

Count and Show

Students count dot groups, then connect each group to its total number.

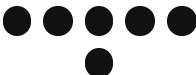
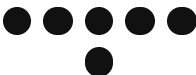
CCSS.Math.Content.K.CC.B.4 "Understand the relationship between numbers and quantities; connect counting to cardinality."

NAME _____

DATE _____

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

1 CIRCLE IT _____

a			
b			
c			

2 WRITE IT _____

HOW TO RUN THIS PAGE

Point to each dot once as students count aloud in order. Explain that the last number they say tells how many dots are in the whole group. Read each prompt aloud, and watch for students who recount dots or skip dots.

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 IT

SAY “Look at each row of dot groups. Touch each dot as you count. When I ask, circle the group that shows that many dots.”

ROW	SAY	STUDENTS CIRCLE
a	Which group has 3 dots? Circle the dots that show how many.	3 dots
b	Which group has 5 dots? Circle the dots that show how many.	5 dots
c	Which group has 6 dots? Circle the dots that show how many.	6 dots

PART 2 • WRITE IT

SAY “Count the dots beside each box, touching each dot one time. What number tells how many dots there are? Write that number in the box.”

- Box 1 (beside 4 dots): **4**
- Box 2 (beside 7 dots): **7**
- Box 3 (beside 8 dots): **8**

WHAT TO ACCEPT

Circle-row answers are 3 dots, 5 dots, and 6 dots. Accept correctly formed or recognizable numerals 4, 7, and 8 that match each counted group.