

Share Some Coins

Students use counting and subtraction ideas to consider amounts they could give to charity.

1.9.D "consider charitable giving."

NAME _____

DATE _____

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

1 CHOOSE A GIFT _____

a	1	2	3
b	• •	• • • •	• • •
c	4	3	5

2 MATCH GIFTS _____

•	•	4
• •	•	1
• • • •	•	2

HOW TO RUN THIS PAGE

Read each giving situation aloud, then give students time to circle or draw. The skill is shown when students use the numbers to consider a charitable gift and the amount left to keep.

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

PART 1 • CHOOSE A GIFT

SAY “Listen to each giving story. Look at the choices as I read them, then circle the choice that answers the question.”

ROW	SAY	STUDENTS CIRCLE
a	Mia has 5 coins. She keeps 3 coins. Which number shows how many coins she can give to a charity: 1, 2, or 3?	2
b	Omar has 7 coins. He keeps 4 coins. Which dots show how many coins he can give to a charity?	3 dots
c	Lina has 6 coins. She gives 2 coins to a charity. Which number shows how many coins she keeps: 4, 3, or 5?	4

PART 2 • MATCH GIFTS

SAY “Each dot group shows coins someone chooses to give to a charity. Can you draw a line from each dot group to the number that tells how many coins are in it?”

- **1 dots** matches **1**
- **2 dots** matches **2**
- **4 dots** matches **4**

WHAT TO ACCEPT

Part 1 answers are 2, 3 dots, and 4. In Part 2, accept lines matching 1 dot to 1, 2 dots to 2, and 4 dots to 4.