

# **Developing Numeracy**



## **Guided Math Activities for Counting**

**Levels A-D**

**numeracy**  
**+ consultants**  
numbers are all we do



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# **Developing Numeracy**

## **Guided Math Activities for Counting**

**Levels A-D**

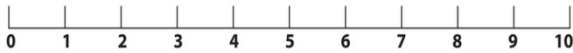
# Forward and Backward Counting Sequence

## Level - A

A student who is assessed at a Level A in forward or backward counting sequence can count orally both forward and backward to and from ten. Student should be able to count objects up to ten and have a one to one correspondence. If a student has tested at a Level A they should receive instruction at Level B.

If a student does not pass a Level A, then they are considered an instructional Level A. The student would receive instruction at Level A.

### Activities:



Orally count on a number line up to 10 or back from 10. Touch and say each number as you count.



Drop counters in to a bucket one by one and have the student count each time they hear a sound. Put 10 counters in a bucket then take the counters out and count backwards from 10.

3 4 1 2 5 7 6

Sequence and order numbers cards up to and back from 10.

4

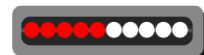
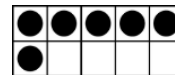
Flash a number card from 1 to 10 and have student start counting forward or backward from that number.



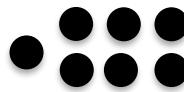
Practice orally counting to and from 10.



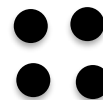
On a calculator press the + twice then press the number 1 then press the =. The calculator will turn into a counting machine by ones. Practice saying the numbers as the child hits the equal sign. To count backward from 10 press 10, --, 1 and the equal sign and it will become a backward counting machine.



Count counters on a 10 frame up to 10 or count beads on a 10 rack.



7



4



2

Have students match number cards with sets of objects.



Sequence number cards and flip over all of the number cards. Point to a number card that is turned over and ask what number that is. Develop language of what number comes before, what number comes after.

NAME \_\_\_\_\_



Level - A

Draw one car.

Draw one animal.

--	--

Trace and write the number one.

--	--	--	--	--	--	--

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Circle all of the ones.

1	3	1	4	1	2	1	2
---	---	---	---	---	---	---	---

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Level - A

Draw two cars.

Draw two animals.

--	--

Trace and write the number two.

2 2 2 2 2 2 2 2

Circle all of the twos.

2 3 2 4 1 2 5 2

NAME \_\_\_\_\_



Level - A

Draw three cars.

Draw three animals.

--	--

Trace and write the number three.

3	3	3	3	3	3	3	3

Circle all of the threes.

2	3	2	4	1	3	5	3
---	---	---	---	---	---	---	---



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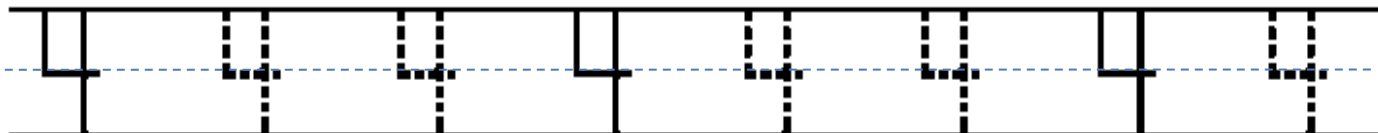
Level - A

Draw four cars.

Draw four animals.

--	--

Trace and write the number four.



Circle all of the fours.



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Level - A

Draw five cars.

Draw five animals.

--	--

Trace and write the number five.

5	5	5	5	5	5	5	5

Circle all of the fives.

6	5	7	4	5	9	5	4
---	---	---	---	---	---	---	---

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Level - A

Draw six cars.

Draw six animals.

--	--

Trace and write the number six.



Circle all of the sixes.



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Level - A

Draw seven cars.

Draw seven animals.

--	--

Trace and write the number seven.




Circle all of the sevens.



NAME \_\_\_\_\_



Level - A

Draw eight cars.

Draw eight animals.

--	--

Trace and write the number eight.



Circle all of the eights.



NAME \_\_\_\_\_



Level - A

Draw nine cars.

Draw nine animals.

--	--

Trace and write the number nine.

9	9	9	9	9	9	9	9

Circle all of the nines.

8	9	7	9	7	9	6	9
---	---	---	---	---	---	---	---

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Level - A

Draw ten cars.

Draw ten animals.

--	--

Trace and write the number ten.

10	10	10	10	10

Circle all of the tens.

10	9	2	10	3	5	10	9
----	---	---	----	---	---	----	---

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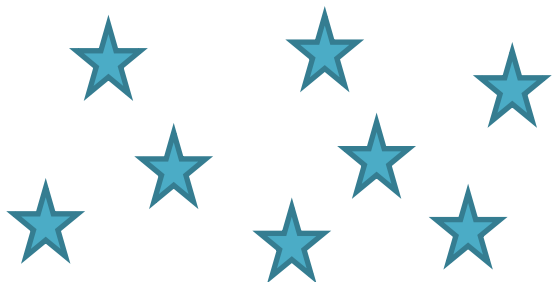
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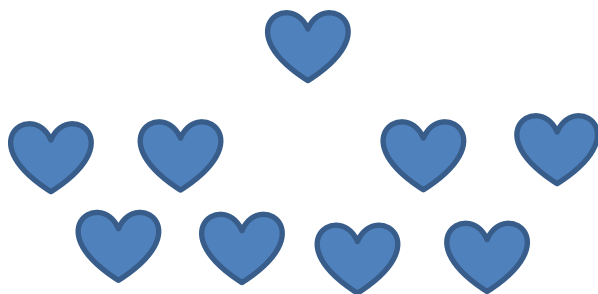


Level - A

Count the objects then trace the number .



5 8 10



8 9 10

Say the numbers as you trace the numbers.

1 2 3 4 5 6 7 8 9 10

Say the numbers as you trace the numbers.

10 9 8 7 6 5 4 3 2 1

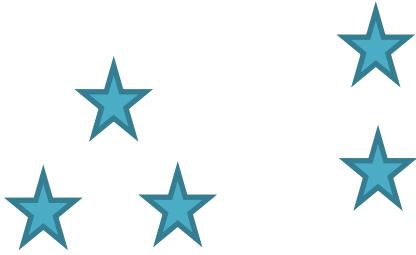


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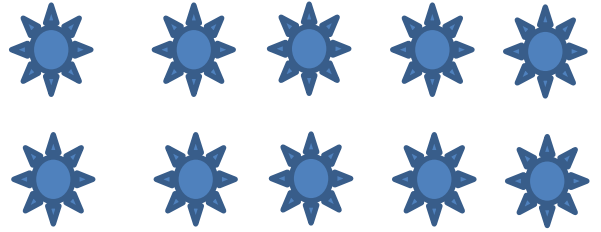


Level - A

Count the objects then trace the number .



5 8 10



7 9 10

Write the missing in the missing numbers.

1  3 4  6 7  9 10

1 2  4  6 7  9

Write the missing in the missing numbers.

10  8 7  5 4  2 1

10  8  6  4 3 2

## Level - B

A student who is assessed at a Level B in forward or backward counting sequence can count orally both forward and backward to and from twenty. Student should be able to count objects up to twenty. If a student has tested at a Level B they should receive instruction at a Level C.

**Activities: The range is 0-20 for the activities below.**

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

Orally count on a number line up to 20 or back from 20. Touch and say each number as you count.



Put a number card in the bucket. Then start dropping in counters and count from that number. Take counters out to count back from that number.

13

11

12

15

14

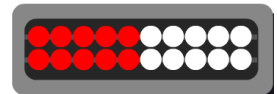
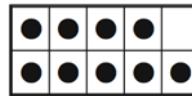
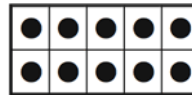
Sequence and order numbers cards up to and back from 20.



Practice orally counting to and from 20.



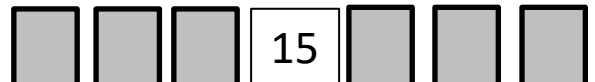
On a calculator press the + twice then press the number 1 then press the =. The calculator will turn into a counting machine by ones. Practice saying the numbers as the child hits the equal sign. To count backward from 20 press 20, --, 1 and the equal sign and it will become a backward counting machine.



Count counters on a 20 frame up to 20 or count beads on a 20 rack.

14

Flash a number card from 1 to 10 and have student start counting forward or backward from that number.



Sequence number cards and flip over all of the number cards. Point to a number card that is turned over and ask what number that is. Develop language of what number comes before, what number comes after.

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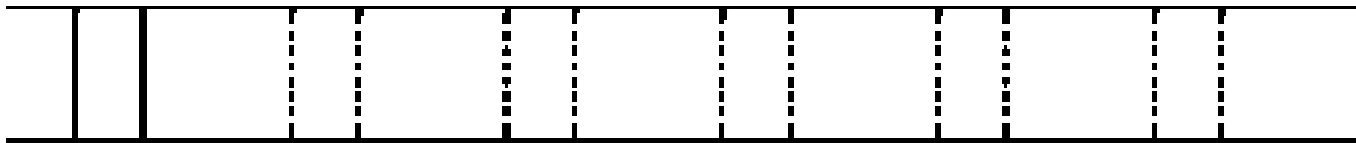


Level - B

Count the stars.



