

Count Any Way

Students count dot groups in different orders and use the final number spoken.

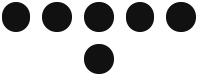
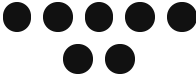
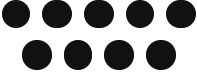
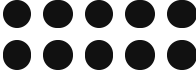
NY-K.CC.4.b "Understand that the last number name said tells the number of objects counted, (cardinality). The number of objects is the same regardless of their arrangement or the order in which they were counted."

NAME _____

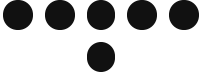
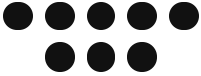
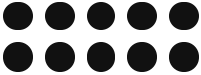
DATE _____

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

1 CIRCLE DOTS

a			
b			
c			

2 WRITE NUMBER

HOW TO RUN THIS PAGE

Read each prompt aloud and give students time to touch and count each dot once. Listen for students using the last number they say as the total, even when they begin at a different dot or count in a different direction.

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 “Can you touch each dot once as you count, beginning anywhere you choose? Can you use the last number you say to find the group asked for?”

ROW	SAY	STUDENTS CIRCLE
a	Count each group. You may begin with any dot. Which group has 5 dots? Circle it.	5 dots
b	Count each group in a new direction. Which group has 8 dots? Circle it.	8 dots
c	Count each group, touching every dot once. Which group has 9 dots? Circle it.	9 dots

PART 2 • WRITE NUMBER

SAY “Can you count the dots in each box, starting at a different dot each time? Can you write the last number you say in each box?”

- Box 1 (beside 6 dots): **6**
- Box 2 (beside 8 dots): **8**
- Box 3 (beside 10 dots): **10**

WHAT TO ACCEPT

Circle-row answers are 5 dots, 8 dots, and 9 dots. Accept correctly formed numerals 6, 8, and 10, including recognizable kindergarten numeral reversals when the intended number is clear.