Fingers and Dots

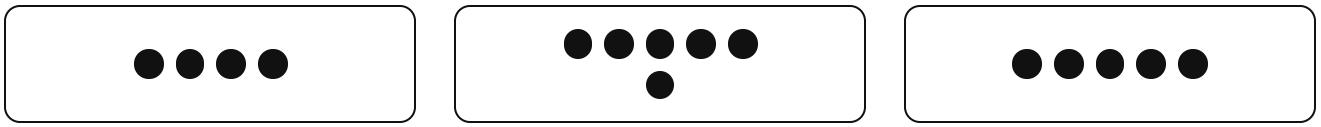
Students model adding and taking away, then record the result.

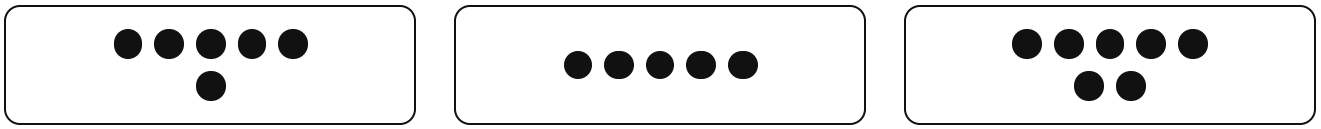
K.OA.1 "Represent addition and subtraction, in which all parts and whole of the problem are within 10, with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations."

NAME _____ DATE _____

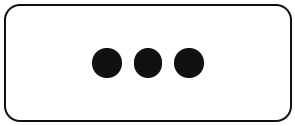
Teacher: this page is run aloud. The script and answers are on the guide page.

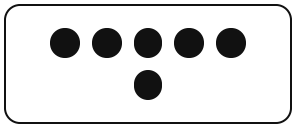
1 CIRCLE DOTS

a 

b 

2 WRITE NUMBERS





ANSWER KEY

Fingers and Dots

KINDERGARTEN · K.OA.1

HOW TO RUN THIS PAGE

Read each prompt aloud and give students time to show the action with their fingers before they mark the page. Watch whether they put fingers up or down to represent the change, and record any support separately.

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 problem. Use your fingers to show what happens, then circle the dots that show how many are left."

ROW	SAY	STUDENTS CIRCLE
a	Show 2 fingers, then put up 3 more. How many fingers are up? Circle the dots that show your answer.	**5 dots**
b	Show 8 fingers, then put down 2. How many fingers stay up? Circle the dots that show your answer.	**6 dots**

PART 2 · WRITE NUMBERS

SAY "For the first box, use the 3 dots to show 3 fingers, put up 4 more, and write how many fingers are up. For the second box, use the 6 dots to show 6 fingers, put down 4, and write how many fingers stay up."

- Box 1 (beside 3 dots): **7**
- Box 2 (beside 6 dots): **2**

WHAT TO ACCEPT

Circle 5 dots, then 6 dots. Accept 7 and 2 in the boxes. Observe whether each student models the change with fingers, and note any support separately.