

NORTH CAROLINA MATHEMATICS • 2026-27

Count to 100

Ones and Tens



Kindergarten • Counting and Cardinality

NC.K.CC.1

A scaffolded, multi-session teaching packet with 30 choice prompts and 30 oral/hands-on tasks. Select practice across days; this is not a 60-item test.

Includes teacher scripts, number-name models, reusable charts, ten-frames, student task cards, full-count observation records, answer keys, homework guidance and sequence-detective extension.

Current-standard edition. The revised 2026 mathematics standards are scheduled for implementation in 2028-29. Adult read-aloud and documented accessibility supports are retained.

Free sample | Contents

NC.K.CC.1 | Kindergarten mathematics

This sample contains 26 complete selected pages from the 67-page resource, plus this sample contents page. Original printed page numbers are retained. Gaps are intentional.

Included original pages: 1-25, 57

Representative activities

MC01: sample PDF page(s) 25; original page(s) 24

MC02: sample PDF page(s) 26; original page(s) 25

OH01: sample PDF page(s) 25; original page(s) 24

OH02: sample PDF page(s) 26; original page(s) 25

Selected teacher prompts and keys: original page(s) 57

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

Packet navigation

1. Teacher guide: exact standard, scope, five learning sessions and seven instructional phases.
2. Reusable tools: hundred chart, tens/ten-frame strip, numeral cards and blank practice organizer.
3. Student bank: 30 paired activity pages, each with one choice and one oral/hands-on task.
4. Evidence records: individual complete-count logs for ones and tens.
5. Teacher keys: all 60 exact answers with scoring guidance.

Print only what you will use

Teacher pages and answer keys stay with adults. Student pages require neutral adult read-aloud and do not require independent reading or writing. A child can point or answer using an established communication system. The open space is for card work, optional drawing or adult notes, not mandatory written explanations.

Coverage that matters

Ones: OH23 and OH28: individual complete count from 1 to 100; other ones items rehearse or diagnose short segments.

Tens: OH11, OH18, OH25 and OH29: individual complete tens count from 10 to 100; other tens items rehearse or diagnose segments.

Pattern: Boundary and missing-name tasks plus comparisons of ones/tens lists probe sequence patterns; no place-value explanation required.

Essential question

How do number names help us keep counting all the way to 100?

Proficiency evidence

Hear an individual complete count from 1 to 100 and a complete tens count from 10 to 100. Keep the two evidence statements separate. Selected-response recognition and short practice runs cannot substitute for these observations.

TEACHER GUIDE

Kindergarten • NC.K.CC.1

Original instructional content. This packet does not require a book, story, or outside passage.

Exact standard

Know number names and recognize patterns in the counting sequence by:

- Counting to 100 by ones.
- Counting to 100 by tens.

Source: North Carolina Department of Public Instruction, K-2 Mathematics Standard Course of Study, https://docs.google.com/document/d/1ZCt83aTtuev58rHIZkakK989vziGI3eLk2xNXi8u_4o/edit . These are unlettered bullets. Use NC.K.CC.1 for the whole standard, without invented subcodes. This packet targets the current standard applicable in 2026–27; revised 2026 mathematics standards are scheduled for implementation in 2028–29.

TEACHER GUIDE

Purpose and scope

Students learn and use the ordered number names from 1 to 100 and the ordered tens from 10 to 100. They listen for repeated patterns in the counting sequence and practice the changes at decade boundaries, including 99 to 100. Success requires an observed complete count in each sequence, with the student's supports documented.

Short runs that begin above 1 are rehearsal of difficult parts of these sequences. They are not a replacement for the two complete counts and are not a separate assessment of NC.K.CC.2. Filled ten-frames make the tens rhythm visible. Students do not have to count individual dots, explain cardinality, write 100 numerals, add, multiply, or explain place value to meet this packet's targets. Those are different learning goals.

Readiness to notice, not entry requirements

Listen for familiar number names; willingness to join a counting chant; ability to attend to a short spoken sequence; and ability to indicate a choice by voice, gesture, eye gaze, or an established communication system. Children may enter at very different points. Teach unfamiliar number names directly. Do not withhold work on the full standard because a child cannot yet read or write numerals.

