

NORTH CAROLINA MATHEMATICS • 2026-27

How Many? Make, Count, and Add One



Kindergarten • Counting and Cardinality

NC.K.CC.5

A scaffolded, multi-session packet: teacher scripts, original dot cards, 30 choice prompts, 30 hands-on performances, reusable mats, individual evidence records and complete keys.

Select a short teaching core across days. The bank is not a 60-item sitting. Adult read-aloud and accessible response modes are retained.

Current NC mathematics standard for 2026–27; verified against the 2025 Kindergarten Quick Reference Guide, printed pages 28–30. Revised 2026 standards implement in 2028–29. Bullets are unlettered; no invented subcodes.

Free sample | Contents

NC.K.CC.5 | Kindergarten mathematics

This sample contains 23 complete selected pages from the 108-page resource, plus this sample contents page. Original printed page numbers are retained. Gaps are intentional.

Included original pages: 1-19, 48-49, 85-86

Representative activities

MC01: sample PDF page(s) 19; original page(s) 18

MC02: sample PDF page(s) 20; original page(s) 19

OH01: sample PDF page(s) 21; original page(s) 48

OH02: sample PDF page(s) 22; original page(s) 49

Selected teacher prompts and keys: original page(s) 48-49, 85-86

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.

START HERE

Use only what you need

1. Teacher guide: exact standard, worked models, access, seven teaching sections, rubrics and inquiry.
2. Reusable blank mats for real counters.
3. Student choice cards: one prompt per page.
4. Adult performance cards: preparation, prompt and original setup diagram.
5. Individual evidence sheets, one target at a time.
6. Teacher keys: every choice and every observed performance.

Protect the observation

For an independent OH check, do not administer the matching MC first or expose its key/total. Use fresh counters or a fresh arrangement and a separate observation turn. Subitizing cards are shown and covered by an adult; they are not left visible as an untimed counting worksheet. All preparation quantities and diagram metadata belong on teacher-only pages.

Dot cards are countable collections, not answer labels. Keep adult cards and keys away from student view. For a quick look, cover the choices and show only the dot area; then cover the dots before reading the options. For a physical performance, use safe large counters and the blank mat.

Coverage

Count out: MC01, OH01, MC05, OH05, MC09, OH09, MC14, OH14, MC18, OH18, MC19, OH19, MC24, OH24, MC27, OH27, MC28, OH28

Add one: MC02, OH02, MC08, OH08, MC15, OH15, MC25, OH25, MC26, OH26, MC29, OH29

Line: MC03, OH03, MC10, OH10, MC20, OH20

Array: MC06, OH06, MC11, OH11, MC21, OH21

Circle: MC07, OH07, MC12, OH12, MC16, OH16, MC22, OH22

Scattered: MC04, OH04, MC13, OH13, MC17, OH17, MC23, OH23, MC30, OH30

TEACHER GUIDE

Exact official standard

Count to answer “How many?” in the following situations:

- Given a number from 1–20, count out that many objects.
- Given up to 20 objects, name the next successive number when an object is added, recognizing the quantity is one more/greater.
- Given 20 objects arranged in a line, a rectangular array, and a circle, identify how many.
- Given 10 objects in a scattered arrangement, identify how many.

TEACHER GUIDE

Meaning, readiness, and evidence

Essential question: How can we count a collection accurately, make a requested collection, and know what happens when one more joins?

Daily targets: I can count out a requested 1–20; I can identify the next number after one is added; I can count 20 in a line, rectangular array, and circle; I can count 10 scattered objects.

The source deliberately names full boundaries: 20 arranged in each of the three specified ways and 10 scattered. Smaller practice sets scaffold those outcomes and do not replace them. Count-out tasks begin with a larger supply so the child must stop at the requested amount. They are not “count everything in this prefilled tray.”

Selected-response count-out items provide supporting quantity recognition; the OH items supply the authentic make-a-set evidence.

Readiness includes stable short number sequences and emerging one-to-one correspondence. Support these with a move-and-name routine and return to the full target. No multiplication, written equations, numeral reading, or timed fluency is required. Children may count arrays by individual rows and circles with a starting marker. Moving objects is allowed when it is the child's strategy; preserve the requested initial arrangement and record how the child worked.

