

Dots Solve Stories

Students use dot models and numerals to solve and explain simple story problems.

1.1 "Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to: apply mathematics to problems arising in everyday life, society, and the workplace..."

NAME _____

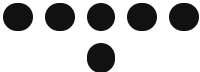
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Teacher: this page is run aloud. The script and answers are on the guide page.

1 SOLVE STORIES

a			
b			
c			

2 SHOW NUMBERS

HOW TO RUN THIS PAGE

Students listen to an everyday story, choose a dot model, and explain orally how the model proves their answer. They count dot groups and record counts as numerals, using representations to solve and communicate.

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

PART 1 • SOLVE STORIES

SAY “Listen to each story and think about whether the amount gets bigger or smaller. You may point to the dots as you think. Which group of dots shows the answer? Circle it.”

ROW	SAY	STUDENTS CIRCLE
a	Ava has 1 sticker. She gets 2 more stickers. Which group of dots shows how many stickers Ava has now? Circle it.	3 dots
b	Ben has 4 crackers. He eats 1 cracker. Which group of dots shows how many crackers Ben has now? Circle it.	3 dots
c	Ivy puts 2 books on a shelf. Then she puts 2 more books on the shelf. Which group of dots shows how many books are on the shelf now? Circle it.	4 dots

PART 2 • SHOW NUMBERS

SAY “Look at each group of dots. Touch and count each dot once. What number tells how many dots are in the group? Write the number in the box.”

- Box 1 (beside 6 dots): **6**
- Box 2 (beside 8 dots): **8**
- Box 3 (beside 4 dots): **4**

WHAT TO ACCEPT

Circle rows: 3 dots, 3 dots, 4 dots. Accept numerals 6, 8, and 4 in the boxes, and listen for an oral explanation that connects the dots to the story answer.