

Show What You Mean

Students use dot displays and numbers to make spoken descriptions clear.

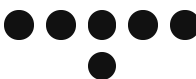
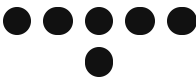
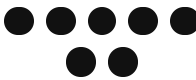
1SL5 "Create or utilize existing visual displays to support descriptions to clarify ideas, thoughts, and feelings."

NAME _____

DATE _____

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

1 PICK THE DOTS

a			
b			
c			

2 WRITE THE NUMBER

HOW TO RUN THIS PAGE

Tell students that a group of dots or a written number can help a listener understand how many. Read each description aloud, then have students use the visual displays to show the amount and talk about what the display means.

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

PART 1 • PICK THE DOTS

SAY “Listen to each description. Look at the dot groups as I read them, then circle the dots that show how many. After you circle, tell a partner, “The dots show ____.””

ROW	SAY	STUDENTS CIRCLE
a	I put 3 pencils in a cup. Which dot group shows how many pencils I described? Circle the dots.	3 dots
b	I saw 5 birds on a fence. Which dot group shows how many birds I described? Circle the dots.	5 dots
c	Six friends came to play. Which dot group shows how many friends I described? Circle the dots.	6 dots

PART 2 • WRITE THE NUMBER

SAY “Look at the dots beside each box. What number tells how many dots you see? Say, “This display shows ____,” then write that number in the box.”

- Box 1 (beside 2 dots): **2**
- Box 2 (beside 4 dots): **4**
- Box 3 (beside 7 dots): **7**

WHAT TO ACCEPT

Circle 3 dots in row 1, 5 dots in row 2, and 6 dots in row 3. Accept correctly written numerals 2, 4, and 7, including recognizable reversed or uneven numeral formation when the intended number is clear.