

NORTH CAROLINA MATHEMATICS

Count and skip-count to 1,000

Grade 2 | NC.2.NBT.2



Teacher scripts, worked models, visual organizers, student tasks, performance records, and keys

30 multiple-choice and 30 open/performance tasks. Choose a few tasks for short lessons across days; this is not a single 60-item test.

Current North Carolina standards for 2026-27 and 2027-28. The adopted 2026 replacement standards begin in 2028-29.

Free sample | Contents

NC.2.NBT.2 | Second Grade mathematics

This sample contains 23 complete selected pages from the 95-page resource, plus this sample contents page. Original printed page numbers are retained. Gaps are intentional.

Included original pages: 1-18, 47-48, 77, 80, 86

Representative activities

M01: sample PDF page(s) 18; original page(s) 17

M02: sample PDF page(s) 19; original page(s) 18

O01: sample PDF page(s) 20; original page(s) 47

O02: sample PDF page(s) 21; original page(s) 48

Selected teacher prompts and keys: original page(s) 2, 77, 80, 86

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.

TEACHER GUIDE

Start here

Print only selected student pages. Keep models, administration prompts, and answer keys out of view during independent checks. All student pages are marked.

Navigation

3: Standard and targets | 4: Preparation and access
 5-6: Worked teaching models | 7: Anchor chart
 8-9: Reusable student organizers | 10-16: Seven teaching sections
 17-46: Choice bank | 47-76: Open/performance bank
 77-79: Teacher-only administration | 80-85: Choice keys
 86-91: Open keys | 92-93: Scoring and evidence record
 94: Extension and next steps | 95: Sources

A flexible four-session core

Session 1 (15-20 minutes): warm-up M01/O01, then I Do model and M05/O05.

Session 2 (15-20 minutes): We Do M09/O09, then partners M14/O14.

Session 3 (15-20 minutes): independent M19/O19, targeted reteach M24/O24.

Session 4 (10-15 minutes): exit M28/O28, then a fresh task for another target.

These selections are starting points, not full-standard evidence. Use the target table and keys to sample every dimension across later days. Counting conferences may be split with breaks; record any restart. Never impose an invented speed threshold.

Each mode allocates 4/4/5/5/5/4/3 items to warm-up, I Do, We Do, collaborative, independent, reteach, and exit. Mathematical practices: model amounts (MP4), explain and critique reasoning (MP3), and attend to units and notation (MP6).

TEACHER GUIDE

Standard and learning targets

Count within 1,000; skip-count by 5s, 10s, and 100s.

C | Count by ones within 1,000, including transitions.

F | Skip-count by fives within 1,000.

T | Skip-count by tens within 1,000.

H | Skip-count by hundreds within 1,000.

What counts as evidence?

Oral start | sequence and step | decade/hundred transitions | endpoint. Record each step size separately; a correct by-tens count is not evidence for by-fives.

Use actual individual performances. Choice questions diagnose and rehearse; they cannot replace building, oral counting, independent reading, or independent writing. All tasks stay inside this standard's range.

Essential question

How does the counting step tell us what changes and what stays the same?

TEACHER GUIDE

Prepare and preserve evidence

Prerequisites

Know the count sequence through 100 and understand one-to-one counting. Check adding one, five, or ten with objects. Written numeral production is not required for an oral count.

Materials and visual supports

Pencils, crayons, supplied mats, and age-appropriate large base-ten blocks or drawings. Adults supervise cutting; avoid small loose objects when unsafe. The printed equal-step lines support counting practice. Each line states its step size; blank lines let learners supply their own start and step. Hide filled sequences during oral observations.

Access without supplying answers

Read directions neutrally, enlarge print, offer breaks, and permit AAC, signed responses, or accessible independent entry when they express the same skill. Record the response route. Do not name a numeral during a reading check, supply a numeral to copy during a writing check, count along during oral performance, or assemble groups for a unitizing check.

