

[Illustrative Mathematics](#)

1.NBT Choral Counting II

[Alignment 1: 1.NBT.A.1](#)

Materials

- 100 chart or large number line, preferably one that extends beyond 100.
- A pointer

Setup

Have students sit in the whole group meeting area.

Actions

Lead the students in chanting the counting sequence starting with one to one hundred; use the pointer to follow the number sequence. Then start counting at various numbers other than one that are randomly selected from 1-120. Have a student take over the job of pointing out the number sequence. Highlight the multiples of ten using a marker or a colored screen and have students chant the counting sequence by 10s, by 5s and by 2s. This should be done daily.

Commentary:

- Counting the days in the month on the classroom calendar is another great place to practice the counting sequence; first count the number of days total and then count from the current date to the end of the month to get practice starting at numbers other than one.
- Students should practice backward counting on a regular basis; it supports students in learning subtraction. Students should have some facility with forward counting before practicing backward counting.
- It is important start from different numbers each day when counting by ones to increase student flexibility with the number sequence.

Solution: Solution

Start the counting sequence with one to one hundred, then begin picking starting numbers other than one. This will help students build the flexibility to start a count from a number other than one.

Select a number from 1-50 and count backward by ones; once students are fluent, move to numbers from 50-100 as starting points.

Count by decuple numbers — 10,20,30,40,50,60,70,80,90,100, by 5s to 50 and by 2s to 20.



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