Trace and write the number eleven.



Circle all of the elevens.



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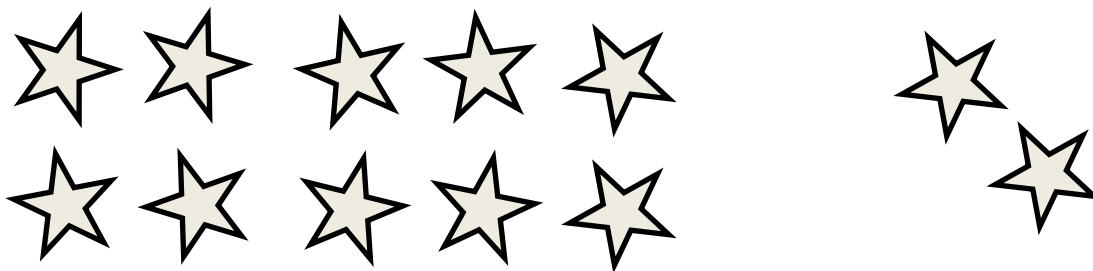
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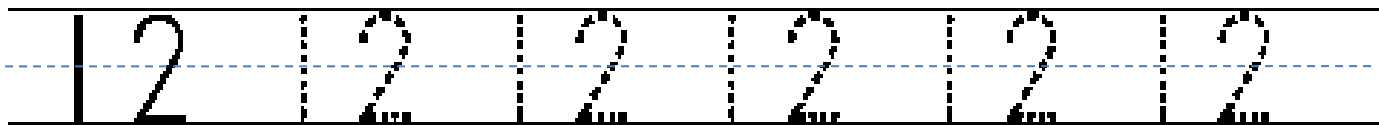


Level - B

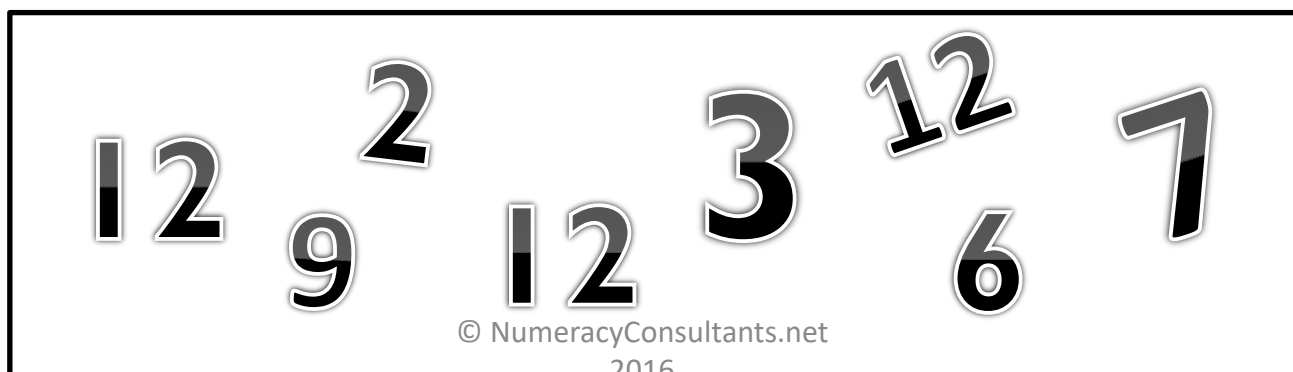
Count the stars.



Trace and write the number twelve.



Circle all of the twelves.



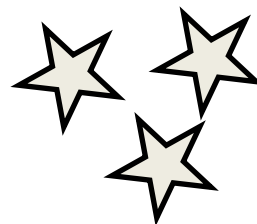
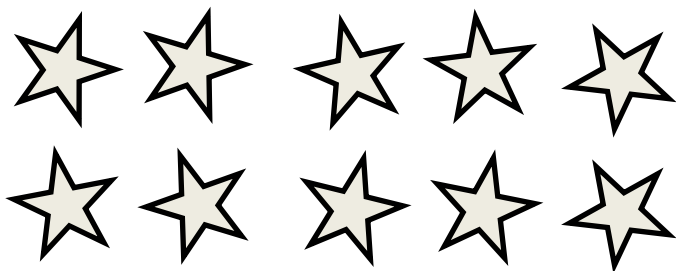
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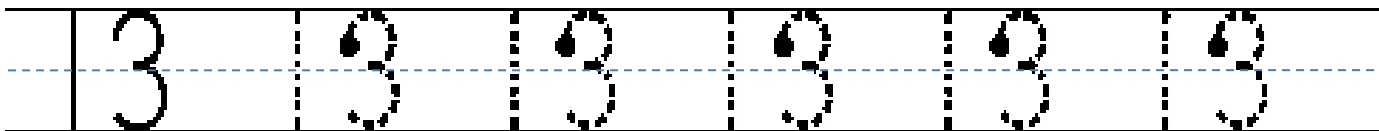


Level - B

Count the stars.



Trace and write the number thirteen.



Circle all of the thirteens.



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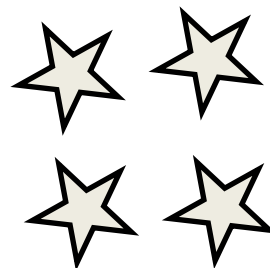
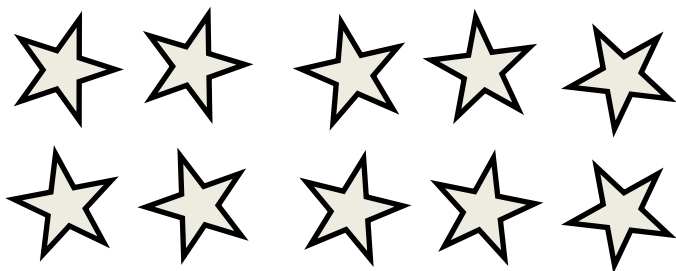
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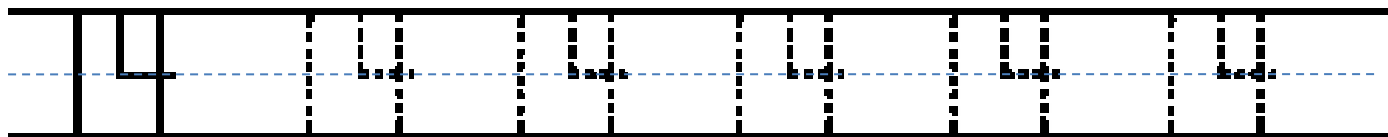


Level - B

Count the stars.



Trace and write the number fourteen.



Circle all of the fourteens.



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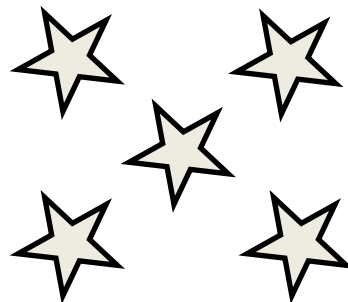
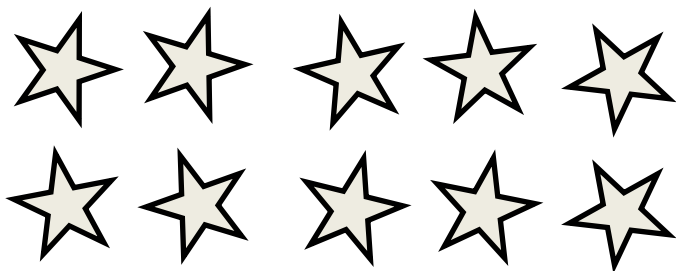
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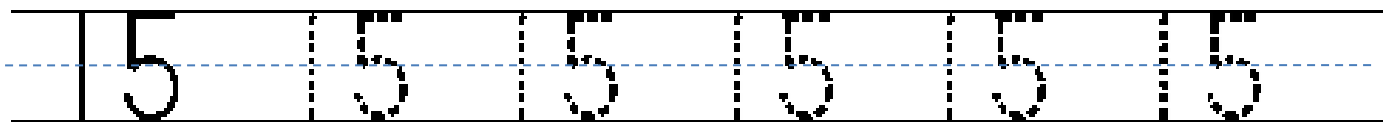


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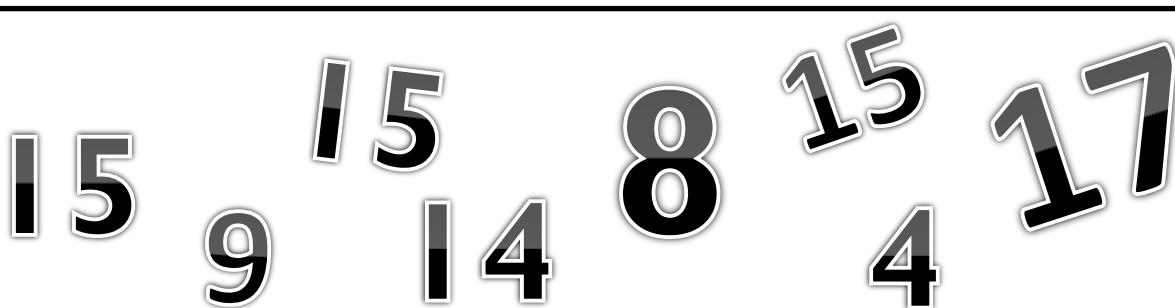
Count the stars.