Writing number names: separate spelling and motor demands from the mathematical name, but record whether words were independently produced. A dictated adult transcription can capture reasoning; it is not independent written production. If a reading or writing mode is inaccessible, mark that dimension N/O and gather valid alternate evidence separately.

Record access supports separately from answer-supplying cues. A model, next number, grouping, or symbol supplied during a check makes it guided evidence. Reteach afterward, then offer a fresh task.

TEACHER GUIDE

I Do: complete model

Count by ones

Say: "Starting at 296, I count 296, 297, 298, 299, 300, 301, 302. At 299 I reach a new hundred with the next one." Model 997, 998, 999, 1,000 separately. Stop at the stated endpoint, not one number early.

Skip-count by fives and tens

Build four groups of five marks: count 5, 10, 15, 20. Then show 90, 95, 100, 105 on an equal-step line. Each interval adds 5. For tens, say 180, 190, 200, 210. Each step adds 10; crossing a hundred does not change the step.

Skip-count by hundreds

Use hundred-flats to model 100, 200, 300, 400. Then start at 25: 25, 125, 225, 325. The hundreds change, while the remaining 25 stays. Practice through 925. This extends the idea beyond counts starting at a multiple of 100 without exceeding 1,000.

TEACHING DISPLAY

Visual model: connect the units

Each interval adds 5.



Each interval adds 10.



Each interval adds 100.



Equal spacing means equal steps on each line. Different lines use different numerical steps. During an independent oral count, hide these displayed sequences.

DISPLAY DURING INSTRUCTION

Anchor chart: think and explain

Name your start, step, and stop.

Include the starting number.

Keep the same step each time.

Check the transition into a new hundred.

Stop at the named endpoint, within 1,000.

Cover this chart during an independent check if it would supply the response.

STUDENT MASTER

Reusable place-value mat

Name: _____ Date: _____

My number: _____

HUNDREDS	TENS	ONES

Explain what each group represents.

STUDENT MASTER

Show another way

Name: _____ Date: _____

Practice: start _____ step _____ stop _____

Label these equal-step marks with your own count.



Show groups or explain a transition.

This organizer supports practice. For an oral check, your teacher gives the start, step, and stop without showing a filled sequence.

TEACHER GUIDE

Warm-up | teaching script

Bank: M01-M04 and O01-O04. Core: M01, O01.

0-2 minutes | Invite

Say: "Today we will skip-count by hundreds within 1,000. Show your thinking, and explain what you notice." Prepare the selected task and its teacher-only administration.

2-7 minutes | Teach or observe

Ask the core choice item without teaching the answer. Then invite the actual open performance. Ask "How did you decide?" Use evidence to select the worked model.

7-12 minutes | Listen and respond

Listen for the given starting number, consistent step, transitions, and stated endpoint. Record the exact error rather than only a score. If 295, 300 becomes 301 in a by-fives count, model another crossing, then check a fresh sequence.

Close, record, and extend

Record item, target, exact response, access, answer-supplying cues, and next teaching step. Offer breaks as needed. Early finishers invent a fresh in-range example; another learner verifies it and explains any disagreement. No speed contest.

Core evidence focus: H | Skip-count by hundreds within 1,000.

TEACHER GUIDE

I Do | teaching script

Bank: M05-M08 and O05-O08. Core: M05, O05.**0-2 minutes | Invite**

Say: "Today we will skip-count by fives within 1,000. Show your thinking, and explain what you notice." Prepare the selected task and its teacher-only administration.

2-7 minutes | Teach or observe

Use every step of the worked model on pages 5-6. Physically build or point to each representation while thinking aloud. Invite the core open task as guided rehearsal; do not label that response independent.

7-12 minutes | Listen and respond

Listen for the given starting number, consistent step, transitions, and stated endpoint. Record the exact error rather than only a score. If 295, 300 becomes 301 in a by-fives count, model another crossing, then check a fresh sequence.

Close, record, and extend

Record item, target, exact response, access, answer-supplying cues, and next teaching step. Offer breaks as needed. Early finishers invent a fresh in-range example; another learner verifies it and explains any disagreement. No speed contest.

