

NORTH CAROLINA MATHEMATICS

Count on to 150

Grade 1 | NC.1.NBT.1



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

30 multiple-choice and 30 open/performance tasks. A reusable bank for short lessons across days; not a single 60-item assessment.

Aligned to current NC standards for 2026-27 and 2027-28. Newly adopted 2026 standards begin in 2028-29.

Free sample | Contents

NC.1.NBT.1 | First Grade mathematics

This sample contains 21 complete selected pages from the 87-page resource, plus this sample contents page. Original printed page numbers are retained. Gaps are intentional.

Included original pages: 1-16, 31-32, 61, 64, 69

Representative activities

M01: sample PDF page(s) 17; original page(s) 16

M02: sample PDF page(s) 17; original page(s) 16

O01: sample PDF page(s) 18; original page(s) 31

O02: sample PDF page(s) 19; original page(s) 32

Selected teacher prompts and keys: original page(s) 2, 61, 64, 69

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 the selected student pages. Keep the teacher directions, administration prompts, models, and answer keys away from students during independent observations. Student pages are labeled.

Navigation

Pages 3-4: exact standard, targets, access, and materials

Pages 5-6: complete teaching models and anchor chart

Pages 7-8: reusable organizers

Pages 9-15: seven instructional sections

Pages 16-30: choice practice (two items per page)

Pages 31-60: open/performance tasks (one per page)

Pages 61 onward: administration, worked keys, evidence record, and sources

A flexible four-session core

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

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

Session 3 (15-20 minutes): independent M19/O19, then a short reteach M24/O24 as needed.

Session 4 (10-15 minutes): exit M28/O28; use a fresh relevant task to check transfer.

For long counting observations, offer separate individual conferences and breaks without a fixed speed cutoff. Across later days, deliberately sample all targets and range endpoints. Do not infer complete standard attainment from this small core.

Bank allocation per mode: 4 warm-up, 4 I Do, 5 We Do, 5 collaborative, 5 independent, 4 reteach, 3 exit.

TEACHER GUIDE

Standard and learning targets

Count to 150, starting at any number less than 150.

C1 | Count forward from 1 through 150.

CA | Count forward from a given number below 150.

CB | Continue across decade and hundred boundaries.

Coverage and evidence

O01 directly samples counting from 1 through 150. O02-O30 directly sample varied starts, low/middle/high ranges, decade crossings, 99 to 100, and reaching 150. Any starting number below 150 is in scope; these samples are not an exhaustive test of every start.

TEACHER GUIDE

Prepare and preserve evidence

Prerequisites

Familiarity with the count sequence through 20 and listening to a starting instruction. Check decade names separately; numeral handwriting is not a prerequisite.

Materials and setup

Pencils, crayons, this packet, and age-appropriate large connecting cubes or drawn marks. Adult supervises handling; use drawings instead of small loose objects. The reusable mat is supplied. All graphics are instructional, not measurement tools.

Access without giving answers

Read directions neutrally, enlarge print, allow breaks, reduce visual distraction, and permit AAC or signed responses when they express the target. Record the access route. For numeral reading, do not read the numeral first. For numeral writing, do not supply a trace, copy model, or completed numeral choice. Accessible independent numeral entry may be documented separately from pencil formation.

Count or build independently when that is the target. A partner may listen, but may not supply the next number, group the cubes for the learner, or give the comparison symbol. Record answer-supplying cues separately and recheck with a fresh task. Do not score spelling, accent, or fine-motor neatness as mathematics.

TEACHER GUIDE

I Do: worked models

Say and model

"I will start at 97, not go back to 1. Listen: 97, 98, 99, 100, 101, 102. After 99, the next count is 100. I keep going one number at a time." Continue aloud through 150; the full sequence is in O25 and O01 keys.

Work a second start

Start at 148. Say "148, 149, 150." Stop at 150. Ask why the count has only three numbers. The starting number is included.

Evidence boundary

An independently spoken or signed sequence is the target. Filling a blank or choosing the next number is useful practice but cannot replace counting from a given start.

DISPLAY DURING INSTRUCTION

Anchor chart: think and explain

Start with the number you are given.

Say one next number at a time.

Keep the order at a decade change: 38, 39, 40, 41.

Keep the order at a hundred change: 98, 99, 100, 101.

Stop when you reach 150.

Practice line: each interval is one.

