

EVERY DAY COUNTS CALENDAR MATH

Grades K-6

correlated to

Arizona

Academic Content Standards Mathematics Standard Articulated by Grade Level



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correlated to
Arizona Academic Content Standards:
Mathematics Standard Articulated by Grade Level
Kindergarten

S t r a n d 1 :
N u m b e r S e n s e a n d O p e r a t i o n s

C o n c e p t 1 : N u m b e r S e n s e

Understand and apply numbers, ways of representing numbers, the relationships among numbers and different number systems.

Performance Objectives, Kindergarten	Every Day Counts Calendar Math, Kindergarten
PO 1. Make a model to represent a given whole number 0 through 20.	Teacher's Guide: 24, 25, 26, 35, 37, 38, 41, 89, 90, 130, 131
PO 2. Identify orally a whole number represented by a model with a word name and symbol 0 through 20. (Say 3 and write number 3 when presented with three objects.)	Teacher's Guide: 24, 25, 26, 28, 32, 34, 35, 37, 38, 50, 51, 64, 75, 76, 77, 78, 79, 82, 83, 89, 90, 91, 103, 105, 112, 113, 118, 119, 131
PO 3. Count aloud, forward to 20 or backward from 10, in consecutive order (0 through 20).	Teacher's Guide: 20, 22, 23, 25, 26, 36, 41, 43, 63, 75, 81, 89, 90, 96, 104, 110, 117, 119, 122, 124, 128, 129, 130, 131, 132, 133, 135
PO 4. Identify whole numbers through 20 in or out of order.	Teacher's Guide: 19, 20, 21, 22, 23, 35, 37, 38, 50, 62, 63, 76, 77, 90, 104, 118, 120, 131
PO 5. Write whole numbers through 20 in or out of order.	Teacher's Guide: 25, 35, 37, 43, 63, 82, 83, 89, 95, 96, 104, 110, 112, 113, 118, 119
PO 6. Construct equivalent forms of whole numbers, using manipulatives, through 10 (e.g., $_ + _ = _ + _$).	Teacher's Guide: 37, 38, 50, 51, 64, 65, 66, 77, 78, 79, 90, 91, 93, 106, 121, 131
PO 7. Compare two whole numbers through 20.	Teacher's Guide: 23, 33, 36, 51, 52, 60, 61, 65, 77, 81, 103, 108, 110, 111, 116, 122, 123, 133, 135

Performance Objectives, Kindergarten	Every Day Counts Calendar Math, Kindergarten
PO 8. Recognize the ordinal numbers through fifth (e.g., first, second, third).	Teacher's Guide: 28, 33, 50, 105, 116, 117
PO 9. Order three or more whole numbers through 20 (least to greatest or greatest to least).	Teacher's Guide: 23, 27, 28
PO 10. Identify penny, nickel, dime, quarter, and dollar by using manipulatives or pictures.	Teacher's Guide: 94, 95, 108, 109, 118, 119, 130, 131

C o n c e p t 2 : N u m e r i c a l O p e r a t i o n s

Understand and apply numerical operations and their relationship to one another.

Performance Objectives, Kindergarten	Every Day Counts Calendar Math, Kindergarten
PO 1. Model addition through sums of 10 using manipulatives.	Teacher's Guide: 23, 26, 37, 38, 41, 50, 51, 64, 65, 66, 69, 77, 78, 79, 88, 90, 91, 93, 103, 104, 105, 108, 116, 121, 131, 135
PO 2. Model subtraction with minuends of 10 using manipulatives.	Teacher's Guide: 23, 64, 65, 69, 81, 116
PO 3. Select the operation to solve word problems using numbers 0 through 9.	Teacher's Guide: 51, 65, 91, 106, 120, 121
PO 4. Solve word problems presented orally using addition or subtraction with numbers through 9.	Teacher's Guide: 51, 65, 91, 120, 121, 132
PO 5. Identify the symbols: +, -, =.	Teacher's Guide: 105, 106, 121
PO 6. Use grade-level appropriate mathematical terminology.	Teacher's Guide: 23, 38, 41, 52, 65, 67, 78, 90, 96, 106, 108, 120

C o n c e p t 3 : E s t i m a t i o n

Use estimation strategies reasonably and fluently.

Performance Objectives, Kindergarten	Every Day Counts Calendar Math, Kindergarten
PO 1. Solve problems using a variety of mental computations and reasonable estimations.	Teacher's Guide: 23, 51, 61, 63, 65, 70, 71, 77, 82, 91, 96, 106, 119, 120, 121, 132

Strand 2: Data Analysis, Probability, and Discrete Mathematics

Concept 1: Data Analysis (Statistics)

Understand and apply data collection, organization and representation to analyze and sort data.

Performance Objectives, Kindergarten	Every Day Counts Calendar Math, Kindergarten
PO 1. Formulate questions to collect data in contextual situations.	Teacher's Guide: 41, 42
PO 2. Interpret a pictograph.	Teacher's Guide: 54, 55, 81, 122, 123, 134, 135
PO 3. Answer questions about a pictograph.	Teacher's Guide: 54, 55, 81, 122, 123, 134, 135
PO 4. Formulate questions based on data displayed in graphs, charts, and tables.	Teacher's Guide: 83
PO 5. Solve problems based on simple graphs, charts, and tables.	Teacher's Guide: 41, 42, 43, 54, 55, 57, 69, 81, 110, 111

Strand 3: Patterns, Algebra, and Functions

Concept 1: Patterns

Identify patterns and apply pattern recognition to reason mathematically.

Performance Objectives, Kindergarten	Every Day Counts Calendar Math, Kindergarten
PO 1. Communicate orally a grade-level appropriate pattern.	Teacher's Guide: 19, 21, 23, 33, 34, 46, 47, 60, 61, 75, 77, 88, 103, 116, 117, 129, 132
PO 2. Extend simple repetitive patterns using manipulatives.	Teacher's Guide: 18, 21, 32, 46, 47, 60, 61, 75, 77, 88, 103, 116, 117, 129, 132
PO 3. Create grade-level appropriate patterns.	Teacher's Guide: 18, 19, 34, 75, 116

Strand 4: Geometry and Measurement

Concept 1: Geometric Properties

Analyze the attributes and properties of 2- and 3-dimensional shapes and develop mathematical arguments about their relationships.

Performance Objectives, Kindergarten	Every Day Counts Calendar Math, Kindergarten
PO 1. Identify 2-dimensional shapes by attribute (size, shape, number of sides).	Teacher's Guide: 20, 27, 29, 46, 47, 51, 61, 108
PO 2. Identify concepts and terms of position and size in contextual situations: <ul style="list-style-type: none"> • Inside/outside, • Above/below/between, • Smaller/larger, and • Longer/shorter. 	Teacher's Guide: 20, 23, 40, 41, 56, 67, 87, 98, 99, 119
PO 3. Identify shapes in different environments (e.g., nature, buildings, classroom).	Teacher's Guide: 27, 103, 117, 134, 135

Concept 4: Measurement - Units of Measure - Geometric Objects

Understand and apply appropriate units of measure, measurement techniques, and formulas to determine measurements.

Performance Objectives, Kindergarten	Every Day Counts Calendar Math, Kindergarten
PO 1. Verbally compare objects according to observable and measurable attributes.	Teacher's Guide: 56, 57, 69, 70, 71, 82, 83, 98, 99, 112, 113, 125
PO 2. Communicate orally how different attributes of an object can be measured.	Teacher's Guide: 57, 71, 83, 98
PO 3. Order objects according to observable and measurable attributes.	Teacher's Guide: 56, 57, 69, 70, 113

Strand 5: Structure and Logic

Concept 2: Logic, Reasoning, Arguments, and Mathematical Proof

Evaluate situations, select problem-solving strategies, draw logical conclusions, develop and describe solutions and recognize their applications.

