

Dot Talk

Students compare dot diagrams, explain their thinking aloud, and match numerals to quantities.

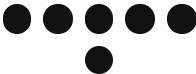
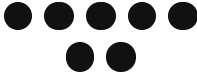
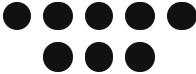
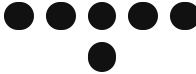
K.1.D “communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate;”

NAME _____

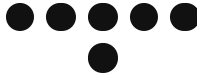
DATE _____

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

1 SHOW MORE

a			
b			
c			

2 MATCH DOTS

2	•	•	
4	•	•	
6	•	•	

HOW TO RUN THIS PAGE

Read each prompt aloud and let students mark their own pages. Students use dot diagrams, number symbols, and spoken math words to show and explain which quantity is greater or equal.

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

PART 1 • SHOW MORE

SAY “Look at the dot groups in each row. Listen to the question, circle one group, then tell a partner how you know it has more dots.”

ROW	SAY	STUDENTS CIRCLE
a	Which dot group has more dots? Circle it.	6 dots
b	Which dot group has more dots? Circle it.	8 dots
c	Which dot group has more dots? Circle it.	9 dots

PART 2 • MATCH DOTS

SAY “Look at the numbers on the left and the dot groups on the right. Which dots show the same number? Draw a line from each number to its matching dots.”

- **2** matches **2 dots**
- **4** matches **4 dots**
- **6** matches **6 dots**

WHAT TO ACCEPT

For Show More, the correct circles are the second group, second group, and first group. For Match Dots, match 2 to 2 dots, 4 to 4 dots, and 6 to 6 dots. Accept an oral explanation that shows the student compared or counted the dots.