

Number Thinkers

Students connect quantities to numerals and reason about small number changes.

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

NAME _____

DATE _____

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

1 MATCH NUMBERS

2	•	•	• • • •
3	•	•	• •
4	•	•	• • •

2 THINK NUMBERS

a	2	3	4
b	1	2	3
c	3	4	5

HOW TO RUN THIS PAGE

Read the prompts aloud and give students time to look at each large choice before marking. Students reason quantitatively when they connect a numeral to an amount and use numbers to decide how many there are after a small change. Use 6 dots as a quick example before starting.

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

PART 1 • MATCH NUMBERS

SAY “Look at the number in each box on the left. Which dots show that many? Draw a line from each number to its matching dots.”

- **2** matches **2 dots**
- **3** matches **3 dots**
- **4** matches **4 dots**

PART 2 • THINK NUMBERS

SAY “Listen to each number story. Look at the numbers in the row, then circle the number that tells how many.”

ROW	SAY	STUDENTS CIRCLE
a	Start with 1. Add 2. Which number tells how many now: 2, 3, or 4? Circle it.	3
b	Start with 2. Take away 1. Which number tells how many now: 1, 2, or 3? Circle it.	1
c	Start with 3. Add 2. Which number tells how many now: 3, 4, or 5? Circle it.	5

WHAT TO ACCEPT

Match 2 to 2 dots, 3 to 3 dots, and 4 to 4 dots. Circle 3 in row 1, 1 in row 2, and 5 in row 3.