

NORTH CAROLINA MATHEMATICS • 2026-27

Write the Number: Zero to Twenty



Kindergarten • Counting and Cardinality

NC.K.CC.3

Four short teaching sessions • Three flexible small groups

Includes detailed teacher scripts, anchor charts, reusable organizers, 30 choice cards, 30 open/performance tasks, actual-performance evidence records, full keys, and inquiry.

Select a few tasks across days. This is a resource bank, not a 60-item test. Adult-read directions and access supports are retained.

Uses the current North Carolina Kindergarten mathematics wording in the supplied official-source inventory. Intended for 2026-27; revised 2026 standards are scheduled for 2028-29 implementation. These standards have no lettered subparts. Do not invent suffixes.

Free sample | Contents

NC.K.CC.3 | Kindergarten mathematics

This sample contains 32 complete selected pages from the 131-page resource, plus this sample contents page. Original printed page numbers are retained. Gaps are intentional.

Included original pages: 1-28, 57-58, 100-101

Representative activities

MC01: sample PDF page(s) 28; original page(s) 27

MC02: sample PDF page(s) 29; original page(s) 28

OH01: sample PDF page(s) 30; original page(s) 57

OH02: sample PDF page(s) 31; original page(s) 58

Selected teacher prompts and keys: original page(s) 100-101

Using this sample

Read the preparation and access guidance before using a selected activity.

Keep teacher keys and private preparation pages separate from student copies.

Use the original resource contents to see the scope of the complete packet.

Complete paid download

The complete resource includes the full PDF task bank and teaching materials.

START HERE

How to use this packet

60 reusable task cards: 30 selected-response and 30 open/performance. This is NOT a 60-item test. Select a few tasks for four short sessions and retain the remainder for centers, later practice, conferences, and reteaching. No timed fluency demand.

Teacher sequence

1. Standard, learning targets, model, and supports.
2. Four-session schedule and seven teaching sections.
3. Three flexible instructional groups.
4. Anchor charts and reproducible organizers.
5. Student choice and performance banks.
6. Separate evidence rubric and record.
7. Complete teacher-only answer keys, inquiry, and sources.

Print selectively

- Student prompt pages omit keys, scoring notes, and teacher evidence. Adult reads every direction and option neutrally.
- Use 16-18 point student type. Print no more than two choice tasks or one writing/performance task per page. Supply a half-page or larger blank work area for each writing task.
- Hands-on tasks use large safe counters with adult supervision. Do not require independent reading, extended written explanations, or home materials.

COVERAGE MAP

Coverage and actual evidence

Part 1

Requirement: Write numbers 0-20

Performance ids: OH01, OH02, OH03, OH04, OH05, OH06, OH07, OH08, OH09, OH10, OH11, OH12, OH13, OH14, OH15, OH16, OH17, OH18, OH19, OH20, OH21, OH22, OH23, OH24, OH25

Evidence: Actual numeral inscriptions cover each integer 0-20; additional spoken-number tasks distinguish writing from copying.

Part 2

Requirement: Represent a number of objects with a written numeral 0-20

Performance ids: OH01, OH02, OH03, OH04, OH05, OH06, OH07, OH08, OH09, OH10, OH11, OH12, OH13, OH14, OH15, OH16, OH17, OH18, OH19, OH20, OH21, OH26, OH27, OH28, OH29, OH30

Evidence: Actual written quantity labels, attached to the precisely prepared collection.

Part 3

Requirement: 0 represents a count of no objects

Performance ids: OH01, OH26, OH29

Evidence: Actual 0 inscription for unmistakably empty collections; OH22 also checks writing zero from its spoken name.

OFFICIAL STANDARD

The target and its evidence

NC.K.CC.3

Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20, with 0 representing a count of no objects.

Uses the current North Carolina Kindergarten mathematics wording in the supplied official-source inventory. Intended for 2026-27; revised 2026 standards are scheduled for 2028-29 implementation. These standards have no lettered subparts. Do not invent suffixes.

Essential question

How can a written number tell how many objects are here?

Standard breakdown

- Write numerals across the inclusive range 0-20.
- Represent the quantity of a collection using a written numeral.
- Connect 0 to a collection with no objects. These are descriptive components, not invented lettered subparts.