The add-one bullet starts with up to 20 objects. Therefore OH26 starts with 20 and adds one, yielding 21. This narrowly follows the stated starting-set range; it does not extend count-out requirements beyond 20. Explicitly teach the next number and document success or support at this boundary. Do not silently omit it or require arbitrary larger collections.

Evidence needed: independently counted-out sets across 1–20 including 20; an initial verified count followed by the successor number and recognition of one more after an actual addition; individual counts of 20 in each required arrangement; and 10 scattered. Avoid teaching that every page answer is 20: mix in the varied smaller sets and give a new arrangement in a later conference.

TEACHER GUIDE

Complete teacher models

Make a requested group

Place 25 large counters in a supply tray. Say, “Give me eight.” Model moving counters one at a time to an empty mat while saying 1, 2, 3, 4, 5, 6, 7, 8. Say, “I stop at eight because eight is the number I need.” The receiving mat has exactly 8 and the supply retains 17. The remaining amount is for teacher verification only; the child need not calculate it. Teach a stopping strategy, not a memorized picture.

Count arrangements without losing place

Line: show 20 counters, begin at one end, touch each once, and say every number 1 through 20. Final total 20.

Rectangular array: show four rows of five counters. Follow the first row left to right, then the second, third, and fourth without restarting the number sequence: 1–5, 6–10, 11–15, 16–20. Final total 20. Naming row groups does not require multiplication.

Circle: place an external marker beside the first of 20 counters; count clockwise 1–20, stopping before touching the marked first counter again. Final total 20. The marker is not part of the counted collection.

Scattered: show 10 counters scattered without overlap; move one at a time into the counted tray, saying 1–10. Final total 10. If counters cannot be moved, use a pointer and removable marks beside dots, without adding marks that look like counted dots.

One more joins

Count nine counters: 1–9. Say, “There are nine.” Add exactly one counter visibly. “One more joined. The next number after nine is ten. There are ten now, one more than nine.” Verify by counting all ten during instruction. Later show 19 and add one to get 20, then 20 and add one to get 21. Recounting can check accuracy, but specifically connect the added single object to the next successive number.

TEACHER GUIDE

How to use this packet

The seven sections contain a reusable bank of 30 selected-response items and 30 oral/hands-on performances. Print only the selected cards. This is not a 60-item test, a timed worksheet, or 80 uninterrupted minutes of seatwork. The nominal section allocations total 80 minutes of selected teaching across several days; the time needed for individual observations is additional and flexible. Never assign all options just because they are present. Repeat a taught routine with a fresh quantity or layout rather than rehearsing an answer.

For an independent OH observation, do not first administer its matching MC or reveal its total. Use a fresh arrangement and a separate observation turn; do not claim success from repeating a just-modeled answer. For subitizing, show and cover the adult card rather than leaving it visible as a counting worksheet.

Adult pages contain preparation counts and keys. Student-facing cards must hide answers, setup counts, count metadata, rubric language, and filenames that reveal quantities. Display each original dot card large enough for individual objects to remain distinct. Dots stand for counters and are not measured objects. Use physical counters whenever the task requires making a set, moving a set, or adding an object. A static picture is not evidence that a child can perform those actions. SVGs are provided as original print-ready teaching assets; their count is verified from the circles, not their file size.

Read each prompt and all three choices aloud in the same tone without pointing toward the answer. Letters and numerals are adult navigation aids, not reading requirements. Allow pointing, eye gaze, signing, oral response, or established AAC. Repeat the entire prompt neutrally. A child need not write numerals, spell, decode, or explain in a particular sentence. Use home-language counting and an interpreter where appropriate and document the language. Record the mathematical action separately from speech articulation, pace, handwriting, and motor access.

During instruction, model freely. During an independent observation, retain required IEP/504 supports but document any adult or peer help that provides numbers, guides counting movements, names the total, or indicates which object comes next. An adult who moves objects at the child's direction may provide motor access; verify that the child controls one-to-one correspondence. If response or access is unreliable, record N/O and arrange an accessible observation. Do not convert silence, an unadministered item, or inaccessible vision/motor demands to 0.

