One More Dot

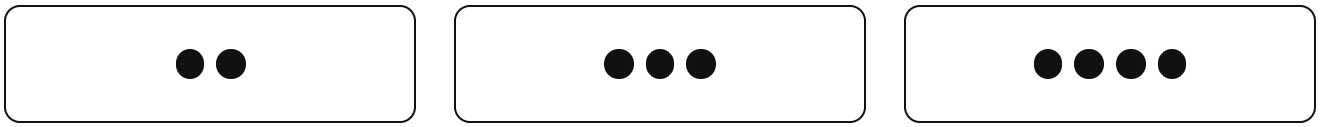
Students connect the next counting number to one more dot.

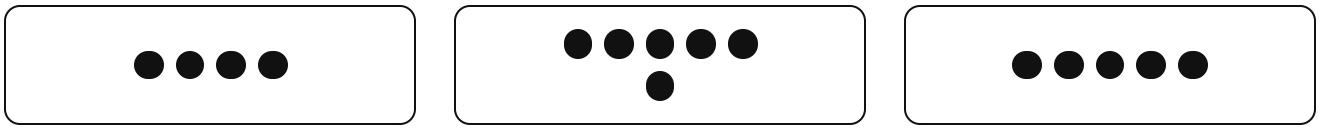
MT.K.CC.4 "Understand the relationship between numbers and quantities and connect counting to cardinality by recognizing that each successive number name refers to a quantity that is one larger within a normal counting sequence."

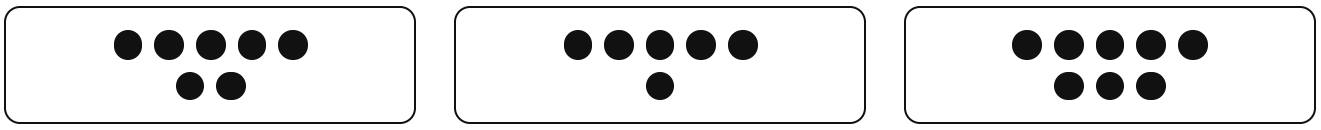
NAME _____ DATE _____

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

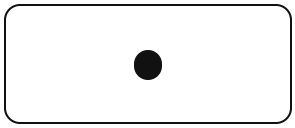
1 FIND MORE

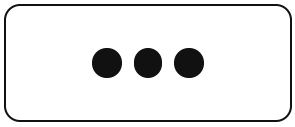
a 

b 

c 

2 WRITE MORE





One More Dot

HOW TO RUN THIS PAGE

Read each prompt aloud and give students time to count the dots. Watch for students to find the quantity that is one larger, 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 · FIND MORE

SAY "Each next number in our count means one more. Listen to the starting number, then count the dots in its row."

ROW	SAY	STUDENTS CIRCLE
a	Start at 2. What number comes next? Circle the group with that many dots.	**3 dots**
b	Start at 4. What number comes next? Circle the group with that many dots.	**5 dots**
c	Start at 6. What number comes next? Circle the group with that many dots.	**7 dots**

PART 2 · WRITE MORE

SAY "Count the dots beside each box. Say the number that comes next when you count. Write that number in the box."

- Box 1 (beside 1 dots): **2**
- Box 2 (beside 3 dots): **4**

WHAT TO ACCEPT

Circle the groups of 3, 5, and 7 dots, in order. Accept 2 beside 1 dot and 4 beside 3 dots.