Trace and write the number fifteen.



Circle all of the fifteens.



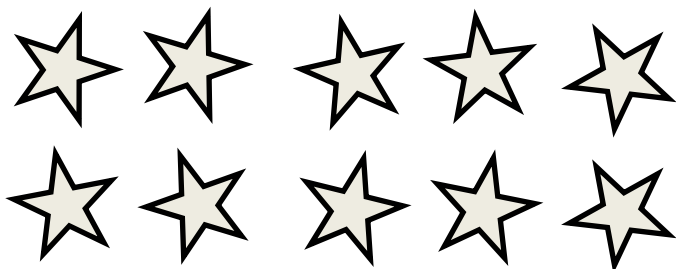
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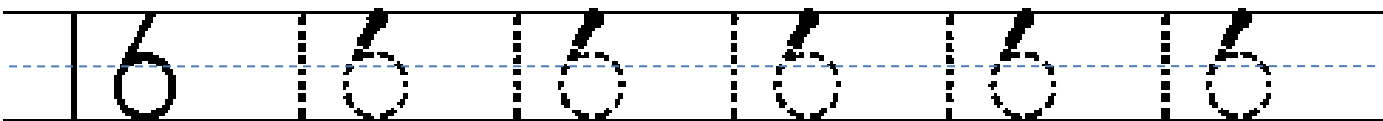


Level - B

Count the stars.



Trace and write the number sixteen.



Circle all of the sixteens.



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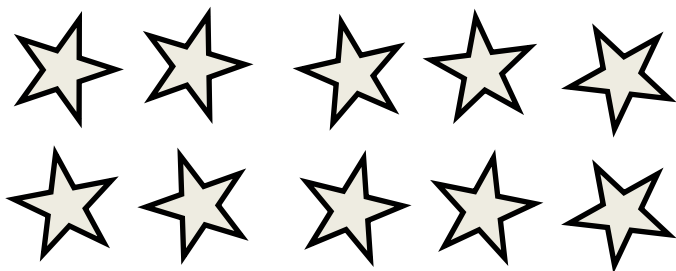


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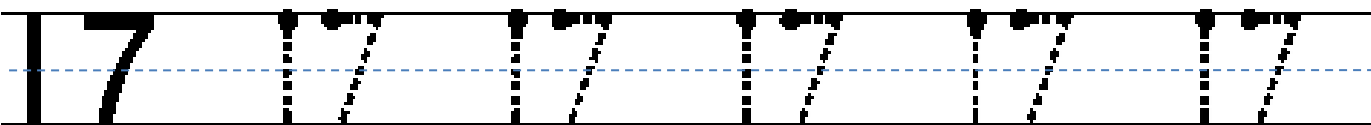


Level - B

Count the stars.



Trace and write the number seventeen.



Circle all of the seventeens.



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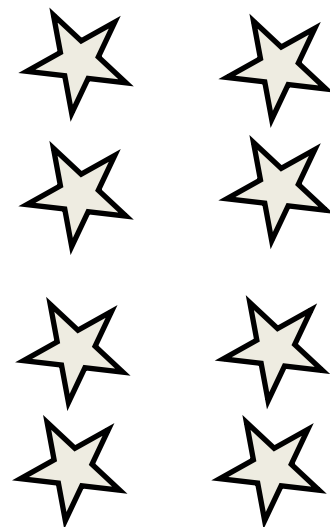
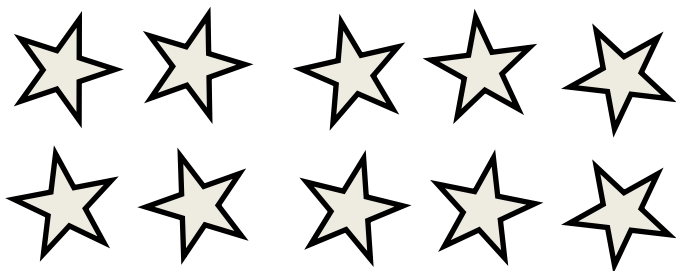
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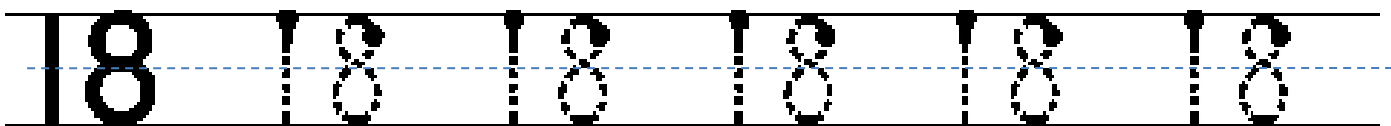


Level - B

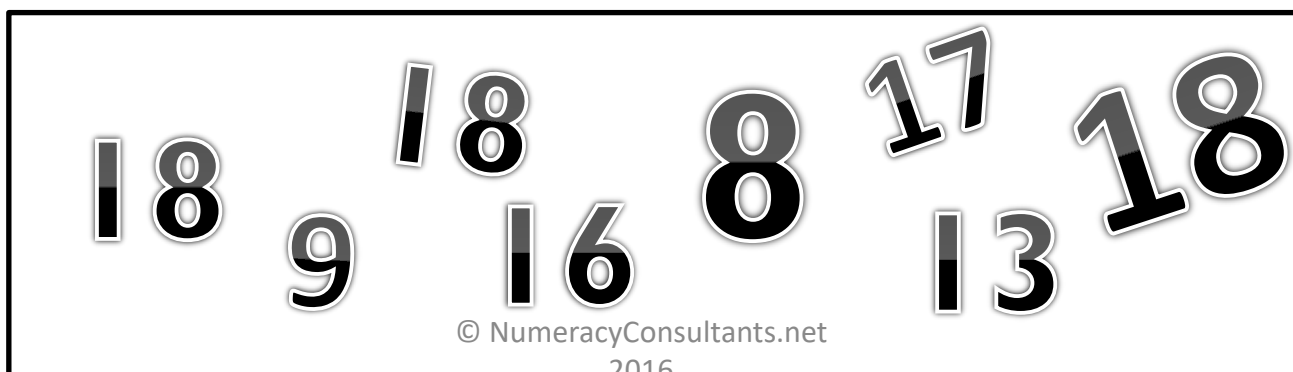
Count the stars.



Trace and write the number eighteen.



Circle all of the eighteens.



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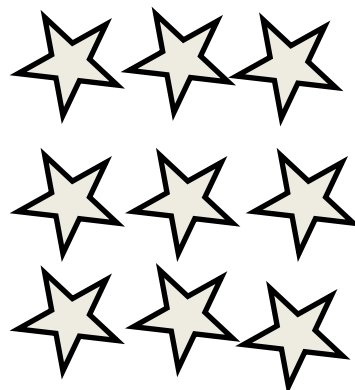
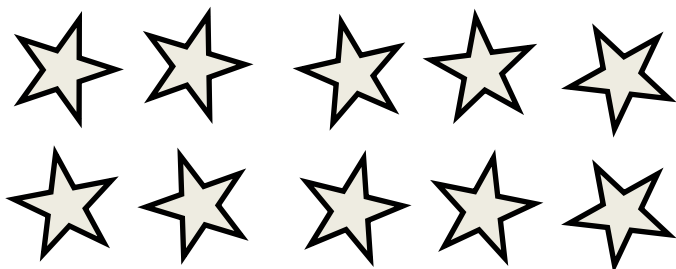
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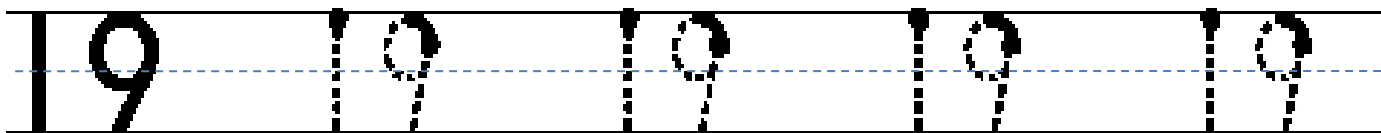


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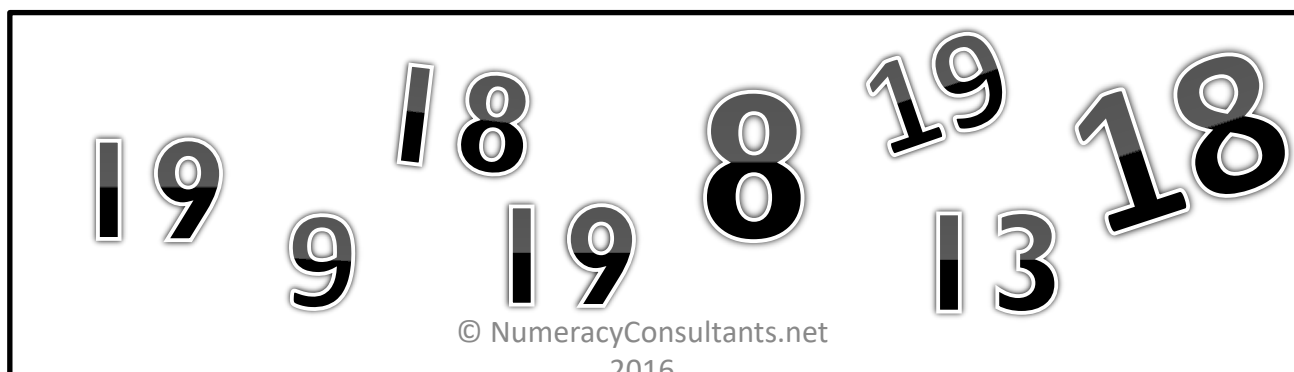
Count the stars.



