# Build Dot Totals

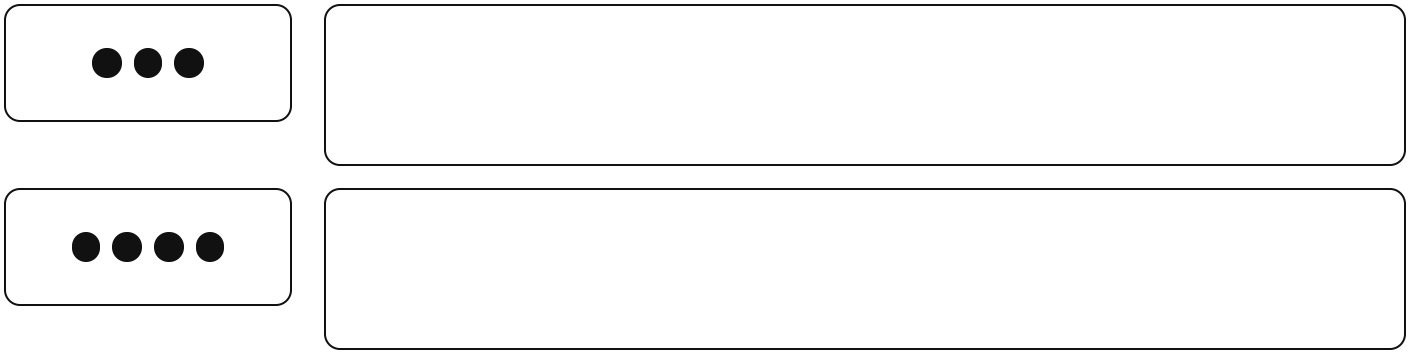
Students add with drawn dots, then use dot groups to find new totals.

**1.NOS.E.10.a** "Use concrete models and drawings to add."

NAME _____ DATE _____

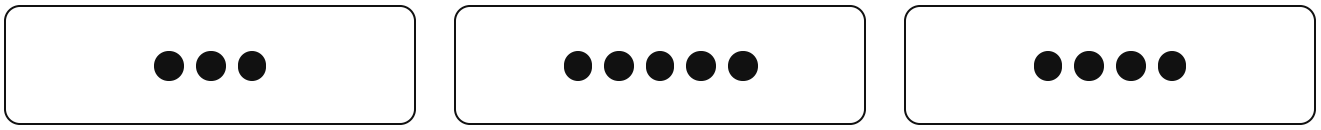
Teacher: this page is run aloud. The script and answers are on the guide page.

## 1 ADD DOTS

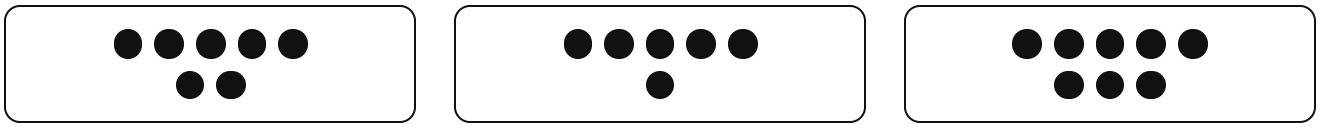


## 2 SPLIT DOTS

a



b



**ANSWER KEY**

# Build Dot Totals

**GRADE 1 · 1.NOS.E.10.a**

## HOW TO RUN THIS PAGE

Read the directions aloud and give students time to touch and count the dots. In the first part, students draw more dots to add. In the second part, they find a dot group they can split into the two amounts they hear.

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

## PART 1 · ADD DOTS

**SAY** "Look at the dots beside each box. Draw 2 more dots inside each box. Count the dots beside and inside the box, then write the total inside the box."

- Box 1 (beside 3 dots): **2 new dots and the number 5**
- Box 2 (beside 4 dots): **2 new dots and the number 6**

## PART 2 · SPLIT DOTS

**SAY** "Listen for two groups in each row. Find a set of dots you can split into those groups, with no dots left over. Touch each group as you count, then circle the set."

| ROW | SAY | STUDENTS CIRCLE |
|---|---|---|
| a | Which set can you split into 1 dot and 3 more dots, with none left over? Touch the groups and circle the set. | **4 dots** |
| b | Which set can you split into 2 dots and 5 more dots, with none left over? Touch the groups and circle the set. | **7 dots** |

## WHAT TO ACCEPT

Accept two added dots and the correct total in each box: 5, then 6. In Split Dots, students circle 4 dots, then 7 dots; observe whether they identify both groups without leaving dots out.