

Parts Make Wholes

Students use numerals and dot groups to find a whole or a missing part.

1.CE.1.d "Investigate, recognize, and describe part-part-whole relationships for numbers up to 20 in a variety of configurations (e.g., beaded racks, double ten frames)."

NAME _____

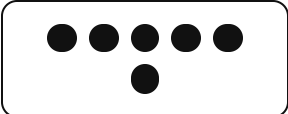
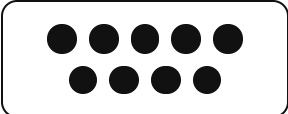
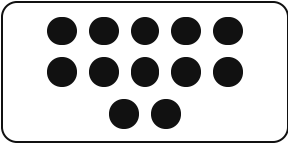
DATE _____

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

1 CIRCLE IT _____

a	12	11	13
b	6	7	8
c	8	9	7

2 WRITE PARTS _____

HOW TO RUN THIS PAGE

Tell students that two parts join to make one whole. Model with a total of 14 split into 3 and 11, then read each prompt aloud and have students mark their answers.

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 IT

SAY “Look at each row. I will tell you about the parts and whole, then I will read the choices. Which choice should you circle?”

ROW	SAY	STUDENTS CIRCLE
a	The parts are seven and five. Which number names the whole: 12, 11, or 13?	12
b	The whole is 16, and one part is 9. Which number is the other part: 6, 7, or 8?	7
c	The whole is 20, and one part is 12. Which number is the other part: 8, 9, or 7?	8

PART 2 • WRITE PARTS

SAY “Look at the dots beside each box. In the first box, the whole is 10 and the dots show one part. What number is the other part? In the second box, the whole is 15 and the dots show one part. What number is the other part? In the third box, the whole is 20 and the dots show one part. What number is the other part?”

- Box 1 (beside 6 dots): **4**
- Box 2 (beside 9 dots): **6**
- Box 3 (beside 12 dots): **8**

WHAT TO ACCEPT

Circle answers are 12, 7, and 8. Accept recognizable written numerals 4, 6, and 8 in the boxes.