Performance Objectives, Kindergarten	Every Day Counts Calendar Math, Kindergarten
PO 1. Sort objects according to observable attributes.	Teacher's Guide: 19, 21, 23, 36, 46, 49, 60, 68, 69, 86, 102, 103, 119, 128, 134, 135
PO 2. Provide rationale for classifying objects according to observable attributes (color, size, shape, weight, etc.).	Teacher's Guide: 19, 36, 46, 49, 68, 69, 86, 102, 103

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Arizona Academic Content Standards
Mathematics Standard Articulated by Grade Level
Grade 1

**Strand 1:
Number Sense and Operations**

Concept 1: Number Sense

Understand and apply numbers, ways of representing numbers, the relationships among numbers and different number systems.

Performance Objectives, Grade 1	Every Day Counts Calendar Math, Grade 1
PO 1. Make a model to represent a given whole number 0 through 100.	Teacher's Guide: 21-23, 24-27, 40-42, 50-52, 52-53, 62-64, 64-65, 66-67, 77-78, 79, 87-89, 89-90, 91-92, 92-94, 107-108, 116-117, 121-122, 128-130, 130-131, 131-132
PO 2. Identify a whole number represented by a model with a word name and symbol 0 through 100.	Teacher's Guide: 18-20, 21-23, 24-27, 36-38, 40-42, 48-50, 50-51, 52-53, 62-64, 64-65, 66-67, 74-75, 77-78, 87-89, 89-90, 91-92, 92-94, 104-105, 107-108, 116-117, 117-119, 121-122, 128-130, 130-131, 131-132
PO 3. Count aloud, forward and backward, in consecutive order (0 through 100).	Teacher's Guide: 18-20, 24-27, 28-30, 30-31, 40-42, 48-50, 52-53, 55-57, 62-64, 66-67, 68-69, 74-75, 77-78, 87-89, 91-92, 92-94, 102-103, 107-108, 116-117, 121-122, 128-130, 131-132
PO 4. Identify whole numbers through 100 in or out of order.	Teacher's Guide: 18-20, 30-31, 48-50, 52-53, 62-64, 74-75, 77-78, 87-89, 91-92, 92-94, 116-117, 128-130
PO 5. Write whole numbers through 100 in or out of order.	Teacher's Guide: The opportunity to address this objective is available throughout the text.
PO 6. Construct equivalent forms of whole numbers, using manipulatives or symbols, through 99 (e.g., $15+5 = 10+10$).	Teacher's Guide: 24-27, 40-42, 50-51, 55-57, 64-65, 68-69, 75-77, 89-90, 117-119

Performance Objectives, Grade 1	Every Day Counts Calendar Math, Grade 1
PO 7. State verbally whole numbers through 100, using correct place value (e.g., A student will read 84 as eight tens and four ones).	Teacher's Guide: 24-27, 36-38, 40-42, 52-53, 66-67, 68, 77, 80-81, 86, 91-96, 107-108, 121-122, 132-133
PO 8. Construct models to represent place value concepts for the one's and ten's places.	Teacher's Guide: 24-27, 36-38, 40-42, 52-53, 66-67, 68, 77, 80-81, 86, 91-96, 107-108, 121-122, 132-133
PO 9. Apply expanded notation to model place value through 99 (e.g., $37 = 3$ groups of ten + 7 units).	Teacher's Guide: 24-27, 36-38, 40-42, 52-53, 66-67, 68, 77, 80-81, 86, 91-96, 107-108, 121-122, 132-133
PO 10. Identify odd and even whole numbers through 100.	Teacher's Guide: 55-57, 75-77, 87-89, 98-99
PO 11. Compare two whole numbers through 100.	Teacher's Guide: 18-20, 24-27, 36-38, 40-42, 48-50, 52-53, 55-57, 66-67, 68-69, 74-75, 79, 87-89, 91-92, 92-94, 102-103, 107-105, 116-117, 121-122, 123-125, 128-130
PO 12. Use ordinal numbers through tenth.	Teacher's Guide: 20
PO 13. Order three or more whole numbers through 100 (least to greatest or greatest to least).	Teacher's Guide: 24-27, 40-42, 48-50, 55-57, 68-69, 74-75, 79, 87-89, 92-94, 102-103, 107-108, 116-117, 121-122, 128-130
PO 14. Make models that represent given fractions (halves).	Teacher's Guide: 43, 54-57, 87-88, 95-96, 98, 102-103
PO 15. Identify in symbols and in words a model that is divided into equal fractional parts (halves).	Teacher's Guide: 55-57
PO 16. Identify money by name and value: penny, nickel, dime, quarter, and one dollar.	Teacher's Guide: 57-59, 69-70, 80-81, 95-96, 108-109, 122-123, 133
PO 17. Count money through \$1.00 using coins.	Teacher's Guide: 57-59, 69-70, 80-81, 95-96, 108-109, 122-123, 133
PO 18. Identify the value of a collection of coins using the symbols ¢ and \$.	Teacher's Guide: 57-59, 69-70, 80-81, 95-96, 108-109, 122-123, 133

C o n c e p t 2 : N u m e r i c a l O p e r a t i o n s

Understand and apply numerical operations and their relationship to one another.

Performance Objectives, Grade 1	Every Day Counts Calendar Math, Grade 1
PO 1. Demonstrate the process of addition through sums of 20 using manipulatives.	Teacher's Guide: 21-23, 24-27, 36-38, 40-42, 50-51, 52-53, 64-65, 66-67, 68-69, 75-77, 89-90, 104-105, 117-119, 130-131
PO 2. Demonstrate the process of subtraction with minuends of 20 using manipulatives.	Teacher's Guide: 21-23, 36-38, 50-51, 52-53, 64-65, 66-67, 75-77, 89-90, 104-105, 117-119, 130-131
PO 3. State addition facts for sums through 18 and subtraction for differences with minuends through 9 or less.	Teacher's Guide: 21-23, 24-27, 36-38, 40-41, 50-51, 68-69, 75-77, 89-90, 104-105, 107-108, 117-119, 130-131
PO 4. Add one- and two-digit whole numbers without regrouping.	Teacher's Guide: 40-42, 55-57, 58-59, 79, 92-94, 107-108, 121-122, 130-131
PO 5. Subtract one- and two-digit whole numbers without regrouping.	Teacher's Guide: 40-52, 55-57
PO 6. Select the grade-level appropriate operation to solve word problems.	Teacher's Guide: 30-31
PO 8. Count by multiples to show the process of multiplication (10s, 5s, or 2s).	Teacher's Guide: 28-30, 40-42, 43, 55-57, 57-59, 68-69, 70-71, 79, 80, 81-82, 92-94, 95-96, 97-98, 107-108, 110, 121-122, 131-132, 133
PO 9. Demonstrate families of equations for addition and subtraction through 18.	Teacher's Guide: 21-27, 34-36, 64-67, 75-77, 130-131
PO 11. Identify addition and subtraction as inverse operations.	Teacher's Guide: 21-27, 34-36, 50, 51, 64-67, 75-77, 130-131
PO 12. Apply the symbols: +, -, =.	Teacher's Guide: 36-38, 50-51, 52-53, 64-65, 66-67, 75-77, 89-90, 104-105, 117-119, 130-131
PO 13. Use grade-level appropriate mathematical terminology.	Teacher's Guide: 21-23, 36-38, 50-51, 64-65, 66-67, 89-90, 104-405, 117-119
PO 16. Add and subtract money without regrouping using manipulatives and paper and pencil, through 99¢.	Teacher's Guide: 69-70, 80-81, 108-109, 122-123, 133

C o n c e p t 3 : E s t i m a t i o n

Use estimation strategies reasonably and fluently.