Materials

- Adult copy of the prompts and keys
- Large 1-100 chart: ten rows, 1-10, 11-20, and so on through 91-100
- Numeral cards 1-100; use only the few needed for a task
- Tens strip: 10, 20, 30, 40, 50, 60, 70, 80, 90, 100
- Ten filled ten-frames, each showing two rows of five equally spaced dots
- Movable pointer or counter to mark a place on a chart
- Three choice cards, labeled A, B, C for the adult; students need not know these letters
- Observation sheets, pencil, and optional audio recording only with school-approved permission

Teacher directions and pacing

This is a reusable lesson and practice bank, not a 60-question sitting. Plan five or more short sessions, returning to complete counts across the unit. Typical sessions take 15–20 minutes; use movement breaks and smaller groups as needed. Select one or two MC prompts and one or two oral tasks for a practice block. Individual full counts need their own quiet time. Never impose a speed cutoff.

Read every direction aloud. Read each choice in order without emphasis. A child can say the answer or point to a card; numeral reading and letter knowledge must not become hidden requirements. Repeat a direction or all choices neutrally when needed. For a card-ordering task, name each card when asked. Do not supply the correct order during an independent check. During instruction, model, gesture, move the pointer, and count together freely. During assessment, distinguish accessibility supports from cues that supply the next number.

Use the student's established language and communication supports. Record language, response mode, adult reading, visual chart, interpreter or AAC use, breaks, and any answer-supplying help. Physical speech speed, articulation differences, motor control, and numeral handwriting are not scoring targets. If a response cannot be interpreted reliably, record N/O and arrange an accessible observation rather than assign 0. Retain required IEP/504 supports; describe what the evidence shows with those supports.

TEACHER GUIDE

Multi-session teaching sequence

Session 1 • Make and hear a ones sequence

Target: I can say number names in order, one number after another.

1. Invite a familiar counting song or chant. Listen without interrupting, and note the last secure stretch.
2. Model 1–10 slowly on the chart, then 11–20. Say each name once as the pointer moves. Explicitly pronounce unfamiliar teen names.
3. Partners echo a short stretch, then join the whole 1–20 count. Do not require a child to perform alone before practice.
4. Model the difference between saying 5, 6, 7 and skipping from 5 to 7. Ask which sound belongs between them.
5. Use MC01–MC02 and OH01–OH02 selectively. A correct choice shows recognition of that short sequence only.
6. Close by counting 1–20 together. Record specific confusions for the next session.

Responsive next step: Rehearse 1–5 or 1–10 with the same steady routine if needed; extend the group count beyond 20 when the class is ready.

Session 2 • Cross the tens boundaries

Target: I can keep a ones count going when a new ten begins.

1. Warm up with a shared count from 1 through 30.
2. Point to 18, 19, 20, 21. Model that 20 follows 19, and the ones sequence keeps going with 21.
3. Compare 28, 29, 30, 31 and 38, 39, 40, 41. Say the full number names. Hear the repeated one, two, three pattern after a new decade begins.
4. Rehearse short boundaries in call-and-response, then start at 1 and count through 50 together so the short runs reconnect to the full sequence.
5. Select MC05–MC06, OH05–OH06, or OH08. Use manipulatives to show position, not to test counting a collection.
6. Close with one new boundary aloud, choosing a range the child has practiced.

Responsive next step: If a student says 29, 40, return to 28–31 with the chart, model 29, 30, and invite a new attempt. Keep the first attempt as baseline evidence.

Session 3 • Build the complete tens count

Target: I can count 10, 20, 30 and keep going by tens to 100.

1. Display the ten filled ten-frames with the printed tens strip beneath them. The dots are already organized; there is no need to enumerate them.
2. Touch one frame at a time and model 10, 20, 30, 40, 50. Continue 60, 70, 80, 90, 100.
3. Count together with a gentle tap for each spoken tens number. State that this count uses only the tens names on the strip.
4. Compare the sounds of 30, 31, 32 with 30, 40, 50. Name which is a ones count and which is a tens count.
5. Select MC07–MC08 and OH07. Extend to OH11 when ready. Remove no required support.
6. Close with the full tens count together, then listen to individuals in later short turns.

