

Just In Time Quick Check
Standard of Learning (SOL) 1.2c

Strand: Number and Number Sense

Standard of Learning (SOL) 1.2c

The student, given up to 110 objects, will order three or fewer sets from least to greatest and greatest to least.

Grade Level Skills:

- Order three or fewer sets, each set containing up to 110 objects, from least to greatest and greatest to least.

[Just in Time Quick Check](#)

[Just in Time Quick Check Teacher Notes](#)

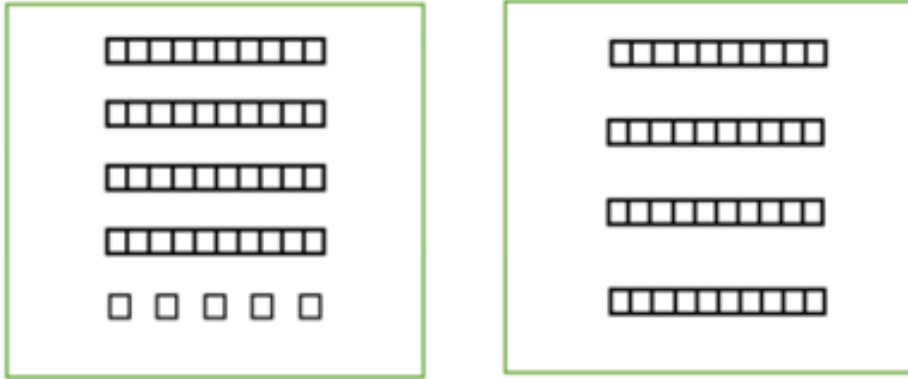
Supporting Resources:

- VDOE Mathematics Instructional Plans (MIPS)
 - [1.2abc - Comparing Numbers with Linking Cubes](#) (Word) / [PDF Version](#)
 - [1.2bc - More or Less?](#) (Word) / [PDF Version](#)
- VDOE Co-Teaching Mathematics Instruction Plans (MIPS)
 - [1.2bc – Comparing Numbers](#) (Word) / [\(PDF\)](#)
- VDOE Word Wall Cards: Grade 1 ([Word](#)) | ([PDF](#))
 - Place Value
 - Counting by ones
 - Counting by tens
 - Less than
 - Greater than
 - Equal to
- VDOE Instructional Videos for Teachers
 - [Developing Early Number Sense \(grades K-2\)](#)
 - [Using A Beaded Number Line \(grades K-2\)](#)

Supporting and Prerequisite SOL: [1.1d](#), [1.2b](#), [K.2a](#), [K.2b](#)

SOL 1.2c - Just in Time Quick Check

- 1) Look at the boxes of strips of 10 and singles. Circle the box with the least amount.

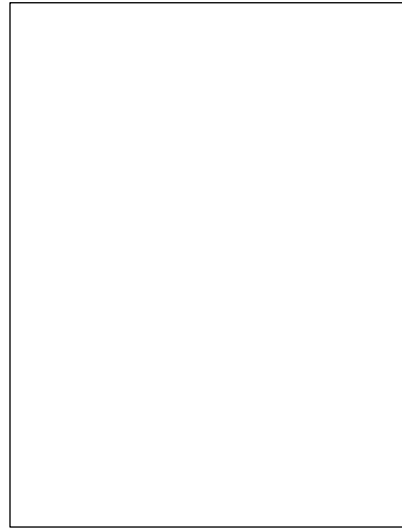
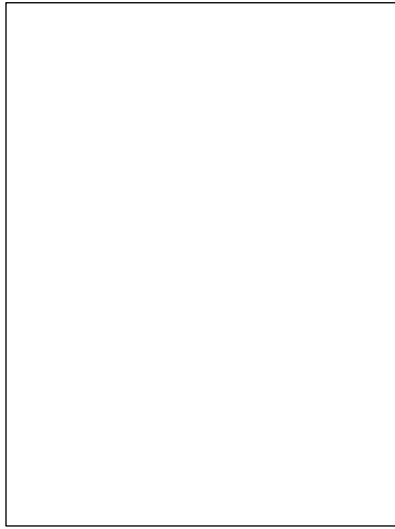
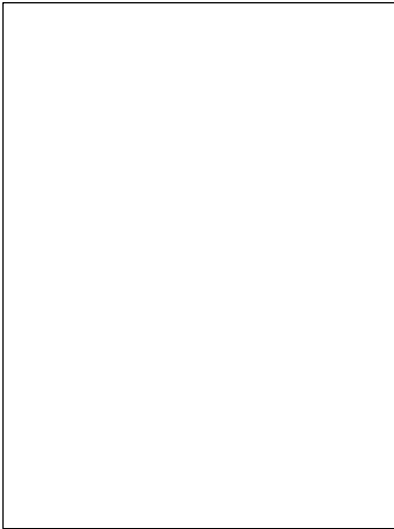


- 2) Represent each of the following numbers with a picture.