Performance Objectives, Grade 1	Every Day Counts Calendar Math, Grade 1
PO 1. Solve problems using a variety of mental computations and reasonable estimation.	Teacher's Guide: 38-40, 40-42, 54-55, 57-59, 74-75, 80-81, 86, 87-89, 105, 106, 119-121, 122-123
PO 2. Estimate the measurement of an object using U.S. customary standard and non-standard units of measurement.	Teacher's Guide: 105-106

S t r a n d 2 : D a t a A n a l y s i s , P r o b a b i l i t y , a n d D i s c r e t e M a t h e m a t i c s

C o n c e p t 1 : D a t a A n a l y s i s (S t a t i s t i c s)

Understand and apply data collection, organization and representation to analyze and sort data.

Performance Objectives, Grade 1	Every Day Counts Calendar Math, Grade 1
PO 1. Formulate questions to collect data in contextual situations.	Teacher's Guide: 111-113
PO 2. Make a simple pictograph or tally chart with appropriate labels from organized data.	Teacher's Guide: 30-31, 34-36, 44-45, 86, 98-99, 105-106, 111-112, 123-125, 133
PO 3. Interpret pictographs using terms such as most, least, equal, more than, less than, and greatest.	Teacher's Guide: 30-31, 34-36, 44-45, 49, 62-64, 70-71, 74-75, 83, 87-89, 95-96, 98-99, 102-103, 111-113, 116-117, 123-125, 128-130, 133
PO 4. Answer questions about pictographs using terms such as most, least, equal, more than, less than, and greatest.	Teacher's Guide: 30-31, 34-36, 44-45, 49, 74-75, 83, 98-99, 102-103, 111-113, 116-117, 123-125, 133
PO 5. Formulate questions based on graphs, charts, and tables.	Teacher's Guide: 111-113, 123-125
PO 6. Solve problems using graphs, charts, and tables.	Teacher's Guide: 80-81, 89-90, 111-113, 123-125, 133

Concept 2: Probability

Understand and apply the basic concepts of probability.
(Grades 2-HS)

Strand 3: Patterns, Algebra, and Functions

Concept 1: Patterns

Identify patterns and apply pattern recognition to reason mathematically.

Performance Objectives, Grade 1	Every Day Counts Calendar Math, Grade 1
PO 1. Communicate a grade level appropriate pattern (e.g., \square , \triangle , \square Repeat this complete pattern).	Teacher's Guide: 18-20, 24-27, 34-36, 40-42, 48-50, 55-57, 62-64, 74-75, 75-77, 79, 87-89, 98-99, 102-103, 107-108, 116-117, 128-130
PO 2. Extend a grade-level appropriate repetitive pattern (e.g., \square , \square , \square , \square , \square , \square , \square).	Teacher's Guide: 18-20, 24-27, 34-36, 40-42, 48-50, 55-57, 62-64, 74-75, 75-77, 79, 87-89, 98-99, 102-103, 107-108, 116-117, 128-130

Concept 2: Functions and Relationships

Describe and model functions and their relationships.
(Grades 2-HS)

Concept 3: Algebraic Representations

Represent and analyze mathematical situations and structures using algebraic representations.

Performance Objectives, Grade 1	Every Day Counts Calendar Math, Grade 1
PO 2. Find the missing sum or difference in number sentences for sums and minuends through 9 (e.g., $2 + 5 = \square$).	Teacher's Guide: 21-23, 36-38, 50-51, 64-65, 68-69, 75-76, 89-90, 104-105, 117-118, 130-131

Strand 4: Geometry and Measurement

Concept 1: Geometric Properties

Analyze the attributes and properties of 2- and 3-dimensional shapes and develop mathematical arguments about their relationships.

Performance Objectives, Grade 1	Every Day Counts Calendar Math, Grade 1
PO 1. Use the words vertex and side when describing simple 2-dimensional geometric shapes.	Teacher's Guide: 18-20, 34-36, 48-49, 134-135
PO 2. Identify 2-dimensional shapes by attribute (size, shape, number of sides, vertices).	Teacher's Guide: 18-20, 34-36, 48-49, 51, 62-64, 87-88, 116-117, 128-130, 133, 134-135
PO 3. Use concepts and terms of position and size in contextual situations: <ul style="list-style-type: none"> • Inside/outside, • Left/right • Above/below/between • Smaller/larger, and • Longer/shorter. 	Teacher's Guide: 38-40, 54-55, 74-75, 86, 123-125
PO 4. Name common 2-dimensional shapes (square, rectangle, triangle, circle).	Teacher's Guide: 48-49, 62-64, 128-130, 133
PO 5. Draw 2-dimensional shapes (square, rectangle, triangle, circle).	Teacher's Guide: The opportunity to address this objective is available on the following pages: 48-49, 62-64, 128-130, 133
PO 6. Recognize where a line of symmetry divides a 2-dimensional shape into mirror images.	Teacher's Guide: 87-89

Concept 2: Transformation of Shapes

Apply spatial reasoning to create transformations and use symmetry to analyze mathematical situations.

Performance Objectives, Grade 1	Every Day Counts Calendar Math, Grade 1
PO 1. Recognize same shape in different positions (slide/translations).	Teacher's Guide: 48-49, 116-117, 128-130

Concept 3: Coordinate Geometry

Specify and describe spatial relationships using coordinate geometry and other representational systems.

(Grades 3-HS)

C o n c e p t 4 : M e a s u r e m e n t - U n i t s o f M e a s u r e - G e o m e t r i c O b j e c t s

Understand and apply appropriate units of measure, measurement techniques, and formulas to determine measurements.

Performance Objectives, Grade 1	Every Day Counts Calendar Math, Grade 1
PO 1. Compare the measurable characteristics of two objects (e.g., length, weight, size).	Teacher's Guide: 38-40, 54-55, 105-106, 119-121
PO 3. Tell time to the hour using analog and digital clocks.	Teacher's Guide: 28-30, 43, 59, 70-1, 81-82, 97-98, 110-111
PO 4. Name the days of the week for yesterday, today, and tomorrow (e.g., If today is Wednesday, what day will it be tomorrow?).	Teacher's Guide: 24-27, 34-36, 48-50, 62-64, 87-89, 116-117, 128-130
PO 5. Name the 12 months of the year in proper order, starting with January.	Teacher's Guide: 30-31, 34-36, 48-50, 62-64, 74-75, 87-89, 102-103, 116-117, 128-130
PO 6. Name the 7 days of the week in proper order, starting with Sunday.	Teacher's Guide: 18-20, 34-36, 48-50, 62-64, 74-75, 87-89, 102-103, 116-117, 128-130
PO 7. Measure a given object using the appropriate unit of measure: <ul style="list-style-type: none"> • Length-inches, feet, and yards, • Capacity/volume-cups, gallons, and • Mass/weight-pounds. 	Teacher's Guide: 54-55

S t r a n d 5 : S t r u c t u r e a n d L o g i c

C o n c e p t 1 : A l g o r i t h m s a n d A l g o r i t h m i c T h i n k i n g

Use reasoning to solve mathematical problems in contextual situations.