Core evidence focus: F | Skip-count by fives within 1,000.

TEACHER GUIDE

We Do | teaching script

Bank: M09-M13 and O09-O13. Core: M09, O09.**0-2 minutes | Invite**

Say: "Today we will skip-count by hundreds within 1,000. Show your thinking, and explain what you notice." Prepare the selected task and its teacher-only administration.

2-7 minutes | Teach or observe

Ask "What is our first step? What unit or representation are we using?" Let a learner propose a move and another explain why it works. Complete the core task together, then remove the model for a fresh attempt.

7-12 minutes | Listen and respond

Listen for the given starting number, consistent step, transitions, and stated endpoint. Record the exact error rather than only a score. If 295, 300 becomes 301 in a by-fives count, model another crossing, then check a fresh sequence.

Close, record, and extend

Record item, target, exact response, access, answer-supplying cues, and next teaching step. Offer breaks as needed. Early finishers invent a fresh in-range example; another learner verifies it and explains any disagreement. No speed contest.

Core evidence focus: H | Skip-count by hundreds within 1,000.

TEACHER GUIDE

Collaborative practice | teaching script

Bank: M14-M18 and O14-O18. Core: M14, O14.

0-2 minutes | Invite

Say: "Today we will skip-count by tens within 1,000. Show your thinking, and explain what you notice." Prepare the selected task and its teacher-only administration.

2-7 minutes | Teach or observe

Partner A performs O14 while Partner B listens and checks without giving answers. Switch roles using the next open task. Say "Ask your partner to explain; do not do the work for them." Record each learner separately.

7-12 minutes | Listen and respond

Listen for the given starting number, consistent step, transitions, and stated endpoint. Record the exact error rather than only a score. If 295, 300 becomes 301 in a by-fives count, model another crossing, then check a fresh sequence.

Close, record, and extend

Record item, target, exact response, access, answer-supplying cues, and next teaching step. Offer breaks as needed. Early finishers invent a fresh in-range example; another learner verifies it and explains any disagreement. No speed contest.

Core evidence focus: T | Skip-count by tens within 1,000.

TEACHER GUIDE

Independent practice | teaching script

Bank: M19-M23 and O19-O23. Core: M19, O19.

0-2 minutes | Invite

Say: "Today we will count by ones within 1,000, including transitions. Show your thinking, and explain what you notice." Prepare the selected task and its teacher-only administration.

2-7 minutes | Teach or observe

Give the core task individually with models hidden. Read directions only, following the administration page. Wait for the learner to finish and self-correct before asking "How do you know?" Record the response before feedback.

7-12 minutes | Listen and respond

Listen for the given starting number, consistent step, transitions, and stated endpoint. Record the exact error rather than only a score. If 295, 300 becomes 301 in a by-fives count, model another crossing, then check a fresh sequence.

Close, record, and extend

Record item, target, exact response, access, answer-supplying cues, and next teaching step. Offer breaks as needed. Early finishers invent a fresh in-range example; another learner verifies it and explains any disagreement. No speed contest.

Core evidence focus: C | Count by ones within 1,000, including transitions.

TEACHER GUIDE

Small-group reteach | teaching script

Bank: M24-M27 and O24-O27. Core: M24, O24.

0-2 minutes | Invite

Say: "Today we will skip-count by fives within 1,000. Show your thinking, and explain what you notice." Prepare the selected task and its teacher-only administration.

2-7 minutes | Teach or observe

Choose a documented error. Revisit the appropriate worked model using a smaller amount or shorter sequence, then connect it back to the original range. Ask "What changed? What stayed the same?" Remove support for a fresh task.

7-12 minutes | Listen and respond

Listen for the given starting number, consistent step, transitions, and stated endpoint. Record the exact error rather than only a score. If 295, 300 becomes 301 in a by-fives count, model another crossing, then check a fresh sequence.

Close, record, and extend

Record item, target, exact response, access, answer-supplying cues, and next teaching step. Offer breaks as needed. Early finishers invent a fresh in-range example; another learner verifies it and explains any disagreement. No speed contest.

