

Count and Build

Students count dot groups, name nearby numbers, and build teen numbers.

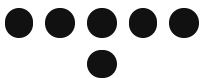
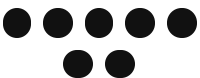
K.NS.1 "The student will utilize flexible counting strategies to determine and describe quantities up to 100. Use one-to-one correspondence to determine how many are in a given set containing 30 or fewer concrete objects (e.g., cubes, pennies...)"

NAME _____

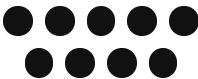
DATE _____

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

1 CIRCLE IT _____

a			
b	17	19	20
c	23	25	26

2 BUILD TEENS _____

HOW TO RUN THIS PAGE

Read each row aloud and give students time to point to dots as they count. Remind students that the last number they say when counting tells how many dots there are. In the second part, students use the dots as ones and think of one group of ten.

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 one row at a time. Listen to my question, then circle one answer in that row. Which answer will you circle?”

ROW	SAY	STUDENTS CIRCLE
a	Point to each dot and count. Which group has 7 dots?	7 dots
b	The choices are 17, 19, and 20. Start at 18 and count backward in your head. Which number comes just before 18?	17
c	The choices are 23, 25, and 26. Start at 24 and count forward in your head. Which number comes next?	25

PART 2 • BUILD TEENS

SAY “Each box has some dots. Count the dots, then think of one group of ten and that many ones. What teen number will you write in each box?”

- Box 1 (beside 2 dots): **12**
- Box 2 (beside 5 dots): **15**
- Box 3 (beside 9 dots): **19**

WHAT TO ACCEPT

Circle It answers are 7 dots, 17, and 25. Build Teens answers are 12, 15, and 19. Accept correctly formed numerals, including developmentally appropriate reversals if the intended number is clear.