

Count It, Prove It

Students match numbers and dot groups, then explain their counting.

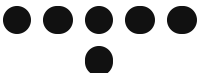
1.1.G “display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication.”

NAME _____

DATE _____

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

1 CIRCLE AND TELL

a			
b			
c			

2 MATCH AND EXPLAIN

4	•	•	
7	•	•	
9	•	•	

HOW TO RUN THIS PAGE

Read each prompt aloud and give students time to count the dots before they mark the page. This skill looks like a student showing a quantity, using number words precisely, and explaining that counting the dots supports the choice.

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 AND TELL

SAY “Look at each row of dots. I will ask you which number of dots to find. Count each group, circle your choice, and tell a partner, “I counted ____ dots.””

ROW	SAY	STUDENTS CIRCLE
a	Which group shows 6 dots? Circle it, then tell how you counted.	6 dots
b	Which group shows 9 dots? Circle it, then tell how you counted.	9 dots
c	Which group shows 3 dots? Circle it, then tell how you counted.	3 dots

PART 2 • MATCH AND EXPLAIN

SAY “Look at the numbers on the left and the dot groups on the right. Draw a line from each number to the matching dots. For each line, say, “The number ____ matches ____ dots because I counted.””

- **4** matches **4 dots**
- **7** matches **7 dots**
- **9** matches **9 dots**

WHAT TO ACCEPT

Circle 6 in row 1, 9 in row 2, and 3 in row 3. Match 4 to 4 dots, 7 to 7 dots, and 9 to 9 dots; accept an oral explanation that uses counting to support the match.