Daily learning targets

- I can write the number I hear from 0 to 20.
- I can write a number to show how many objects are in a collection.
- I can use 0 to show no objects.

TEACHER GUIDE

Prerequisites

Observe counting and cardinality separately. A child may understand the quantity but need numeral-formation support, or form a numeral but not yet connect it to a quantity. Do not collapse those needs into one score.

Materials

- Large counters, blocks, or paper squares; two ten-frames
- Large blank writing boxes and thick pencils/crayons
- Adapted grips or digital stylus as needed
- Numeral cards 0-20 for teaching/scaffolds only
- Empty tray or large paper mat

Vocabulary

Numeral: A written symbol for a number.

How many: The number of objects in a group.

Zero: A count of no objects.

Collection: A group of objects we can count.

TEACHER GUIDE

Access

- Read every prompt aloud. Give processing time; accept number words through the learner's usual language, signs, or AAC. Do not score accent, decoding, spelling, or sentence length.
- Document visual, motor, sensory, and communication access separately from mathematical cues. Keep needed access supports available during every observation.
- A number strip, adult-provided next number, tracing model, or partner answer can change the mathematical demand. Use for teaching, record it, then collect a fresh accessible opportunity if appropriate. Never remove essential access to force independence.
- If no usable response can be observed, record N/O and plan another accessible opportunity rather than recording 0.
- Give generous space and usual motor accommodations. Do not penalize decorative neatness, letterlike strokes, or number-name speech. Reversed numeral formations may be accepted if their intended numeral is unambiguous and place value is not changed; writing 41 for 14 changes the numeral and needs instruction.
- Pointing to a numeral card, dictating to an adult, or selecting a ready-made numeral can show quantity-to-symbol recognition. It does not alone establish the standard's writing component. Mark writing N/O when no accessible writing sample is observed; do not falsely award writing mastery or penalize disability.
- Tracing/copying supports formation instruction; record the model. Obtain a fresh numeral inscription when feasible, while retaining access accommodations.

TEACHER GUIDE

Selected core schedule

Part 1

Session: 1

Duration minutes: 20

Plan: Warm-up 8 minutes; I Do 12 minutes. Use only the listed core cards and stop for movement as needed.

Part 2

Session: 2

Duration minutes: 20

Plan: We Do 15 minutes; first 5 minutes of collaborative practice.

Part 3

Session: 3

Duration minutes: 20

Plan: Remaining collaborative practice 8 minutes; first 12 minutes of independent practice. Individual observation rotates across children.

Part 4

Session: 4

Duration minutes: 20

Plan: Remaining independent practice 5 minutes; small-group reteach 10 minutes; exit checks 5 minutes. Reteach is targeted, not all bank cards.

TEACHER GUIDE

Worked model

Prompt: Here are 6 large counters. Write the number that tells how many. Then show an empty tray.

Script: I touch each counter once: 1,2,3,4,5,6. There are 6. I write 6 in this big box. My written 6 tells how many counters. Now this tray has no counters. I write 0. Zero tells that there are no objects. I do not leave the answer empty, because a blank does not tell the number.

Solution: Six counters → written 6. Empty tray → written 0.

Formation note: Model locally adopted numeral strokes; do not prescribe one exclusive stroke order. Then model 14 as the numeral 14, explaining that 1 then 4 is different from 4 then 1. Formal place-value explanations are not required for this standard.

Student turn: Give a fresh collection of 4, then later an empty collection; collect the child's actual writing.

TEACHER GUIDE

Misconceptions

Part 1

Observed: Counts correctly but writes a different numeral

Response: Separate counting from symbol retrieval. Offer matching cards as teaching support; model numeral writing, then invite a fresh written response.

Part 2

Observed: Writes 41 for fourteen

Response: Show 14 and read it aloud. Model left-to-right order, then use another teen quantity and collect a fresh sample. Do not label the value-changing order as a harmless reversal.

Part 3

Observed: Leaves the empty set blank

Response: Name that the tray has no objects. Model writing 0 to communicate this, then show a different empty tray.

Part 4

Observed: Writes a reversed digit recognizable as the intended value

Response: Accept the mathematical value if unambiguous and place value unaffected; teach conventional formation separately.