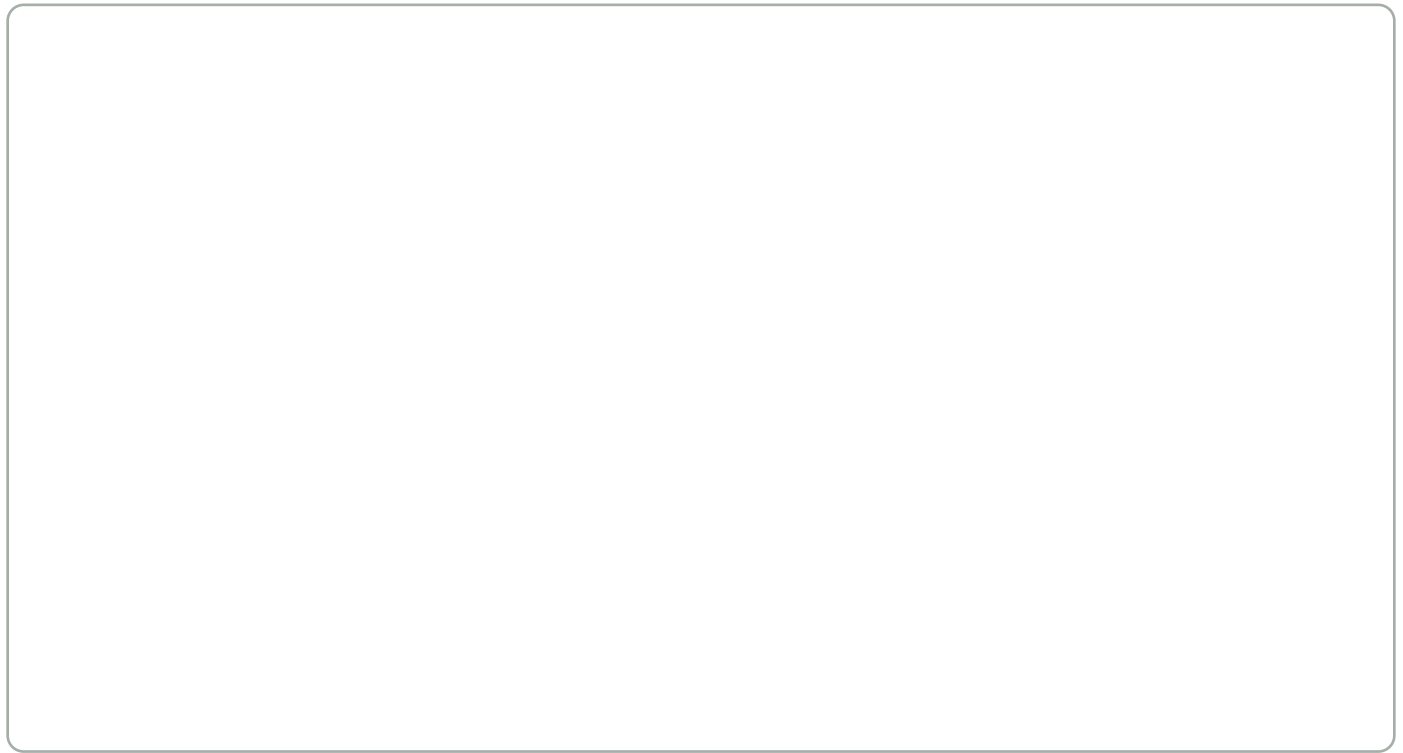


STUDENT MASTER

Reusable organizer

Name: _____ Date: _____

Say your starting number. Count forward. Your teacher listens and records.



My number / starting number: _____

STUDENT MASTER

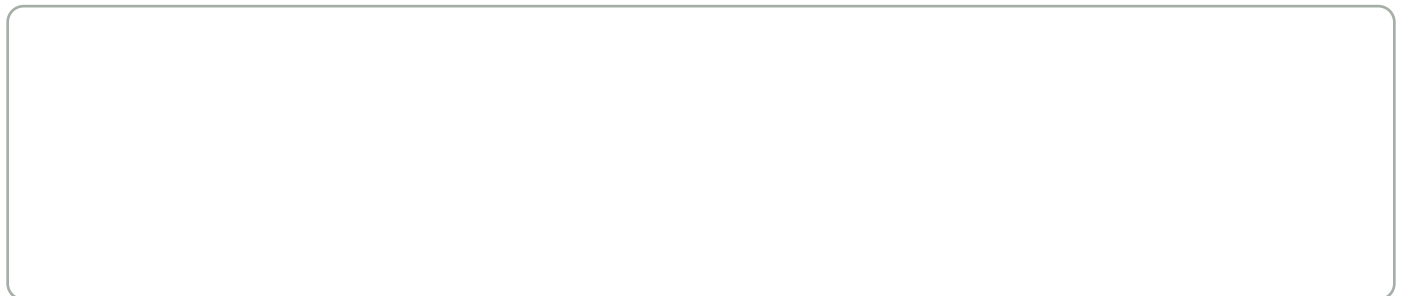
Explain and record

Tell what happens when you reach a number ending in nine.



Start: _____ Stop: _____

My explanation (I may tell my teacher):



TEACHER GUIDE

Warm-up | teaching script

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

0-2 min | Invite and prepare

Say: "Today we will count forward from 1 through 150. Show what you know; you may explain your thinking." Prepare only the selected task and needed materials.