Trace and write the number nineteen.



Circle all of the nineteens.

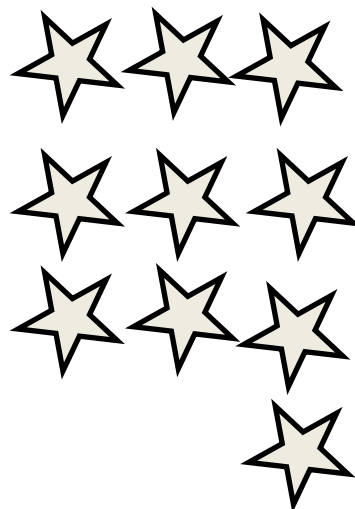
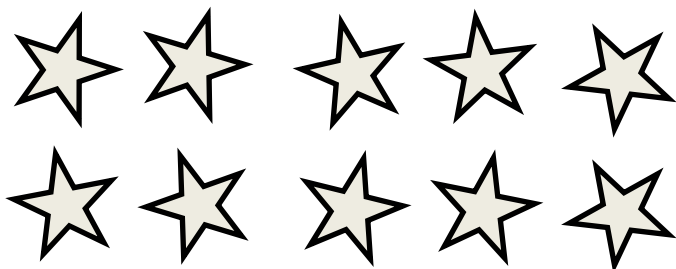


NAME \_\_\_\_\_



Level - B

Count the stars.



Trace and write the number twenty.

20 20 20 20 20

Circle all of the twenties.

20 20 14 19 20 20 16 19

## Level - C

A student who is assessed at a Level C in forward or backward counting sequence can count orally both forward to 113 and count backwards from 74. Student will be able to start and stop at different numbers. If a student has tested at a Level C they should receive instruction at a Level D.

**Activities: The range is 20-113 for the activities below.**

41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60

Orally count on a number line up to 113 or back from 73. Touch and say each number as you count.

41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60

Cover numbers on a number line and ask what number is covered. Use language such as, "before" and "after"



Put a number card in the bucket. Then start dropping in counters and count from that number. Take counters out to count back from that number.

73

71

72

75

74

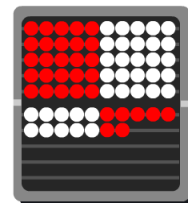
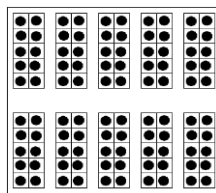
Sequence and order numbers cards up to and back from 113.



Practice orally counting to and from 113 or back from 104. Start and stop at different numbers..



On a calculator press the + twice then press the number 1 then press the = . The calculator will turn into a counting machine by ones. Practice saying the numbers as the child hits the equal sign. To count backward from press 73, --, 1 and the equal sign and it will become a backward counting machine.



Count 100 Frame or 100 Rack starting at different numbers.

56

Flash a number card and have student start counting forward or backward from that number.

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

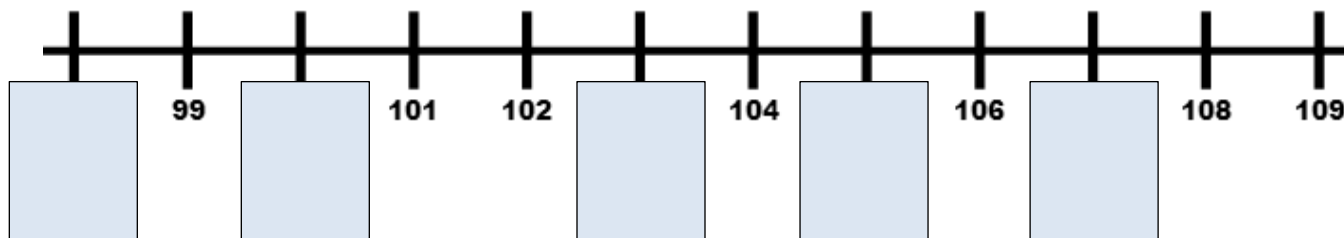
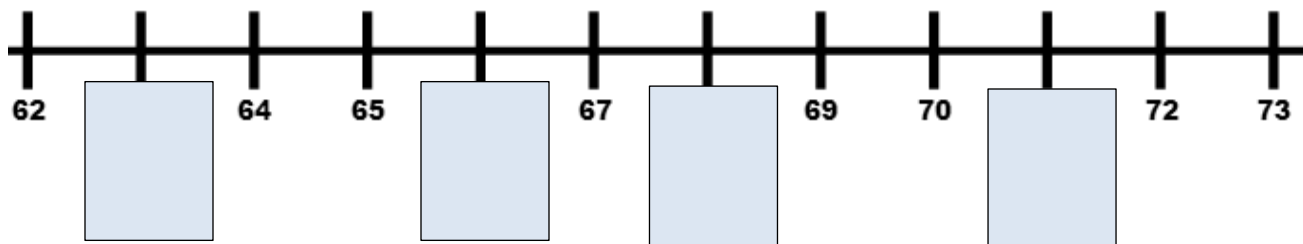
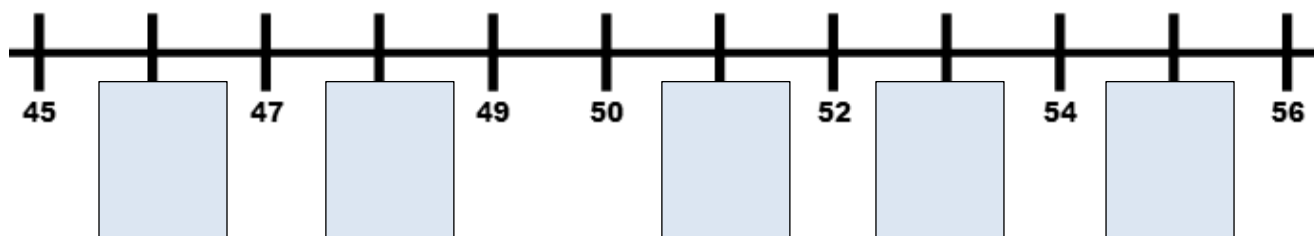
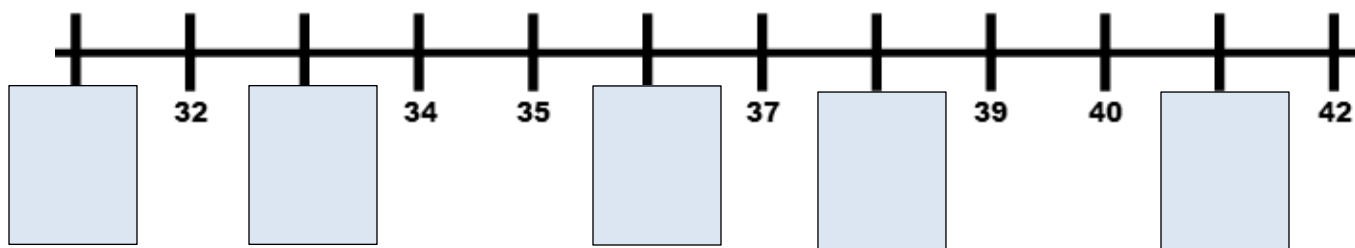
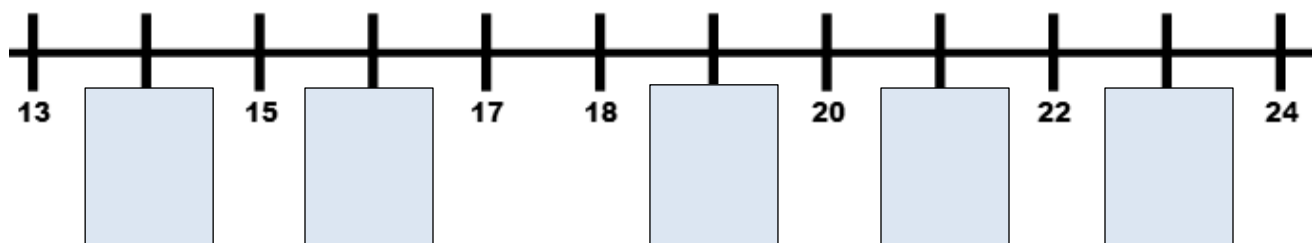
Count using a hundreds chart.

NAME \_\_\_\_\_



Level - C

Continue the counting sequence.