Part 5

Observed: Writes correct numeral by copying only

Response: Record supported formation. Later ask for a numeral without a visible answer model while keeping motor access.

TEACHER GUIDE

Three subgroups

Part 1

Name: Group 1: Form the numerals

Entry evidence: Quantity understood but numeral inscription is difficult or copied only.

Plan: Use thick tools and large boxes; teacher models a numeral, child practices, then writes from an adult-spoken number. Start with needed digits, not an automatic age-based range.

Cards: OH24, OH25

Next step: A fresh numeral without a visible answer model, using motor accommodations.

Part 2

Name: Group 2: Connect quantity and writing

Entry evidence: Numerals can be formed but quantity-to-symbol connection is inconsistent.

Plan: Touch/move large objects one at a time; state the quantity; write its numeral. Compare with the collection, not a decorative model. Include an empty set.

Cards: OH01, OH07, OH26

Next step: Write for a new arrangement and record quantity accuracy separately.

Part 3

Name: Group 3: Transfer and repair

Entry evidence: Writes quantities accurately across familiar examples.

Plan: Use teen/twenty collections, rearrangements, and mismatched labels. Each learner writes a correction and checks objects. Extension stays within 0-20.

Cards: OH27, OH29, OH30

Next step: Demonstrate different values and both zero and teen/twenty cases across days.

TEACHER SCRIPT • 8 SELECTED-CORE MINUTES

Warm-up

Purpose: Separate recognition, quantity, and actual writing.

Core: MC01, OH01. These are selected practice, not the entire bank.

Bank: MC01, MC02, MC03, MC04, OH01, OH02, OH03, OH04

0-2 minutes

Say: Look at this empty tray. How many objects are here?

Do: Show an unmistakably empty tray.

2-4 minutes

Say: Which written number tells no objects?

Do: Read MC01; accept pointing.

4-7 minutes

Say: Write a number to tell how many objects are in the tray.

Do: OH01; collect actual numeral inscription in large box.

7-8 minutes

Say: Your writing tells me a number.

Do: Record recognition and writing separately.

Look for: Writes 0 for no objects; blank response is not automatically an observed incorrect numeral.

Support: Provide broad pencil, grip, stylus, or usual motor support.

Reteach: Model 0 then later use a fresh empty collection; mark modeled practice.

Early finisher: Show an adult another empty collection and label it 0.

Record: Actual inscription plus quantity connection; N/O if writing inaccessible.

TEACHER SCRIPT • 12 SELECTED-CORE MINUTES

I Do

Purpose: Model counting, writing, and checking.

Core: MC05, OH05. These are selected practice, not the entire bank.

Bank: MC05, MC06, MC07, MC08, OH05, OH06, OH07, OH08

0-4 minutes

Say: I count each of six counters once. Six counters, so I write 6.

Do: Use worked model; make writing large and visible.

4-7 minutes

Say: This empty tray has no objects. I write 0.

Do: Contrast zero with a blank answer area.

7-9 minutes

Say: Listen to MC05. Which numeral labels this collection?

Do: Read choices, count as instruction.

9-12 minutes

Say: Your collection has four counters. Count and write the number.

Do: OH05; allow a supported rehearsal and document support.

Look for: A numeral communicates a count, not a picture of all objects.

Support: Use formation model only if needed, then record copied response.

Reteach: Separate quantity naming from writing.

Early finisher: Make a different arrangement of four and keep the label.

Record: Actual writing, counted quantity, copying cue.

TEACHER SCRIPT • 15 SELECTED-CORE MINUTES

We Do

Purpose: Practice quantity labels and stable value with shared support.

Core: MC09, OH09. These are selected practice, not the entire bank.

Bank: MC09, MC10, MC11, MC12, MC13, OH09, OH10, OH11, OH12, OH13

0-4 minutes

Say: Let us count eight large counters together.

Do: Move one counter per number word.

4-8 minutes

Say: Which written number matches eight?

Do: Use MC09; show how to check against the objects.

8-12 minutes

Say: Write the number for your eight counters.

Do: OH09 individual writing, even if count was shared.

12-15 minutes

Say: Move the counters. Do we need a different number now? Show me.

Do: Rearrange without adding/removing; child checks and may rewrite 8.