2-6 min | Teach or observe

Ask the core choice item without teaching the answer. Ask the learner to explain or demonstrate. Use errors to choose the model.

6-10 min | Listen, respond, and record

Listen for the given start, accurate sequence, and the final 150. If the learner restarts at 1, repeat only the starting direction, mark the cue, and try a new start later. If a decade is skipped, rehearse that transition during teaching, then observe a fresh count.

Close and extend

Ask "What helped you decide?" Record item ID, date, exact response, access, answer-supplying cues, and next teaching step. Early finishers create a fresh example in range and explain it to a partner; the partner checks independently. No speed contest.

TEACHER GUIDE

I Do | teaching script

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

Say: "Today we will continue across decade and hundred boundaries. Show what you know; you may explain your thinking." Prepare only the selected task and needed materials.

2-6 min | Teach or observe

Use all worked model steps on page 5. Say each step aloud while physically drawing or building it. Then invite the core open task as a supported rehearsal; record it as guided, not independent.

6-10 min | Listen, respond, and record

Listen for the given start, accurate sequence, and the final 150. If the learner restarts at 1, repeat only the starting direction, mark the cue, and try a new start later. If a decade is skipped, rehearse that transition during teaching, then observe a fresh count.

Close and extend

Ask "What helped you decide?" Record item ID, date, exact response, access, answer-supplying cues, and next teaching step. Early finishers create a fresh example in range and explain it to a partner; the partner checks independently. No speed contest.

TEACHER GUIDE

We Do | teaching script

Bank: M09-M13 and O09-O13. Core: M09, O09.

0-2 min | Invite and prepare

Say: "Today we will continue across decade and hundred boundaries. Show what you know; you may explain your thinking." Prepare only the selected task and needed materials.

2-6 min | Teach or observe

Invite a student to start the core task. Ask "What should we do next? How can we check?" Complete it together, then remove the model for a fresh attempt.

6-10 min | Listen, respond, and record

Listen for the given start, accurate sequence, and the final 150. If the learner restarts at 1, repeat only the starting direction, mark the cue, and try a new start later. If a decade is skipped, rehearse that transition during teaching, then observe a fresh count.

Close and extend

Ask "What helped you decide?" Record item ID, date, exact response, access, answer-supplying cues, and next teaching step. Early finishers create a fresh example in range and explain it to a partner; the partner checks independently. No speed contest.

TEACHER GUIDE

Collaborative practice | teaching script

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

0-2 min | Invite and prepare

Say: "Today we will continue across decade and hundred boundaries. Show what you know; you may explain your thinking." Prepare only the selected task and needed materials.

2-6 min | Teach or observe

Partner A completes the core open task while Partner B listens without coaching. Switch with the next task. Observe each student individually; a shared answer is not individual evidence.

6-10 min | Listen, respond, and record

Listen for the given start, accurate sequence, and the final 150. If the learner restarts at 1, repeat only the starting direction, mark the cue, and try a new start later. If a decade is skipped, rehearse that transition during teaching, then observe a fresh count.

Close and extend

Ask "What helped you decide?" Record item ID, date, exact response, access, answer-supplying cues, and next teaching step. Early finishers create a fresh example in range and explain it to a partner; the partner checks independently. No speed contest.

TEACHER GUIDE

Independent practice | teaching script

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

0-2 min | Invite and prepare

Say: "Today we will count forward from a given number below 150. Show what you know; you may explain your thinking." Prepare only the selected task and needed materials.

2-6 min | Teach or observe

Give the core open task without displaying the anchor or worked answer. Read directions only. Record the actual performance and any self-correction before giving feedback.

6-10 min | Listen, respond, and record

Listen for the given start, accurate sequence, and the final 150. If the learner restarts at 1, repeat only the starting direction, mark the cue, and try a new start later. If a decade is skipped, rehearse that transition during teaching, then observe a fresh count.

Close and extend

Ask "What helped you decide?" Record item ID, date, exact response, access, answer-supplying cues, and next teaching step. Early finishers create a fresh example in range and explain it to a partner; the partner checks independently. No speed contest.

TEACHER GUIDE

Small-group reteach | teaching script

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

0-2 min | Invite and prepare

Say: "Today we will count forward from a given number below 150. Show what you know; you may explain your thinking." Prepare only the selected task and needed materials.

2-6 min | Teach or observe

Use an error from the evidence log. Reduce the range or build one concrete example. Repeat the relevant page 5 model, then offer a fresh task with the original target.

6-10 min | Listen, respond, and record

Listen for the given start, accurate sequence, and the final 150. If the learner restarts at 1, repeat only the starting direction, mark the cue, and try a new start later. If a decade is skipped, rehearse that transition during teaching, then observe a fresh count.