Materials and safe preparation

Use large age-appropriate counters or blocks that do not pose a choking hazard, two shallow trays, a blank mat, a large pointer, an opaque card cover, and the supplied original dot cards. Avoid food, beads, coins, and small loose parts. Supervise manipulative use and keep all counting seated or otherwise safely accessible. Use high contrast, generous spacing, and tactile objects as needed. Have 25 counters available for count-out and add-one tasks. Precount the exact setup privately and verify no counter is hidden or overlapping. Do not name the setup total unless the task explicitly requests that number.

Vocabulary and access

Model object, each, count, altogether, last, same, move, one more, and stop with actions. Number names are practiced in the child's familiar language before translation demands are added. Invite “show me” instead of requiring lengthy verbal justifications. Reduce a collection temporarily during teaching, then return to the target range for a fresh observation. Enlarged or tactile cards may change perceptual demands; record the representation and describe the evidence accurately.

Reusable blank student organizer

Provide a blank receiving mat with two large unnumbered areas: “Not counted yet” and “Counted.” Adult reads the labels. A child moves one object across per number name, then gestures around the counted collection to tell how many altogether. On the reverse provide an entirely blank drawing space; drawing is optional and is not a handwriting test. For arrangement tasks begin with the required arrangement before allowing a chosen tracking strategy. Do not place numbered spaces that supply the count.

TEACHER GUIDE

Selected-core schedule and seven teaching sections

Plan five or more short sessions: Session 1 warm-up and the first model; Session 2 remaining model and shared practice; Session 3 partner work; Session 4 individual conferences; Session 5 targeted reteach and brief exit observations. Stretch or split these blocks according to attention and access. The bank counts follow 4/4/5/5/5/4/3 for each response type.

Warm-up • 8-minute flexible allocation

Core choices: MC01 / OH01; MC02 / OH02. Select only what fits the teaching goal.

0–2: Invite a three-object count. 2–5: Say, “Give me three from this tray,” and watch OH01. 5–8: Count four, add one visibly, and ask the new total through OH02.

Look/listen for: stopping at three and identifying five after one joins four.

Access: neutral adult read-aloud, large/tactile materials, established response mode, and ordinary breaks; document any mathematical cue.

Misconception response: If the child empties the supply, repeat the requested number before a new instructional attempt and model stopping.

Early finisher: make a different arrangement of the same three.

Record: item/date, actual action and response, representation, individual versus shared participation, support and next step.

I Do • 12-minute flexible allocation

Core choices: MC05 / OH05; OH06 / OH07 / OH08 as modeled examples. Select only what fits the teaching goal.

0–3: Model making eight from a supply of 25. 3–6: Model counting ten in an array row by row. 6–9: Model an eight-counter circle with an external starting marker. 9–12: Model nine becoming ten after one joins. Adult modeling is not independent evidence.

Look/listen for: one-to-one moves, a stopping point, and next-number meaning.

Access: neutral adult read-aloud, large/tactile materials, established response mode, and ordinary breaks; document any mathematical cue.

Misconception response: If the marker is counted as a counter, place it outside the collection and name its purpose before restarting instruction.

Early finisher: describe or show another safe tracking method.

Record: item/date, actual action and response, representation, individual versus shared participation, support and next step.

We Do • 15-minute flexible allocation

Core choices: MC10 / OH10; OH11 / OH12 / OH13 across sessions. Select only what fits the teaching goal.

0–3: Build a requested twelve together using OH09. 3–7: Count twenty in a line. 7–11: Reorganize a separate prepared twenty into the supplied rectangular array and count it. 11–15: Introduce a circle or ten scattered. Spread the four full-boundary tasks across days; choose only one or two at a time.

Look/listen for: exactly twenty in each arranged set and ten scattered.

Access: neutral adult read-aloud, large/tactile materials, established response mode, and ordinary breaks; document any mathematical cue.

Misconception response: If a row is skipped, trace each row in a clear direction; keep the sequence running between rows.

Early finisher: explain how a chosen route prevents counting something twice.

Record: item/date, actual action and response, representation, individual versus shared participation, support and next step.

