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| **NC.1.NBT.1**  **Counting Within 150** | |
| **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** | None |
| **Task** | 1. 1. Say: *Start at 100 and count as far as you can* (Stop student at 150). 2. 2. Say: *Begin counting at 118. I’ll tell you when to stop.* (Stop student at 130.) 3. 3. Say: *Begin counting with the number 137. I’ll tell you when to stop.* (Stop student at 150.)   If student ***cannot*** count on from 100, try starting at numbers within 100 to find a range for beginning instruction such as:   * Begin at 80. Stop student at 100. * Begin at 60. Stop student at 80. * Begin at 30. Stop student at 60. |

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| **Continuum of Understanding** | | |
| **Not Yet Proficient** | Response includes 0-1 of the descriptors in “Meets Expectations” | * Omits or repeats numbers in the counting sequence * Rote counts from 100 by ones, without error, to\_\_\_\_\_\_\_ * Counts correctly from:   118 \_\_\_\_ 137 \_\_\_\_   * Rote counts lower numbers to \_\_\_ without error |
| **Progressing** | Response includes 2 of the descriptors in “Meets Expectations” |
| **Meets Expectations** | Response includes all the descriptors in “Meets Expectations”   * Counts from 100 to 150 by ones * Counts from all given numbers correctly * Crosses over all decades without hesitations or omissions |

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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.** |