

Story Number Hunt

Students solve spoken addition and subtraction stories within 10 using dots and numerals.

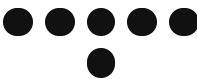
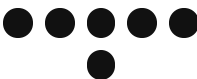
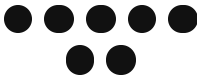
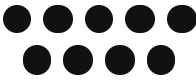
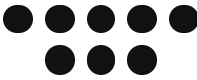
K.NR.5.2 "Represent addition and subtraction within 10 from a given authentic situation using a variety of representations and strategies."

NAME _____

DATE _____

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

1 CIRCLE DOTS _____

a			
b			
c			

2 WRITE NUMBERS _____

HOW TO RUN THIS PAGE

Read each short story aloud, giving students time to use fingers, count on, or count back. Students show each solution by circling a dot group or writing a numeral, which represents the amount in the story.

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 DOTS

SAY “Listen to each story. For each one, use the dot groups to help you decide which group you will circle.”

ROW	SAY	STUDENTS CIRCLE
a	Jada has 2 buttons. She gets 3 more buttons. The groups show 4, 5, and 6 dots. Which group of dots shows how many buttons Jada has now?	5 dots
b	Noah has 7 crackers. He eats 2 crackers. The groups show 5, 4, and 6 dots. Which group of dots shows how many crackers are left?	5 dots
c	Ivy has 4 blocks. She gets 4 more blocks. The groups show 7, 9, and 8 dots. Which group of dots shows how many blocks Ivy has now?	8 dots

PART 2 • WRITE NUMBERS

SAY “For the first box, the dots show Leo's 5 coins. He finds 2 more coins. What number will you write for all his coins? For the second box, the dots show Ana's 8 beads. She gives 3 beads away. What number will you write for the beads left? For the third box, the dots show Sam's 1 shell. Sam gets 6 more shells. What number will you write for all the shells?”

- Box 1 (beside 5 dots): **7**
- Box 2 (beside 8 dots): **5**
- Box 3 (beside 1 dots): **7**

WHAT TO ACCEPT

Circle rows: 5 dots, 5 dots, 8 dots. Write boxes: 7, 5, 7. Accept recognizable numeral formation.