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| 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 |

 I have 9 pets. Some of them are cats and some of them are dogs. Draw what you think I have.

Show me a number sentence that matches your picture.

Write to 100 by ones. Use a yellow crayon toshow the pattern

of counting by 5s.

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| *1* | *2* |  |  |  |  |  |  |  |  |
| *11* |  |  |  |  |  |  |  |  |  |
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| --- | --- |
|  | Rubric-How Many Points? |
| Points |  Name Date |
| 3 | Student meets the objectives of the project.Correct number of stars on each line.Correct number matching the number of points.Counting by 5s correct on the back of the paper. |
| 2 | Student partially meets the objectives of the project.Correct number of stars on each line.Correct number matching the number of points.Student has some confusion about the 5s pattern on the back of the paper. |
| 1 | Student partially meets the objectives of the project.Most of the lines have the correct number of stars.Most of the numbers match the number of points.Student has some confusion about the 5s pattern on the back of the paper. |
| 0 | Student does not seem to understand the concept. Student is unable to complete the task without a great deal of help. |

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 **Personal Interview for Counting by 5s**

Place forty loose linking cubes of the same color in front of the student.

Say, “Show me how to count by 5s.”

# Rote Counting by 5s:

The student knows the counting by 5s sequence to 50 \_\_\_\_\_\_\_\_

The student does not know the counting by 5s sequence to 50 \_\_\_\_\_\_\_\_

# Concept of Counting by 5s:

 The student puts the cubes into piles of 5 and then counts them. \_\_\_\_\_\_\_\_

 The student pulls one cube at a time and says, 5, 10, 15, and so on. \_\_\_\_\_\_\_\_

***Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

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| UnderstandingsCounting-on Strategy | MisunderstandingsCounting-on Strategy |

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Adding One to a Number

3 + 1 = \_\_\_ 1 + 7 = \_\_\_ 9 + 1 = \_\_\_

 4 6 1 1

 + 1 + 1 + 2 +1

17 + 1 = \_\_\_ 1 + 5 = \_\_\_ 1 + 10 = \_\_\_

What happens when you add one to a number?

When you add one to a number \_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Note: The student needs to use invented spelling, as well as word walls, to write the answer above.