Core evidence focus: F | Skip-count by fives within 1,000.

TEACHER GUIDE

Exit | teaching script

Bank: M28-M30 and O28-O30. Core: M28, O28.**0-2 minutes | Invite**

Say: "Today we will count by ones within 1,000, including transitions. Show your thinking, and explain what you notice." Prepare the selected task and its teacher-only administration.

2-7 minutes | Teach or observe

Offer the core performance individually. Say "Show what you know today." Do not teach the answer during the check. If this task does not address a missing target, choose another exit or bank task with that target.

7-12 minutes | Listen and respond

Listen for the given starting number, consistent step, transitions, and stated endpoint. Record the exact error rather than only a score. If 295, 300 becomes 301 in a by-fives count, model another crossing, then check a fresh sequence.

Close, record, and extend

Record item, target, exact response, access, answer-supplying cues, and next teaching step. Offer breaks as needed. Early finishers invent a fresh in-range example; another learner verifies it and explains any disagreement. No speed contest.

Core evidence focus: C | Count by ones within 1,000, including transitions.

STUDENT CHOICE

M01 | Warm-up

Name: _____ Date: _____

Count by 100s. What comes next?
145, 245, 345, ____

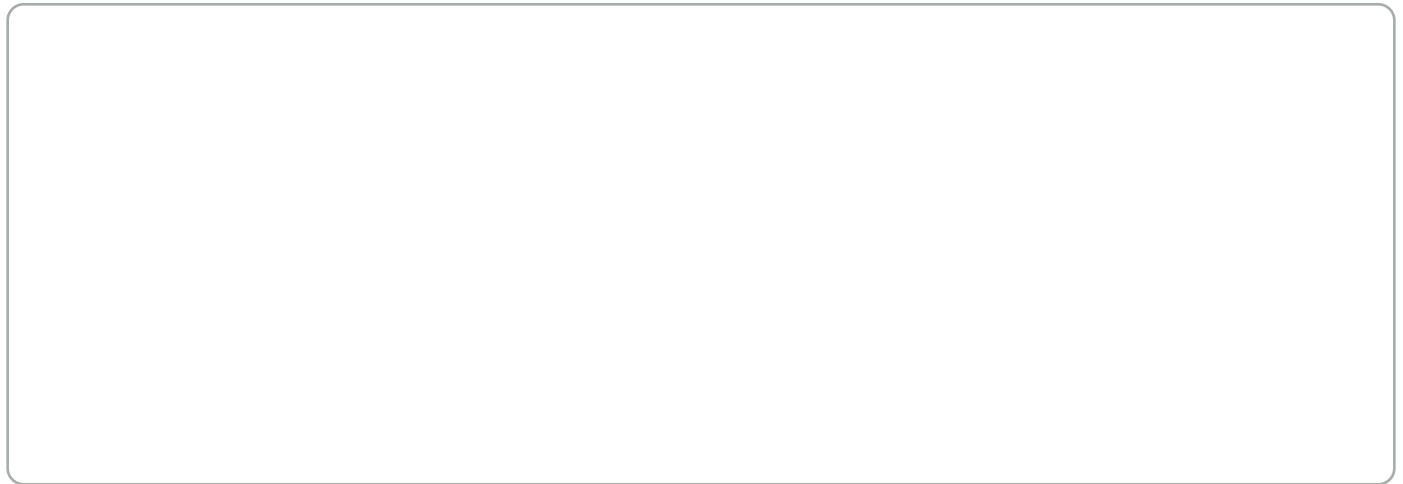
A. 345

B. 443

C. 445

D. 425

Show groups or a counting path.



This choice task is practice. Your teacher will also listen to you count.

STUDENT CHOICE

M02 | Warm-up

Name: _____ Date: _____

Count by ones. What comes next?**295, 296, 297, ____**

A. 198

B. 293

C. 298

D. 288

Show groups or a counting path.

