

Finger Number Stories

Teacher-led finger stories for joining and separating small amounts.

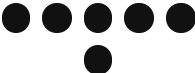
CCSS.Math.Content.K.OA.A "Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from."

NAME _____

DATE _____

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

1 PUT TOGETHER

a			
b			
c			

2 TAKE APART

a			
b			
c			

HOW TO RUN THIS PAGE

Read each hand story aloud and model it with your fingers. Students connect putting fingers together, folding fingers down, and separating fingers with the matching dot group, then circle an answer.

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

PART 1 • PUT TOGETHER

SAY “Watch my hands as I make each number story. After each story, circle the dots that show how many fingers are up now.”

ROW	SAY	STUDENTS CIRCLE
a	I hold up 2 fingers, then I put up 1 more finger. Which dots show how many fingers are up now?	3 dots
b	I hold up 1 finger, then I put up 3 more fingers. Which dots show how many fingers are up now?	4 dots
c	I hold up 2 fingers, then I put up 3 more fingers. Which dots show how many fingers are up now?	5 dots

PART 2 • TAKE APART

SAY “Watch my hands as I separate or fold down fingers. After each story, circle the dots that show how many fingers are still up.”

ROW	SAY	STUDENTS CIRCLE
a	I hold up 5 fingers, then I fold down 1 finger. Which dots show how many fingers are still up?	4 dots
b	I hold up 4 fingers, then I fold down 2 fingers. Which dots show how many fingers are still up?	2 dots
c	I hold up 5 fingers. I fold down 3 fingers to make one group and leave the other fingers up. Which dots show how many fingers are still up?	2 dots

WHAT TO ACCEPT

Put Together answers are 3, 4, and 5 dots. Take Apart answers are 4, 2, and 2 dots; accept only one clearly circled dot group in each row.