# Just In Time Quick Check
## Standard of Learning (SOL) K.1a

| **Strand:** Number and Number Sense |
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| **Standard of Learning (SOL) K.1a**<br>*The student will tell how many are in a given set of 20 or fewer objects by counting orally.* |
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| **Grade Level Skills:**<br>● Count orally to tell how many are in a given set containing 20 or fewer concrete objects, using one-to-one correspondence, and identify the corresponding numeral. |
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| **Just in Time Quick Check** |
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| **Just in Time Quick Check Teacher Notes** |
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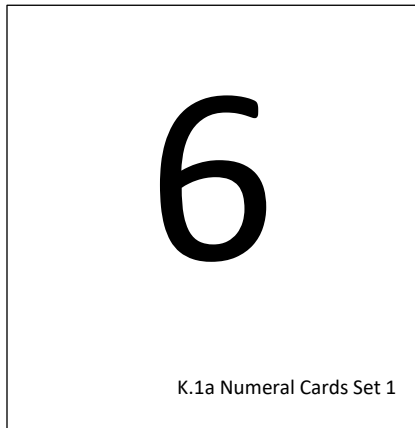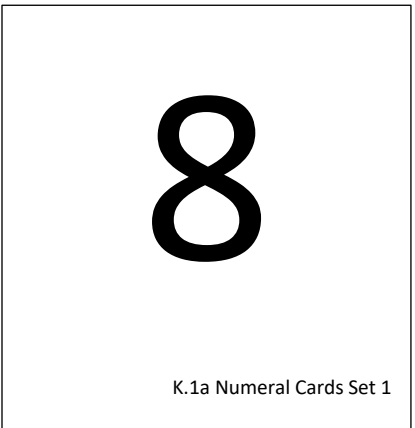| **Kindergarten Supporting Resources:**<br>● VDOE Mathematics Instructional Plans (MIPS)<br>    ○ K.1ab - How Many? Counting Centers (Word) / PDF Version<br>    ○ K.1ab - Number Designs – Counting Centers (Word) / PDF Version<br>    ○ K.1ab - Lily Pad Hop (Word) / PDF Version<br>    ○ K.1ab - Number Boards (Word) / PDF Version<br>● VDOE Word Wall Cards: Kindergarten (Word) \| (PDF)<br>    ○ Counting by Ones<br>● VDOE Instructional Videos for Teachers<br>    ○ Developing Early Number Sense (grades K-2)<br>    ○ Using a Beaded Number Line (grades K-2) |
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| **Supporting and Prerequisite SOL:** Foundation Blocks for Early Learning: Standards for Four-Year Olds - 1abc* |
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*This links to the prerequisite standards found in Foundation Blocks for Preschool. Just in Time Quick Checks have not been created for Foundation Blocks.
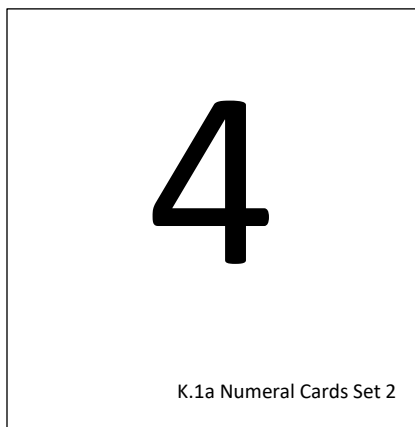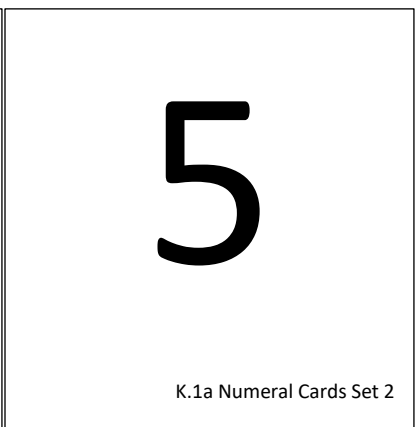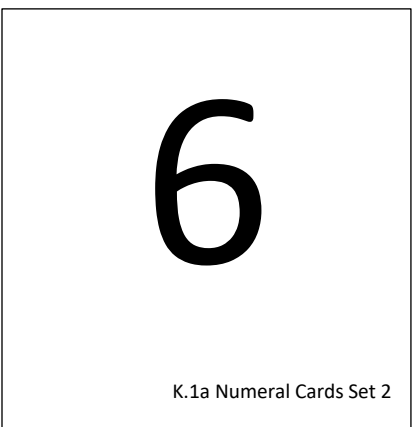
# SOL K.1a - Just in Time Quick Check: Student Interview

