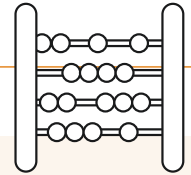


COUNTING TO 120



As students become more fluent with counting, they no longer need to start at 1 when they are counting. In this learning plan, students will review counting by ones and tens as they practice counting forward and backward up to 120. They'll count objects, find the missing numbers on a number line, and complete number sequences by filling in the missing numbers and determining what comes next. This learning plan will support students as they build a foundational understanding of place value and addition and subtraction.



STANDARDS

CCSS.MATH.CONTENT.1.NBT.A.1

Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.

OBJECTIVES

- ✓ Students will be able to count to 120, starting at any number less than 120.
- ✓ Students will be able to count forward and backwards.
- ✓ Students will be able to count by ones and tens.

GUIDING QUESTIONS

What strategies can I use to count on and count backwards?

How can I extend the counting sequence?

MATERIALS

- Objects to count, such as counting bears, cubes, beans, buttons, or cereal
- Stopwatch or clock
- Whiteboard and marker (optional)
- Counting Objects worksheet
- Complete the Number Line worksheet
- Counting Forward to Complete a Sequence worksheet
- Counting Backwards to Complete a Sequence worksheet
- What Comes Next? worksheet



ASSESSMENTS

Formative assessments and checks for understanding occur throughout the lesson:

- Students' responses to questions.
- Students' discussion about their counting sequence.
- Students' sharing and work during guided practice.
- Students' work during independent practice.

Summative Assessment:
What Comes Next?

DIFFERENTIATION STRATEGIES

- Allow students to use **manipulatives**, such as snap cubes, beans, or counters as they complete the worksheets.
- Encourage students to find and use the **strategy** they like best.
- As a **challenge**, invite students to practice counting by ones, twos, fives, and tens. Give them number sequences that require skip counting to find the missing numbers.

EXTENSION ACTIVITIES

- Get outside for this fun step challenge! Take your students outside and practice choral counting as you take 120 steps forward, and then 120 steps backward.
- Give students a number between 1 and 120 and ask them to give you the next five numbers in the sequence. For an extra challenge, ask them for the five numbers that came before the given number.



ACTIVITY OVERVIEW

Activity 1

Introduction to Counting With Tens and Ones

Students are introduced to counting objects by ones and tens up to 120.

Activity 2

Guided Practice

Students count forward and backwards on a number line.

Activity 3

Independent Practice

Students count forward and backwards to complete a sequence.

Activity 4

Speed It Up! Counting to 120

Students count to 120 as quickly as they can.

Activity 5

What Comes Next?

In this activity, students extend the counting sequence.

ACTIVITY 1: INTRODUCTION TO COUNTING WITH TENS AND ONES

- Begin the activity by counting each person in the room. Be sure to point specifically to each person as you count aloud.
- Tell students that the goal of this activity is to review counting objects by ones and tens.
- Invite students to begin counting at 1 and stop at 120. Count by ones. Then, invite them to count by tens, starting at 10 and stopping at 120.
- Ask students to take out a whiteboard and marker or a piece of paper and pencil. Have them draw a given number of images, like five squares.
- Then, practice pointing to each square and counting out loud together.
- Then, ask students to draw ten dots. Observe how they organize the dots on their whiteboard or paper. Draw ten dots on the board in a tens frame and tell students that you automatically know that this shows ten because it's a full tens frame.
- Draw a tens frame with only five dots in it, and explain that you automatically know that it represents five without even counting by ones. Tell students that using tens frames is a great way to help us count more easily.
- Continue displaying tens frames and modeling how to count quickly. For example, draw two full tens frames and a tens frame with only three dots. Explain that you know you have twenty and then three, so you have twenty-three altogether.
- Tell students that you are going to ask them to count a number of objects and write the number of objects shown. Then, hand out the Counting Objects worksheet to each student. Model how to complete the first problem, and then have students complete the rest of the problems.
- After each student has completed their work, share out and go over the correct answers. Invite students to share any counting strategies they used.

**ACTIVITY 2: GUIDED PRACTICE**

- Review counting by ones and tens by choral counting together as a group. Call out a number as a starting point and continue the counting sequence.
- Then, call out a number and write it on the board or a piece of paper. Model continuing the counting sequence by writing the numbers that come next.
- Hand out the Complete the Number Line worksheet and review how to complete it. Invite students to work together as a group to find the missing numbers on the number lines.

ACTIVITY 3: INDEPENDENT PRACTICE

- Have students take out a whiteboard and a marker or a piece of paper and pencil. Call out a number between 1 and 120 and have students write it on the board. Then, have the group choral count four more numbers in the sequence.
- Repeat that exercise a few times to give students practice writing numbers and continuing the counting sequence by counting forward.
- Then, call out a number, have students write it down, and have them count backward by ones.
- Give each student the Counting Forward to Complete a Sequence and Counting Backwards to Complete a Sequence worksheets and review how to complete them.
- Have students complete the worksheets on their own and assist as needed.