Look for: Quantity-to-written-numeral connection; note whether count was supplied.

Support: Ten-frame mat, one-to-one movement, usual writing tool.

Reteach: Model count and symbol separately if mismatch occurs.

Early finisher: Write 8 for another arrangement.

Record: Distinguish supported counting from actual child writing.

TEACHER SCRIPT • 13 SELECTED-CORE MINUTES

Collaborative practice

Purpose: Create labeled collections while obtaining each child's writing.

Core: MC14, OH14. These are selected practice, not the entire bank.

Bank: MC14, MC15, MC16, MC17, MC18, OH14, OH15, OH16, OH17, OH18

0-3 minutes

Say: One partner builds. The other counts and writes. Then switch.

Do: Adult prepares known-safe counters; no partner writes for the other.

3-5 minutes

Say: Which numeral labels the collection in MC14?

Do: Joint choice discussion only.

5-10 minutes

Say: Count these thirteen counters and write how many.

Do: OH14 for first child; fresh collection for second child.

10-13 minutes

Say: Show me your own number and the objects it names.

Do: Observe each learner's written work and quantity match.

Look for: 13 rather than 31; do not demand a place-value explanation.

Support: Two ten-frames; adult direction reading.

Reteach: Model ordering digits only after collecting the original sample.

Early finisher: Rearrange the collection and check label.

Record: Individual inscription and whether partner supplied value or symbol.

TEACHER SCRIPT • 17 SELECTED-CORE MINUTES

Independent practice

Purpose: Collect fresh written evidence including teen numbers.

Core: OH19, OH22. These are selected practice, not the entire bank.

Bank: MC19, MC20, MC21, MC22, MC23, OH19, OH20, OH21, OH22, OH23

0-3 minutes

Say: You will count a collection and write its number.

Do: Give large response box; no numeral model of answer.

3-10 minutes

Say: Count these eighteen counters. Write how many.

Do: OH19 individually; allow child to move objects.

10-14 minutes

Say: Now listen: write zero, seven, and fourteen, each in its own box.

Do: OH22 without a visible answer; use multiple brief turns if needed.

14-17 minutes

Say: Check your numbers in the way that helps you.

Do: Observe self-corrections without supplying target symbols.

Look for: Quantity label and writing from number names; accurate teen order.

Support: Keep motor access and language access; do not require explanation sentences.

Reteach: After sample, distinguish counting error from numeral error.

Early finisher: Match each own numeral to a newly built collection.

Record: Attach actual writing; score dimensions separately.

TEACHER SCRIPT • 10 SELECTED-CORE MINUTES

Small-group reteach

Purpose: Provide three targeted groups and collect a fresh sample.

Core: OH24, OH26, OH27. These are selected practice, not the entire bank.

Bank: MC24, MC25, MC26, MC27, OH24, OH25, OH26, OH27

0-2 minutes

Say: We will practice the part that helps you show your numbers.

Do: Choose flexible groups using evidence.

2-5 minutes

Say: Watch one example. Then you will try your own.

Do: Model group-specific formation, quantity connection, or repair.

5-8 minutes

Say: Write the number for this new turn.

Do: Use OH24, OH26, or OH27 appropriate to group, not all three for every child.

8-10 minutes

Say: Show how your number matches.

Do: Allow pointing to objects or checking; no full sentence demand.

Look for: Change in targeted skill, while preserving other needed supports.

Support: Large tools, movable objects, spoken names; cards only as documented scaffold.

Reteach: Switch instructional focus when evidence shows a different barrier.

Early finisher: Try a new value within 20.

Record: Writing sample, mathematical cue, access support, next check.

TEACHER SCRIPT • 5 SELECTED-CORE MINUTES

Exit ticket

Purpose: A brief independent numeral-and-quantity sample.

Core: OH28. These are selected practice, not the entire bank.

Bank: MC28, MC29, MC30, OH28, OH29, OH30

0-1 minutes

Say: Here is a small collection. Write how many.

Do: Prepare six counters and large writing area.

1-4 minutes

Say: You may move the counters. Write the number yourself.

Do: OH28; observe a few learners and rotate the rest through later individual checks.

4-5 minutes

Say: Your numeral helps us know the count.