Performance Objectives, Grade 1	Every Day Counts Calendar Math, Grade 1
PO 1. Create problems based on contextual situations (addition facts up to 18 and subtraction from 9).	Teacher's Guide: 21-23, 36-38

Concept 2: Logic, Reasoning, Arguments, and Mathematical Proof

Evaluate situations, select problem-solving strategies, draw logical conclusions, develop and describe solutions and recognize their applications.

Performance Objectives, Grade 1	Every Day Counts Calendar Math, Grade 1
PO 1. List the quantitative components found in word problems).	Teacher's Guide: The opportunity to address this objective is available on the following pages: 21-23, 36-38, 48-51, 64-65, 68-69, 80-81, 89-90, 95-96, 104-105, 117-118
PO 2. Provide rationale for classifying objects according to observable attributes (color, size, shape, weight, etc.).	Teacher's Guide: The opportunity to address this objective is available on the following pages: 34-35, 48-49, 51, 62-64, 116-117, 128-130, 134-135

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Mathematics Standard Articulated by Grade Level
Grade 2

Strand 1:
Number Sense and Operations

Concept 1: Number Sense

Understand and apply numbers, ways of representing numbers, the relationships among numbers and different number systems.

Performance Objectives, Grade 2	Every Day Counts Calendar Math, Grade 2
PO 1. Make a model to represent a given whole number 0 through 999.	Teacher's Guide: 18-20, 32-34, 46-47, 53-55, 62-63, 102-103
PO 2. Identify a whole number represented by a model with a word name and symbol 0 through 999.	Teacher's Guide: 18-20, 32-34, 46-47, 53-55, 62-63, 102-103
PO 3. Count aloud, forward or backward, in consecutive order (0 through 999).	Teacher's Guide: 18-20, 36-37, 53-55, 62-63, 66-67, 94-96, 121-122
PO 4. Identify whole numbers through 999 in or out of order.	Teacher's Guide: The opportunity to address this objective is available throughout the text.
PO 5. Write whole numbers through 999 in or out of order.	Teacher's Guide: The opportunity to address this objective is available throughout the text.
PO 6. State equivalent forms of whole numbers using multiples of 10 through 1,000 ($430 + 200 = 600 + 30$).	Teacher's Guide: 80-81, 94-96, 109-110, 121-133
PO 7. State verbally whole numbers, through 999, using correct place value (e.g., A student will read <u>528</u> as five hundreds, two tens, and eight ones.).	Teacher's Guide: 23-25, 36-37, 53-55, 64-67, 75-77, 80-81, 89-90, 94-96, 109-110, 121-122, 127-128

Performance Objectives, Grade 2	Every Day Counts Calendar Math, Grade 2
PO 8. Construct models to represent place value concepts for the one's, ten's, and hundred's places.	Teacher's Guide: 23-25, 36-37, 53-55, 64-67, 75-77, 80-81, 89-90, 94-96, 109-110, 121-122, 127-128
PO 9. Apply expanded notation to model place value through 999 (e.g., $378 = 3 \text{ hundreds} + 7 \text{ tens} + 8 \text{ ones}$).	Teacher's Guide: 66-68, 80-81, 109-110, 122
PO 10. Identify odd and even (including 0) whole numbers through 999.	Teacher's Guide: 18-20, 62-63, 102-103
PO 11. Compare two whole numbers through 999.	Teacher's Guide: 18-20, 23-25, 34-36, 41-43, 62-63, 66-67, 72-73, 80-81, 94-96, 102-103, 103-105, 109-110, 127-128
PO 12. Use ordinal numbers.	Teacher's Guide: 28
PO 13. Order three or more whole numbers through 999 (least to greatest or greatest to least).	Teacher's Guide: 18-20, 23-25, 34-36, 41-43, 62-63, 66-67, 72-73, 80-81, 94-96, 102-103, 103-105, 109-110, 127-128
PO 14. Make models that represent given fractions (halves and fourths).	Teacher's Guide: 54, 87-89, 105-106, 107-108
PO 15. Identify in symbols and words a model that is divided into equal fractional parts (halves and fourths).	Teacher's Guide: 54, 87-89
PO 16. Count money through \$5.00 using manipulatives and pictures of bills and coins.	Teacher's Guide: 25-27, 37-38, 55-56, 68-69, 81-82, 96-97, 110-111, 112-123, 128-129
PO 17. Identify the value of a collection of money using the symbols ¢ and \$ through \$5.00.	Teacher's Guide: 25-27, 37-38, 55-56, 68-69, 81-82, 96-97, 110-111, 112-123, 128-129
PO 18. Use decimals through hundredths in contextual situations with money.	Teacher's Guide: 25-27, 37-38, 55-56, 68-69, 81-82, 96-97, 110-111, 112-123, 128-129
PO 19. Compare two decimals using money, through hundredths, using models, illustrations, or symbols.	Teacher's Guide: 25-27, 56, 97, 129

C o n c e p t 2 : N u m e r i c a l O p e r a t i o n s

Understand and apply numerical operations and their relationship to one another.

Performance Objectives, Grade 2	Every Day Counts Calendar Math, Grade 2
PO 1. Demonstrate the process of addition through two three-digit whole numbers, using manipulatives.	Teacher's Guide: 20-22, 34-36, 48-49, 63-64, 66-67, 74-77, 109-110
PO 2. Demonstrate the process of subtraction using manipulatives with two-digit whole numbers.	Teacher's Guide: 34-36, 48-49, 63-64, 66-67, 74-77, 80-81, 88-89, 89-91, 109-110
PO 3. State addition and subtraction facts.	Teacher's Guide: 20-22, 34-36, 48-50, 62-63, 64-65, 74-75, 88-89
PO 4. Add one- and two-digit whole numbers with regrouping.	Teacher's Guide: 64-66, 76-77
PO 7. Select the grade-level appropriate operation to solve word problems.	Teacher's Guide: The opportunity to address this objective is available on the following pages: 20-22, 34-36, 62-63, 74-75, 80-81, 88-89, 103-104, 110-111
PO 9. Count by multiples of three.	Teacher's Guide: 103-104, 116
PO 10. State multiplication facts: 2s, 5s, and 10s.	Teacher's Guide: The opportunity to address this objective is available on the following pages: 103-104
PO 13. Apply the symbols: +, -, x, ÷, ≠, <, >, %.	Teacher's Guide: 20-22, 34-36, 48-50, 51-52, 53-55, 63-66, 66-67, 74-77, 80-81, 88-91, 94-96, 103-105, 109-110, 117-118, 119-121, 121-122, 127-128
PO 14. Use grade-level appropriate mathematical terminology.	Teacher's Guide: The opportunity to address this objective is available throughout the text.
PO 17. Add and subtract money without regrouping using manipulatives and paper and pencil, through \$5.00.	Teacher's Guide: 25-27, 37-38, 55-56, 68-69, 81-82, 96-97, 110-111, 122-123, 128-129

C o n c e p t 3 : E s t i m a t i o n

Use estimation strategies reasonably and fluently.

