

NORTH CAROLINA MATHEMATICS • 2026-27

Start Here and Count Forward



Kindergarten • Counting and Cardinality

NC.K.CC.2

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.2 | Kindergarten mathematics

This sample contains 28 complete selected pages from the 118-page resource, plus this sample contents page. Original printed page numbers are retained. Gaps are intentional.

Included original pages: 1-24, 53-54, 87-88

Representative activities

MC01: sample PDF page(s) 24; original page(s) 23

MC02: sample PDF page(s) 25; original page(s) 24

OH01: sample PDF page(s) 26; original page(s) 53

OH02: sample PDF page(s) 27; original page(s) 54

Selected teacher prompts and keys: original page(s) 87-88

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: Begin at a given number, not 1

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, OH26, OH27, OH28, OH29, OH30

Evidence: Exact first response recorded individually.

Part 2

Requirement: Continue forward within known sequence

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, OH26, OH27, OH28, OH29, OH30

Evidence: Exact forward run and known-range basis; higher ranges optional, not a fixed CC.2 cutoff.

OFFICIAL STANDARD

The target and its evidence

NC.K.CC.2

Count forward beginning from a given number within the known sequence, instead of having to begin at 1.

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 I start at a number I hear and keep counting forward?

Standard breakdown

- Begin at the adult-given number, rather than starting at 1.
- Continue in the ordinary forward counting sequence within a range already known by the learner.
- The standard does not specify a new upper limit. Counts above 20 below are optional transfer opportunities only when that sequence is already known.

Daily learning targets

- I can begin with the number I am given.
- I can continue with the next number names in order.
- I can show my own counting even when I work with a partner.

TEACHER GUIDE

Prerequisites

Briefly observe a familiar count first to establish the learner's known sequence. Do not presume a count to 100. Numeral decoding and written notation are not prerequisites: the adult speaks start and stop numbers.

Materials

- Large number cards for teacher reference
- Blank Start / Keep going / Stop mat
- Optional unnumbered stepping spaces or tap mat
- Observation record; optional established accessible number-name AAC

Vocabulary

Start: The first number I say for this task.

Forward: Continue in the usual counting order.

Next: The number name immediately after the last one.

Stop: Finish at the named endpoint.

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.

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: Start at 6 and count forward to 10.

Script: I hear 6. I do not need to go back to 1. My first number is 6. I say 6, 7, 8, 9, 10. I stop at 10. Watch again: I say 6 first, then the next number each time.

Solution: 6, 7, 8, 9, 10

Contrast: A puppet says 1, 2, 3, 4, 5, 6, 7, 8, 9, 10. Its sequence is ordered, but it did not start where asked. Say: “Your number order works. This time make 6 your first word.”

Student turn: Use a new known start, such as 4 through 8; do not score a copy of the model as independent evidence.

TEACHER GUIDE

Misconceptions

Part 1

Observed: Restarts at 1

Response: Acknowledge the known sequence. Say the start once, pause, and invite the child to make that the first number. Model once if needed, then try a fresh start.

Part 2

Observed: Skips a number or repeats

Response: Replay only the local sequence slowly. Use taps or blank stepping spaces. Record any supplied number; retry with a different start later.

Part 3

Observed: Cannot cross a decade or teen boundary

Response: Check whether that part of the sequence is already known. Teach it under CC.1 if needed; assess CC.2 with a familiar range instead.

Part 4

Observed: Counts correctly but passes the stop

Response: Use a neutral stop signal. Endpoint control is a task-management note; separately credit the correct start and forward sequence.

TEACHER GUIDE

Three subgroups

Part 1

Name: Group 1: Find the starting place

Entry evidence: Known count is secure but child restarts at 1.

Plan: Use starts 2-5 within a known count to 10. Adult says the start; child echoes once, then continues 3-4 names. Model and gradually reduce mathematical prompts.

Cards: OH01, OH02, OH24

Next step: Fresh given start without an adult count-in.

Part 2

Name: Group 2: Keep the sequence going

Entry evidence: Starts correctly but skips/repeats near a known boundary.

Plan: Work on short known runs around 9/10 or 19/20 only when known. Contrast puppet error with correct run, then each child produces a fresh run.

Cards: OH09, OH10, OH25

Next step: Same length from a different start, documenting support.

Part 3

Name: Group 3: Transfer across starts

Entry evidence: Independently begins and continues from several known starts.

Plan: Partners give different starts within each learner's known range. Compare starting at 1 with starting where asked. Optional higher ranges do not become a new CC.2 requirement.

Cards: OH16, OH21, OH27

Next step: Sustained successful transfer across days and unfamiliar starting places.

TEACHER SCRIPT • 8 SELECTED-CORE MINUTES

Warm-up

Purpose: Establish known sequence and observe a non-1 start.