Do: Save sample. Use OH29/30 later for zero and teen transfer, not as a rushed three-item test.

Look for: Actual written 6 matching six objects.

Support: Keep usual motor/communication access.

Reteach: Plan next specific formation or quantity task.

Early finisher: Show a different arrangement of six.

Record: N/O for any dimension not observed; exit card alone does not establish range-wide mastery.

REUSABLE ANCHOR CHART

Count It. Write It. Check It.

Touch or move each object once.

Think: How many altogether?

Write the numeral that tells how many.

Check the numeral against the objects.

Six large dots → written 6. Empty outlined tray → written 0.

Show during instruction; remove answer-specific models for fresh writing samples while retaining needed access.

REUSABLE ANCHOR CHART

Zero Is a Number

No objects in this tray.

Its count is zero.

Write 0 to show no objects.

Draw an empty tray beside a large 0. Do not use a dot inside the empty tray.



0

REUSABLE ANCHOR CHART

Numerals 0-20

0 1 2 3 4

5 6 7 8 9

10 11 12 13 14

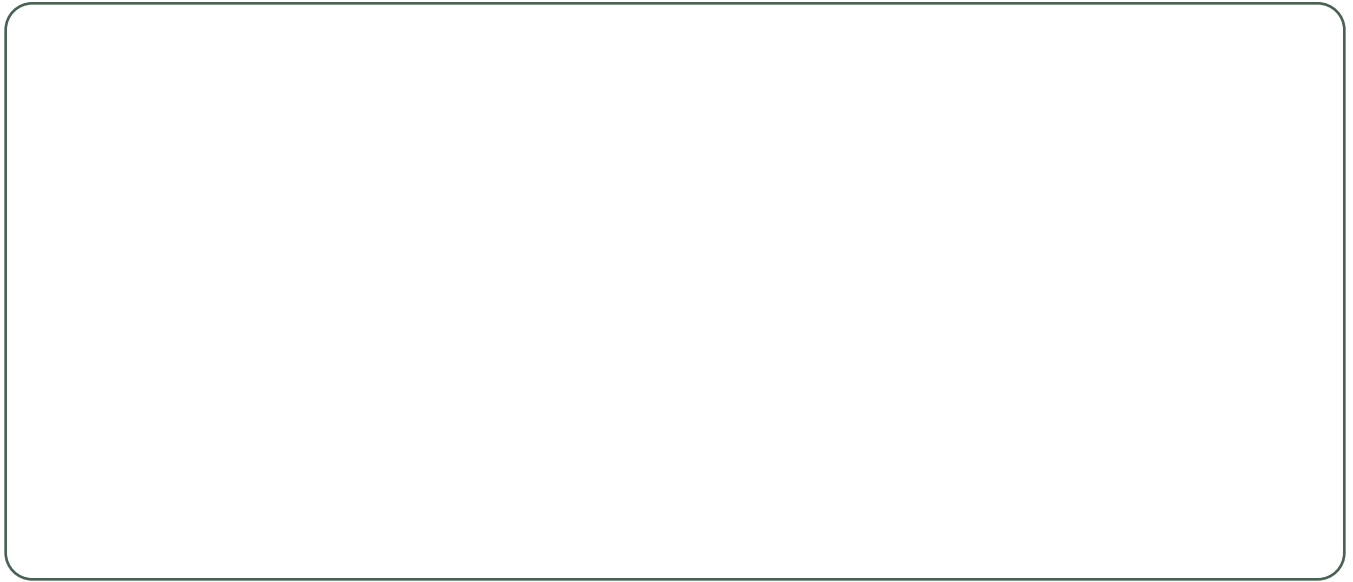
15 16 17 18 19 20

Reference for teaching and supported practice. A copied numeral is recorded as copied, not independently generated.

