Dot Set Builders

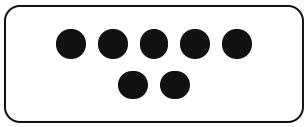
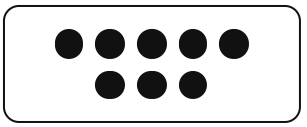
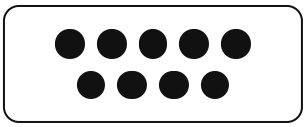
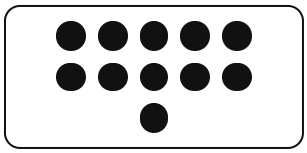
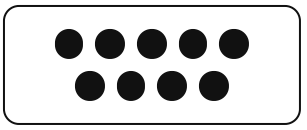
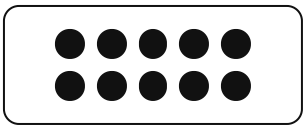
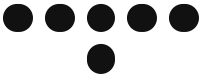
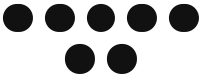
Students compare a numeral with dot groups, then draw groups that are more, fewer, or the same.

K.NS.2.e "Given a numeral up to 30, construct a set which has more, fewer, or the same number of objects using concrete or pictorial models."

NAME _____ DATE _____

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

1 CIRCLE DOTS

a	8			
b	10			
c	6			

2 DRAW DOTS

6	
9	
7	

ANSWER KEY

Dot Set Builders

KINDERGARTEN · K.NS.2.e

HOW TO RUN THIS PAGE

Read each prompt aloud and give students time to count the dots by touching each one. In Part 1, students identify a pictured set that compares to the printed numeral. In Part 2, students construct their own dot sets to show more, fewer, and the same.

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 "Each row begins with a number. Count the dots in each group as I read the question, then circle one group."

ROW	SAY	STUDENTS CIRCLE
a	The first number is 8. Which group has more than 8 dots? Circle the group.	**9 dots**
b	The first number is 10. Which group has fewer than 10 dots? Circle the group.	**9 dots**
c	The first number is 6. Which group has the same number of dots as 6? Circle the group.	**6 dots**

PART 2 · DRAW DOTS

SAY "Beside the first box is 6, can you draw more than 6 dots inside? Beside the next box is 9, can you draw fewer than 9 dots inside? Beside the last box is 7, can you draw exactly 7 dots inside? For fewer than 9, you may choose no dots. Tell me if your empty box means zero, so I know you have finished."

- Box 1 (beside 6): **7 or more dots**
- Box 2 (beside 9): **0 to 8 dots; accept an intentionally empty box when the child indicates zero/no dots**
- Box 3 (beside 7): **7 dots**

WHAT TO ACCEPT

Part 1 answers remain row 1, fourth cell with 9 dots; row 2, third cell with 9 dots; row 3, second cell with 6 dots. In Part 2, accept a clearly countable group with more than 6 dots, 0 to 8 dots in Box 2, and exactly 7 dots. For Box 2, accept an intentionally empty set only when the child says zero/no dots, points to indicate no dots, or the teacher confirms the intended zero response; a blank without confirmation may be unfinished.