

Math Story Stops

Students solve short oral math stories by choosing or writing a number.

1.1.A “apply mathematics to problems arising in everyday life, society, and the workplace;”

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 story aloud twice, pausing so students can count with their fingers or look at the dots. Students use math to find an answer to a small situation, then show the answer by circling dots or writing one numeral. Before starting, model with a different story, such as 3 buttons with 2 more buttons, and ask students to count the total.

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 “For each row, listen to the math story. Circle one group of dots that shows the answer. You may count with your fingers or touch the dots as you count.”

ROW	SAY	STUDENTS CIRCLE
a	At a snack table, there are 2 cups. One more cup is put out. Which dots show how many cups are out now?	3 dots
b	A gardener has 5 seeds. The gardener plants 2 seeds. Which dots show how many seeds are not planted?	3 dots
c	A library cart has 4 books. Then 2 more books are added. Which dots show how many books are on the cart?	6 dots

PART 2 • WRITE NUMBER

SAY “In the first box, a baker has 3 muffins and puts 2 more muffins on a tray. What number tells how many muffins are on the tray? In the next box, 5 people wait for a bus and 1 person gets on the bus. What number tells how many people are still waiting? In the last box, you have 4 coins and find 3 more coins. What number tells how many coins you have now?”

- Box 1: **5**
- Box 2: **4**
- Box 3: **7**

WHAT TO ACCEPT

Circle rows: 3 dots, 3 dots, 6 dots. Accept correctly formed numerals 5, 4, and 7 in the three boxes, in order.