Responsive next step: Practice 10–50, then join 60–100, then reconnect the full 10–100 run. Record segment practice as partial evidence only.

Session 4 • Reach 100 by ones

Target: I can count from 1 all the way to 100 and keep my place.

1. Warm up on a known boundary and briefly rehearse 97, 98, 99, 100.
2. Model using a pointer to keep a place through the rows of the chart. Explain that each row continues the same ones count.
3. Count 1–100 together at a comfortable pace. Pause for a breath without supplying extra numbers. Use optional quiet movement that does not drown out the names.
4. Practice problem spots in small groups, especially 59–60, 69–70, 79–80, 89–90, and 99–100. Rejoin the larger sequence afterward.
5. Select MC14–MC17 or OH14–OH17 according to need. Invite an individual complete count using OH23 in a calm setting.
6. Record whether a full individual count was heard. Choral participation does not verify an individual complete count.

Responsive next step: Identify the exact transition that needs practice. Do not label an entire count incorrect merely because of one repair; document the sequence and support.

Session 5 • Show the two counting sequences

Targets: I can count to 100 by ones. I can count to 100 by tens.

1. Review the two anchor-chart paths together. Ask students to listen for whether the adult is counting by ones or tens.
2. Offer short rehearsal using selected exit items. Give feedback before the assessment period, not within the scored attempt.
3. Hear OH28 individually: a full count from 1 to 100. Allow ordinary breaths and neutral encouragement. Record actual number-name errors and supports.
4. Hear OH29 individually: 10 to 100 by tens. Record the sequence.
5. Use OH30 and MC28–MC30 as additional diagnostic evidence if useful; they do not override or replace the complete counts.
6. Give a specific response: 'You kept the tens names in order all the way to 100,' or 'Let's practice what comes after 69, then try your whole count again.'

Responsive next step: Re-teach the observed difficulty and reassess on another day. Keep both attempts dated so growth is visible.

TEACHER GUIDE

Model and think-aloud

Ones model

'I am counting by ones. I say each number name in order: 1, 2, 3, 4, 5. My pointer moves one space for each name. Listen near the end of this row: 18, 19, 20. After 20, I keep going: 21, 22, 23. The one, two, three pattern comes again. Near the end of our chart I say 97, 98, 99, 100. I stop at 100.'

Teacher note: Model and name exceptions in early number words explicitly; do not claim every name is formed by the same linguistic pattern.

Tens model

'I am counting by tens. I touch one filled frame each time I say a tens name: 10, 20, 30, 40, 50, 60, 70, 80, 90, 100. I listen for the next tens name. After 70 comes 80 in this count. My last number is 100.'

Teacher note: Pointing to prefilled frames supports rhythm and the sequence. No multiplication or place-value explanation is required.

Error-repair model

'I said 58, 59, 70. I want a ones count, so I will check the chart. After 59 comes 60. I try that part again: 58, 59, 60, 61. Now I can use that part in my longer count.'

Teacher note: Model mistakes in instruction. Never silently repair the child's assessment response and mark it as independent success.

TEACHER GUIDE

Student anchor chart • Two ways to count

By ones: say every number in order

1, 2, 3, 4, 5 ... 18, 19, 20, 21 ... 98, 99, 100

Listen at a new ten: 29 → 30; 59 → 60; 89 → 90; 99 → 100.

The ellipses show omitted numbers in this illustration; during a complete oral count, say every number.

By tens: say each tens name in order

10 → 20 → 30 → 40 → 50 → 60 → 70 → 80 → 90 → 100

When I get stuck

Pause. Use my practice chart. Try the tricky part. Count again.

Assessment note for adults: Use chart help if it is a permitted support and record it. An adult supplying the next number is a content cue, not a neutral direction.

TEACHER GUIDE

Seven instructional sections

Each section contains matching numbers of MC and oral/hands-on tasks in the student bank. All 60 are reusable bank options, not mandatory in one sitting. Split the core across the five sessions; do not require 80 uninterrupted minutes. Essential question: How do number names help us keep counting all the way to 100?

Warm-up • MC01-04 / OH01-04 • about 5 minutes

0-1: Say, 'Let's hear the number names we know.' Invite a short familiar count.

