

Dot Total Detectives

Students count dot sets and connect the last count number to the total.

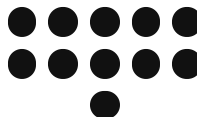
K.NR.1 "Demonstrate and explain the relationship between numbers and quantities up to 20; connect counting to cardinality (the last number counted represents the total quantity in a set)."

NAME _____

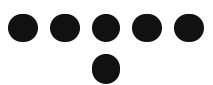
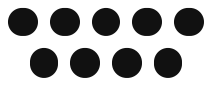
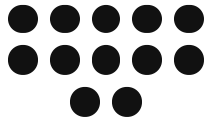
DATE _____

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

1 CIRCLE TOTAL

a	6	7	8	
b		10	12	11
c	4		5	3

2 WRITE TOTAL

HOW TO RUN THIS PAGE

Read each prompt aloud and give students time to touch and count the dots one time each. Listen for one number word per dot, then check whether the student chooses or writes the number that names the whole set.

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 TOTAL

SAY “Look at one row at a time. I will read the numbers, then you will count the dots by touching each dot once. Which number tells how many dots there are? Circle that number.”

ROW	SAY	STUDENTS CIRCLE
a	I will read the numbers. Count the dots by touching each dot once. Which number tells how many dots there are? Circle that number.	7
b	I will read the numbers. Count the dots by touching each dot once. Which number tells how many dots there are? Circle that number.	11
c	I will read the numbers. Count the dots by touching each dot once. Which number tells how many dots there are? Circle that number.	4

PART 2 • WRITE TOTAL

SAY “Count the dots beside each box, touching each dot once. What number tells the total? Write that number in the box.”

- Box 1 (beside 6 dots): **6**
- Box 2 (beside 9 dots): **9**
- Box 3 (beside 12 dots): **12**

WHAT TO ACCEPT

Circle-row answers are 7, 11, and 4. Accept numerals 6, 9, and 12 in the writing boxes, including recognizable reversed or imperfect numeral formations when the intended number is clear.