Close and extend

Ask "What helped you decide?" Record item ID, date, exact response, access, answer-supplying cues, and next teaching step. Early finishers create a fresh example in range and explain it to a partner; the partner checks independently. No speed contest.

TEACHER GUIDE

Exit | teaching script

Bank: M28-M30 and O28-O30. Core: M28, O28.

0-2 min | Invite and prepare

Say: "Today we will count forward from a given number below 150. Show what you know; you may explain your thinking." Prepare only the selected task and needed materials.

2-6 min | Teach or observe

Give the core open task individually. Ask "How do you know?" Do not teach during the check. Use the evidence to select the next session.

6-10 min | Listen, respond, and record

Listen for the given start, accurate sequence, and the final 150. If the learner restarts at 1, repeat only the starting direction, mark the cue, and try a new start later. If a decade is skipped, rehearse that transition during teaching, then observe a fresh count.

Close and extend

Ask "What helped you decide?" Record item ID, date, exact response, access, answer-supplying cues, and next teaching step. Early finishers create a fresh example in range and explain it to a partner; the partner checks independently. No speed contest.

STUDENT TASKS

Choice practice

Name: _____ Date: _____

M01 | What number comes just after 1?

- A. 5 B. 1 C. 9 D. 2

M02 | What number comes just after 8?

- A. 11 B. 2 C. 9 D. 3

STUDENT PERFORMANCE

001 | Warm-up

Name: _____ Date: _____

Start at 1. Count forward to 150.

Teacher observation: starting number, exact spoken sequence or errors, support, and next step. Do not require written numerals for this target.

STUDENT PERFORMANCE

002 | Warm-up

Name: _____ Date: _____

Start at 6. Count forward to 150.

Teacher observation: starting number, exact spoken sequence or errors, support, and next step. Do not require written numerals for this target.

TEACHER GUIDE

Teacher-only administration

Do not show this page during independent tasks. Use these directions with the corresponding student page.

O01 | Say the starting number only. Listen individually. Do not chant along, display the full sequence, or give the next number. Breaks are allowed; record the restart and whether it was supplied.

O02 | Say the starting number only. Listen individually. Do not chant along, display the full sequence, or give the next number. Breaks are allowed; record the restart and whether it was supplied.

O03 | Say the starting number only. Listen individually. Do not chant along, display the full sequence, or give the next number. Breaks are allowed; record the restart and whether it was supplied.

O04 | Say the starting number only. Listen individually. Do not chant along, display the full sequence, or give the next number. Breaks are allowed; record the restart and whether it was supplied.

O05 | Say the starting number only. Listen individually. Do not chant along, display the full sequence, or give the next number. Breaks are allowed; record the restart and whether it was supplied.

O06 | Say the starting number only. Listen individually. Do not chant along, display the full sequence, or give the next number. Breaks are allowed; record the restart and whether it was supplied.

O07 | Say the starting number only. Listen individually. Do not chant along, display the full sequence, or give the next number. Breaks are allowed; record the restart and whether it was supplied.

O08 | Say the starting number only. Listen individually. Do not chant along, display the full sequence, or give the next number. Breaks are allowed; record the restart and whether it was supplied.

O09 | Say the starting number only. Listen individually. Do not chant along, display the full sequence, or give the next number. Breaks are allowed; record the restart and whether it was supplied.

O10 | Say the starting number only. Listen individually. Do not chant along, display the full sequence, or give the next number. Breaks are allowed; record the restart and whether it was supplied.

TEACHER GUIDE

Choice keys and teaching notes

M01 | D. 2 | Target CA

1, 2. Counting forward adds one to the count. This recognition item does not demonstrate an oral count to 150.

M02 | C. 9 | Target CA

8, 9. Counting forward adds one to the count. This recognition item does not demonstrate an oral count to 150.

M03 | D. 20 | Target CB

19, 20. Counting forward adds one to the count. This recognition item does not demonstrate an oral count to 150.

M04 | B. 29 | Target CA

28, 29. Counting forward adds one to the count. This recognition item does not demonstrate an oral count to 150.

M05 | A. 40 | Target CB

39, 40. Counting forward adds one to the count. This recognition item does not demonstrate an oral count to 150.

M06 | D. 49 | Target CA

48, 49. Counting forward adds one to the count. This recognition item does not demonstrate an oral count to 150.

Distractor follow-up: ask for a demonstration before diagnosing. A nearby number may reflect a count/order error; a place-value choice may reflect tens/ones confusion. Choice alone does not establish the cause.

TEACHER GUIDE

Open/performance worked keys

001 | Target C1

Exact sequence: 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, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150. Record omissions, repeats, decade transitions, self-corrections, and any supplied next number.

002 | Target CA

Exact sequence: 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, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150. Record omissions, repeats, decade transitions, self-corrections, and any supplied next number.