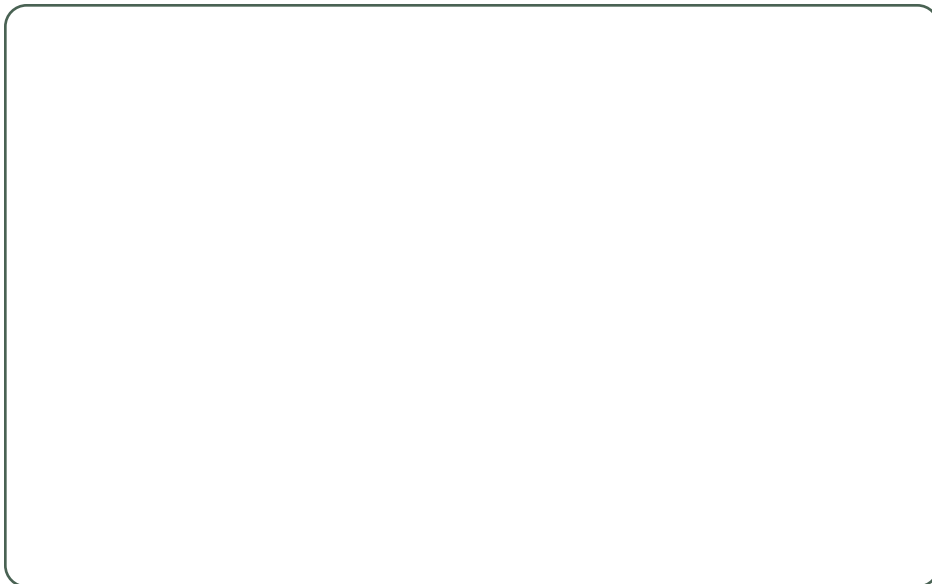
REUSABLE ORGANIZER

My Collection and Its Number

Count the objects. Write the number that tells how many.



Write here



TEACHER PREPARATION

My Collection and Its Number

Title: My Collection and Its Number

Layout: Top half: blank tray/manipulative area at least 6 by 3 inches. Bottom half: blank numeral box at least 4 by 3 inches. Adult-only reverse side records exact quantity, sample, and supports.

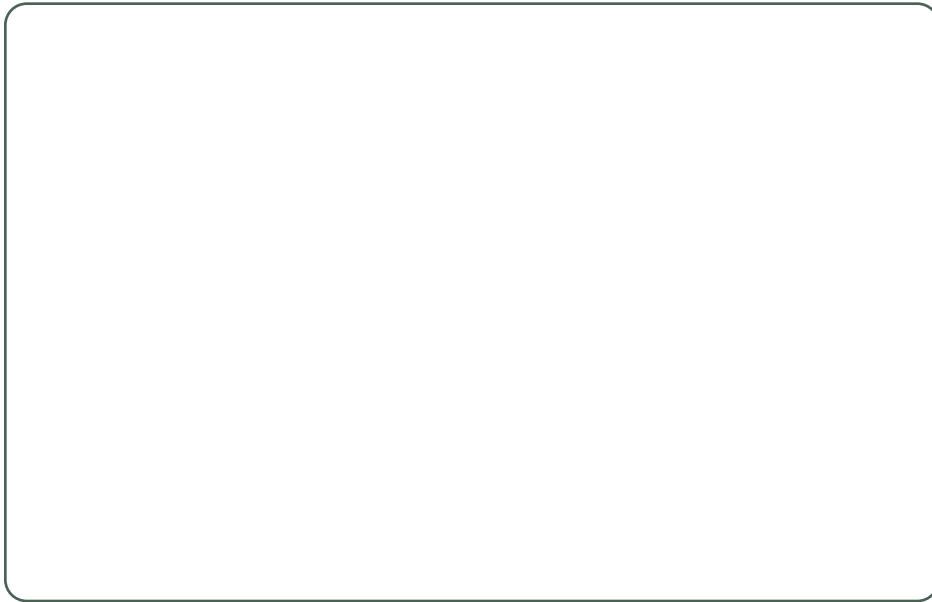
Student directions: Count the objects. Write the number that tells how many.

REUSABLE ORGANIZER

Hear a Number, Write a Number

Listen. Write the number in the big box.

Write here



Adult: Say one number from 0-20. Use a fresh copy for each additional numeral.

TEACHER PREPARATION

Hear a Number, Write a Number

Title: Hear a Number, Write a Number

Layout: One large unruled numeral box per half-page. Adult reads a number; no printed numeral answer or tracing outline.

Student directions: Listen. Write the number in the big box.