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

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

0-2 minutes

Say: Show me a count you know. You may say, sign, or use your number voice.

Do: Briefly sample a familiar run; note known range without testing endurance.

2-5 minutes

Say: Listen to these choices. Which count starts at 3 and keeps going?

Do: Read MC01 neutrally; child points. Do not treat choice as performance.

5-8 minutes

Say: Start with 3. Count forward to 6.

Do: Observe OH01 individually in a few learners; let others practice quiet tap counts.

Look for: First response is 3; sequence 3,4,5,6 without a count from 1.

Support: Speak the start; do not require reading the card.

Reteach: If child begins at 1, model starting at 3 once and mark prompt.

Early finisher: Give another start within the known range.

Record: Known range, first number, exact sequence, supports.

TEACHER SCRIPT • 12 SELECTED-CORE MINUTES

I Do

Purpose: Make the start-and-continue strategy visible.

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 can start at 6. My first number is 6, then 7,8,9,10.

Do: Model using blank taps, not a printed answer sequence.

4-7 minutes

Say: The puppet went back to 1. How could it begin at 6?

Do: Accept a demonstration; no explanation sentence required.

7-10 minutes

Say: Listen to MC05. Which count works?

Do: Discuss choices as instruction.

10-12 minutes

Say: Now start at 6 and count to 9 yourself.

Do: OH05 is guided rehearsal; record model exposure.

Look for: Child can initiate at given number.

Support: Offer usual accessible number-name response mode.

Reteach: Shorten run within known sequence, then retry.

Early finisher: Model a new start for the puppet.

Record: Guided versus independent initiation; do not claim mastery from imitation.

TEACHER SCRIPT • 15 SELECTED-CORE MINUTES

We Do

Purpose: Jointly repair counting errors, then hear each child.

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: We start at 8. Say 8 first, then keep going.

Do: Model then count together only if this is a known range.

4-8 minutes

Say: A puppet says 8,9,11. What did it miss?

Do: Demonstrate 8,9,10,11 with taps; no numeral reading needed.

8-11 minutes

Say: Choose the run in MC09.

Do: Read all options.

11-15 minutes

Say: Your turn: start at 8 and count to 12.

Do: Observe OH09 separately for each child; others listen without supplying answers.

Look for: Correct start and forward order through a familiar boundary.

Support: Replace range if boundary not yet known; record replacement.

Reteach: Practice local missing number, then fresh run.

Early finisher: Compare two different starts ending at 12.

Record: Exact omitted or repeated names and whether group echo was needed.

TEACHER SCRIPT • 13 SELECTED-CORE MINUTES

Collaborative practice

Purpose: Partner practice with individual evidence.

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 person counts; the listener waits. Then switch.

Do: Adult speaks start/stop so children need not decode.

3-5 minutes

Say: Listen to MC14 and choose.

Do: Use as joint discussion, not individual assessment.

5-10 minutes

Say: Start at 4. Count to 9. Then your partner tries a new start.

Do: OH14 first; adult offers a different familiar range to second child. Record actual range.

10-13 minutes

Say: Now show me your own count while your partner listens.

Do: Hear fresh individual performances.

Look for: No partner supplies next names.

Support: Give partner a waiting cue and adult assist with directions.

Reteach: Reduce run length for instruction, retain start-not-1 target.

Early finisher: Invent a valid familiar start for an adult.

Record: Score only individually observed production.

TEACHER SCRIPT • 17 SELECTED-CORE MINUTES

Independent practice

Purpose: Collect authentic individual count-on samples.

Core: MC19, OH19. 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 have your own short turn. I will tell you where to start.

Do: Arrange quiet manipulatives for waiting children.

3-7 minutes

Say: Choose MC19 after I read all choices.

Do: Optional choice diagnostic.

7-14 minutes

Say: Start at 5 and count forward to 10.

Do: OH19 individual conferences; record full sequence without supplying next numbers.

14-17 minutes

Say: Try one more starting place you know.

Do: Use OH20 only if known; otherwise alternate familiar range and record.

Look for: Independent start and several successive number names.

Support: Keep AAC or other established access.

Reteach: Provide instruction after recording attempt, not covert cues during it.

Early finisher: Try a fresh known start without increasing range automatically.

Record: Separate start and sequence scores and task-management endpoint note.

TEACHER SCRIPT • 10 SELECTED-CORE MINUTES

Small-group reteach

Purpose: Use three flexible groups based on observed need.

Core: MC24, OH24. These are selected practice, not the entire bank.

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

0-2 minutes

Say: We are practicing the part that will help your counting.

Do: Assign flexible groups from evidence, never permanent ability labels.

2-5 minutes

Say: Make the start number your first number. Keep going one name at a time.