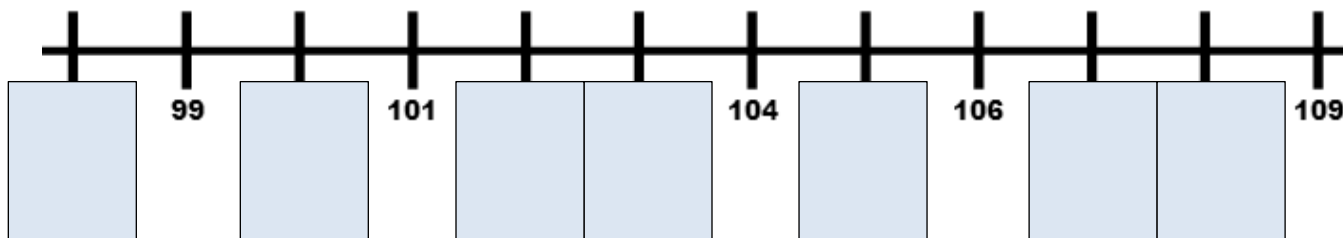
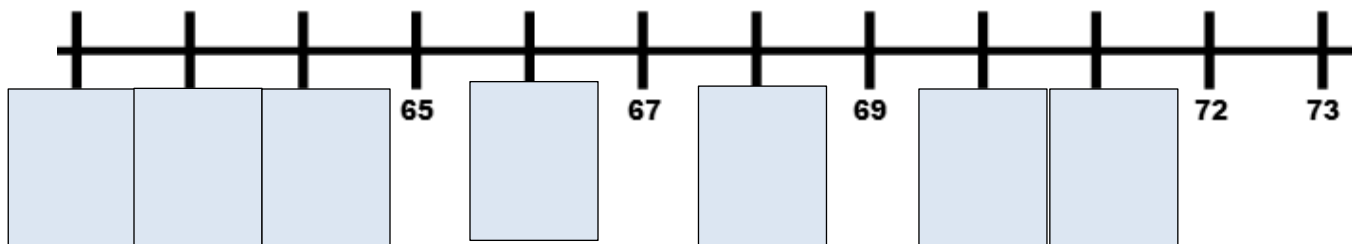
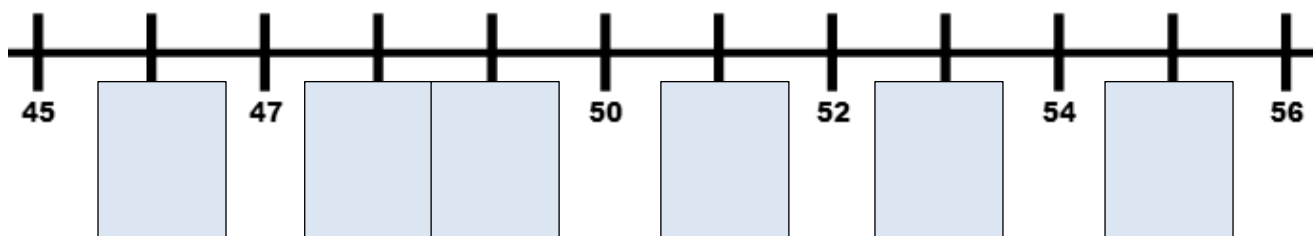
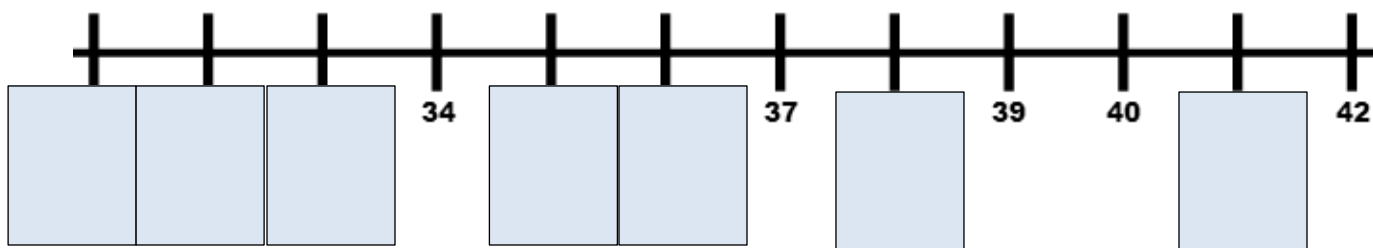
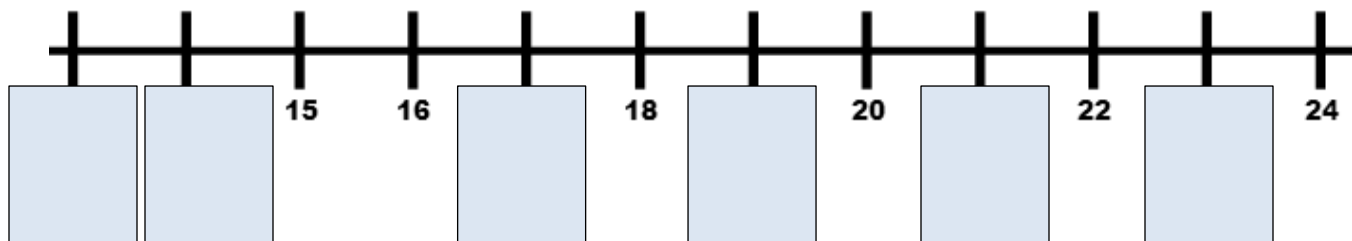


NAME \_\_\_\_\_



Level - C

Continue the counting sequence.



NAME \_\_\_\_\_



Level - C

Write the number that comes before and the number that comes after.

Before

After

	<b>43</b>	
--	-----------	--

	<b>35</b>	
--	-----------	--

	<b>61</b>	
--	-----------	--

	<b>86</b>	
--	-----------	--

	<b>17</b>	
--	-----------	--

	<b>50</b>	
--	-----------	--

	<b>92</b>	
--	-----------	--

	<b>43</b>	
--	-----------	--

	<b>20</b>	
--	-----------	--

	<b>100</b>	
--	------------	--

	<b>99</b>	
--	-----------	--

	<b>103</b>	
--	------------	--



NAME \_\_\_\_\_



Level - C

Write the number that comes before and the number that comes after.

Before

After

	<b>30</b>	
--	-----------	--

	<b>39</b>	
--	-----------	--

	<b>68</b>	
--	-----------	--

	<b>89</b>	
--	-----------	--

	<b>47</b>	
--	-----------	--

	<b>28</b>	
--	-----------	--

	<b>12</b>	
--	-----------	--

	<b>53</b>	
--	-----------	--

	<b>19</b>	
--	-----------	--

	<b>105</b>	
--	------------	--

	<b>72</b>	
--	-----------	--

	<b>109</b>	
--	------------	--

NAME \_\_\_\_\_



Level - C

Fill in the missing numbers.

17		19	20		22	23		25	
----	--	----	----	--	----	----	--	----	--

28	29		31	32	33	34		36	
----	----	--	----	----	----	----	--	----	--

	46	47		49		51	52		54
--	----	----	--	----	--	----	----	--	----

57	58			61		63	64		66
----	----	--	--	----	--	----	----	--	----

75		77		79			82	83	
----	--	----	--	----	--	--	----	----	--

	89		91			94	95		97
--	----	--	----	--	--	----	----	--	----

98	99		101	102		104
----	----	--	-----	-----	--	-----

108	109		111	112		114
-----	-----	--	-----	-----	--	-----

NAME \_\_\_\_\_



Level - C

Fill in the missing numbers.

		19			22			25	
--	--	----	--	--	----	--	--	----	--

28		30		32	33			36	
----	--	----	--	----	----	--	--	----	--

				49		51			
--	--	--	--	----	--	----	--	--	--

				61		63	64		
--	--	--	--	----	--	----	----	--	--

		77		79			82		
--	--	----	--	----	--	--	----	--	--

			91			94			
--	--	--	----	--	--	----	--	--	--

			101			104
--	--	--	-----	--	--	-----

			111	112		
--	--	--	-----	-----	--	--

NAME \_\_\_\_\_



Level - C

Fill in the missing numbers.

					22				
--	--	--	--	--	----	--	--	--	--

								35	
--	--	--	--	--	--	--	--	----	--

				49					
--	--	--	--	----	--	--	--	--	--

				61					
--	--	--	--	----	--	--	--	--	--

							82		
--	--	--	--	--	--	--	----	--	--

						94			
--	--	--	--	--	--	----	--	--	--

			101				
--	--	--	-----	--	--	--	--

				112		
--	--	--	--	-----	--	--

NAME \_\_\_\_\_

Level - C

Fill in the missing numbers on the hundred chart.

1		3		5	6	7		9	10
11	12	13		15	16		18		20
	22		24		26	27	28	29	
31	32	33		35	36	37		39	40
	42		44		46	47	48	49	
51	52	53		55	56		58	59	60
61		63	64	65		67	68	69	
71	72			75	76		78	79	80
	82	83	84	85		87		89	
91	92		94		96	97	98		100
101	102		104		106		108	109	110
111		113		115	116		118		120

## Level - D

A student who is assessed at a Level D in forward or backward counting sequence can count orally both forward to 213 and count backwards from 104. Student will be able to start and stop at different numbers. If a student has tested at a Level D they should receive instruction at a Level E up to 1000.

**Activities: The range is 113-213 for the activities below.**

162 164 166 168 170 172 174 176 178 180 182 184 186 188 190 192 194 196 198 200

Orally count on a number line up to 213 or back from 104. Touch and say each number as you count.