1-3: Read MC01 neutrally; hear OH01 individually from selected children.

3-5: Model a troublesome name and invite a second practice attempt.

Listen for: names in order through 10, without skips. Access: read all choices, offer pointing. Misconception response: model 8, 9, 10 rather than counting objects. Early finisher: rehearse OH02. Record: exact response and support; unobserved children remain N/O.

I Do • MC05-08 / OH05-08 • about 8 minutes

0-2: Say, 'Watch how my ones count keeps going: 17, 18, 19, 20.' Use the chart.

2-5: Model MC05, naming the correct continuation and why; model OH05 with each name in order.

5-8: Demonstrate the tens model using five filled ten-frames. Show how this sounds different from ones.

Listen for: student noticing of a new tens name. Access: enlarged chart and clearly pronounced number names. Misconception response: explicitly contrast 19, 20 with 19, 30. Early finisher: locate the modeled 29-to-30 transition. Record: participation only; adult-modeled answers are not independent evidence.

We Do • MC09-13 / OH09-13 • about 8 minutes

0–2: Say, 'Let's count together, then each person can try.' Count 1–20.

2–5: Guide MC10 at the 39-to-40 boundary and OH10 at the 49-to-50 boundary. Rehearse the full ones count as readiness allows.

5–8: Touch the ten-frame strip together while counting 10–100 by tens (OH11); invite an individual try later.

Listen for: 49, 50, 51 and successive tens. Access: adult pointer, echo practice.

Misconception response: slow down and join the difficult names to the surrounding sequence. Early finisher: OH13. Record: which evidence was choral versus individual and any supplied names.

Collaborative practice • MC14-18 / OH14-18 • about 8 minutes

0–2: Say, 'Take turns. One person counts; the other listens. Then switch.' Model kind feedback: 'Let's check that part.'

2–6: Partners choose MC14 and practice OH14; then practice the full tens count, OH18. A partner may hold the chart.

6–8: Teacher listens to individual turns and gives specific feedback.

Listen for: ordered names at 59-to-60 and the complete tens sequence. Access: teacher reads choices and cards. Misconception response: teacher models only after recording the attempt. Early finisher: OH17. Record: each child's own response; peer-supported or choral answers do not verify individual performance.

Independent practice • MC19-23 / OH19-23 • short individual turns

0–2: Say, 'I will read the question. You show what you know. Take your time.' Read MC19 without clues.

2–5: Hear OH19 or OH22 as diagnostic practice; do not supply the next name.

Separate quiet turn: Hear OH23, the full ones count to 100, without a time cutoff. Spread turns across days if needed.

Listen for: complete sequence and exact errors. Access: retain required supports and record them. Misconception response: after the attempt, rehearse the troublesome transition. Early finisher: a sequence-detective game using already-practiced names. Record: individual full-count log, not merely a score.

Small-group reteach • MC24-27 / OH24-27 • about 8 minutes

0–2: Name the observed need: 'We will practice how our count reaches a new ten.'
Model one missed transition.

2–5: Use MC24 with OH26 for 99-to-100, or OH24 for 29-to-30. Select based on actual errors.

5–8: Use OH25 to reconnect a tens difficulty to a full 10–100 count.

Listen for: the corrected transition applied in sequence. Access: chart, pointer, and echo first; record any cue in a later check. Misconception response: distinguish 90, 100 from 90, 91 according to the requested count. Early finisher: order OH27 cards and say the sequence. Record: original difficulty, help provided, and next attempt.

Exit ticket • MC28-30 / OH28-30 • distributed individual checks

Brief check: Read MC28 and hear OH30, about 2–3 minutes as needed. These are diagnostic only.

Across individual conferences: Hear OH28 (full 1–100 count) and OH29 (full tens count), allowing the time each child needs. Do not try to hear an entire class complete both in a five-minute block.

Say, 'Show me your ones count all the way to 100. Then, in another turn, show me your tens count.'

Listen for: both complete sequences. Access: same documented supports.

Misconception response: record first, teach afterward, reassess later. Early finisher: choose a previously used counting game. Record: separate ones and tens evidence statements, date, support and next step.