Do: Use group-specific model and practice from guide.

5-8 minutes

Say: Try this new start on your own.

Do: OH24 or chosen subgroup card; record support and range.

8-10 minutes

Say: Show me the next start you can use.

Do: Compare fresh observation with earlier attempt.

Look for: Change in specific error, not more completed worksheets.

Support: Maintain accessible response; shorten unfamiliar ranges.

Reteach: If basic sequence itself is missing, teach that prerequisite and mark CC.2 evidence accordingly.

Early finisher: Transfer with another familiar start.

Record: Group focus, exact response, cue, next check.

TEACHER SCRIPT • 5 SELECTED-CORE MINUTES

Exit ticket

Purpose: Brief individual transfer check.

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

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

0-1 minutes

Say: This is a short counting turn. Start with the number I say.

Do: Choose a known range, no new numeral reading.

1-4 minutes

Say: Start at 7 and count to 11.

Do: OH28 individually for a few children; rotate remaining children at the next transition.

Do not claim all assessed if time prevents it.

4-5 minutes

Say: Thank you. I noticed where you began.

Do: Record exact evidence and plan another sample; MC28 is optional later recognition check.

Look for: Correct non-1 start and ordered continuation.

Support: Use familiar substitute if 11 is not known; note it.

Reteach: Plan fresh short model tomorrow for a specific error.

Early finisher: Another known start on a different day.

Record: N/O for children not heard, not 0.

REUSABLE ANCHOR CHART

Start Here, Keep Going

Listen for the start.

Make that your first number.

Say the next number each time.

Keep going to the stop.

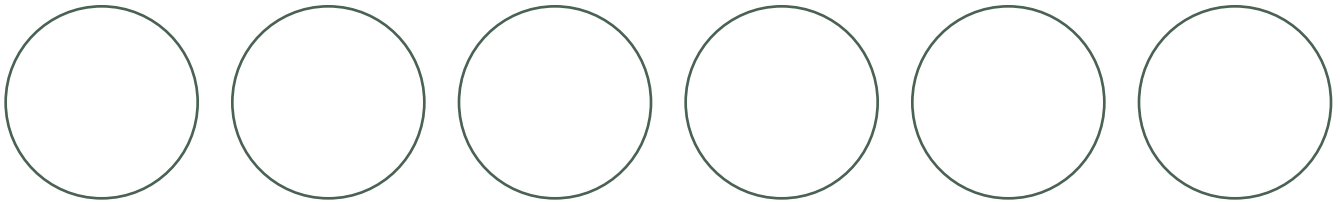
Adult reads: Start 6 → 6, 7, 8, 9, 10 → stop 10.

Display for instruction. Cover the worked sequence during fresh independent evidence if it would supply the answer; retain non-answer procedural access.

REUSABLE ORGANIZER

My Counting Path

Listen to the start and stop. Tap the empty spaces if it helps while you count.

START**STOP**

Adult records actual spoken count and supports separately.

TEACHER PREPARATION

My Counting Path

Title: My Counting Path

Layout: Top: START [large blank box]. Center: six large blank stepping circles. Bottom: STOP [large blank box]. Adult may write the task endpoints; child need not write. Back: teacher observation area.

Student directions: Listen to the start and stop. Tap the empty spaces if it helps while you count.

Space: One full Letter page, unnumbered path, circles at least 1 inch.

REUSABLE ORGANIZER

Individual Counting 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

Known sequence evidence/date

First number named

Forward run exactly as produced

Endpoint note

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 _____

Start at 3. Which count goes forward to 5 without starting over at 1?

A. 1, 2, 3

B. 3, 5, 6

C. 3, 4, 5

Adult reads. Point to or mark your choice.

STUDENT CHOICE • WARM-UP

MC02 • Choose one

Name _____ Date _____

You start counting at 4. What number comes immediately next?

A. 5

B. 6

C. 7

Adult reads. Point to or mark your choice.

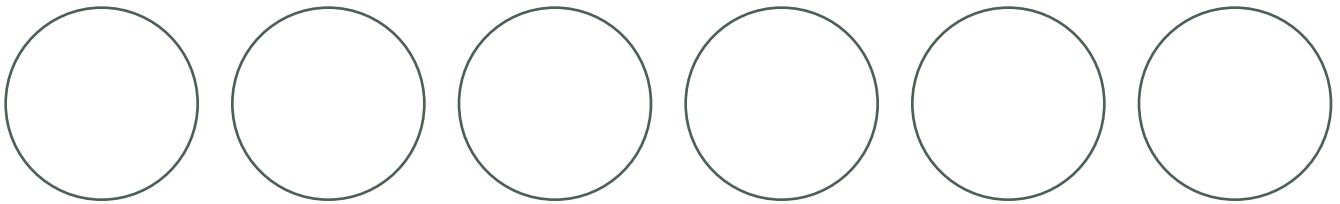
STUDENT PERFORMANCE • WARM-UP

OH01 • Count forward

Name _____ Date _____

Start at 3. Count forward to 6. Make 3 your first number.