Collaborative practice · 13-minute flexible allocation

Core choices: MC14 / OH14; OH15 / OH16 / OH17. Select only what fits the teaching goal.

0–2: Model partner roles: maker/counter and observer. 2–6: Each child makes fifteen from the supply. 6–10: Each child receives fourteen and watches one join. 10–13: Count twelve around a circle or eight scattered; switch roles. Adult hears individual responses.

Look/listen for: each child stopping correctly and identifying fifteen after fourteen plus one.

Access: neutral adult read-aloud, large/tactile materials, established response mode, and ordinary breaks; document any mathematical cue.

Misconception response: If a partner supplies the answer, record it as supported and give the learner a fresh individual opportunity.

Early finisher: offer a different counting route and check that the total agrees.

Record: item/date, actual action and response, representation, individual versus shared participation, support and next step.

Independent practice · 17-minute flexible allocation

Core choices: MC19 / OH19; OH20 / OH21 / OH22 / OH23 in distributed conferences. Select only what fits the teaching goal.

0–3: Read a selected prompt neutrally. 3–7: Child makes twenty from a larger supply through OH19. 7–12: Observe one twenty-object arrangement individually. 12–17: Observe ten scattered or another arrangement. Schedule additional quiet turns until every required arrangement has actual individual evidence.

Look/listen for: exact count-out of twenty, twenty line/array/circle, ten scattered.

Access: neutral adult read-aloud, large/tactile materials, established response mode, and ordinary breaks; document any mathematical cue.

Misconception response: Record the attempt before teaching. If the child cannot yet track a full set, teach with fewer, then revisit the required boundary later.

Early finisher: show a second tracking route after the scored attempt.

Record: item/date, actual action and response, representation, individual versus shared participation, support and next step.

Small-group reteach • 10-minute flexible allocation

Core choices: MC24 / OH24; OH25 / OH26 / OH27 by need. Select only what fits the teaching goal.

0–2: Name the precise issue, such as stopping or a successor number. 2–5: Make one, then six with one move per word. 5–8: Count nineteen, add one, then in another turn count twenty and add one. 8–10: Invite a fresh unmodeled attempt and record help.

Look/listen for: stopping at the requested amount and knowing twenty becomes twenty-one.

Access: neutral adult read-aloud, large/tactile materials, established response mode, and ordinary breaks; document any mathematical cue.

Misconception response: If the child repeats twenty after one joins, physically pair each prior counter with its old position and notice the single newcomer, then model the next name.

Early finisher: predict one more before checking the entire set.

Record: item/date, actual action and response, representation, individual versus shared participation, support and next step.

Exit ticket • 5-minute flexible allocation

Core choices: MC28 / OH28; OH29 / OH30 in separate conferences. Select only what fits the teaching goal.

0–1: Say, “Take your time and show how you know.” 1–3: Choose one of making nineteen, eighteen becoming nineteen, or ten scattered. 3–5: Record exact evidence and give feedback. Do not fit all children and all targets into five minutes. Use independent-section boundary checks for required twenty arrangements.

Look/listen for: a fresh exact collection or successor response with a meaningful action.

Access: neutral adult read-aloud, large/tactile materials, established response mode, and ordinary breaks; document any mathematical cue.

Misconception response: Mark missing targets N/O and arrange a later observation; do not infer circle counting from a line count.

Early finisher: explain a chosen method by demonstrating it.

Record: item/date, actual action and response, representation, individual versus shared participation, support and next step.

TEACHER GUIDE

Recording evidence and giving feedback

Record student/date, item ID, initial quantity/layout, actual number words or AAC response, touch/move sequence, final total, support type, whether the response was individual, and next teaching step. Record each target separately. A correct selected response is recognition evidence only. Choral counting, copying a partner, or seeing a worked answer does not establish individual performance.

Use the instructional 0–3 scale below per target, with N/O separate. It is not an official NC cut score or a certification of mastery.

