

## ***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?

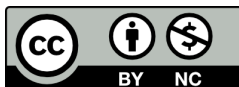
What is their value?

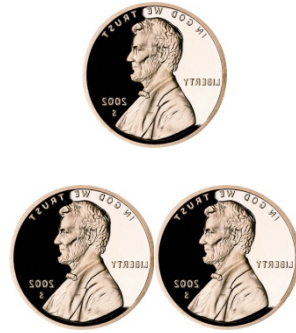
What is the total of today's coins and yesterday's coins?

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

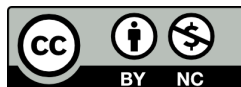
What if we were given \_\_\_\_ more pennies/dimes, what would our new value be?

What if we lost \_\_\_\_ pennies/dimes, what would our new value be?





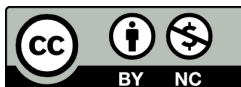
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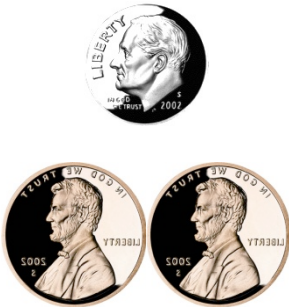
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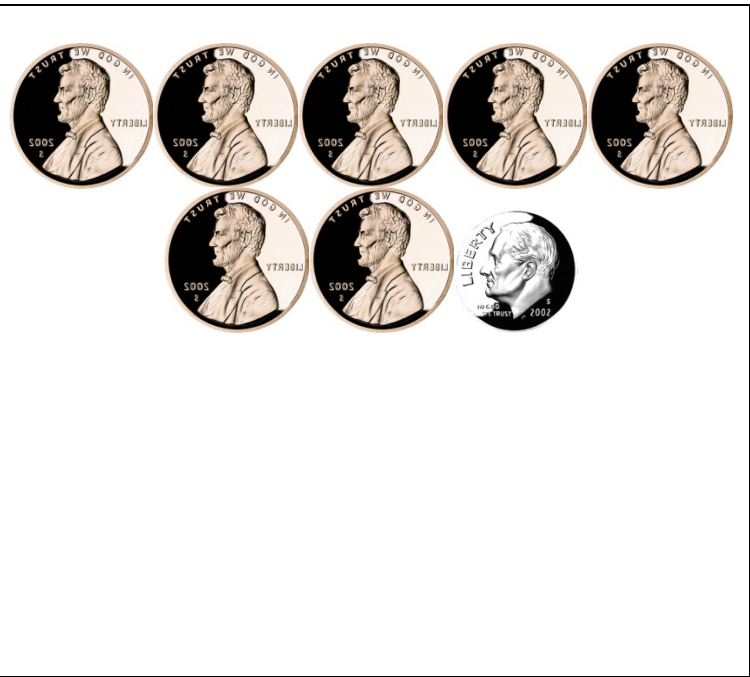
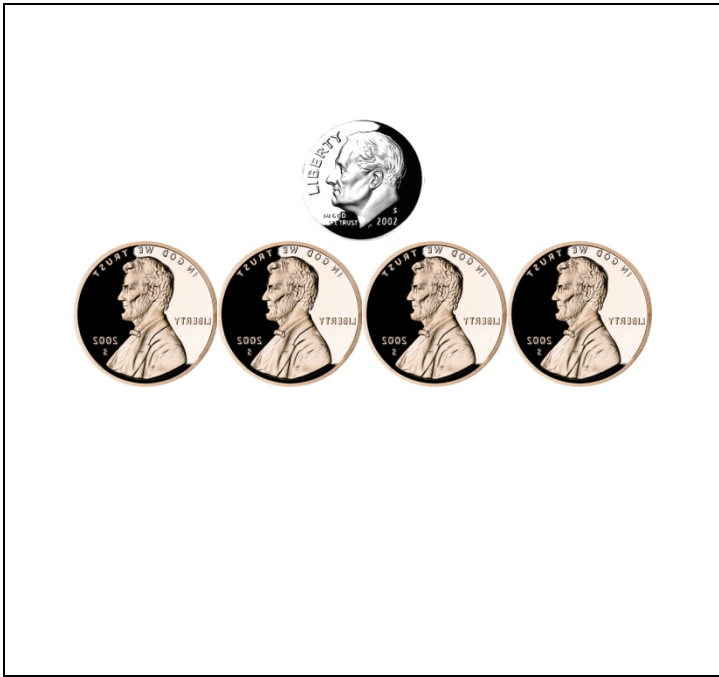