Say, sign, or use your usual number voice. You do not need to write.

START**STOP**

Adult: Speak start and stop. Use only a range already known. The blank circles are optional taps; they do not limit the length of the count. Record actual response on a separate evidence sheet.

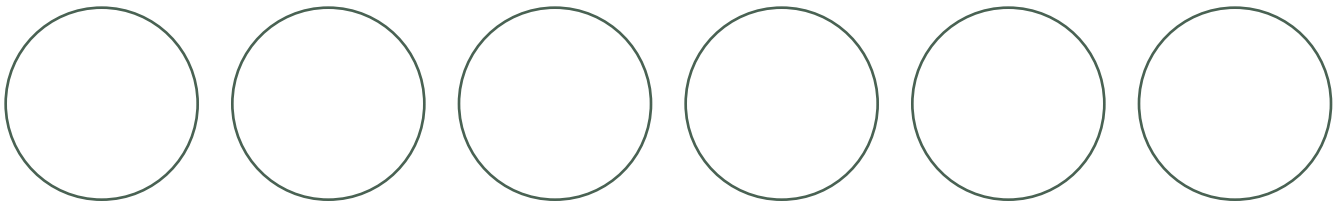
STUDENT PERFORMANCE • WARM-UP

OH02 • Count forward

Name _____ Date _____

Start at 2. Count forward to 5. Make 2 your first number.

Say, sign, or use your usual number voice. You do not need to write.

START**STOP**

Adult: Speak start and stop. Use only a range already known. The blank circles are optional taps; they do not limit the length of the count. Record actual response on a separate evidence sheet.

TEACHER-ONLY EXACT KEYS

MC01 and OH01

MC01 • Selected response

Apply the shared guidance on the key introduction pages.

Prompt: Start at 3. Which count goes forward to 5 without starting over at 1?

Answer: 3, 4, 5

Answer label: C

Learning target: begin_and_continue

Worked solution: The first number is 3; continue one number name at a time: 3, 4, 5. The other runs restart at 1 or skip 4.

Distractor analysis - 1, 2, 3: Restarts at 1 instead of the given number.

Distractor analysis - 3, 5, 6: Skips 4 and finishes at the wrong endpoint.

Dok: 1

Known range requirement: Use only if the learner already knows the sequence through 6. Otherwise substitute and record a familiar range.

OH01 • Oral hands on

Apply the shared guidance on the key introduction pages.

Prompt: Start at 3. Count forward to 6. Make 3 your first number.

Answer: 3, 4, 5, 6

Learning target: begin_and_continue

Evidence type: individual_given_start_count

Adult setup: Adult speaks start 3 and stop 6. Confirm sequence through 6 is already known. If not, substitute a familiar non-1 start and endpoint and record the actual task. No visible answer sequence for an independent sample.

Worked solution: Begin with 3, then name every successive number through 6: 3, 4, 5, 6.

Observe whether the learner starts at 1, skips, repeats, or needs a supplied next number.

Correctly continuing beyond 6 is an endpoint note, not automatically a counting error.

Dok: 1

Scored dimensions: given_start, forward_sequence

TEACHER-ONLY EXACT KEYS

MC02 and OH02

MC02 • Selected response

Apply the shared guidance on the key introduction pages.

Prompt: You start counting at 4. What number comes immediately next?

Answer: 5

Answer label: A

Learning target: begin_and_continue

Worked solution: The forward sequence begins 4, 5, 6. The next name after 4 is 5.

Distractor analysis - 6: Skips 5.

Distractor analysis - 7: Skips 5 and 6.

Dok: 1

Known range requirement: Use only if the learner already knows the sequence through 7. Otherwise substitute and record a familiar range.

OH02 • Oral hands on

Apply the shared guidance on the key introduction pages.

Prompt: Start at 2. Count forward to 5. Make 2 your first number.

Answer: 2, 3, 4, 5

Learning target: begin_and_continue

Evidence type: individual_given_start_count

Adult setup: Adult speaks start 2 and stop 5. Confirm sequence through 5 is already known. If not, substitute a familiar non-1 start and endpoint and record the actual task. No visible answer sequence for an independent sample.

Worked solution: Begin with 2, then name every successive number through 5: 2, 3, 4, 5.

Observe whether the learner starts at 1, skips, repeats, or needs a supplied next number.

Correctly continuing beyond 5 is an endpoint note, not automatically a counting error.

Dok: 1

Scored dimensions: given_start, forward_sequence