Performance Objectives, Grade 2	Every Day Counts Calendar Math, Grade 2
PO 1. Solve problems using a variety of mental computations and reasonable estimation.	Teacher's Guide: 23-25, 34-36, 53-55, 55-56, 64-65, 68, 75-77, 81-82, 89-90, 96-97, 109-111, 121-123, 127-128
PO 2. Estimate the measurement of an object using U.S. customary standard and non-standard units of measure.	Teacher's Guide: 50-52, 92-94, 107-108, 119-121
PO 3. Compare an estimate to the actual measure.	Teacher's Guide: 50-52, 92-94, 107-108
PO 4. Evaluate the reasonableness of an estimate.	Teacher's Guide: 50-52, 92-94, 107-108

S t r a n d 2 : D a t a A n a l y s i s , P r o b a b i l i t y , a n d D i s c r e t e M a t h e m a t i c s

C o n c e p t 1 : D a t a A n a l y s i s (S t a t i s t i c s)

Understand and apply data collection, organization and representation to analyze and sort data.

Performance Objectives, Grade 2	Every Day Counts Calendar Math, Grade 2
PO 1. Formulate questions to collect data in contextual situations.	Teacher's Guide: 27-29, 41-43, 98-99, 130-131
PO 2. Make a simple pictograph or tally chart with appropriate labels from organized data.	Teacher's Guide: 18-20, 27-29, 41-43, 50-52, 58-59, 78-79, 96-97, 98-99, 111-112, 130-131
PO 3. Interpret pictographs using terms such as most, least, equal, more than, less than, and greatest.	Teacher's Guide: 27-29, 32-34, 41-43, 50-52, 58-59, 78-79, 92-94, 96-97, 98-99, 111-112, 121-122, 130-131
PO 4. Answer questions about a pictograph using terms such as most, least, equal, more than, less than, and greatest.	Teacher's Guide: 27-29, 41-43, 50-52, 78-79, 92-94, 98-99, 130-131
PO 5. Formulate questions based on graphs, charts, and tables.	Teacher's Guide: 43-79
PO 6. Solve problems using graphs, charts, and tables.	Teacher's Guide: 27-29, 41-43, 58-59, 78-80, 98-99

C o n c e p t 2 : P r o b a b i l i t y

Understand and apply the basic concepts of probability.

Performance Objectives, Grade 2	Every Day Counts Calendar Math, Grade 2
PO 1. Name the possible outcomes for a probability experiments.	Teacher's Guide: 98-99, 111-113
PO 2. Predict the most likely or least likely outcome in probability experiments (e.g., Predict the chance of spinning one of 2 colors on a 2-colored spinner.).	Teacher's Guide: 86, 98-99, 111-113
PO 3. Predict the outcome of a grade-level appropriate probability experiment.	Teacher's Guide: 98-99, 111-113
PO 4. Record the data from performing a grade-level appropriate probability experiment.	Teacher's Guide: 86, 98-99, 111-113, 121-122
PO 5. Compare the outcome of an experiment to predictions made prior to performing the experiment.	Teacher's Guide: 98-99, 111-113
PO 6. Compare the results of two repetitions of the same grade-level appropriate probability experiment.	Teacher's Guide: 111-113

C o n c e p t 3 : D i s c r e t e M a t h e m a t i c s – S y s t e m a t i c L i s t i n g a n d C o u n t i n g

Understand and demonstrate the systematic listing and counting of possible outcomes.

Performance Objectives, Grade 1	Every Day Counts Calendar Math, Grade 1
PO 1. Make arrangements that represent the number of combinations that can be formed by pairing items taken from 2 sets, using manipulatives (e.g., How many types of sandwiches can one make with 3 different types of fillings and 2 types of bread if only one type of bread and 1 kind of filling is used for each sandwich?).	Teacher's Guide: 55-56, 96-99, 111-113

Strand 3: Patterns, Algebra, and Functions

Concept 1: Patterns

Identify patterns and apply pattern recognition to reason mathematically.

Performance Objectives, Grade 2	Every Day Counts Calendar Math, Grade 2
PO 1. Communicate a grade level appropriate pattern, using symbols or numbers (e.g., \rightarrow , Δ , \rightarrow , Δ , \rightarrow , \rightarrow , \rightarrow).	Teacher's Guide: 18-20, 23-25, 32-34, 36-37, 46-47, 53-55, 62-63, 72-73, 87-89, 94-96, 102-103, 109-110, 116, 121-122, 126-127, 127-128
PO 2. Extend a grade-level appropriate repetitive pattern (e.g., 12, 22, 32, \rightarrow , \rightarrow , \rightarrow).	Teacher's Guide: 18-20, 32-34, 46-47, 53-55, 62-63, 72-73, 87-89, 94-96, 102-103, 109-110, 116, 126-127

Concept 2: Functions and Relationships

Describe and model functions and their relationships.

Performance Objectives, Grade 2	Every Day Counts Calendar Math, Grade 2
PO 1. Describe the rule used in a simple grade-level appropriate function (e.g., T-chart, input/output model, and frames and arrows).	Teacher's Guide: 126-127

Concept 3: Algebraic Representations

Represent and analyze mathematical situations and structures using algebraic representations.

Performance Objectives, Grade 2	Every Day Counts Calendar Math, Grade 2
PO 2. Find the missing element (addend, subtrahend, minuend, sum, and difference) in addition and subtraction number sentences for sums through 18 and minuends through 9 (e.g., $13 - _ = 8$).	Teacher's Guide: 20-22, 34-36, 48-49, 53-54, 63-67, 74-77, 81, 88-90, 103-105, 109, 117-118, 122, 128

Strand 4: Geometry and Measurements

Concept 1: Geometric Properties

Analyze the attributes and properties of 2- and 3-dimensional shapes and develop mathematical arguments about their relationships.

Performance Objectives, Grade 2	Every Day Counts Calendar Math, Grade 2
PO 1. Compare attributes of 2-dimensional shapes (square, rectangle, triangle, circle).	Teacher's Guide: 18-20, 32-34, 62-63, 72-73, 98-99, 116
PO 2. Recognize congruent shapes.	Teacher's Guide: 32-34, 72-73, 87, 116
PO 3. Recognize line(s) of symmetry for a 2-dimensional shape.	Teacher's Guide: 72-73, 87-89, 116

Concept 2: Transformation of Shapes

Apply spatial reasoning to create transformations and use symmetry to analyze mathematical situations.

Performance Objectives, Grade 2	Every Day Counts Calendar Math, Grade 2
PO 1. Recognize same shape in different positions (flip/reflection).	Teacher's Guide: 32-34, 39-41, 47, 73, 86, 94, 116

Concept 3: Coordinate Geometry

Specify and describe spatial relationships using coordinate geometry and other representational systems.
(Grades 3-HS)

Concept 4: Measurement - Units of Measure - Geometric Objects

Understand and apply appropriate units of measure, measurement techniques, and formulas to determine measurements.