- 3: Accurate target action independently, with ordinary documented access supports; can repeat in a fresh appropriate arrangement or quantity. Do not award 3 for merely selecting the right choice.
- 2: Substantially accurate action with an independently repaired lapse, or accurate action in one context needing a fresh transfer check. Document the precise evidence.
- 1: Partial target action or success requiring a mathematical cue; describe exactly what help was needed.
- 0: An accessible observed attempt demonstrates an incorrect target action despite an opportunity to respond; describe it rather than labeling the child.
- N/O: Not administered, not observed individually, inaccessible, or not reliably interpretable. Arrange a later opportunity.

After recording an attempt, give specific feedback: “You moved every counter once,” or “That counter received two names; let's move each counted counter away.” Avoid global labels such as “bad at counting.” Keep the first attempt and the supported retry separately. Plan another day with a different arrangement so a memorized total does not substitute for understanding.

TEACHER GUIDE

Dimension-specific performance anchors

Count-out: record requested number, actual number delivered, spoken sequence, one-to-one moves, and whether the child stopped independently. A prefilled-card choice does not assess this action.

Add-one: record initial quantity, initial count, visible addition of exactly one, new number, and how the child indicates “one more.” A memorized next-name recitation without objects is incomplete evidence for this task. Recounting correctly is useful evidence; teach and probe the direct successor connection separately.

Arrangement counting: record line, rectangular array, circle, and scattered separately, including starting set size. Count twenty in each of the first three and ten scattered. Record omitted or repeated objects, row transitions, circle stopping, and movement strategy. No accuracy score for one arrangement substitutes for an unobserved arrangement.

TEACHER GUIDE

Strategic extension and three-session inquiry

Question: Which counting route helps us include every object exactly once?

Day 1, 8–10 minutes: Children count twelve counters first in a line and then in a circle. Each predicts where a recounting mistake might happen and chooses a start/stop strategy. Adult records the route with arrows on a separate sketch; arrows are not counted objects. Both intact collections total twelve.

Day 2, 8–10 minutes: Move to twenty in a rectangle and twenty in a circle, then ten scattered. Partners compare two routes without telling each other a remembered answer. Ask each to show which objects have already been counted and how the route stops. Any route including each object exactly once produces 20, 20, and 10 respectively. Test a deliberately flawed circle route that repeats the first counter: it produces 21 count words for only 20 objects; reject the route because one object was counted twice.

Day 3, 8–10 minutes: Each child chooses one difficult arrangement, proposes a clearer method, tests it, and revises it after a partner points out a possible missed/repeated object. Adult offers a fresh quantity within the appropriate range so memorized totals cannot substitute for tracking. Then add one physical object and ask what happens to the total. The new total is exactly one greater than the verified initial collection. Record the child's chosen test and revision. This can elicit strategic reasoning (DOK 3); multiple days alone do not make it DOK 4.

Optional home connection

Send one already-taught hands-on prompt and ask a caregiver to use safe large household objects. Read the prompt aloud, let the child act, and note any help. This is optional practice, not an eighth bank section, a parent-administered timed test, or a replacement for individual classroom evidence.

TEACHER GUIDE

Sources and rights

Exact standard text is from North Carolina Department of Public Instruction, 2025 Kindergarten Quick Reference Guide, printed pages 28–30: <https://www.dpi.nc.gov/documents/publications/catalog/is183-quick-reference-guide-k/open> . The consolidated Kindergarten source was cross-checked; the bullets are unlettered and remain within one top-level standard. Applicable standard edition is current for 2026–27; the revised 2026 standards are scheduled for implementation in 2028–29. All instructional prompts, examples, inquiry routines, blank organizers, and SVG dot diagrams in this packet are newly authored. User-supplied KSP Saint Pierre branding remains separate. NC alignment does not imply state endorsement. No outside book or reading passage is required.

REUSABLE STUDENT MAT

My collection

Make your collection here.