Homework and assessment use

Homework is optional reuse of one or two already-taught items, such as OH09, OH10 or OH11, with the caregiver note. It is not an eighth bank section. Assessment uses individual full-count observations OH28 and OH29 plus selected diagnostic items. Those item IDs remain in the Exit ticket section; no new items are added to the 60-item bank.

Caregiver note

'We are practicing number names in order. Please read the chosen prompt aloud. Your child may speak, point, or use their usual way of communicating. For tens practice, use the strip and touch each filled ten-frame while saying 10, 20, 30, and so on to 100. A full ones count says every number from 1 to 100. Keep practice short and friendly. You do not need to teach writing numbers or time your child. Tell the teacher what you heard and any help you gave. If you cannot do this at home, we will offer practice at school.'

Home record: Date ____; item ____; adult heard ____; help used ____; next question for teacher ____.

Home reports are practice information. Confirm complete-count evidence directly at school before making a proficiency decision.

TEACHER GUIDE

Feedback, differentiation, and access

- Emerging sequence: Practice short familiar stretches, echo unfamiliar number names, and pair a gesture with each spoken name. Gradually join stretches; do not make early small targets the final goal.
- Boundary difficulty: Rehearse the last two names of a decade and first two names of the next. Use a pointer and reconnect to a full count.
- Tens/ones confusion: Place the two paths side by side. State the requested counting method each time; model one example during instruction.
- Secure count: Invite the child to be a sequence detective and find a teacher's omitted name. Keep extension within 100 and avoid making extra work a requirement for proficiency.
- Multilingual learners: Preview number-name pronunciation, allow a familiar language and required language supports, and record the language heard. Follow local assessment guidance for language reporting; do not treat English reading as this math standard.
- Communication or motor access: Accept an established expressive AAC sequence, eye-gaze selection, or another reliable response mode. Document mode and whether options or cues supplied sequence information. Have specialists help distinguish demonstrated number-sequence knowledge from access difficulty.
- Attention or fatigue: Provide a quiet setting and movement breaks between tasks. If a full count stops because the session ends or a response cannot be accessed, record the observed portion and N/O for the unobserved portion; complete the observation later.

TEACHER GUIDE

Scoring and interpretation

Selected response

1 = the keyed choice. 0 = an observed incorrect choice. N/O = not administered or no interpretable response observed. Do not infer what a blank means. Read choices neutrally. These items diagnose recognition of number names or sequence patterns. They do not establish fluent or complete oral counting to 100. Do not combine MC points with complete-count observations into a percentage that hides a missing strand.

Oral / hands-on item rubric

2 = the full required response is correct without an adult supplying a number or sequence answer. A spontaneous self-correction is accepted and noted. Required accessibility supports and neutral reading remain available; record them rather than penalize them.

1 = some correct sequence evidence is observed, but the response omits, repeats, substitutes, or misorders a required name/card and is not fully self-corrected; OR the complete response requires an adult to supply a next number/answer cue. Write the actual evidence and cue.

0 = an interpretable attempt is observed, but no correct required sequence or target response is demonstrated. Give 0 only for observed incorrect performance, never for absence, silence of uncertain meaning, an inaccessible response, or an unadministered item.

N/O = the item or required portion has not been observed reliably. Record why and arrange another opportunity.

For sequence, order, and repair items, a 2 requires the entire keyed response, not just one correct part. For a repair item, that means both the missing name and the requested corrected count.

Complete-count evidence, reported separately for each strand

Use the exact observation logs on the individual counting observation pages for OH23/OH28 (ones) and OH11/OH18/OH25/OH29 (tens). A score of 2 requires the complete requested run, not pooled fragments from separate practice attempts. Ordinary pauses are allowed; this is not a timed fluency test.

Report one of these evidence statements for each strand:

- Complete sequence demonstrated; record support mode and self-corrections.
- Partial or cued sequence observed; identify exact difficulty and next teaching step.
- N/O: complete sequence not yet observed; record what was observed and arrange a new attempt.

Do not label a visually supported count as unsupported recall. Do not remove a required support simply to obtain that label. Record an optional later unsupported attempt only when appropriate. A partial diagnostic count or a group chant never establishes the whole strand.

