

One More Steps

Students connect the next number name to a group with one more dot.

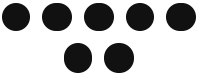
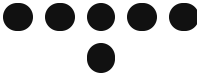
CCSS.Math.Content.K.CC.B.4c "Understand that each successive number name refers to a quantity that is one larger."

NAME _____

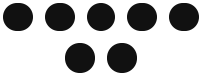
DATE _____

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

1 CIRCLE MORE _____

a			
b			
c			

2 WRITE MORE _____

HOW TO RUN THIS PAGE

Say the number names in order with students. Model that when you say nine and then ten, ten means one more than nine. Read each prompt aloud, then let students mark their own answers.

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 MORE

SAY “Look at each row of dot groups. Listen for the number we start with, then circle the group that shows one more.”

ROW	SAY	STUDENTS CIRCLE
a	We are at two. Which dot group shows one more than two? Circle it.	3 dots
b	We are at four. Which dot group shows one more than four? Circle it.	5 dots
c	We are at six. Which dot group shows one more than six? Circle it.	7 dots

PART 2 • WRITE MORE

SAY “Count the dots beside each box. What number is one more than that number? Write the number in the box.”

- Box 1 (beside 4 dots): **5**
- Box 2 (beside 7 dots): **8**

WHAT TO ACCEPT

Circle-row answers are 3 dots, 5 dots, and 7 dots. Accept correctly formed numerals 5 and 8 in the writing boxes, including recognizable kindergarten numeral reversals if the quantity response is clear.