101	102	103	104	105	106	107	108	109	110
111	112	113	114	115	116	117	118	119	120
121	122	123	124	125	126	127	128	129	130
131	132	133	134	135	136	137	138	139	140
141	142	143	144	145	146	147	148	149	150
151	152	153	154	155	156	157	158	159	160
161	162	163	164	165	166	167	168	169	170
171	172	173	174	175	176	177	178	179	180
181	182	183	184	185	186	187	188	189	190
191	192	193	194	195	196	197	198	199	200

Count using a 200 chart starting at different numbers.

162 166 170 174 178 182 184 188 190 194 196 200

Cover numbers on a number line and ask what number is covered. Use language such as, "before" and "after"

173

171

172

175

174

Sequence and order numbers cards up to and back from 20 .



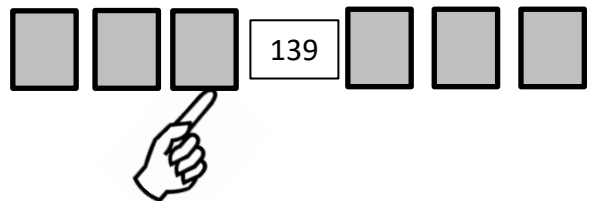
Practice orally counting to and from 213 or back from 104. Start and stop at different numbers..



On a calculator press the + twice then press the number 1 then press the = . The calculator will turn into a counting machine by ones. Practice saying the numbers as the child hits the equal sign. To count backward from 104 press 20, - , 1 and the equal sign and it will become a backward counting machine.

156

Flash a number card from 1 to 10 and have student start counting forward or backward from that number.



Sequence number cards and flip over all of the number cards. Point to a number card that is turned over and ask what number that is. Develop language of what number comes before, what number comes after.

NAME \_\_\_\_\_



Level - D

Write the number that comes before and the number that comes after.

Before

After

	<b>111</b>	
--	------------	--

	<b>116</b>	
--	------------	--

	<b>103</b>	
--	------------	--

	<b>187</b>	
--	------------	--

	<b>117</b>	
--	------------	--

	<b>109</b>	
--	------------	--

	<b>150</b>	
--	------------	--

	<b>159</b>	
--	------------	--

	<b>201</b>	
--	------------	--

	<b>134</b>	
--	------------	--

	<b>209</b>	
--	------------	--

	<b>200</b>	
--	------------	--

NAME \_\_\_\_\_



Level - D

Fill in the missing numbers.

105			108			
-----	--	--	-----	--	--	--

124			127			
-----	--	--	-----	--	--	--

133			136			
-----	--	--	-----	--	--	--

146			149			
-----	--	--	-----	--	--	--

152			155			
-----	--	--	-----	--	--	--

165			168			
-----	--	--	-----	--	--	--

169			172			
-----	--	--	-----	--	--	--

180			183			
-----	--	--	-----	--	--	--

191			194			
-----	--	--	-----	--	--	--

206			209			
-----	--	--	-----	--	--	--



NAME \_\_\_\_\_



Level - D

Fill in the missing numbers.

			102			
--	--	--	-----	--	--	--

			121			
--	--	--	-----	--	--	--

			139			
--	--	--	-----	--	--	--

			123			
--	--	--	-----	--	--	--

			151			
--	--	--	-----	--	--	--

			168			
--	--	--	-----	--	--	--

			191			
--	--	--	-----	--	--	--

			202			
--	--	--	-----	--	--	--

			209			
--	--	--	-----	--	--	--

			213			
--	--	--	-----	--	--	--

NAME \_\_\_\_\_



Level - E

Count by ones .

		396				
--	--	-----	--	--	--	--

				480		
--	--	--	--	-----	--	--

			698			
--	--	--	-----	--	--	--

			785			
--	--	--	-----	--	--	--

			467			
--	--	--	-----	--	--	--

		348				
--	--	-----	--	--	--	--

			895			
--	--	--	-----	--	--	--

		798				
--	--	-----	--	--	--	--

				599		
--	--	--	--	-----	--	--

				999		
--	--	--	--	-----	--	--

# Counting by Tens

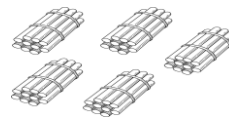
## Level - A

A student who is assessed at a Level A in Counting by Tens can count to one hundred by tens starting at ten. If a student does not pass Level A, then they are an Instructional Level A.

### Activities:.



On a calculator press the + twice then press the number 10 then press the = . The calculator will turn into a counting machine by tens.



Count ten bundled popsicle sticks.



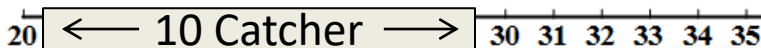
Drop ten rods in a bucket. Start and stop from different decade numbers.



Count ten rods.



Count using 10 finger flashes up to 100



Use a 10 catcher on decade and count.

30

Flash a decade number and start counting by tens.

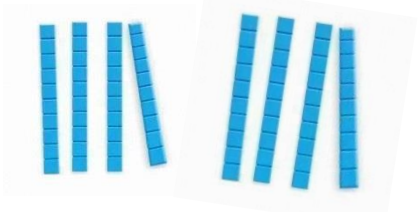



Practice orally counting by tens.

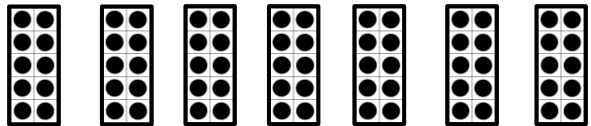
NAME \_\_\_\_\_

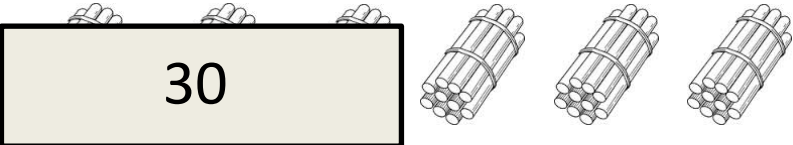
Level - A


Count the ten rods , ten bundles, or ten frames.


 \_\_\_\_\_

 \_\_\_\_\_

 \_\_\_\_\_

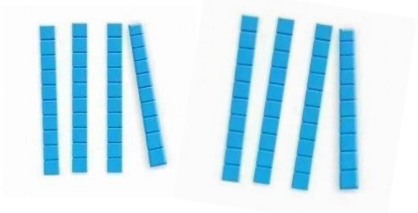
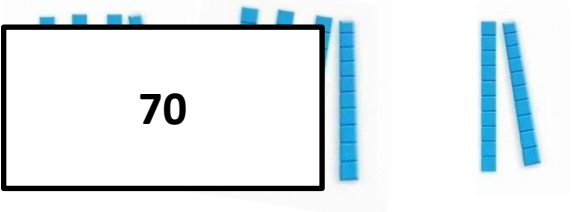
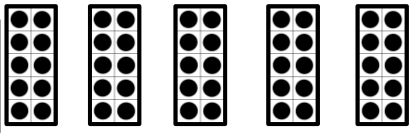
 \_\_\_\_\_

 \_\_\_\_\_

 \_\_\_\_\_

NAME \_\_\_\_\_

Count the ten rods , ten bundles, or ten frames.

	_____
<div style="border: 1px solid black; display: inline-block; padding: 5px; margin-right: 10px;">70</div> 	_____
<div style="border: 1px solid black; display: inline-block; padding: 5px; margin-right: 10px;">20</div> 	_____

Fill in the missing numbers.

10		30		50			80		
10	20				60				100
				50		70			
					60				

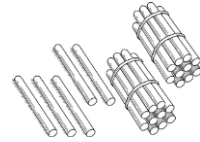
## Level - B

A student who is assessed at a Level B in Counting by Tens can count to 66 by tens starting at off decade numbers.

**Activities: Number Range up to 66 starting at off decade numbers.**



On a calculator press an off decade number then press + twice then press the number 10 then press the = . The calculator will turn into a counting machine by tens.



Start with an off decade number then start counting by tens. .



Start with an off decade number in the bucket. Then drop in the rods. .



Start with an off decade number then count by tens.



Flash a single digit number, then flash ten.



Use a 10 catcher starting at off decade numbers.

35

Flash a decade number and start counting by tens.



Practice orally counting by tens starting at off decade

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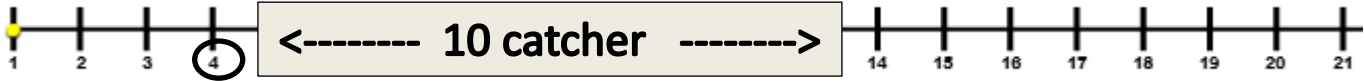
2016

NAME \_\_\_\_\_

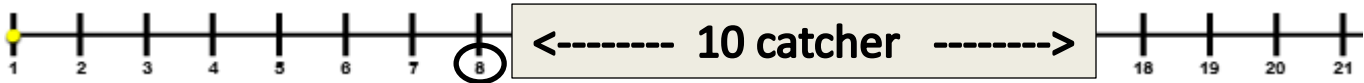


Level - B

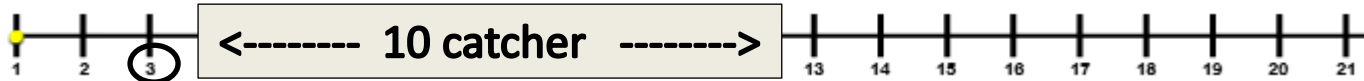
Count by tens starting at the circled number. Use the 10 catcher to help with the first count.