Performance Objectives, Grade 2	Every Day Counts Calendar Math, Grade 2
PO 1. Identify the type of measure (e.g., weight, height, and time) for each attribute of an object.	Teacher's Guide: 50-52, 58-59, 105-106

Performance Objectives, Grade 2	Every Day Counts Calendar Math, Grade 2
PO 2. Select the appropriate U.S. customary measure of accuracy: <ul style="list-style-type: none"> • Length-inches, feet, yards, miles • Capacity/volume-pints, quarts, and • Mass/weight-ounces. 	Teacher's Guide: 58-59, 58-59
PO 3. Tell time to the quarter hour using analog and digital clocks.	Teacher's Guide: 39-41, 68-69, 82-83, 91-92, 105-106
PO 4. Determine the passage of time using units of days and weeks within a month using a calendar.	Teacher's Guide: 18-20, 32-34, 39-41, 46-48, 53-55, 57, 62-63, 66-67, 72-73, 87, 102-103, 116, 126-127
PO 6. Measure a given object using the appropriate unit of measure: <ul style="list-style-type: none"> • Length-inches, miles, • Capacity/volume-pints, quarts, and • Mass/weight-ounces. 	Teacher's Guide: 50-52, 58-59, 86, 92-94, 107-108, 119-121, 130-131
PO 7. State equivalent relationships: <ul style="list-style-type: none"> • 12 inches = 1 foot, • 60 minutes = 1 hour, • 24 hours = 1 day, • 7 days = 1 week, • 12 months = 1 year, • 100 pennies = 1 dollar, • 10 dimes = 1 dollar, and • 4 quarters = 1 dollar. 	Teacher's Guide: 18-20, 32-34, 46-48, 57, 62-63, 68-69, 72-73, 87, 96-97, 102-103, 105-106, 116, 126-127

Strand 5: Structure and Logic

Concept 1: Algorithms and Algorithmic Thinking

Use reasoning to solve mathematical problems in contextual situations.

Performance Objectives, Grade 2	Every Day Counts Calendar Math, Grade 2
PO 1. Create contextual problems that require addition or subtraction with one- or two-digit numbers.	Teacher's Guide: 20-22, 34-36, 62-63, 74-75, 80-81, 88-89, 103-104, 110-111

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 correlated to
Arizona Academic Content Standards
Mathematics Standard Articulated by Grade Level
Grade 3

Strand 1:
Number Sense and Operations

Concept 1: Number Sense

Understand and apply numbers, ways of representing numbers, the relationships among numbers and different number systems.

Performance Objectives, Grade 3	Every Day Counts Calendar Math, Grade 3
PO 1. Read whole numbers in contextual situations (through six-digit numbers).	Teacher's Guide: The opportunity to address this objective is available throughout the text.
PO 2. Identify six-digit whole numbers in or out of order.	Teacher's Guide: 41-42, 133
PO 3. Write whole numbers through six-digits in or out of order.	Teacher's Guide: The opportunity to address this objective is available on the following pages: 41-42, 133
PO 4. State whole numbers, through six-digits, with correct place value, by using models, illustrations, symbols, or expanded notation (e.g., $53,941 = 50,000 + 3,000 + 900 + 40 + 1$).	Teacher's Guide: 20-23, 23-27, 39-42, 57-58, 70, 82-83, 109-110, 118-119, 121-122, 133-134
PO 5. Construct models to represent place value concepts for the one's, ten's, and hundred's places.	Teacher's Guide: 20-23, 33-35, 41-42, 49-51, 57-58, 70, 82-83, 118-120, 133
PO 6. Apply expanded notation to model place value through 9,999 (e.g., $5,378 = 5,000 + 300 + 70 + 8$).	Teacher's Guide: 57-58, 64, 70, 82-83, 95-97, 123-124, 118-120, 133
PO 7. Sort whole numbers into sets containing only odd numbers or only even numbers.	Teacher's Guide: 18-20, 23-25, 39-40, 48-49, 55-57, 82-83, 95-97, 123-124

Performance Objectives, Grade 3	Every Day Counts Calendar Math, Grade 3
PO 8. Compare two whole numbers, through six-digits.	Teacher's Guide: 41-42, 55-57, 69-70, 80-82
PO 9. Order three or more whole numbers through six-digits (least to greatest, or greatest to least).	Teacher's Guide: 41-42, 55-57, 69-70, 80-82
PO 10. Make models that represent proper fractions (halves, thirds, fourth, eighths, and tenths).	Teacher's Guide: 53, 88-89
PO 11. Identify symbols, words, or models that represent proper fractions (halves, thirds, fourths, eighths and tenths).	Teacher's Guide: 51-53, 88-89, 91-93, 116-117
PO 12. Use proper fractions in contextual situations.	Teacher's Guide: 51-55, 88-89, 91-93, 105-108, 116-117
PO 13. Compare two proper fractions with like denominators.	Teacher's Guide: 88-89
PO 14. Order three or more proper fractions with like denominators (halves, thirds, fourths, eighths, and tenths).	Teacher's Guide: 88-89
PO 15. Count amount of money through \$20.00 using pictures or actual bills and coins.	Teacher's Guide: 26-27, 41-44, 57-60, 70-71, 83-84, 95-98, 109-111, 123-125, 133-134
PO 16. Use decimals through hundredths in contextual situations.	Teacher's Guide: 35-36, 98-99
PO 19. Determine the equivalency among decimals, fractions, and percents (e.g., half-dollar = 50¢ = 50% and $\frac{1}{4}$ = 0.25 = 25%).	Teacher's Guide: 35-37, 98-99
PO 20. Identify whole-number factors and/or pairs of factors for a given whole number through 24.	Teacher's Guide: 130-131, 134
PO 21. Determine multiples of a given whole number with products through 24 (skip-counting).	Teacher's Guide: 18-20, 23-25, 32-33, 39-40, 48-49, 55-57, 64-65, 66-68, 74-75, 80-82, 88-91, 93-95, 108-109, 118-119, 121-123, 132-134

C o n c e p t 2 : N u m e r i c a l O p e r a t i o n s

Understand and apply numerical operations and their relationship to one another.

Performance Objectives, Grade 3	Every Day Counts Calendar Math, Grade 3
PO 1. Demonstrate the process of subtraction using manipulatives through three-digit whole numbers.	Teacher's Guide: 20-23, 23-25, 33-35, 39-40, 48-51, 55-57, 71, 80-82, 93-97, 108-111, 121-122, 125, 134
PO 5. Select the grade-level appropriate operation to solve word problems.	Teacher's Guide: The opportunity to address this objective is available on the following pages: 20-23, 33-35, 48-49, 66-68, 76-78, 80-82, 102-103, 118-119
PO 6. Solve word problems using grade-level appropriate operations and numbers.	Teacher's Guide: The opportunity to address this objective is available on the following pages: 20-23, 33-35, 48-49, 66-68, 76-78, 80-82, 102-103, 118-119
PO 7. Demonstrate the process of multiplication as repeatedly adding the same number, counting by multiples, combining equal sets, and making arrays.	Teacher's Guide: 66-68, 76-77, 80-81, 90-91, 93-95, 107-108, 110-111
PO 8. Demonstrate the process of division with one-digit divisors (separating elements of a set into smaller equal sets, sharing equally, or repeatedly subtracting the same number).	Teacher's Guide: 23-25, 36, 53, 55-57, 66-70, 76-78, 80-82, 88, 93-95, 102-103, 108-109, 121-124, 128-129, 130-131, 134
PO 9. Demonstrate families of equations for multiplication and division through 9s.	Teacher's Guide: 69-70, 76-78, 90-91, 130-131
PO 10. State multiplication and division facts through 9s.	Teacher's Guide: 66-68, 70, 76-78, 80-82, 90-91, 93-95, 118-119, 121-123
PO 11. Demonstrate the commutative and identity properties of multiplication.	Teacher's Guide: 76-78, 90-91, 121-123
PO 12. Identify multiplication and division as inverse properties.	Teacher's Guide: 108-109, 121-123, 130-131
PO 13. Apply grade-level appropriate properties to assist in computation.	Teacher's Guide: 20-23, 33-35, 49-53, 55-57, 64, 69-70, 76-78, 82, 90-91, 103-105, 118-119, 122-123, 130-131
PO 14. Apply the symbols: \times , \div , $/$, $*$, $\%$, and the grouping symbols $()$ and $"$, $"$.	Teacher's Guide: 69-70, 80-82, 108-109

Performance Objectives, Grade 3	Every Day Counts Calendar Math, Grade 3
PO 15. Use grade-level appropriate mathematical terminology.	Teacher's Guide: The opportunity to address this objective is available throughout the text.
PO 16. Add or subtract fractions with like denominators (halves, thirds, fourths, eighths, and tenths) appropriate to grade level.	Teacher's Guide: 91-93
PO 17. Apply addition and subtraction in contextual situations, through \$20.00.	Teacher's Guide: 26-27, 41-44, 55-57, 57-58, 59, 69-70, 70-71, 82-84, 95-98, 134

C o n c e p t 3 : E s t i m a t i o n

Use estimation strategies reasonably and fluently.