Full-count administration script

Ones: 'Count from 1 all the way to 100. Take your time.'

Tens: 'Count by tens from 10 all the way to 100. Take your time.'

Neutral follow-up: 'You can take a moment.' Do not tell the next number during the scored attempt. If teaching help becomes necessary, mark the cue and continue for instructional information. If the child elects to restart, record the new full attempt separately. Preserve the first observation. A spontaneous self-correction before proceeding may be accepted and noted without forcing a restart.

Teacher decision examples

- All MC answers correct, no full counts heard: recognition evidence only; full ones and tens evidence N/O.
- Ones count reaches 69 and an adult supplies 70: cued ones evidence, even if the child then reaches 100; practice the transition and hear a new full count.
- Full tens count correct using a required visual strip: complete tens sequence demonstrated with that support; report it accurately.
- Child absent for assessment: N/O, not 0.
- Ones count includes 59, 70, then spontaneous '60' and continues correctly to 100: complete with self-correction; note that transition for future practice.

TEACHER GUIDE

Sequence detectives • multi-session extension

Purpose: strengthen noticing and repairing number-name patterns without adding a new standard or a speed requirement. This is optional practice, not an additional assessment threshold.

Day 1: Teacher models a puppet counting 28, 29, 31. Children listen, identify 30, and help the puppet say 28, 29, 30, 31. Each child can respond orally or through an established access mode. Record the actual number named.

Day 2: Revisit the same boundary, then try 58, 59, 61. Children compare what the puppet skipped and use the chart to check. Ask, 'What should the puppet say after 59?' A number-name response is sufficient; a written explanation is not required.

Day 3: Use a tens puppet saying 60, 70, 90. Children repair it with 80 and rehearse 60, 70, 80, 90. End with an individual complete tens count when appropriate.

Revisit: Teacher notes whether each learner transfers the repair to a later complete count. Children may show a remembered tricky part to a partner. Do not call these brief activities a DOK 4 investigation or evidence of place-value mastery.

TEACHER GUIDE

Sources, rights and alignment

The official standard wording is attributed to the North Carolina Department of Public Instruction. Official current consolidated standards: https://docs.google.com/document/d/1ZCt83aTtuev58rHlZkakK989vziGl3eLk2xNXi8u_4o/edit . Source verification date: October 19, 2026.

All teaching scripts, prompts, keys, organizers, and diagrams in this packet are original instructional content. Saint Pierre floral branding is user supplied. This resource is independently authored; alignment does not imply endorsement by NCDPI or a state-established mastery cutoff. Names, objects, and instructional scenarios are examples; no real-world dataset or published reading is reproduced.

REUSABLE TOOL • ADULT READ-ALOUD

Count by ones

Say every number name in order from 1 to 100. Use a pointer if it helps.

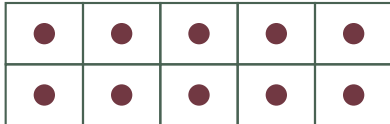
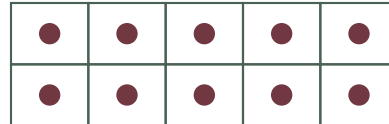
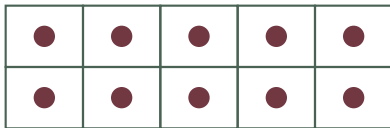
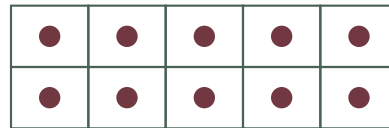
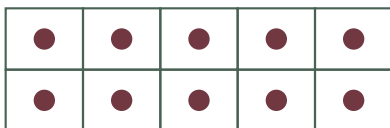
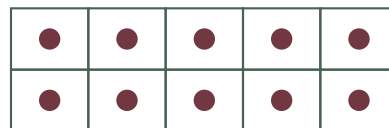
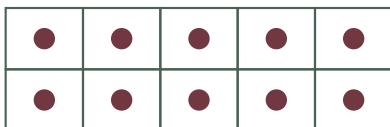
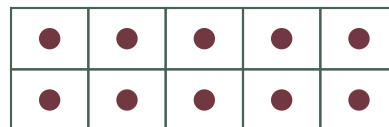
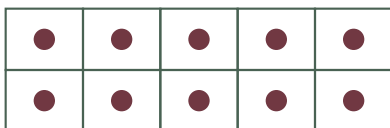
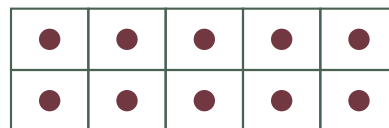
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

A chart supports the sequence. Record its use during an observation. No numeral-reading test is intended.