ACTIVITY 4: SPEED IT UP! COUNTING TO 120

- Call out a random number between 1 and 120 and ask students to continue the number sequence by counting on. Then, challenge them to count backward.
- Tell students that they are going to play a speed counting game. Explain that students will sit or stand near each other and pass around an object, like a stapler, as they take turns counting. The person holding the object is the person who says the next number in the counting sequence. They should pass the item as quickly as possible to the next person. Keep going until the count reaches 120. Share that this will be a timed exercise. For example, give the item to a person and have them say "1". They will pass the item to the next person who will say "2".
- Stop the timer when the count reaches 120. Challenge the group to count to 120 and beat their previous time.



ACTIVITY 5: WHAT COMES NEXT?

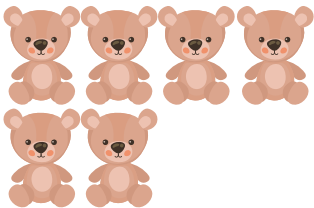
- Share that students will be extending the counting sequence to show what they know about counting to 120. Hand out the What Comes Next? worksheet and review how to complete it.
- Ask students to look at each given number and extend the counting sequence by writing the next few numbers on the lines.

NAME _____

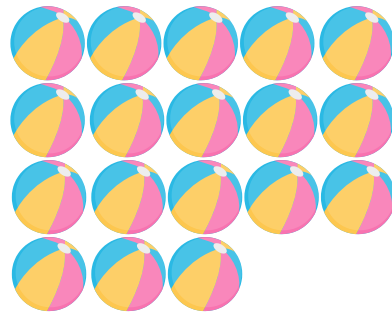
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COUNTING OBJECTS

HOW MANY OBJECTS ARE THERE? COUNT THE OBJECTS AND WRITE YOUR ANSWER ON THE LINE.



