

**Just In Time Quick Check**  
**[Standard of Learning \(SOL\) 2.2b](#)**

**Strand:** Number and Number Sense

**Standard of Learning (SOL) 2.2b**

*The student will count backward by tens from 120.*

**Grade Level Skills:**

- Count backward by 10 from 120.

**[Just in Time Quick Check](#)**

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

**Supporting Resources:**

- VDOE Mathematics Instructional Plans (MIPS)
  - [2.2ab - Guess My Pattern \(Word\)](#) / [\(PDF\)](#)
- VDOE Word Wall Cards: Grade 2 [\(Word\)](#) | [\(PDF\)](#)
- VDOE Instructional Videos for Teachers
  - [Developing Early Number Sense \(grades K-2\)](#)

**Supporting and Prerequisite SOL:** [2.2a](#), [1.1c](#), [K.3b](#)

## SOL 2.2b - Just in Time Quick Check

1. Tony is counting "120, 110, 100." What are the next 3 numbers in this pattern?

\_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_

What is he counting by? \_\_\_\_\_

**SOL 2.2b - Just in Time Quick Check Teacher Notes**  
**Common Errors/Misconceptions and their Possible Indications**

1. Tony is counting “120, 110, 100.” What are the next 3 numbers in this pattern?

\_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_

What is he counting by? \_\_\_\_\_

*If a student counts backward by ones (“99, 98, 97...”), ask the student to repeat Tony’s counting pattern and continue it. A student who continues to have difficulty may benefit from work with manipulatives, a number line, or a hundred chart.*

*If a student counts forward by ones or tens instead of backward by tens from 100, reinforce the vocabulary “forward” and “backward” as it relates to “ten more” and “ten less.” The student may benefit from practice counting backward by tens on a number line or hundred chart while also counting orally.*