Performance Objectives, Grade 3	Every Day Counts Calendar Math, Grade 3
PO 1. Solve grade-level appropriate problems using estimation.	Teacher's Guide: 26-27, 41-42, 69-70, 82-83, 109-110, 120-121, 123-124, 133, 134
PO 2. Estimate length and weight using U.S. customary units.	Teacher's Guide: 35-37, 51-53
PO 3. Record estimated and actual linear measurements for real-life objects (e.g., length of fingernail; height of desk).	Teacher's Guide: 35-37
PO 4. Compare estimations of appropriate measures to the actual measures.	Teacher's Guide: 35-37
PO 5. Evaluate the reasonableness of estimated measures.	Teacher's Guide: 35-37

S t r a n d 2 :
D a t a A n a l y s i s , P r o b a b i l i t y , a n d
D i s c r e t e M a t h e m a t i c s

C o n c e p t 1 : D a t a A n a l y s i s

Understand and apply data collection, organization and representation to analyze and sort data.

Performance Objectives, Grade 3	Every Day Counts Calendar Math, Grade 3
PO 1. Formulate questions to collect data in contextual situations.	Teacher's Guide: 112-113

Performance Objectives, Grade 3	Every Day Counts Calendar Math, Grade 3
PO 2. Construct a horizontal bar, vertical bar, pictograph, or tally chart with appropriate labels and title from organized data.	Teacher's Guide: 28-29, 44-45, 48-49, 60-61, 84-85, 112-113, 134-135
PO 3. Interpret data found in line plots, pictographs, and single-bar graphs (horizontal and vertical).	Teacher's Guide: 28-29, 37-39, 41-42, 44-45, 48-49, 58-60, 84-85, 91-93, 98-99, 112-112, 134-135
PO 4. Answer questions based on data found in line plots, pictographs, and single-bar graphs (horizontal and vertical).	Teacher's Guide: 18-20, 28-29, 41-42, 44-45, 48-49, 84-85, 98-99, 112-113, 134-135
PO 5. Formulate questions based on graphs, charts, and tables to solve problems.	Teacher's Guide: 135
PO 6. Solve problems using graphs, charts, and tables.	Teacher's Guide: 60-61, 97-98

C o n c e p t 2 : P r o b a b i l i t y

Understand and apply the basic concepts of probability.

Performance Objectives, Grade 3	Every Day Counts Calendar Math, Grade 3
PO 1. Name the possible outcomes for a probability experiments.	Teacher's Guide: 28-29, 48-49, 98-99, 117
PO 2. Make predictions about the probability of events being more likely, less likely, equally likely or unlikely.	Teacher's Guide: 28-29, 48-49, 98-99, 117
PO 3. Predict the outcome of a grade-level appropriate probability experiment.	Teacher's Guide: 28-29, 48-49, 98-99
PO 4. Record the data from performing a grade-level appropriate probability experiment.	Teacher's Guide: 28-29, 41-42, 48-49, 91-93, 102-103, 117
PO 5. Compare the outcome of an experiment to predictions made prior to performing the experiment.	Teacher's Guide: 28-29, 41-42, 48-49, 98-99
PO 6. Compare the results of two repetitions of the same grade-level appropriate probability experiment.	Teacher's Guide: The opportunity to address this objective is available on the following pages: 28-29, 41-42, 48-49, 98-99, 117

Strand 3: Patterns, Algebra, and Functions

Concept 1: Patterns

Identify patterns and apply pattern recognition to reason mathematically.

Performance Objectives, Grade 3	Every Day Counts Calendar Math, Grade 3
PO 1. Communicate a grade-level appropriate iterative pattern, using symbols or numbers.	Teacher's Guide: 18-20, 23-25, 32-33, 48-49, 64-65, 74-76, 82-83, 88-89, 95-97, 102-103, 116-117
PO 2. Extend a grade-level appropriate repetitive pattern (e.g., 5, 10, 15, 20 ...rule: add five or count by five's).	Teacher's Guide: 18-20, 23-25, 32-33, 48-49, 64-65, 74-76, 82-83, 88-89, 95-97, 102-103, 116-117

Concept 2: Functions and Relationships

Describe and model functions and their relationships.

Performance Objectives, Grade 3	Every Day Counts Calendar Math, Grade 3
PO 1. Describe the rule used in a simple grade-level appropriate function (e.g., T-chart, input/output model, and frames and arrows).	Teacher's Guide: 65, 88-89, 102-103

Concept 3: Algebraic Representations

Represent and analyze mathematical situations and structures using algebraic representations.

Performance Objectives, Grade 3	Every Day Counts Calendar Math, Grade 3
PO 2. Solve equations with one variable using missing addends to sums of 18 (e.g., $_ + 9 = 18$, $9 + _ = 18$); and using minuend through 18 (e.g., $18 - _ = 9$, $18 - 9 = _$).	Teacher's Guide: 20-23, 33-35, 48-49, 66-68, 76-78, 80-82, 102-103, 118-119

Strand 4: Geometry and Measurements

Concept 1: Geometric Properties

Analyze the attributes and properties of 2- and 3-dimensional shapes and develop mathematical arguments about their relationships.

Performance Objectives, Grade 3	Every Day Counts Calendar Math, Grade 3
PO 1. Build geometric figures with other common shapes (e.g., tangrams, pattern blocks, geoboards).	Teacher's Guide: 65
PO 2. Name concrete objects and pictures of 3-dimensional solids (cones, spheres, and cubes).	Teacher's Guide: 74-76, 128-129
PO 4. Recognize similar shapes.	Teacher's Guide: The opportunity to address this objective is available on the following pages: 48-49, 64-65, 78-79
PO 5. Identify a line of symmetry in a 2-dimensional shape.	Teacher's Guide: 116-117

Concept 2: Transformation of Shapes

Apply spatial reasoning to create transformations and use symmetry to analyze mathematical situations.

Performance Objectives, Grade 3	Every Day Counts Calendar Math, Grade 3
PO 1. Recognize same shape in different positions (turn/rotation).	Teacher's Guide: 18-20, 48-49, 64-65, 74-76

Concept 3: Coordinate Geometry

Specify and describe spatial relationships using coordinate geometry and other representational systems.

Performance Objectives, Grade 3	Every Day Counts Calendar Math, Grade 3
PO 1. Identify points in the first quadrant of a grid using ordered pairs.	Teacher's Guide: 60-61

Concept 4: Measurement - Units of Measure - Geometric Objects

Understand and apply appropriate units of measure, measurement techniques, and formulas to determine measurements.