109

19

91

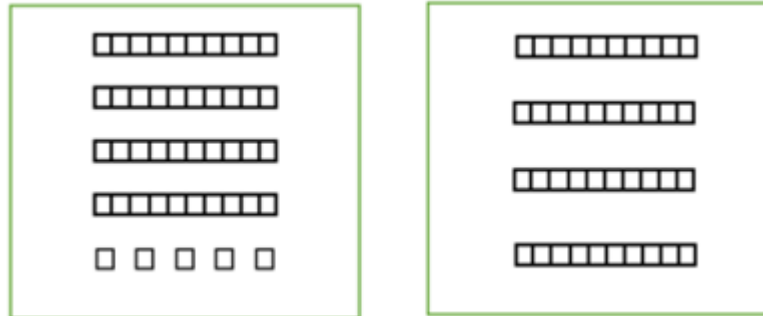


- 3) Now write the numbers above (109, 19, and 91) in order from greatest to least.

SOL 1.2c - Just in Time Quick Check Teacher Notes

Common Errors/Misconceptions and their Possible Indications

- 1) Look at the boxes of strips of 10 and singles. Compare the boxes and circle the box with the least amount.



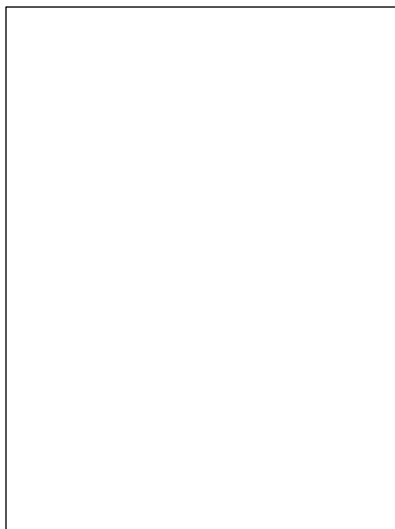
Students who are able to determine quantities may struggle to compare quantities using the terms greatest and least. It is important to provide opportunities to compare quantities using models that clearly illustrate the relationships among tens and ones as physically proportional and that can be physically connected and separated should be utilized in first grade. Manipulatives that lend themselves well to grouping a collection of objects are include connecting or snap cubes, counters and cups, pennies in cups, multiple ten frames, 100s chart, bundles of straws, or beads on pipe cleaners. It is critical to model and represent numbers in a variety of ways so that students have a conceptual understanding of numbers and place value concepts. Using the terms together during instruction will help to build understanding of their relationship and connect the meaning of the terms to concrete and pictorial representations.

- 2) Represent each of the following numbers with a picture.

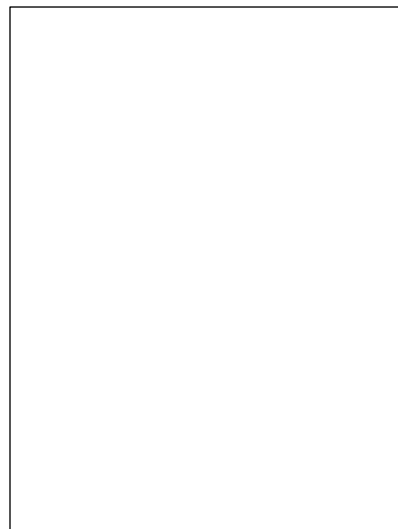
109



19



91



Some students struggle when numbers contain a zero, lacking an understanding that zero does represent a quantity. For example, in the number 90, the zero represents the empty set, i.e. that the number has zero ones. Students should have many opportunities to build numbers using place value models such as those listed in Task 1.

3) Now write the numbers above (109, 19, and 91) in order from greatest to least.

Students may base their ordering only on the numbers, rather than the quantities represented by those numbers. Students recognize simple multi-digit numbers, such as ninety (90) or 19 (nineteen), but may not understand that the position of a digit determines its value. For example, the student writes 19 or 1009 when asked to record one hundred nine. To help students with this misconception, build numbers using concrete models/manipulatives and grouping objects by sets of 10 and left overs, linking the quantity with a pictorial and the symbolic (number) or abstract representation.