This choice task is practice. Your teacher will also listen to you count.

STUDENT PERFORMANCE

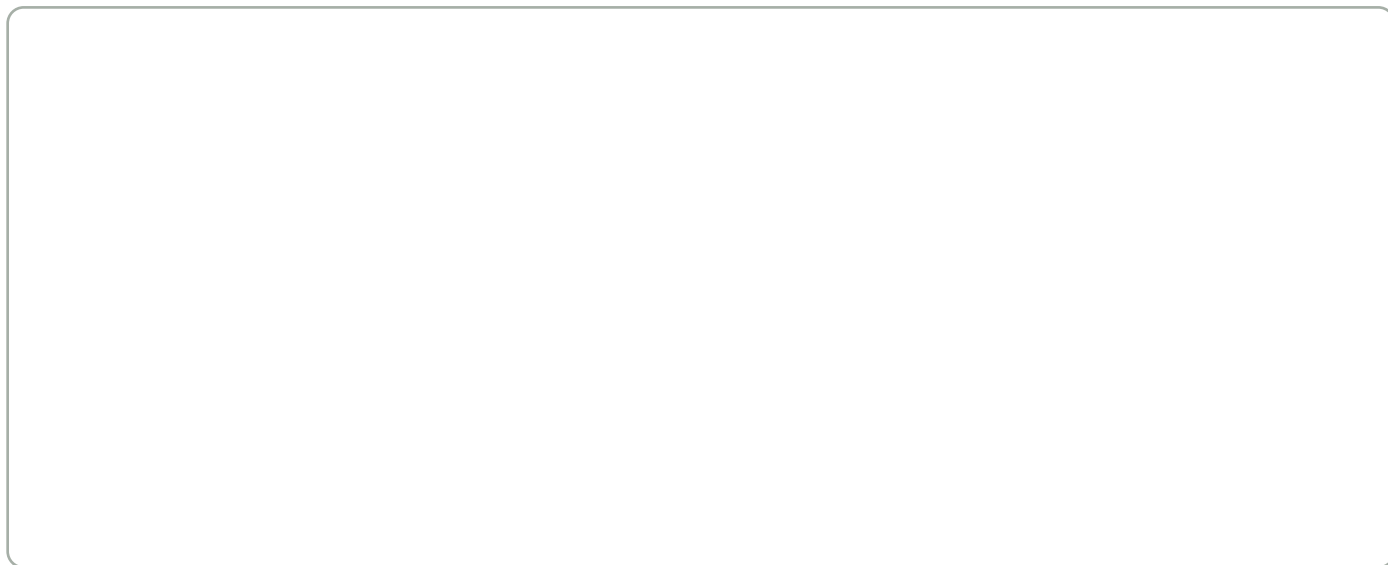
001 | Warm-up

Name: _____ Date: _____

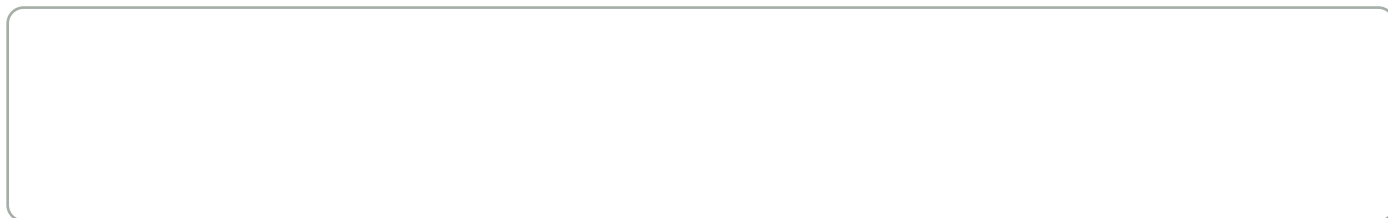
Listen to your teacher. Count aloud with the given start, step, and stop.

Tell or sign your response independently. Your teacher records what you do.