REUSABLE ORGANIZER

Separate Evidence Record

Student _____ Date _____

Learner/date

Item ID and actual assigned range or quantity

Exact child response or attached writing sample

Observation context and access supports

Mathematical cues/model/partner help

Dimension scores (N/O or 0-3)

Next teaching step and fresh observation date

Numeral inscription artifact

Quantity child established

Quantity-to-symbol recognition if shown by cards

Writing model/tracing/copying used?

Unambiguous reversal versus value-changing digit order

STUDENT BANK

Use one short task at a time

Adult: Read all words and choices neutrally. The learner may point, speak, sign, or use an established communication system.

These pages are optional reusable practice. The teacher selects tasks to match learning needs. A choice answer does not prove counting or numeral-writing performance.

Choice cards are followed by separate performance cards. Teacher keys are in the final part of the packet.

STUDENT CHOICE • WARM-UP

MC01 • Choose one

Name _____ Date _____

This tray has no objects. Which numeral tells how many?



A. 1

B. 10

C. 0

Adult reads. Point to or mark your choice.

STUDENT CHOICE • WARM-UP

MC02 • Choose one

Name _____ Date _____

The adult shows a collection. Count the objects. Which numeral tells how many?



A. 2

B. 3

C. 1

Adult reads. Point to or mark your choice.

STUDENT WRITING • WARM-UP

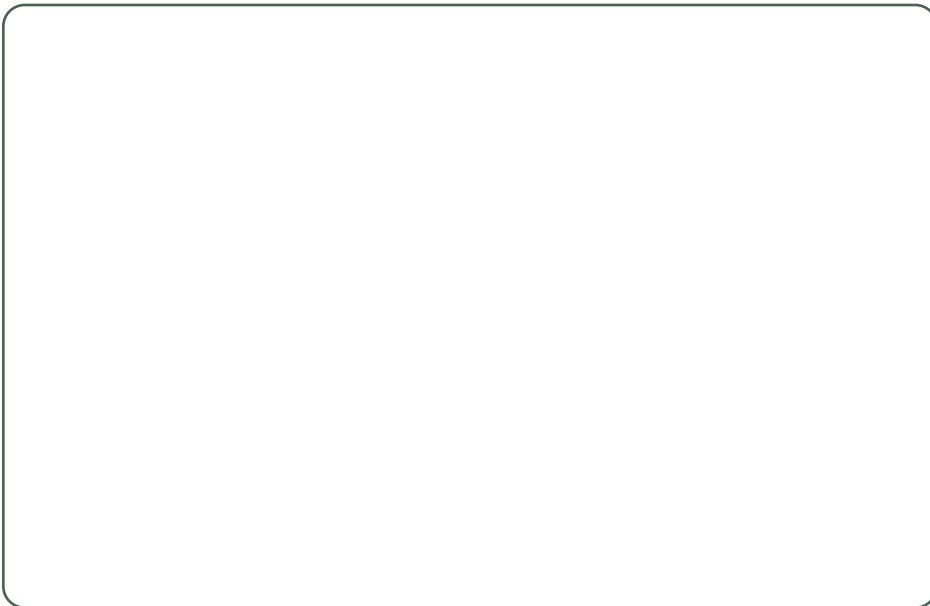
OH01 • Write the number

Name _____ Date _____

Look at the tray. Write the number that tells how many objects are here.



Write here



Use your usual writing tool. An adult can read the direction.

