

# Dots Tell Numbers

Students use dot groups and numerals to show the same amounts.

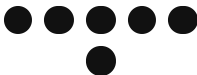
**K.1.E** “create and use representations to organize, record, and communicate mathematical ideas;”

NAME \_\_\_\_\_

DATE \_\_\_\_\_

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

## 1 MATCH DOTS \_\_\_\_\_

|   |   |   |                                                                                     |
|---|---|---|-------------------------------------------------------------------------------------|
| 2 | • | • |  |
| 4 | • | • |  |
| 6 | • | • |  |

## 2 WRITE NUMBERS \_\_\_\_\_

|                                                                                     |  |
|-------------------------------------------------------------------------------------|--|
|  |  |
|  |  |
|  |  |

**HOW TO RUN THIS PAGE**

Read each part aloud and give students time to look before they mark. Students organize quantities by matching dot groups to numerals, then record quantities by writing numerals.

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

**PART 1 • MATCH DOTS**

**SAY** “Look at the numerals on the left and the dot groups on the right. Can you draw a line from each numeral to the dots that show the same amount?”

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

**PART 2 • WRITE NUMBERS**

**SAY** “Count the dots beside each box. What number tells how many dots there are? Write that number in the box.”

- Box 1 (beside 1 dots): **1**
- Box 2 (beside 3 dots): **3**
- Box 3 (beside 5 dots): **5**

**WHAT TO ACCEPT**

Match 2 to 2 dots, 4 to 4 dots, and 6 to 6 dots. Accept numerals 1, 3, and 5 that are recognizable, including reversed or unevenly formed numerals when the intended number is clear.