One More Step

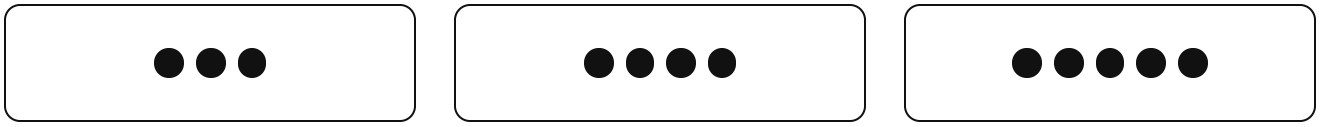
Students connect the next number name to one more dot.

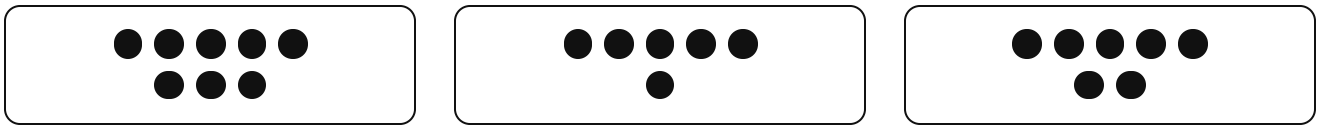
K.FC.B.4.d "Explain that each successive number name refers to a quantity that is one larger."

NAME _____ DATE _____

Teacher: this page is run aloud. The script and answers are on the guide page.

1 CIRCLE DOTS

a 

b 

2 NEXT NUMBER

1	•	•	9
4	•	•	2
8	•	•	5

ANSWER KEY

One More Step

KINDERGARTEN · K.FC.B.4.d

HOW TO RUN THIS PAGE

Read each prompt aloud and give students time to count. Listen for each student to explain that the next number names a group with one more, and record correct answers and any support separately.

Students never read directions on this sheet. Read each part's script aloud, then each prompt, giving think time before students mark.

PART 1 · CIRCLE DOTS

SAY "Each next counting number means one more. Count the dots in each choice. After you circle a group, tell me why it has one more."

ROW	SAY	STUDENTS CIRCLE
a	If you start with three dots, which group has one more dot? Circle it. How many dots are in that group, and how do you know?	**4 dots**
b	If you start with six dots, which group has one more dot? Circle it. How many dots are in that group, and how do you know?	**7 dots**

PART 2 · NEXT NUMBER

SAY "Draw a line from each number to the number that comes next. For each line, tell me why the next number means one more."

- **1** matches **2**
- **4** matches **5**
- **8** matches **9**

WHAT TO ACCEPT

Circle four dots and seven dots. Match 1 to 2, 4 to 5, and 8 to 9. Accept explanations such as, "Four is one more than three because adding one dot makes four."