

# Common Core State Standards – Grades K-2

Carnival Coins: How Will We Count Our Money?

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Correlated to the Common Core State Standards for Mathematics

LEVEL	Grade	Domain	Standard #	Standard Description
A	1	Number and Operations in Base Ten	1.NBT.4	Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.
A	1	Number and Operations in Base Ten	1.NBT.5	Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.
A	1	Operations and Algebraic Thinking	1.OA.5	Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).
A	2	Measurement and Data	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?
A	2	Number and Operations in Base Ten	2.NBT.5	Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between

				<b>addition and subtraction.</b>
<b>A</b>	<b>2</b>	<b>Number and Operations in Base Ten</b>	<b>2.NBT.7</b>	<b>Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.</b>
<b>A</b>	<b>2</b>	<b>Number and Operations in Base Ten</b>	<b>2.NBT.8</b>	<b>Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.</b>
<b>A</b>	<b>K</b>	<b>Counting and Cardinality</b>	<b>K.CC.1</b>	<b>Count to 100 by ones and by tens.</b>
<b>A</b>	<b>K</b>	<b>Counting and Cardinality</b>	<b>K.CC.2</b>	<b>Count forward beginning from a given number within the known sequence (instead of having to begin at 1).</b>