REUSABLE TOOL • TEN-FRAME STRIP

Count by tens

Touch each filled frame, reading left to right across each row.
Say 10, 20, 30 ... all the way to 100.

**10****20****30****40****50****60****70****80****90****100**

Each frame is already full. Use the pictures to keep your place in the tens sequence; you do not need to count the dots one by one.

REUSABLE TOOL • ADULT PREPARES

Cut-apart numeral cards

Cut on the grid lines. Give only the cards named in the selected task. Read every card aloud on request. Ordering cards rehearses the spoken sequence; numeral decoding is not assessed.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

REUSABLE STUDENT ORGANIZER

My counting practice

Name _____ Date _____

Today I am practicing: ones / tens

Start _____ Stop _____

My tricky part: Tell an adult or show it.

I can use a pointer, a chart, or my usual way of communicating.

I tried it again!

Adult note: Write the child's words or observations here. This page is optional reflection, not a handwriting task.

WARM-UP

Listen, count, and show

Name _____ Date _____

Adult: Read the prompt and every option neutrally. The child may point or answer aloud.

MC01 • Choose one

I say 1, 2, 3. Which number comes next?

A. 4

B. 5

C. 6

OH01 • Say or show

Count aloud from 1 to 10.

Adult materials: No materials required. Use documented accessibility supports as needed.

Work space / adult observation notes

No writing required. Record the response and supports on the teacher evidence sheet.

WARM-UP

Listen, count, and show

Name _____ Date _____

Adult: Read the prompt and every option neutrally. The child may point or answer aloud.

MC02 • Choose one

I say 8, 9. Which number comes next?

A. 10

B. 8

C. 11

OH02 • Say or show

Count aloud from 11 to 20.

Adult materials: No materials required. Use documented accessibility supports as needed.

Work space / adult observation notes

No writing required. Record the response and supports on the teacher evidence sheet.

TEACHER-ONLY ANSWER KEY

Items 01-03

MC01 • Warm-up

A — 4. Count forward one step after 3.

MC01 target: I can say the number names in order by ones to 100.

Diagnostic distractors: Other choices skip, repeat, or substitute number names, or use a different step size. Ask the child to say the requested short sequence during follow-up instruction.

OH01 • 1, 2, 3, 4, 5, 6, 7, 8, 9, 10

OH01 target: I can say the number names in order by ones to 100.

Oral scoring: 2 complete without supplied answers; 1 partial or cued; 0 interpretable wrong attempt showing no correct target response; N/O unobserved or inaccessible. Retain and document access supports.

MC02 • Warm-up

A — 10. The sequence crosses from 9 to 10.

MC02 target: I can say the number names in order by ones to 100.

Diagnostic distractors: Other choices skip, repeat, or substitute number names, or use a different step size. Ask the child to say the requested short sequence during follow-up instruction.

OH02 • 11, 12, 13, 14, 15, 16, 17, 18, 19, 20

OH02 target: I can say the number names in order by ones to 100.

Oral scoring: 2 complete without supplied answers; 1 partial or cued; 0 interpretable wrong attempt showing no correct target response; N/O unobserved or inaccessible. Retain and document access supports.

MC03 • Warm-up

B — 30. The next ten after 20 is 30.

MC03 target: I can say the number names in order by tens to 100.

Diagnostic distractors: Other choices skip, repeat, or substitute number names, or use a different step size. Ask the child to say the requested short sequence during follow-up instruction.

OH03 • 10, 20, 30

OH03 target: I can say the number names in order by tens to 100.

Oral scoring: 2 complete without supplied answers; 1 partial or cued; 0 interpretable wrong attempt showing no correct target response; N/O unobserved or inaccessible. Retain and document access supports.