Count It Again

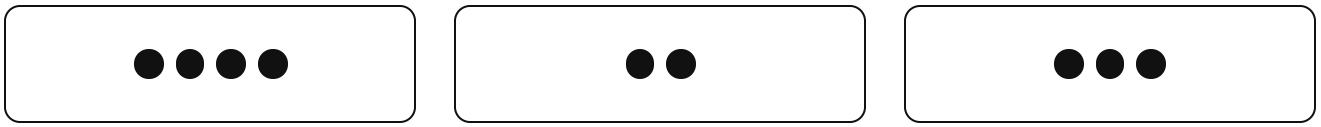
Count dots and classroom objects, then check whether the total stays the same.

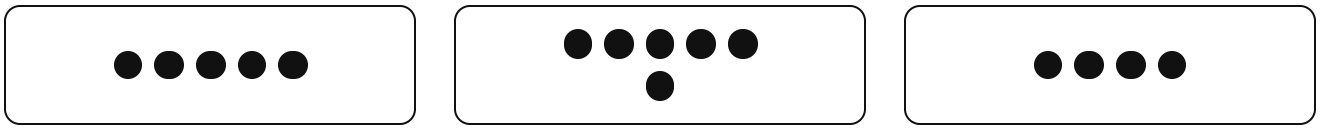
K.FC.B.4 "Connect counting to cardinality using a variety of concrete objects. a. Say the number names in consecutive order when counting objects. b. Indicate that the last number name said tells the number of objects counted in a set. c..."

NAME _____ DATE _____

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

1 ONE MORE

a 

b 

2 COUNT AGAIN

pencils

clips

ANSWER KEY

Count It Again

KINDERGARTEN · K.FC.B.4

HOW TO RUN THIS PAGE

Before Part 2, quietly set out pencils and paper clips in the amounts listed in the answer key. Read the questions aloud and listen as children touch each dot or object once while counting in order. Listen for the last number as the total and for a spoken check that counting in a new order does not change it. Record 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 · ONE MORE

SAY "Touch each dot once as you count out loud. The last number you say tells how many dots are in the group. Listen to each question and circle one group."

ROW	SAY	STUDENTS CIRCLE
a	Which group has one more dot than two dots? Circle that group.	**3 dots**
b	Which group has one more dot than four dots? Circle that group.	**5 dots**

PART 2 · COUNT AGAIN

SAY "Look at the pencils and paper clips I put in front of you. Touch and count each kind out loud, then count it again starting with a different object. Does the total change? Write the last number you said for each kind in its box."

- Box 1 (beside pencils): **4**
- Box 2 (beside clips): **6**

WHAT TO ACCEPT

Set out 4 pencils and 6 paper clips per child without naming the totals. Part 1: circle 3 dots, then 5 dots. Part 2: accept 4 and 6, and listen for "no" or "the same" after each recount.