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| **NC.1.NBT.1**  **Counting Seats** | |
| **Domain** | Number and Operations in Base Ten |
| **Cluster** | Extend and recognize patterns in the counting sequence. |
| **Standard** | **NC.1.NBT.1** Count to 150, starting at any number less than 150. |
| **Materials** | No materials needed |
| **Task** | Read the problem to the student: *Mrs. Smith is taking her first grade class to the local theatre. Each of the seats in the auditorium is labeled in order with a number. Starting at number 138, tell me the next 5 seats in the row.*  138, \_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_ |

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| **Continuum of Understanding** | | |
| **Not Yet Proficient** | * Starts counting at 0 or 1 instead of counting on from 98 * Incorrectly writes or skips more than one number in the sequence | Checklist for teacher to identify mastery of standard:   * Correctly counts in sequence * Crosses decade without hesitation * Exhibits understanding of patterns in counting sequence |
| **Progressing** | * Incorrectly states a number in the counting sequence. * Skips a number, but continues the counting sequence correctly. |
| **Meets Expectations** | * Correctly answers: 139, 140, 141, 142, 143 |

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| **Standards for Mathematical Practice** |
| **1. Makes sense and perseveres in solving problems.** |
| **2. Reasons abstractly and quantitatively.** |
| 3. Constructs viable arguments and critiques the reasoning of others. |
| 4. Models with mathematics. |
| 5. Uses appropriate tools strategically. |
| **6. Attends to precision.** |
| **7. Looks for and makes use of structure.** |
| 8. Looks for and expresses regularity in repeated reasoning. |