Teacher record: exact response / sequence / self-corrections



Access supports and any answer-supplying cues



STUDENT PERFORMANCE

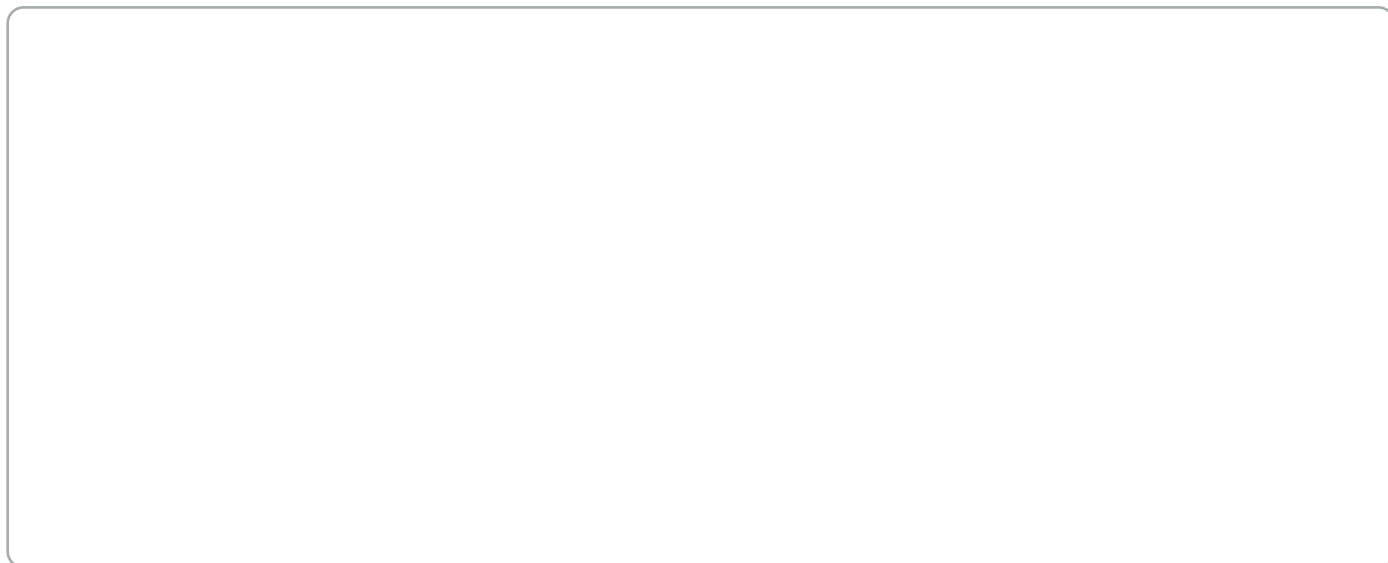
002 | Warm-up

Name: _____ Date: _____

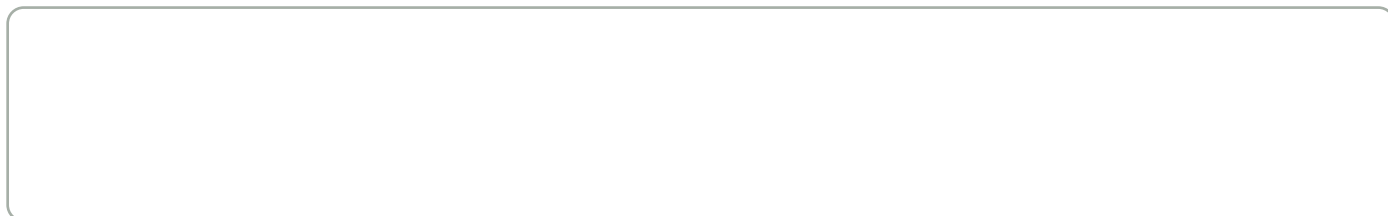
Listen to your teacher. Count aloud with the given start, step, and stop.

Tell or sign your response independently. Your teacher records what you do.

Teacher record: exact response / sequence / self-corrections



Access supports and any answer-supplying cues



TEACHER GUIDE

Teacher-only administration

Keep this page out of student view. Use each instruction with its matching student page.