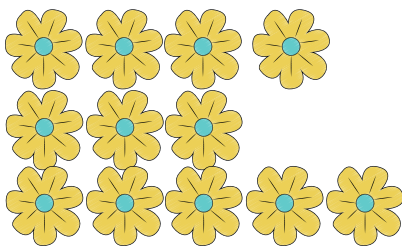
___ bears



___ beach balls



___ music notes



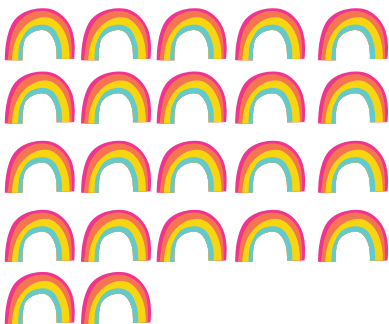
___ flowers



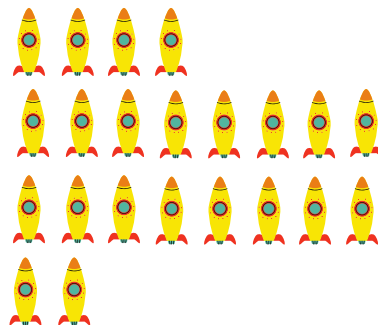
___ stars



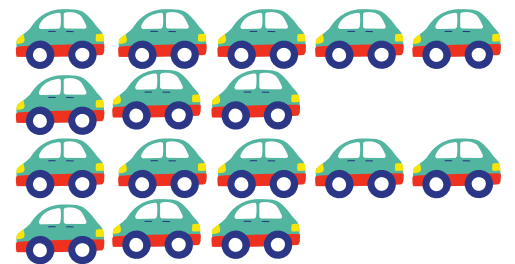
___ bikes



___ rainbows



___ rockets



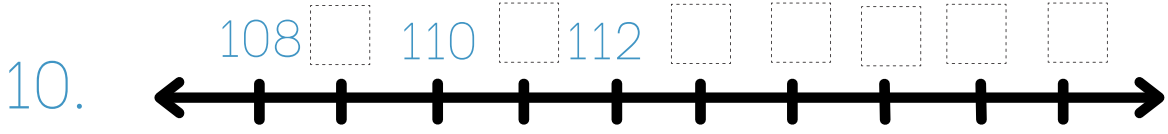
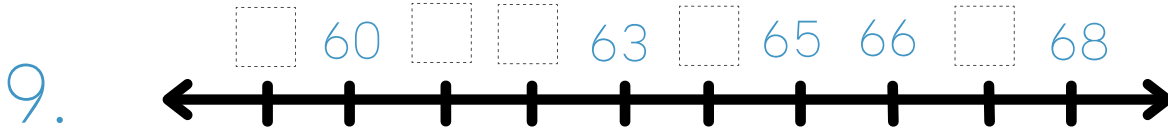
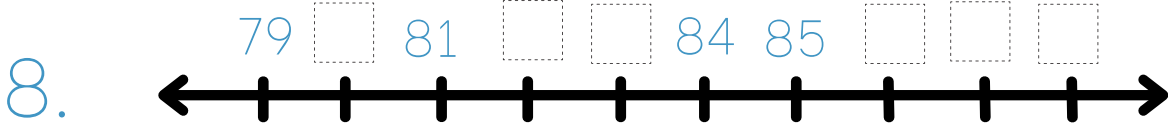
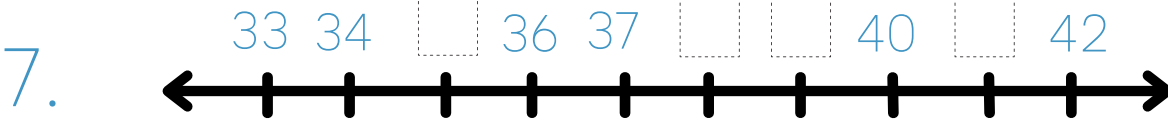
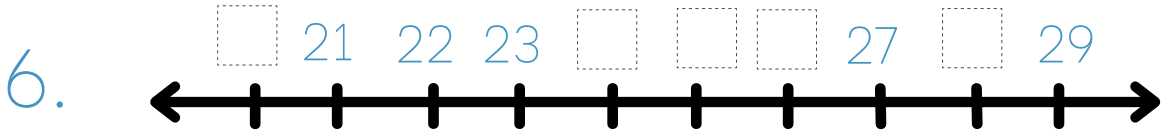
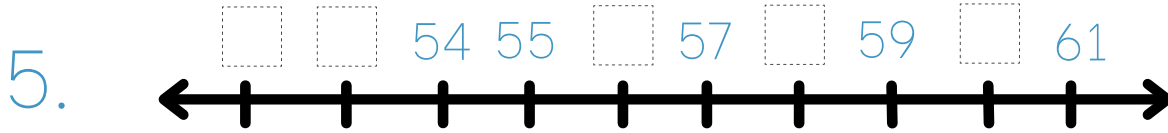
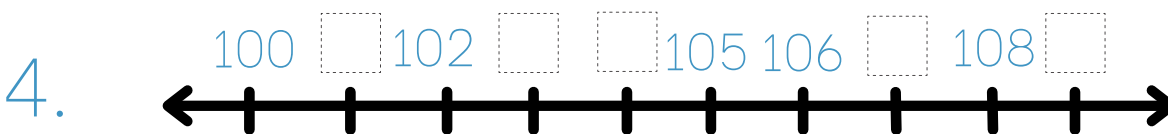
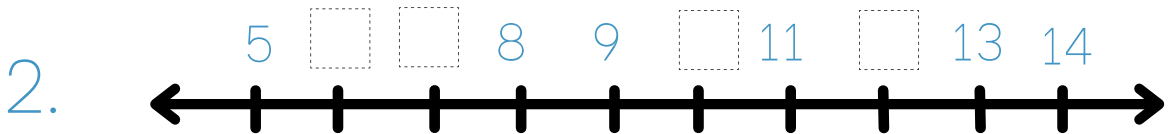
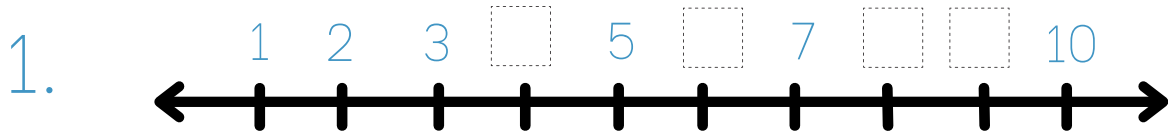
___ cars

NAME _____

DATE _____

COMPLETE THE NUMBER LINE

COMPLETE THE NUMBER LINES BY WRITING IN THE MISSING NUMBERS.



NAME _____

DATE _____

COUNTING FORWARD TO COMPLETE A SEQUENCE

COUNT FORWARD TO FIND THE MISSING NUMBERS IN EACH SEQUENCE BELOW. WRITE THE MISSING NUMBERS IN THE BOXES.

36		38			41
----	--	----	--	--	----

14	15			18	
----	----	--	--	----	--

110	111		113		
-----	-----	--	-----	--	--

55		57		59	
----	--	----	--	----	--

98			101		
----	--	--	-----	--	--

27					
----	--	--	--	--	--

104					
-----	--	--	--	--	--

NAME _____

DATE _____

COUNTING BACKWARDS TO COMPLETE A SEQUENCE

COUNT BACKWARDS TO FIND THE MISSING NUMBERS IN EACH SEQUENCE BELOW. WRITE THE MISSING NUMBERS IN THE BOXES.

9	8		6		
---	---	--	---	--	--

30			27	26	
----	--	--	----	----	--

119		117			114
-----	--	-----	--	--	-----

54				50	
----	--	--	--	----	--

98					93
----	--	--	--	--	----

104		102			
-----	--	-----	--	--	--

71					
----	--	--	--	--	--

NAME _____

DATE _____

WHAT COMES NEXT?

CONTINUE THE COUNTING SEQUENCE. WRITE THE NUMBERS THAT COME NEXT.

25, _____, _____, _____, _____

4, _____, _____, _____, _____

110, _____, _____, _____, _____

16, _____, _____, _____, _____

81, _____, _____, _____, _____

98, _____, _____, _____, _____

47, _____, _____, _____, _____

115, _____, _____, _____, _____

99, _____, _____, _____, _____

78, _____, _____, _____, _____