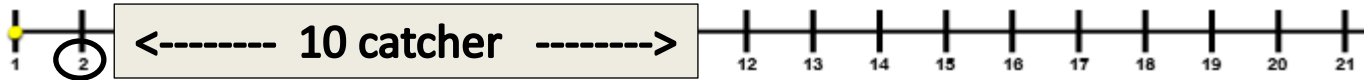
4, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_



8, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_



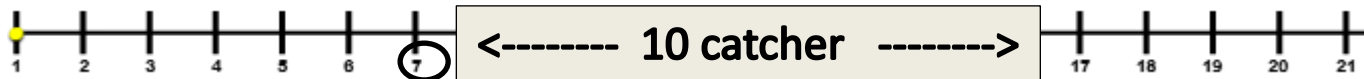
3, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_



2, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_



5, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_



7, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_



9, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

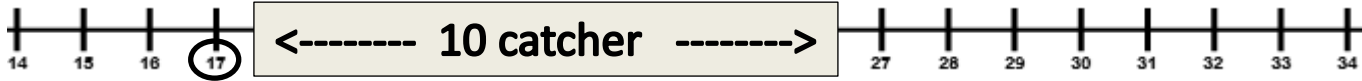


NAME \_\_\_\_\_

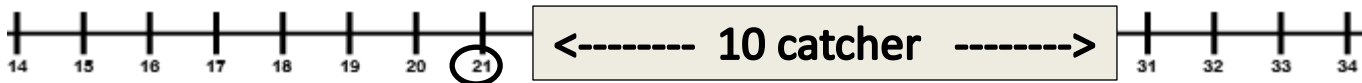


Level - B

Count by tens starting at the circled number. Use the 10 catcher to help with the first count.



17, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_



21, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_



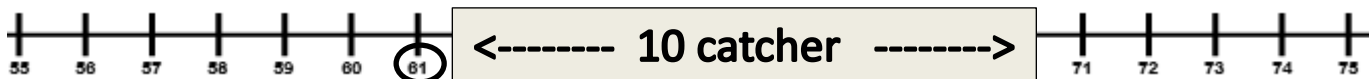
48, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_



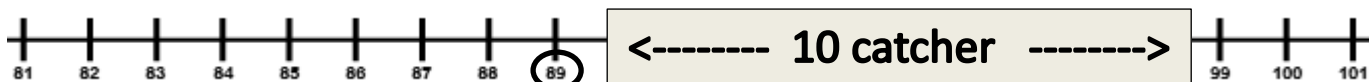
47, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_



76, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_



61, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_



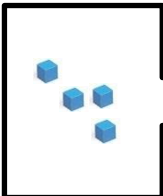

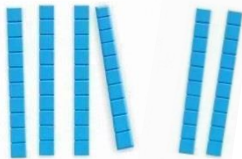
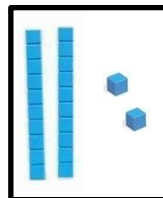


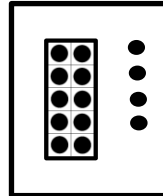

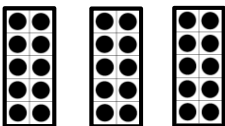
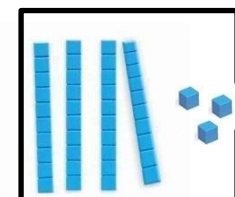
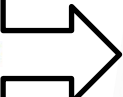
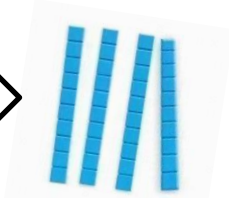
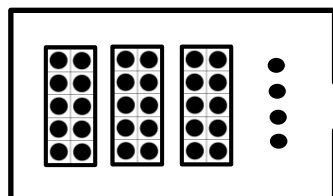
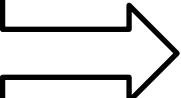
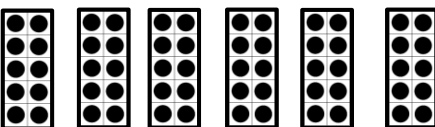
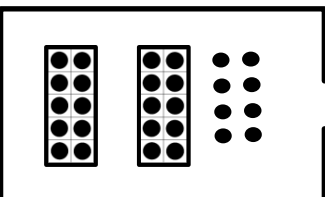
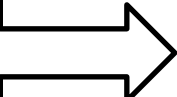
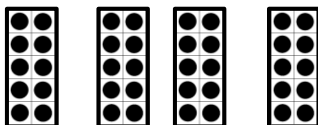
89, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

NAME \_\_\_\_\_



Level - B

Count the rods and units or the ten frames and ones. Start counting at the number in the arrow.

			_____
			_____
			_____
			_____
			_____
			_____

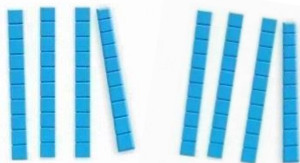
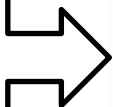
NAME \_\_\_\_\_



Level - B

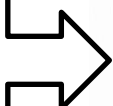
Count the rods and units or the ten frames and ones. Start counting at the number in the arrow.

14



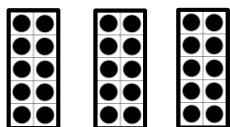
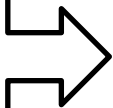
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36



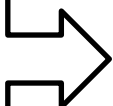
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8



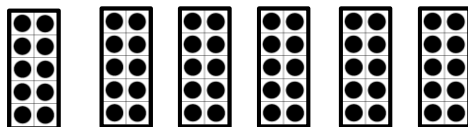
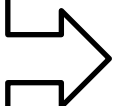
\_\_\_\_\_

56



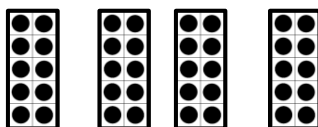
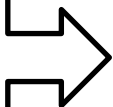
\_\_\_\_\_

17



\_\_\_\_\_

53



\_\_\_\_\_

NAME \_\_\_\_\_



Level - B

Count by tens and fill in the missing numbers.

7	17			47					97
---	----	--	--	----	--	--	--	--	----

5		25				65			
---	--	----	--	--	--	----	--	--	--

4			34		54		74		94
---	--	--	----	--	----	--	----	--	----

1		21		41			71		
---	--	----	--	----	--	--	----	--	--

9					59			89	
---	--	--	--	--	----	--	--	----	--

3	13			43				83	
---	----	--	--	----	--	--	--	----	--

6			36	46	56				
---	--	--	----	----	----	--	--	--	--

	18				58	68			
--	----	--	--	--	----	----	--	--	--

NAME \_\_\_\_\_



Level - B

Count by tens and fill in the missing numbers.

				47					97
--	--	--	--	----	--	--	--	--	----

		25				65			
--	--	----	--	--	--	----	--	--	--

			34				74		94
--	--	--	----	--	--	--	----	--	----

		21					71		
--	--	----	--	--	--	--	----	--	--

9								89	
---	--	--	--	--	--	--	--	----	--

	13							82	
--	----	--	--	--	--	--	--	----	--

			36		56				
--	--	--	----	--	----	--	--	--	--

					58	68			
--	--	--	--	--	----	----	--	--	--

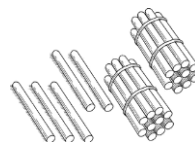
## Level - C

A student who is assessed at a Level C in Counting by Tens can count to 117 by tens starting at off decade numbers.

**Activities: Number Range up to 117 starting at off decade numbers.**



On a calculator press an off decade number then press + twice then press the number 10 then press the = . The calculator will turn into a counting machine by tens.



Start with an off decade number then start counting by tens. .



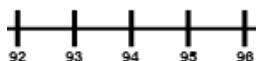
Start with an off decade number in the bucket. Then drop in the rods. .



Start with an off decade number then count by tens.



Flash a single digit number, then flash ten.



**<-----10 catcher----->**



Use a 10 catcher starting at off decade numbers.

**95**

Flash a decade number and start counting by tens.



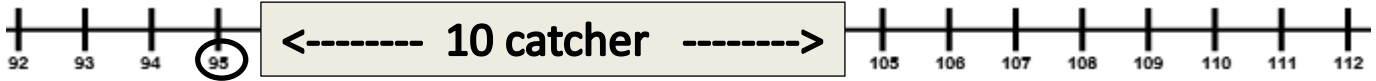
Practice orally counting by tens starting at off decade

NAME \_\_\_\_\_

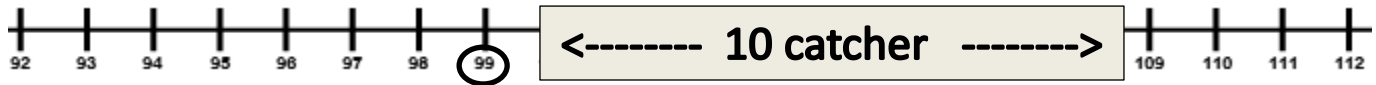


Level - C

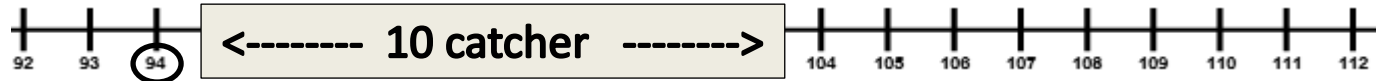
Count by tens starting at the circled number. Use the 10 catcher to help with the first count.