STUDENT WRITING • WARM-UP

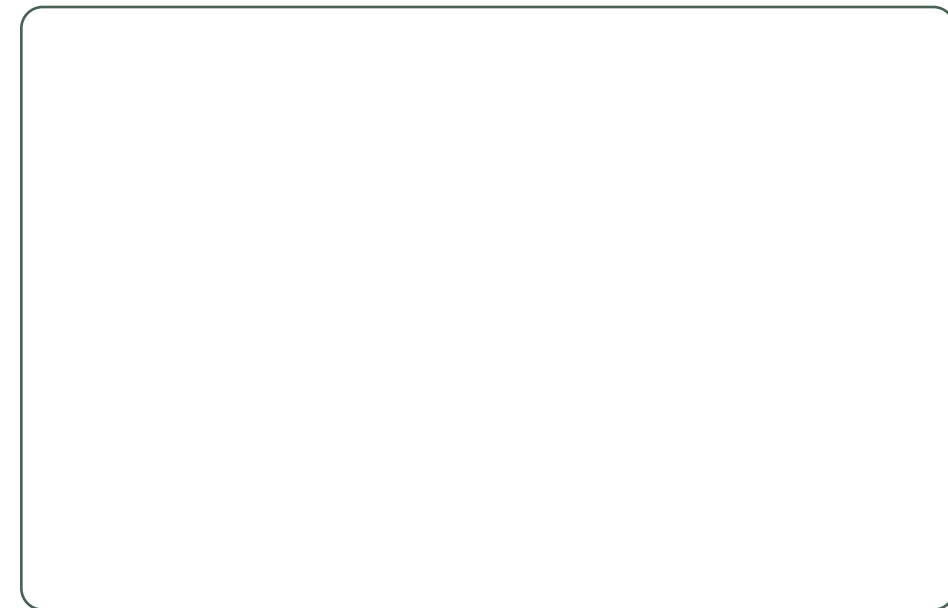
OH02 • Write the number

Name _____ Date _____

Look at the tray. Write the number that tells how many objects are here.



Write here

A large, empty rounded rectangular box with a thin black border, intended for the student to write the number they counted from the objects in the tray above.

Use your usual writing tool. An adult can read the direction.

TEACHER-ONLY EXACT KEYS

MC01 and OH01

MC01 • Selected response

Apply the shared guidance on the key introduction pages.

Prompt: This tray has no objects. Which numeral tells how many?

Answer: 0

Answer label: C

Learning target: recognize_quantity_numeral

Worked solution: The collection contains 0 objects. No objects is a count of zero, written 0.

Distractor analysis - 1: Confuses no objects with a positive quantity.

Distractor analysis - 10: Confuses no objects with a positive quantity.

Adult setup: Prepare exactly 0 large counters on a tray (empty tray). Adult reads options neutrally. The quantity is not named in the student prompt.

Dok: 1

Quantity: 0

OH01 • Oral hands on

Apply the shared guidance on the key introduction pages.

Prompt: Look at the tray. Write the number that tells how many objects are here.

Answer: 0

Learning target: write_quantity_numeral

Evidence type: actual_numeral_inscription_and_quantity_match

Adult setup: Prepare exactly 0 large counters in an empty tray with no other marks counted as objects. Offer one blank writing box at least 4 by 3 inches. Do not show the answer numeral.

Worked solution: The tray has no objects, so its count is zero. A written 0 communicates this; a blank does not establish the connection.

Response space: One full page: collection/manipulative mat above; blank writing area at least 4 by 3 inches below; no tracing model.

Dok: 1

Quantity: 0

Scored dimensions: numeral_writing, quantity_connection

TEACHER-ONLY EXACT KEYS

MC02 and OH02

MC02 • Selected response

Apply the shared guidance on the key introduction pages.

Prompt: The adult shows a collection. Count the objects. Which numeral tells how many?

Answer: 1

Answer label: C

Learning target: recognize_quantity_numeral

Worked solution: The collection contains 1 object. Count each object once; the total is 1, written 1.

Distractor analysis - 2: Does not match the collection's count.

Distractor analysis - 3: Does not match the collection's count.

Adult setup: Prepare exactly 1 large counter on a tray. Arrange in rows of up to five or two ten-frames. Do not put a written answer label on the collection. Adult reads options neutrally. The quantity is not named in the student prompt.

Dok: 1

Quantity: 1

OH02 • Oral hands on

Apply the shared guidance on the key introduction pages.

Prompt: Look at the tray. Write the number that tells how many objects are here.

Answer: 1

Learning target: write_quantity_numeral

Evidence type: actual_numeral_inscription_and_quantity_match

Adult setup: Prepare exactly 1 large counter in rows of up to five or on two ten-frames. Child may move them. Offer one blank writing box at least 4 by 3 inches. Do not show the answer numeral.

Worked solution: Count each object once to get 1; write 1. The numeral must represent the collection, regardless of its arrangement.

Response space: One full page: collection/manipulative mat above; blank writing area at least 4 by 3 inches below; no tracing model.

Dok: 1

Quantity: 1

Scored dimensions: numeral_writing, quantity_connection