

Dots Talk Numbers

Students connect counted dot groups to numerals.

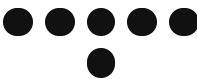
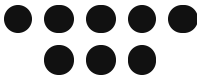
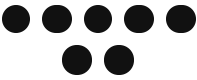
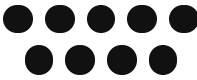
1.MP.2 "Reason abstractly and quantitatively."

NAME _____

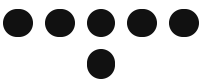
DATE _____

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

1 CHOOSE _____

a			
b		6	7
c			

2 WRITE NUMBER _____

HOW TO RUN THIS PAGE

Students count a quantity, hold that amount in mind, and connect it to a numeral. Before beginning, briefly model with a group of 11 dots that the numeral 11 tells how many dots are in the group.

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

PART 1 • CHOOSE

SAY “We will use dots and numerals to show how many. Listen to each question, count carefully, and circle one cell.”

ROW	SAY	STUDENTS CIRCLE
a	Count the dots in each cell. Which cell shows four dots? Circle it.	4 dots
b	Count the dots in the first cell. Which number, 6 or 7, tells how many dots you counted? Circle it.	7
c	Count the dots in each cell. Which cell shows eight dots? Circle it.	8 dots

PART 2 • WRITE NUMBER

SAY “Count the dots beside each box. What numeral tells how many dots you counted? Write it in the box.”

- Box 1 (beside 2 dots): **2**
- Box 2 (beside 6 dots): **6**
- Box 3 (beside 10 dots): **10**

WHAT TO ACCEPT

Circle rows: middle cell, right cell, left cell. Write boxes: 2, 6, 10. Accept clearly written numerals that match each dot group.