

Just In Time Quick Check
Standard of Learning (SOL) 1.1b

Strand: Number and Number Sense

Standard of Learning (SOL) 1.1b

The student will write the numerals 0 to 110 in sequence and out-of-sequence.

Grade Level Skills:

- Write numerals 0-110 in sequence and out of sequence.

Just in Time Quick Check

Just in Time Quick Check Teacher Notes

Supporting Resources:

- VDOE Mathematics Instructional Plans (MIPS)
 - [1.1ab - Counting and Writing Beyond 100](#) (Word) / [PDF Version](#)
 - [1.1ab - 110 Chart Puzzle](#) (Word) / [PDF Version](#)
- VDOE Word Wall Cards: Grade 1 ([Word](#)) | ([PDF](#))
 - Counting by Ones
- VDOE Instructional Videos for Teachers:
 - [Developing Early Number Sense \(grades K-2\)](#)
 - [Using a Beaded Number Line \(grades K-2\)](#)

Supporting and Prerequisite SOL: [1.1a](#), [K.1b](#)

SOL 1.1b - Just in Time Quick Check

1) Write each number as it is read to you.

A)	B)	C)
D)	E)	F)

2) Fill in the missing numbers.

14				18		
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		40				
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					103	
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SOL 1.1b - Just in Time Quick Check - Teacher Directions

- 1) To administer this task, say: "I am going to call out some numbers." Please write the number in the box (i.e.: in box A, write the number 78, etc...).
 - A) 78
 - B) 41
 - C) 3
 - D) 104
 - E) 92
 - F) 60

- 2) To administer this task, ask students to fill in the missing numerals on their number paths. NOTE: The number paths are not continuous from one line to the next.

SOL 1.1b - Just in Time Quick Check Teacher Notes

Common Errors/Misconceptions and their Possible Indications

- 1) To administer this task, call out the numbers in the list below and instruct students to record the numerals in their chart (i.e.: in box A, write the number 78, etc...).

- A) 78
- B) 41
- C) 3
- D) 104
- E) 92
- F) 60

Symbolic reversals in numeral writing are common for younger students and should not be mistaken for lack of understanding. Single number reversals are acceptable and developmentally appropriate (e.g., a backwards 5 is not considered an error), but reversing the order of the digits is considered an error (e.g., 14 for 41; 29 for 92). Students who struggle to write numerals in and out of sequence may benefit from the use of visual representations such as a 110 chart, 110 chart puzzles, and number paths, and kinesthetic activities such as tracing numbers on paper, in sand or rice, etc., as they say them. A common error occurs when young students are writing numbers over 100. For example, they often write 1004 for one hundred four. They are not yet able to think of the number in terms of tens and ones. Students will need additional opportunities to connect the base-ten concepts with oral and written number names. It is helpful to use base-ten models (such as towers of ten cubes and ten single cubes) when teaching number names and in helping students make connections to the written symbols.

- 2) To administer this task, ask student to fill in the missing numerals on their number paths. NOTE: The number paths are not continuous from one line to another.

The most common errors that students may make when counting in sequence include difficulty with teen numbers, numbers crossing over the decades, and numbers more than 100. These errors may be related to rote counting, which should be a part of the focus when assessing student symbolic representation of a sequence of numbers. These errors may also point to a lack of understanding of base-ten concepts and number patterns. When connecting base-ten concepts with oral and written numbers, acknowledge that teen numbers are exceptions that are formed “backward” and do not follow the same pattern as the other two digit numbers. Describing a teen number as a ten and some more, will help students name how many are in a set of 13-19 objects. Use of a 110 chart and counting by starting at various places on the chart will help students focus on the number patterns. The use of a 110 chart or number path with base-ten models and the symbolic representation of numbers and sequences of numbers supports students as they count and write number sequences, and lays a foundation for place value.