

One More Steps

Students show that the next number is one more.

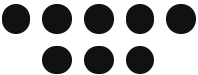
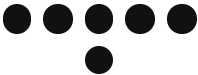
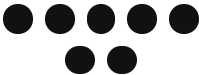
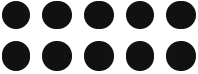
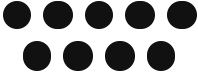
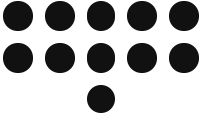
NY-K.CC.4.c "Understand the concept that each successive number name refers to a quantity that is one larger."

NAME _____

DATE _____

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

1 CIRCLE MORE _____

a			
b			
c			

2 WRITE NEXT _____

4	
7	
10	

HOW TO RUN THIS PAGE

Read each prompt aloud and give students time to count the dots before they circle. In this sheet, students connect adding one to saying and writing the next number name.

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 MORE

SAY “Look at the dot groups in each row. Listen to my question, count the dots, and circle the group that shows one more.”

ROW	SAY	STUDENTS CIRCLE
a	If you have 3 dots and get 1 more dot, which group shows how many dots you have now?	4 dots
b	If you have 6 dots and get 1 more dot, which group shows how many dots you have now?	7 dots
c	If you have 9 dots and get 1 more dot, which group shows how many dots you have now?	10 dots

PART 2 • WRITE NEXT

SAY “Look at the number beside each box. Say that number, then say the number that comes next. What number will you write in the box?”

- Box 1 (beside 4): **5**
- Box 2 (beside 7): **8**
- Box 3 (beside 10): **11**

WHAT TO ACCEPT

Circle groups with 4, 7, and 10 dots, in that order. Accept correctly formed numerals 5, 8, and 11, including recognizable kindergarten numeral formation.