Students will practice rote counting by ones from a given number up to 10. Students will practice rote counting by ones from a given number up to 20 and continue to 100. **Representational:** Students can use kinesthetic actions to follow the counting sequence (e.g., clapping, holding up fingers, etc.).

Supports for Teachers

Critical Background Knowledge
Conceptual: Students can recite numbers in order from 1-20. Students will understand that numbers come “before” or “after” a given number. **Procedural:** Students can recite numbers in order from 1-20 (rote counting). **Representational:** This is an oral and auditory skill.

Academic Vocabulary and Notation	
count, number names from 1-100, counting on, order, ones, before, after, in all, how many	
Instructional Strategies Used	**Resources Used**
Teacher models counting on strategies. Daily number line activities: Count how many days you have been in school. Play a counting game, starting with a number other than one. For example, students start counting from three, and whoever is number 11 must sit down. Question of the day: Answers are grouped in fives and/or tens. Start counting from one set forward. Number of the day: Orally count on from that number to a larger number.	Baratta-Lorton, Mary. *Mathematics Their Way*. Dale Seymour Publications, 1995. Copley, Juanita. *The Young Child and Mathematics*. MAEYC/NCTM, 2000. Richardson, Kathy. *Developing Number Concepts, Book 1: Counting, Comparing, and Patterns*. Math Perspectives.

Assessment Tasks Used	
Skill-Based Task: Have the student orally count from a given number (e.g., “Start at six and count until I tell you to stop”). Have the student stop at 20. Have the student orally count from a given number (e.g., “Start at 34 and count until I tell you to stop”). Have the student stop at 47.	**Problem Task:** Kwan had 11 marbles. On his birthday his brother gave him 5 more. Count on to determine how many marbles Kwan has all together. Lisa has 25 shirts. She bought 8 more. Count on to see how many shirts she has now.