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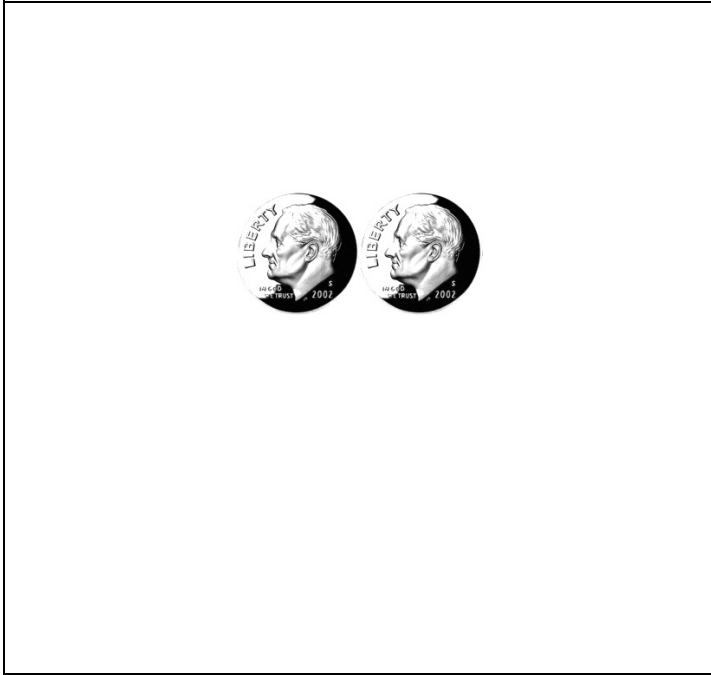
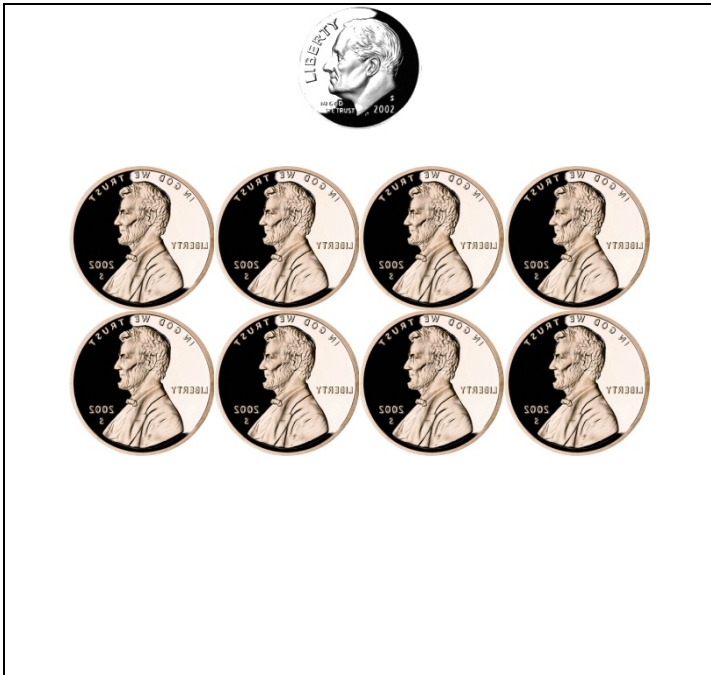




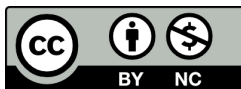
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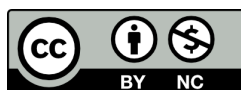
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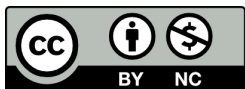
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