**Calendar Squares – Money (Pennies and Dimes)**

| 1.NBT.B | Understand place value. |
| 1.NBT.2 | Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: |
| a. 10 can be thought of as a bundle of ten ones – called a “ten.” |
| b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. |
| c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones). |
| 1.NBT.3 | Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <. |
| 1.NBT.C | Use place value understanding and properties of operations to add and subtract. |

| 2.MD.C | Work with time and money |
| 2.MD.8 | Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have? |

---

**How many coins do you see?**

**What types of coins are they?**

**What is their value?**

**What is the total of today’s coins and yesterday’s coins?**

Create a word problem with an answer equal to today’s coin value.

**What if we were given ____ more pennies/dimes, what would our new value be?**

**What if we lost ____ pennies/dimes, what would our new value be?**

---

[http://commoncore.tcoe.org](http://commoncore.tcoe.org)

Licensing terms:
[http://commoncore.tcoe.org/licensing](http://commoncore.tcoe.org/licensing)

Tulare County Office of Education

Jim Vidak, County Superintendent of Schools