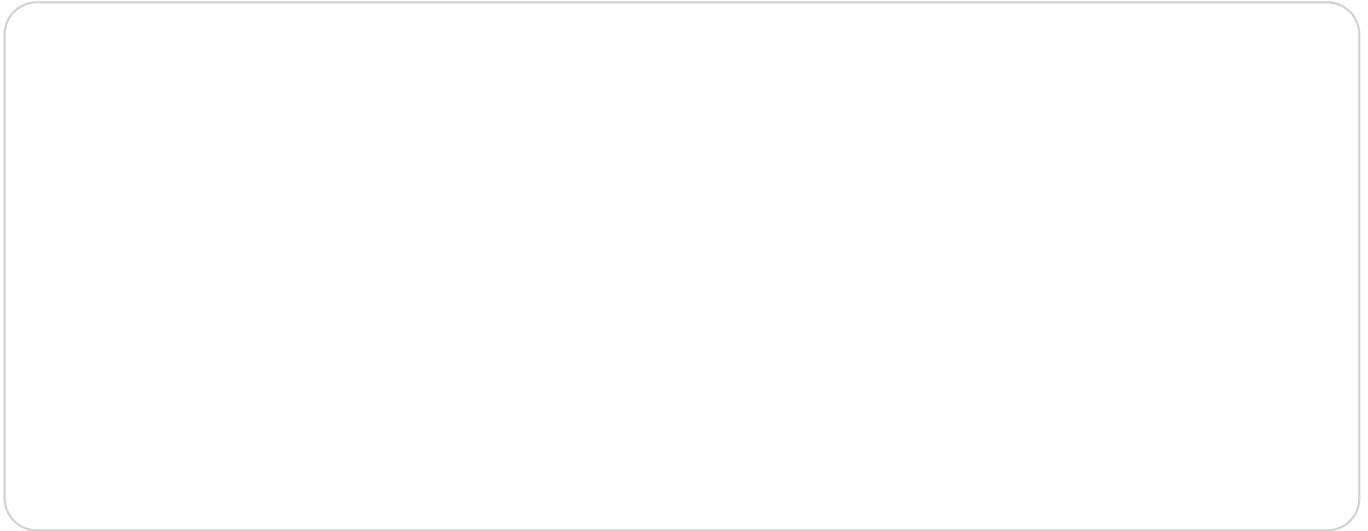


Adult: Read the requested number aloud. Use a larger supply in a separate tray. No copying template or numbered slots are needed.

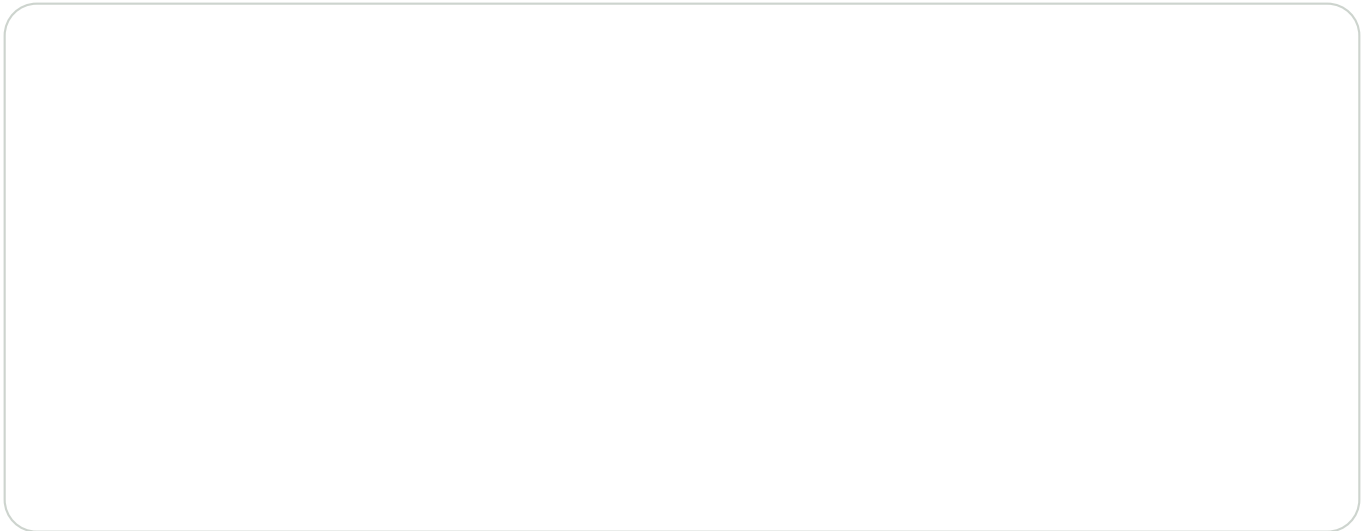
REUSABLE STUDENT MAT

Keep track as you count

Not counted yet



Counted



Move one object each time you say one number.

