

**Just In Time Quick Check**  
**[Standard of Learning \(SOL\) K.3c](#)**

**Strand: Number and Number Sense**

**Standard of Learning (SOL) K.3c**

*The student will identify the number after, without counting, when given any number between 0 and 100 and identify the number before, without counting, when given any number between 1 and 10.*

**Grade Level Skills:**

- Identify the number after, without counting, when given any number between 0 and 100.
- Identify the number before, without counting, when given any number between 1 and 10.

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

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

**Supporting Resources:**

- VDOE Mathematics Instructional Plans (MIPS)
  - [K.3abc - Garbage](#) (Word) / [PDF Version](#)
- VDOE Word Wall Cards: Kindergarten ([Word](#)) | ([PDF](#))
  - Counting by Ones

**Supporting and Prerequisite SOL:** [K.3a](#), [K.3b](#), [Foundation Blocks for Early Learning: Standards for Four-Year Olds - 1a](#)\*

\*This links to the prerequisite standards found in Foundation Blocks for Preschool. Just in Time Quick Checks have not been created for Foundation Blocks.

### SOL K.3c - Just in Time Quick Check: Student Interview

1) Say: *I am going to say a number and I want you to tell me the number that comes after the number I say. So, if I say 23, you would say 24. Are you ready?*

- a) What number comes after 37? \_\_\_\_\_
- b) What number comes after 79? \_\_\_\_\_
- c) What number comes after 50? \_\_\_\_\_
- d) What number comes after 11? \_\_\_\_\_

Teacher Note: If the student is unable to complete the task as written (makes more than 2 errors), please administer the following:

Say: *Let's try these numbers.*

- Can you tell me what number comes after 8? \_\_\_\_\_
- What number comes after 13? \_\_\_\_\_
- What number comes after 19? \_\_\_\_\_
- What number comes after 4? \_\_\_\_\_
- What number comes after 20? \_\_\_\_\_

2) Say: *Ok, now I am going to ask about the number that comes BEFORE a number. So if I say 3, you would say 2, because when we count, 2 comes before 3. Are you ready?*

- a) What number comes before 5? \_\_\_\_\_
- b) What number comes before 8? \_\_\_\_\_
- c) What number comes before 10? \_\_\_\_\_
- d) What number comes before 1? \_\_\_\_\_

**SOL K.3c - Just in Time Quick Check Teacher Notes**  
**Common Errors/Misconceptions and their Possible Indications**

- 1) Say: *I am going to say a number and I want you to tell me the number that comes after the number I say. So, if I say 23, you would say 24. Are you ready?*
- a) What number comes after 37? \_\_\_\_\_
  - b) What number comes after 79? \_\_\_\_\_
  - c) What number comes after 50? \_\_\_\_\_
  - d) What number comes after 11? \_\_\_\_\_

*Some students may have difficulty telling the number after with numbers greater than twenty or when the next number crosses over a decade. As stated in the student interview, if a student makes two or more errors, please administer the second set of questions. Students who are unable to complete the first portion of the task likely have a few misconceptions or underdeveloped understandings. One strategy for supporting students in developing an understanding of one more, one less is “counting around the room” starting at different numbers. Arrange students in a circle (whole group, or small group) and practice counting by ones, but start at numbers other than one.*

*Students who miss question b above (what number comes after 79?) may have trouble crossing the decade. This can be due to not fully understanding the pattern of the ones place while counting; not understanding 28, 29, 30; 58, 59, 60; etc... Providing additional practice is encouraged for crossing the decades. This can be accomplished through counting around the room, or other counting activities. However, students may miss question b (what number comes after 79?) because they are not sure what the next decade is named. If this is the underdeveloped understanding, both counting around the room and practice with counting by tens can help solidify the understanding of the patterns within and between the decades. A hundreds chart can also be a useful tool to develop an understanding of the patterns in our numbers system.*

**NOTE:** If the student is unable to complete the task as written (makes 2 or more errors), please administer the following set of questions:

Say: *Let’s try these numbers.*

Can you tell me what number comes after 8? \_\_\_\_\_

What number comes after 13? \_\_\_\_\_

What number comes after 19? \_\_\_\_\_

What number comes after 4? \_\_\_\_\_

What number comes after 20? \_\_\_\_\_

*If students make two or more errors in this second set of questions, they will need additional practice counting and identify numbers within twenty. Counting around the room (or in a small group) is strategy that will help to strengthen this skill. For these students, use the following guide as counting benchmarks or stopping points for counting around the room: 25, 40, 60, 75, and 100. Be sure to start at different numbers when playing the game. Once the benchmark or stopping point of 40 is reached, start with numbers both before 20 and after 20.*

2) Say: *Ok, now I am going to ask about the number that comes BEFORE a number. So if I say 3, you would say 2, because when we count, 2 comes before 3. Are you ready?*

- a) What number comes before 5? \_\_\_\_\_
- b) What number comes before 8? \_\_\_\_\_
- c) What number comes before 10? \_\_\_\_\_
- d) What number comes before 1? \_\_\_\_\_

*Students who are unable to complete this task successfully need additional opportunities to engage in counting back from 10. Counting around the room backwards can be a helpful strategy for supporting development of this skill. Students may also benefit from using a number path or ten frame cards to help them visualize their counting. If directionality, while using the number path or ten frame cards, is a concern for the child (especially those struggling with directionality while reading), use objects on a ten frame mat and have the student remove one and state the new number represented. Stories and situations about items being eaten (cookies on a plate) or flying away (birds on a wire) can also provide context for students who struggle in identifying the number before.*