Next Dot Count

Students find quantities that are one more or one less.

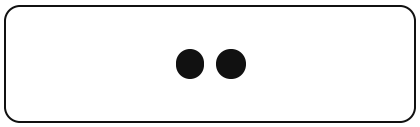
K.CC.4c "Understand the relationship between numbers and quantities; connect counting to cardinality. Understand that each successive number name refers to a quantity that is one more..."

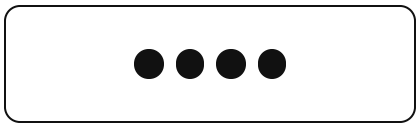
NAME _____ DATE _____

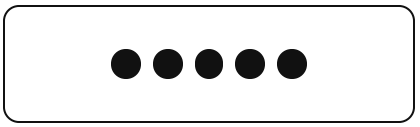
Teacher: this page is run aloud. The script and answers are on the guide page.

1 CIRCLE IT

a







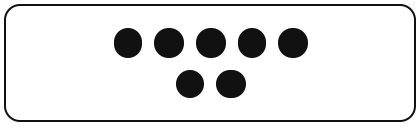
b

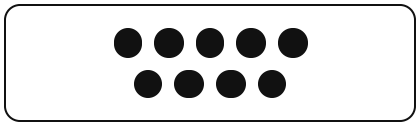
7

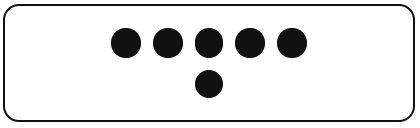
4

5

c







2 COUNT AND WRITE



ANSWER KEY

Next Dot Count

KINDERGARTEN · K.CC.4c

HOW TO RUN THIS PAGE

Read each prompt aloud and give students time to count or think about the number sequence. Watch for students finding the next or previous quantity, and note any counting support you provide.

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 "Listen to each question. Count the dots or look at the numbers, then circle one answer in each row."

ROW	SAY	STUDENTS CIRCLE
a	Which group has one more dot than three dots? Count and circle it.	**4 dots**
b	Which number is one less than six? Circle it.	**5**
c	Which group has one less dot than eight dots? Count and circle it.	**7 dots**

PART 2 · COUNT AND WRITE

SAY "Count the dots beside each box. In the first box, write the number that is one more than the dots. In the second box, write the number that is one less than the dots."

- Box 1 (beside 4 dots): **5**
- Box 2 (beside 9 dots): **8**

WHAT TO ACCEPT

Circle rows: 4 dots, 5, and 7 dots. Write boxes: 5 and 8, in that order. Accept clearly formed digits, and record counting help separately from accuracy.