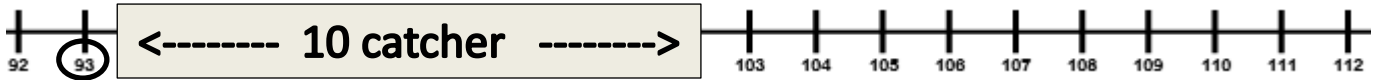
95, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_



99, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_



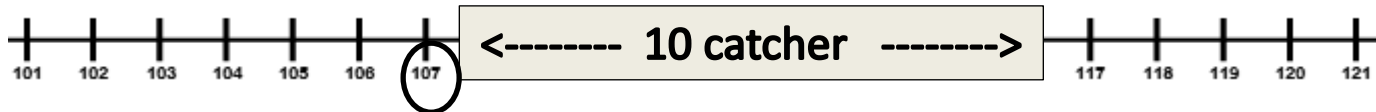
94, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_



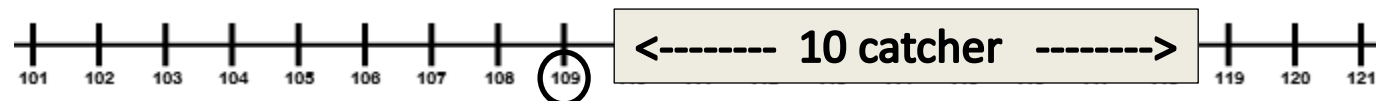
93, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_



105, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_



107, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_



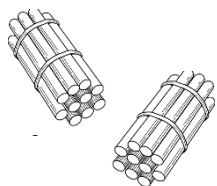
109, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

NAME \_\_\_\_\_



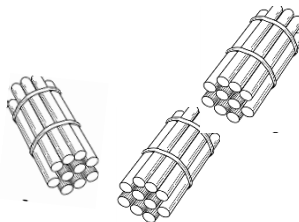
Level - C

Write how many will be in the bucket after the 10 bundles are dropped in or dumped out.



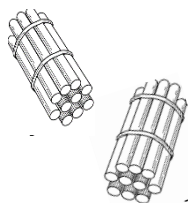
87

\_\_\_\_\_



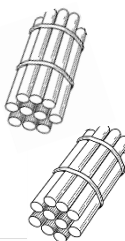
79

\_\_\_\_\_



93

\_\_\_\_\_

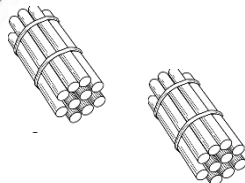


99

\_\_\_\_\_



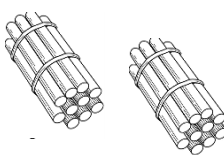
85



\_\_\_\_\_



103



\_\_\_\_\_



NAME \_\_\_\_\_



Level - C

Count by tens .

50		70				
----	--	----	--	--	--	--

40				80		
----	--	--	--	----	--	--

38			68			
----	--	--	----	--	--	--

65			95	105		
----	--	--	----	-----	--	--

52					102	
----	--	--	--	--	-----	--

66		86			116	
----	--	----	--	--	-----	--

78			108			
----	--	--	-----	--	--	--

51		71			101	
----	--	----	--	--	-----	--

68				108		
----	--	--	--	-----	--	--

44			74			
----	--	--	----	--	--	--

NAME \_\_\_\_\_



Level - C

Count by tens .

		70				
--	--	----	--	--	--	--

				80		
--	--	--	--	----	--	--

			68			
--	--	--	----	--	--	--

			95	105		
--	--	--	----	-----	--	--

					102	
--	--	--	--	--	-----	--

		86			116	
--	--	----	--	--	-----	--

			108			
--	--	--	-----	--	--	--

		71			101	
--	--	----	--	--	-----	--

				108		
--	--	--	--	-----	--	--

			74			
--	--	--	----	--	--	--

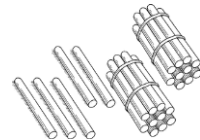
## Level - D

A student who is assessed at a Level D in Counting by Tens can count to 208 by tens starting at off decade numbers.

**Activities: Number Range up to 208 starting at off decade numbers.**



On a calculator press an off decade number then press + twice then press the number 10 then press the = . The calculator will turn into a counting machine by tens.



Start with an off decade number then start counting by tens. .



Start with an off decade number in the bucket. Then drop in the rods. .



Start with an off decade number then count by tens.



Flash a single digit number, then flash ten.



**<-----10 catcher----->**



Use a 10 catcher starting at off decade numbers.

**195**

Flash a decade number and start counting by tens.



Practice orally counting by tens starting at off decade

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NAME \_\_\_\_\_



Level - D

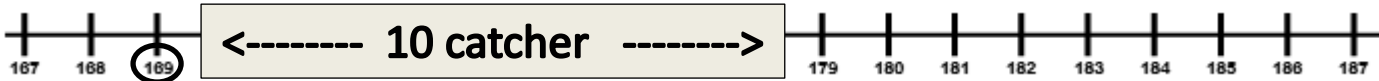
Count the next ten starting at the circled number. Use the 10 catcher to help with the first count.



119, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_



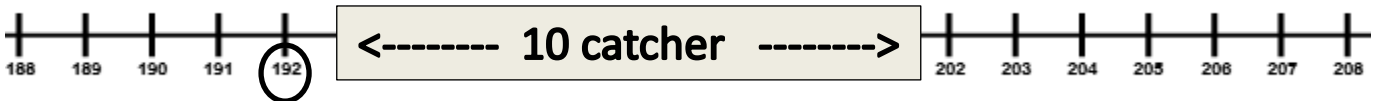
124, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_



169, \_\_\_\_\_



176, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_



192, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_



194, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_



208, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

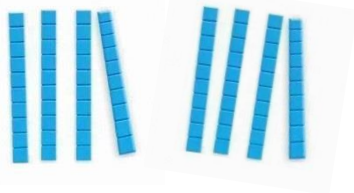
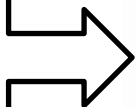
NAME \_\_\_\_\_



Level - D

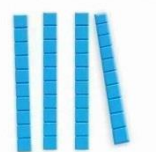
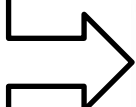
Start counting by tens at the number in the arrow.

126



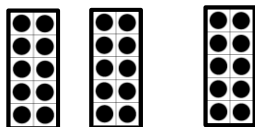
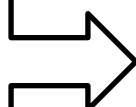
\_\_\_\_\_

138



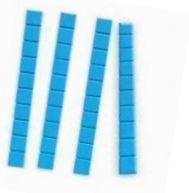
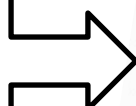
\_\_\_\_\_

176



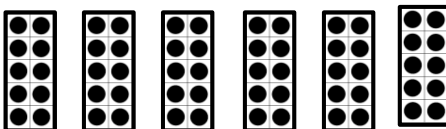
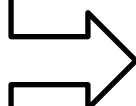
\_\_\_\_\_

165



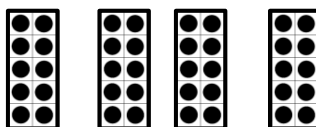
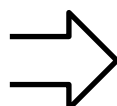
\_\_\_\_\_

154



\_\_\_\_\_

174



\_\_\_\_\_

NAME \_\_\_\_\_



Level - D

Count by tens .

150		170				
-----	--	-----	--	--	--	--

140				180		
-----	--	--	--	-----	--	--

138			168			
-----	--	--	-----	--	--	--

155			185			
-----	--	--	-----	--	--	--

137			167			
-----	--	--	-----	--	--	--

128		148				
-----	--	-----	--	--	--	--

165			195			
-----	--	--	-----	--	--	--

153		173				
-----	--	-----	--	--	--	--

145				185		
-----	--	--	--	-----	--	--

159				199		
-----	--	--	--	-----	--	--

NAME \_\_\_\_\_



Level - D

Count by tens .

		170				
--	--	-----	--	--	--	--

				180		
--	--	--	--	-----	--	--

			168			
--	--	--	-----	--	--	--

			185			
--	--	--	-----	--	--	--

			167			
--	--	--	-----	--	--	--

		148				
--	--	-----	--	--	--	--

			195			
--	--	--	-----	--	--	--

		173				
--	--	-----	--	--	--	--

				185		
--	--	--	--	-----	--	--

				199		
--	--	--	--	-----	--	--

NAME \_\_\_\_\_



Level - E

Count by tens .

		396				
--	--	-----	--	--	--	--

				480		
--	--	--	--	-----	--	--

			698			
--	--	--	-----	--	--	--

			785			
--	--	--	-----	--	--	--

			467			
--	--	--	-----	--	--	--

		348				
--	--	-----	--	--	--	--

			895			
--	--	--	-----	--	--	--

		798				
--	--	-----	--	--	--	--

				599		
--	--	--	--	-----	--	--

				999		
--	--	--	--	-----	--	--