WARM-UP

MC01 · Listen and choose

Adult reads aloud. Point, say, sign, or use your usual response.

Count the dots. Which number tells how many?



A. 5

B. 3

C. 4

Use the separate teacher record for observation. No writing is required.

WARM-UP

MC02 · Listen and choose

Adult reads aloud. Point, say, sign, or use your usual response.

Count this group. Watch one more counter join it. How many now?

Adult: Use counters to match the picture. After the child counts, visibly add one more counter.



A. 7

B. 6

C. 5

Use the separate teacher record for observation. No writing is required.

ADULT PERFORMANCE CARD • KEEP PREPARATION PRIVATE

OH01 • Warm-up

Read to the child:

Give me 3 counters from the supply tray. Stop when you have 3.

Preparation (adult only)

Provide 25 large counters in a supply tray and an empty receiving mat. Say the requested number aloud. Keep the dot diagram hidden during this performance; it is a teacher reference, not a copying template.



Keep this diagram hidden. Give the child a larger supply and an empty receiving mat. This is a teacher setup reference, not a copying model.

Record the actual individual action and response on the next evidence sheets. Keep mathematical cues separate from access supports.

ADULT PERFORMANCE CARD • KEEP PREPARATION PRIVATE

OH02 • Warm-up

Read to the child:

Count these counters. I will add one. Say the new number.
What happened to how many?

Preparation (adult only)

Prepare exactly 4 objects in a line arrangement. Prepare 4 large counters as shown and one separate counter. Child counts initial set; adult visibly adds exactly one. Starting with 20 yields 21; this follows the literal up-to-20 starting-set wording and is not a count-out-to-21 requirement.



Use physical counters for moving, rearranging, making a collection, or adding one. Show only the appropriate collection, not this adult preparation text.

Record the actual individual action and response on the next evidence sheets. Keep mathematical cues separate from access supports.

TEACHER-ONLY KEY

Complete answers and evidence

MC01 / OH01

MC01 target: I can count out a requested number of objects from 1 to 20.

Correct choice B: 3

There are 3 dots. This choice is supporting recognition; OH01 supplies the required count-out evidence.

Distractor interpretation: A nearby lower number can signal an omitted object; a higher number can signal a repeated object or failure to stop. Check the observed counting action before deciding the cause.

Choice scoring: 1 keyed; 0 observed incorrect; N/O unobserved or inaccessible.

OH01 target: I can count out a requested number of objects from 1 to 20.

Expected actual performance: Child selects exactly 3 counters from a larger supply, naming 1, 2, 3 with one object per name; stops after 3 and identifies the requested collection.

There are 3 dots. This choice is supporting recognition; OH01 supplies the required count-out evidence.

Performance: use the target-specific 0–3 rubric; document the action and supports. N/O stays separate from an observed incorrect zero. No official cut score is claimed.

MC02 / OH02

MC02 target: I can say the next number when one object joins a group.

Correct choice C: 5

Initial group 4; add exactly one visible physical counter. Next successive number is 5; the new quantity is one more. Do not merely read a number sequence.

Distractor interpretation: A nearby lower number can signal an omitted object; a higher number can signal a repeated object or failure to stop. Check the observed counting action before deciding the cause.

Choice scoring: 1 keyed; 0 observed incorrect; N/O unobserved or inaccessible.

OH02 target: I can say the next number when one object joins a group.

Expected actual performance: Initial total 4; after one counter is added, says 5 and indicates one more/greater. Example: "5; one more joined." Record whether child uses the next number directly or recounts; teach the successor connection if recounting is the only strategy.

Initial group 4; add exactly one visible physical counter. Next successive number is 5; the new quantity is one more. Do not merely read a number sequence.

Performance: use the target-specific 0–3 rubric; document the action and supports. N/O stays separate from an observed incorrect zero. No official cut score is claimed.