

# Count and Write

Students match counted dot groups to numerals, then record larger counted sets.

**NY-K.CC.4** "Understand the relationship between numbers and quantities up to 20; connect counting to cardinality."

NAME \_\_\_\_\_

DATE \_\_\_\_\_

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

## 1 MATCH COUNTS

|                                                                                   |   |   |           |
|-----------------------------------------------------------------------------------|---|---|-----------|
|  | • | • | <b>10</b> |
|  | • | • | <b>4</b>  |
|  | • | • | <b>7</b>  |

## 2 HEAR AND WRITE

|          |  |
|----------|--|
| <b>A</b> |  |
| <b>B</b> |  |
| <b>C</b> |  |

**HOW TO RUN THIS PAGE**

Read each part aloud and give students time to touch and count each dot once. For Part 2, clap the counts listed in the answer key, with a steady pause between claps, so students connect the last count word to the total quantity.

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

**PART 1 • MATCH COUNTS**

**SAY** “Touch each dot as you count it. Draw a line from each group of dots to the number that tells how many dots are in the group.”

- **4 dots** matches **4**
- **7 dots** matches **7**
- **10 dots** matches **10**

**PART 2 • HEAR AND WRITE**

**SAY** “Listen and count the claps. In each box, write the number that tells how many claps you heard. Start with Box A, then Box B, then Box C.”

- Box 1 (beside A): **13**
- Box 2 (beside B): **16**
- Box 3 (beside C): **20**

**WHAT TO ACCEPT**

Part 1 matches are 4 dots to 4, 7 dots to 7, and 10 dots to 10. For Part 2, clap 13 times for A, 16 times for B, and 20 times for C. Accept clearly formed numerals that show the correct total.