

Name: _____

Coin Book

Cross off the equations that don't match each number.

| | | | |
|-----------------------|--|-----------------------|--|
| <p>2</p> <p>two</p> | <p>$8 - 6$</p> <p>$6 - 4$</p> <p>$2 + 2$</p> <p>$10 - 8$</p> <p>$12 - 9$</p> <p>$1 + 1$</p> <p>$8 - 7$</p> <p>$9 - 7$</p> <p>$4 - 2$</p> | <p>3</p> <p>three</p> | <p>$3 + 0$</p> <p>$1 + 2$</p> <p>$13 - 10$</p> <p>$10 - 3$</p> <p>$4 - 1$</p> <p>$7 - 4$</p> <p>$12 - 9$</p> <p>$8 - 5$</p> <p>$2 + 3$</p> |
| <p>4</p> <p>four</p> | <p>$8 - 5$</p> <p>$1 + 3$</p> <p>$13 - 9$</p> <p>$2 + 2$</p> <p>$6 - 3$</p> <p>$13 - 9$</p> <p>$10 - 6$</p> <p>$11 - 7$</p> <p>$2 + 1$</p> | <p>5</p> <p>five</p> | <p>$8 - 3$</p> <p>$2 + 3$</p> <p>$4 + 2$</p> <p>$11 - 5$</p> <p>$10 - 5$</p> <p>$14 - 9$</p> <p>$4 + 1$</p> <p>$15 - 10$</p> <p>$9 - 5$</p> |
| <p>6</p> <p>six</p> | <p>$4 + 2$</p> <p>$8 - 3$</p> <p>$12 - 6$</p> <p>$10 - 3$</p> <p>$6 + 0$</p> <p>$15 - 9$</p> <p>$3 + 3$</p> <p>$13 - 5$</p> <p>$14 - 8$</p> | <p>7</p> <p>seven</p> | <p>$8 - 1$</p> <p>$5 + 2$</p> <p>$12 - 4$</p> <p>$10 - 3$</p> <p>$6 + 2$</p> <p>$12 - 5$</p> <p>$3 + 4$</p> <p>$14 - 7$</p> <p>$8 - 2$</p> |
| <p>8</p> <p>eight</p> | <p>$8 + 1$</p> <p>$5 + 3$</p> <p>$4 + 4$</p> <p>$10 - 2$</p> <p>$6 + 3$</p> <p>$12 - 4$</p> <p>$14 - 6$</p> <p>$10 - 2$</p> <p>$9 - 2$</p> | <p>9</p> <p>nine</p> | <p>$3 + 6$</p> <p>$2 + 4$</p> <p>$4 + 5$</p> <p>$11 - 3$</p> <p>$3 + 6$</p> <p>$15 - 6$</p> <p>$2 + 7$</p> <p>$13 - 4$</p> <p>$5 + 5$</p> |

Teacher Notes: Coin Book (Grade 1)

ONLINE ACTIVITY

[Coin Book 1-10](#)

LEAD-IN ACTIVITY SUGGESTIONS

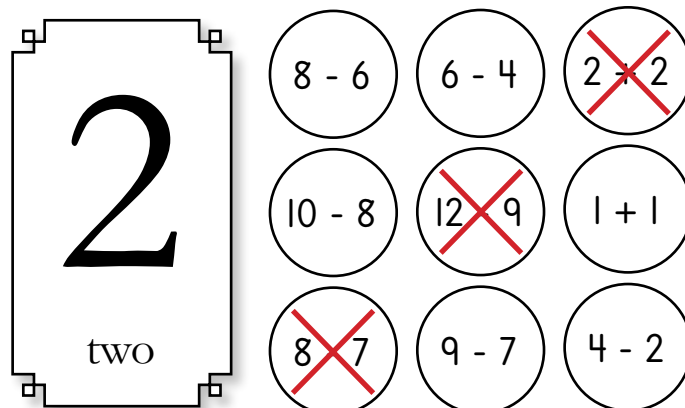
1. Ask students what numbers can be added together to make 10. How many ways can they think of? Is there one correct/best answer? Why or why not? Next, ask students what numbers can be subtracted from each other to make 10. How many ways can they think of? Turn focus to the online activity or worksheet.

EXTENSION ACTIVITY SUGGESTIONS

1. Ask students to look back at the equations they crossed out in each box, and to solve those equations. Which box should each crossed out equation be moved to? Are any new boxes needed?
2. Ask students to turn their papers over and work with a partner. If students are comfortable with a timed activity, ask the partners to write all of the equations (addition and subtraction under 15 or 20) for a given number in two minutes. If not comfortable with a timed activity but still wanting to incorporate competition, see which pair can create ten equations the fastest.

ADDITIONAL NOTES

1. **Virtual:** Ask students to play Coin Book 1-10 or Coin Book 11-20. Which numbers did they get? What equations do they remember? Have students talk with each other to recall what they learned in the activity. Both activities can be played multiple times without repeats.



Cross off the equations that don't match each number.

| | | | | | | | |
|-----------------------|---|---|---|-----------------------|---|--|--|
| <p>2</p> <p>two</p> | <p>8 - 6</p> <p>10 - 8</p> <p>8 - 7</p> | <p>6 - 4</p> <p>12 - 9</p> <p>9 - 7</p> | <p>2 + 2</p> <p>1 + 1</p> <p>4 - 2</p> | <p>3</p> <p>three</p> | <p>3 + 0</p> <p>10 - 3</p> <p>12 - 9</p> | <p>1 + 2</p> <p>4 - 1</p> <p>8 - 5</p> | <p>13 - 10</p> <p>7 - 4</p> <p>2 + 3</p> |
| <p>4</p> <p>four</p> | <p>8 - 5</p> <p>2 + 2</p> <p>10 - 6</p> | <p>1 + 3</p> <p>6 - 3</p> <p>11 - 7</p> | <p>13 - 9</p> <p>13 - 9</p> <p>2 - 1</p> | <p>5</p> <p>five</p> | <p>8 - 3</p> <p>11 - 5</p> <p>4 + 1</p> | <p>2 + 3</p> <p>10 - 5</p> <p>15 - 10</p> | <p>4 - 2</p> <p>14 - 9</p> <p>9 - 5</p> |
| <p>6</p> <p>six</p> | <p>4 + 2</p> <p>10 - 3</p> <p>3 + 3</p> | <p>8 - 3</p> <p>6 + 0</p> <p>13 - 5</p> | <p>12 - 6</p> <p>15 - 9</p> <p>14 - 8</p> | <p>7</p> <p>seven</p> | <p>8 - 1</p> <p>10 - 3</p> <p>3 + 4</p> | <p>5 + 2</p> <p>6 - 2</p> <p>14 - 7</p> | <p>12 - 4</p> <p>12 - 5</p> <p>8 - 2</p> |
| <p>8</p> <p>eight</p> | <p>8 - 1</p> <p>10 - 2</p> <p>14 - 6</p> | <p>5 + 3</p> <p>6 - 3</p> <p>10 - 2</p> | <p>4 + 4</p> <p>12 - 4</p> <p>9 - 2</p> | <p>9</p> <p>nine</p> | <p>3 + 6</p> <p>11 - 3</p> <p>2 + 7</p> | <p>2 - 4</p> <p>3 + 6</p> <p>13 - 4</p> | <p>4 + 5</p> <p>15 - 6</p> <p>5 - 5</p> |