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| **NC.1.NBT.1**  **Counting Students (Version 3)** | |
| **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** | Read the problem to the student: *Susan is counting students as they enter the gym for the play. She has just counted the 109th student. What numbers will Susan say for the next 5 students?*  109, \_\_, \_\_\_, \_\_\_, \_\_\_, \_\_\_. |

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| **Continuum of Understanding** | |
| **Not Yet Proficient** | * Starts counting at 0 or 1 instead of counting on from 109 * Incorrectly counts or skips more than one number in the sequence |
| **Progressing** | * Incorrectly counts a number in the counting sequence * Skips a number, but continues the counting sequence correctly |
| **Meets Expectations** | * Correctly answers: 110, 111, 112, 113, 114 |

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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. |