1) Give the student a pile of 8 counters.  Ask student to count the pile.
   - If student correctly counts the pile, go to Task 2.
   - If student incorrectly counts the pile, go to Task 3.

2) Set out the number cards from Set 1 in front of the student.  Ask student to identify the numeral that corresponds with the pile of counters from Task 1
   - If student accurately identifies and states the correct numeral, go to Task 5.
   - If student misidentifies the corresponding numeral (8), ask the student to identify any of the numerals, then go to Task 3.

3) Give the student a pile of 5 counters.  Ask student to count the pile.
   - If student correctly counts the pile, go to Task 4.
   - If student incorrectly counts the pile end the Quick Check here.

4) Set out the numeral cards from Set 2 in front of the student.  Ask student to identify the numeral that corresponds with the pile of counters from Task 2.
   - If student correctly identifies and states the correct numeral, end Quick Check here.
   - If student misidentifies the corresponding numeral (5), ask student to identify any of the numerals, then end the Quick Check here.

5) Give the student a pile of 13 counters.  Ask student to count the pile.
   - If student correctly counts the pile, then go to Task 6.
   - If student incorrectly counts the pile, end the Quick Check here.

6) Set out the numeral cards from Set 3 in front of student.  Ask student to identify the numeral that corresponds with the pile of counters from Task 5.

   - If student correctly counts the pile, end the Quick Check here.
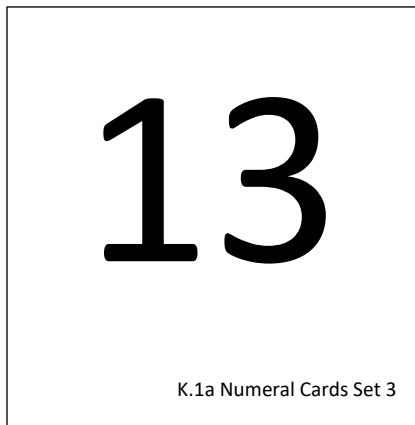   - If student incorrectly counts the pile, end the Quick Check here.
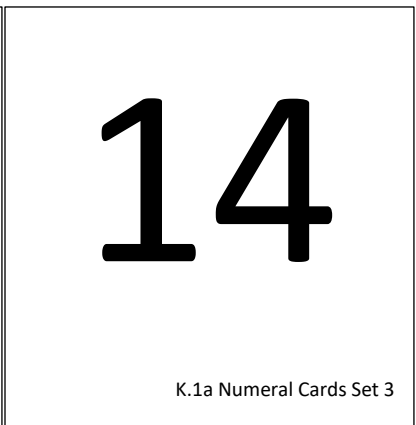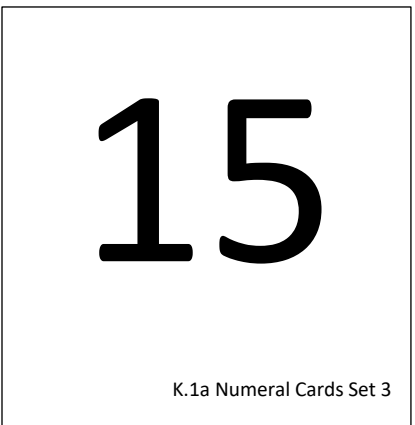
Numeral Cards Set 1

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|---|---|---|
| 6 | 7 | 8 |
| K.1a Numeral Cards Set 1 | K.1a Numeral Cards Set 1 | K.1a Numeral Cards Set 1 |

Numeral Cards Set 2

| | | |
|---|---|---|
| 4 | 5 | 6 |
| K.1a Numeral Cards Set 2 | K.1a Numeral Cards Set 2 | K.1a Numeral Cards Set 2 |

Numeral Cards Set 3

| | | |
|---|---|---|
| 13 | 14 | 15 |
| K.1a Numeral Cards Set 3 | K.1a Numeral Cards Set 3 | K.1a Numeral Cards Set 3 |

1) Give the student a pile of 8 counters.  Ask student to count the pile.
   - If student correctly counts the pile, go to Task 2.
   - If student incorrectly counts the pile, go to Task 3.