O01 | Say: "Start at 300. Count by 100s to 1000." State these instructions only; do not display a sequence or count along. Repeat the instruction neutrally if needed.

O02 | Say: "Start at 260. Count by 10s to 360." State these instructions only; do not display a sequence or count along. Repeat the instruction neutrally if needed.

O03 | Say: "Start at 295. Count by ones to 308." State these instructions only; do not display a sequence or count along. Repeat the instruction neutrally if needed.

O04 | Say: "Start at 70. Count by 100s to 970." State these instructions only; do not display a sequence or count along. Repeat the instruction neutrally if needed.

O05 | Say: "Start at 65. Count by 5s to 115." State these instructions only; do not display a sequence or count along. Repeat the instruction neutrally if needed.

O06 | Say: "Start at 145. Count by 100s to 945." State these instructions only; do not display a sequence or count along. Repeat the instruction neutrally if needed.

O07 | Say: "Start at 185. Count by 5s to 235." State these instructions only; do not display a sequence or count along. Repeat the instruction neutrally if needed.

O08 | Say: "Start at 987. Count by ones to 1000." State these instructions only; do not display a sequence or count along. Repeat the instruction neutrally if needed.

O09 | Say: "Start at 200. Count by 100s to 900." State these instructions only; do not display a sequence or count along. Repeat the instruction neutrally if needed.

O10 | Say: "Start at 390. Count by 5s to 440." State these instructions only; do not display a sequence or count along. Repeat the instruction neutrally if needed.

TEACHER GUIDE

Choice keys and teaching notes

M01 | C. 445 | H

Add 100 to 345: $345 + 100 = 445$. Full sequence: 145, 245, 345, 445. Choosing the next number is recognition evidence, not a complete oral counting performance.

M02 | C. 298 | C

Add 1 to 297: $297 + 1 = 298$. Full sequence: 295, 296, 297, 298. Choosing the next number is recognition evidence, not a complete oral counting performance.

M03 | A. 300 | H

Add 100 to 200: $200 + 100 = 300$. Full sequence: 0, 100, 200, 300. Choosing the next number is recognition evidence, not a complete oral counting performance.

M04 | D. 590 | F

Add 5 to 585: $585 + 5 = 590$. Full sequence: 575, 580, 585, 590. Choosing the next number is recognition evidence, not a complete oral counting performance.

M05 | C. 692 | C

Add 1 to 691: $691 + 1 = 692$. Full sequence: 689, 690, 691, 692. Choosing the next number is recognition evidence, not a complete oral counting performance.

Ask for a demonstration before diagnosing a distractor. An adjacent value may reflect a counting slip; a place-value reversal may reflect a grouping error. A selected answer alone cannot establish the cause.

TEACHER GUIDE

Open/performance worked keys

001 | H

Exact spoken or signed sequence: 300, 400, 500, 600, 700, 800, 900, 1000. Include the starting number. Record omissions, repeats, transitions, and self-corrections; no fixed speed cutoff.

002 | T

Exact spoken or signed sequence: 260, 270, 280, 290, 300, 310, 320, 330, 340, 350, 360. Include the starting number. Record omissions, repeats, transitions, and self-corrections; no fixed speed cutoff.

003 | C

Exact spoken or signed sequence: 295, 296, 297, 298, 299, 300, 301, 302, 303, 304, 305, 306, 307, 308. Include the starting number. Record omissions, repeats, transitions, and self-corrections; no fixed speed cutoff.

004 | H

Exact spoken or signed sequence: 70, 170, 270, 370, 470, 570, 670, 770, 870, 970. Include the starting number. Record omissions, repeats, transitions, and self-corrections; no fixed speed cutoff.

005 | F

Exact spoken or signed sequence: 65, 70, 75, 80, 85, 90, 95, 100, 105, 110, 115. Include the starting number. Record omissions, repeats, transitions, and self-corrections; no fixed speed cutoff.