   *Students may miscount the pile of counters by counting an object more than once, or skipping a counter altogether. The student is not able to count one item for each number (lacking one-to-one correspondence).  They may be counting too quickly, or in failing to organize or move the counters, miscount them.  Potentially, students can employ these misconceptions simultaneously and arrive at the correct total, so it is important to focus closely on the student as they are counting the objects.*

   *Counting is complex and students need regular experiences counting real objects.  Modeling counting, with an emphasis on moving the objects when counting them, or touching each object after organizing them, will be beneficial.  In addition, it may be helpful for students to have a number path or number chart to 20 that they can refer to while counting.*

2) Set out the number cards from Set 1 in front of the student.  Ask student to identify the numeral that corresponds with the pile of counters from Task 1
   - If student accurately identifies and states the correct numeral, go to Task 5.
   - If student misidentifies the corresponding numeral (8), ask the student to identify any of the numerals, then go to Task 3.

   *Students may not be able to identify the numerals shown but may still be able to verbalize the correct total number of counters.  If a student is not able to recognize any of the numerals, additional opportunities to rote count and to match numerals to representations is needed.*

3)  Give the student a pile of 5 counters.  Ask student to count the pile.
   - If student correctly counts the pile, go to Task 4.
   - If student incorrectly counts the pile end the Quick Check here.

   *Students may miscount the pile of counters by counting an object more than once, or skipping an object altogether. This can indicate that more counting practice is needed.  This student will need more modeling of counting with an emphasis on moving the objects when counting them, or touching each object after organizing them.  Potentially, students can employ both misconceptions simultaneously and arrive at the correct total, so it's crucial to pay attention to the action of counting the objects.*

4) Set out the numeral cards from Set 2 in front of the student.  Ask student to identify the numeral that corresponds with the pile of counters from Task 3.
   - If student correctly identifies and states the correct numeral, end Quick Check here.
   - If student misidentifies the corresponding numeral (5), ask student to identify any of the numerals, then end the Quick Check here.

*Students may not be able to identify any of the numerals, but may still be able to verbalize the correct number of counters. If a student is not able to recognize any of the numerals, additional exposure to matching numerals to representations is needed.*

5) Give the student a pile of 13 counters. Ask student to count the pile.
   - If student correctly counts the pile, then go to Task 6.
   - If student incorrectly counts the pile, end the Quick Check here.

   *As quantities increase, students who were successful previously may begin to miscount the pile of counters. The student may not able to count one item for each number (showing a lack of one-to-one correspondence with larger numbers) or may not be accurate with the rote counting sequence. It is important to focus closely on how the student is counting the objects to see what errors they may make.*

   *Young children need lots of practice (with larger and larger quantities) until counting becomes easy for them and they are able to consistently use counting as a strategy for determining quantity in various situations.*

6) Set out the numeral cards from Set 3 in front of student. Ask student to identify the numeral that corresponds with the pile of counters from Task 5.
   - If student correctly counts the pile, end the Quick Check here.
   - If student incorrectly counts the pile, end the Quick Check here.

   *Students may not be able to identify the numerals (12, 13, or 14) but may still be able to verbalize the correct number of counters in the set. Twelve and the teen numerals are particularly difficult for some children as they do not have the same pattern as the other two-digit numerals in our number system. Students who struggle will need additional time making connections between the concrete and symbolic representation of quantities to 20. They will need lots of additional opportunities to count using one-to-one correspondence, including verbal rote counting of objects, and distinguishing between number symbols. Daily calendar time can serve as a helpful routine in providing additional practice with counting and the use of symbolic representations for numbers up to 30.*