Performance Objectives, Grade 3	Every Day Counts Calendar Math, Grade 3
PO 1. Select the appropriate measure of accuracy: <ul style="list-style-type: none"> • Length-centimeters, meters, kilometers, • Capacity/volume-liters, and • Mass/weight-grams. 	Teacher's Guide: 35-37, 51-53, 78-80, 91-93, 120-121
PO 2. Tell time with one-minute precision (analog).	Teacher's Guide: 37-39, 53-54, 68, 107-108
PO 3. Determine the passage of time across months (units of days, weeks, months) using a calendar.	Teacher's Guide: 18-20, 32-33, 37-39, 48-49, 53-54, 64-65, 68, 74-76, 88-89, 102-103, 107-108, 116-117, 128-129
PO 4. Measure a given object using the appropriate measure: <ul style="list-style-type: none"> • Length-centimeters, millimeters, kilometers, • Capacity/volume-liters, and • Mass/weight-grams. 	Teacher's Guide: 35-37, 91-93, 105-106, 120-121
PO 5. Record temperatures to the nearest degree in degrees Fahrenheit and degrees Celsius as shown on a thermometer.	Teacher's Guide: 44-45
PO 6. Compare units of measure to determine more or less relationships for: <ul style="list-style-type: none"> • Length-inches to feet; centimeters to meters, • Time-minutes to hours; hours to days; days to weeks; months to years, and • Money-pennies, nickels, dimes, quarters, and dollars. 	Teacher's Guide: 26-27, 35-37, 41-44, 51-53, 53-54, 57-60, 68, 70-71, 95-98, 107-108, 109-111, 123-125, 133-134
PO 7. Determine relationships for: <ul style="list-style-type: none"> • Volume-cups and gallons, • Weight-ounces and pounds, and • Money-extend to amounts greater than one dollar. 	Teacher's Guide: 91-93, 95-98, 105-106, 109-111, 123-125, 133, 144
PO 9. Determine the perimeter using a rectangular array.	Teacher's Guide: 78-80
PO 10. Represent area using a rectangular array.	Teacher's Guide: 78-80

Strand 5: Structure and Logic

Concept 1: Algorithms and Algorithmic Thinking

Use reasoning to solve mathematical problems in contextual situations.

Performance Objectives, Grade 3	Every Day Counts Calendar Math, Grade 3
PO 1. Discriminate necessary information from unnecessary information in a given grade-level appropriate word problem.	Teacher's Guide: 74-76, 78-80, 110-111, 128-129

Concept 2: Logic, Reasoning, Arguments, and Mathematical Proof

Evaluate situations, select problem-solving strategies, draw logical conclusions, develop and describe solutions and recognize their applications.

Performance Objectives, Grade 3	Every Day Counts Calendar Math, Grade 3
PO 1. Draw conclusions based on existing information (e.g., All students in Ms. Dean's 1 st grade class are less than 7 years old. Rafael is in Ms. Dean's 1 st grade class. Conclusion: Rafael is less than 7 years old.).	Teacher's Guide: The opportunity to address this objective is available on the following pages: 74-76, 78-82, 110-111, 128-129

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 correlated to
Arizona Academic Content Standards
Mathematics Standard Articulated by Grade Level
Grade 4

Strand 1:
Number Sense and Operations

Concept 1: Number Sense

Understand and apply numbers, ways of representing numbers, the relationships among numbers and different number systems.

Performance Objectives, Grade 4	Every Day Counts Calendar Math, Grade 4
PO 1. Read whole numbers in contextual situations.	Teacher's Guide: 21, 22, 23, 24, 34, 35, 50, 51, 52, 64, 65, 66, 79, 80, 94, 95, 108, 109, 123, 136, 137
PO 2. Identify whole numbers in or out of order.	Teacher's Guide: 23, 24, 40, 41, 56, 70, 85, 98, 111, 129, 138
PO 3. Write whole numbers in or out of order.	Teacher's Guide: 23, 24, 40, 41, 56, 70, 85, 98, 111, 129, 138
PO 4. State place values for whole numbers (e.g., In the number 203,495 what is the value of the ??).	Teacher's Guide: 21, 22, 34, 35, 50, 51, 52, 64, 65, 79, 94, 95, 108, 109, 123, 129, 136, 137
PO 5. Construct models to represent place value concepts for the one's, ten's, hundred's, and thousand's places.	Teacher's Guide: 21, 22, 34, 35, 50, 51, 52, 64, 65, 79, 94, 95, 108, 109, 123, 129, 136, 137
PO 6. Apply expanded notation to model place value (e.g., $203,495 = 200,000 + 3,000 + 400 + 90 + 5$).	Teacher's Guide: 35, 52, 79, 108
PO 7. Compare two whole numbers	Teacher's Guide: 23, 24, 28, 29, 35, 40, 41, 42, 44, 45, 51-52, 56, 63, 65, 70, 85, 89, 98, 111, 116, 117, 129, 138
PO 8. Order three or more whole numbers.	Teacher's Guide: 44, 45, 63, 116, 117, 122, 123

Performance Objectives, Grade 4	Every Day Counts Calendar Math, Grade 4
PO 9. Make models that represent mixed numbers.	Teacher's Guide: 38, 39, 40, 52, 53, 54, 55, 56, 68, 69, 70, 81, 82, 83, 84, 110, 126, 127, 128
PO 10. Identify symbols, words, or models that represent mixed numbers.	Teacher's Guide: 38, 39, 40, 52, 53, 54, 55, 56, 68, 69, 70, 81, 82, 83, 84, 110, 126, 127, 128
PO 11. Use mixed numbers in contextual situations.	Teacher's Guide: 38, 39, 40, 52, 53, 54, 55, 56, 68, 69, 70, 81, 82, 83, 84, 110, 126, 127, 128
PO 12. Compare two unit fractions (e.g., $\frac{1}{2}$ to $\frac{1}{5}$) or proper or mixed numbers with like denominators.	Teacher's Guide: 37, 38, 39, 52, 53, 54, 55, 56, 68, 69, 70, 81, 82, 83, 84, 110, 126, 127, 128
PO 13. Order three or more unit fractions or proper or improper fractions with like denominators.	Teacher's Guide: 54, 55, 70, 116, 117
PO 14. Use decimals in contextual situations.	Teacher's Guide: 26, 27, 42, 57, 58, 59, 66, 67, 72, 99, 100, 102, 103, 110, 113
PO 15. Compare two decimals.	Teacher's Guide: 58, 72, 87
PO 16. Order three or more decimals.	Teacher's Guide: 72, 116, 117
PO 17. Determine the equivalency among decimals, fractions, and percents (e.g., $\frac{49}{100} = 0.49 = 49\%$).	Teacher's Guide: 102, 103
PO 18. Identify all whole number factors and pairs of factors for a given whole number through 144.	Teacher's Guide: 20, 23, 24, 25, 32, 33, 40, 41, 48, 51, 56, 57, 70, 71, 84, 85, 86, 97, 98, 106, 111, 112, 128, 129, 130, 137, 138
PO 19. Determine multiples of a given whole number with products through 144.	Teacher's Guide: 20, 23, 24, 25, 32, 33, 40, 41, 48, 51, 56, 57, 70, 71, 84, 85, 86, 97, 98, 106, 111, 112, 128, 129, 130, 137, 138

Concept 2: Numerical Operations

Understand and apply numerical operations and their relationship to one another.

Performance Objectives, Grade 4	Every Day Counts Calendar Math, Grade 4
PO 1. Add whole numbers.	Teacher's Guide: 21, 22, 23, 34, 35, 50, 51, 52, 58, 64, 65, 66, 72, 79, 80, 94, 95, 108, 109, 123, 124, 136, 137

Performance Objectives, Grade 4	Every Day Counts Calendar Math, Grade 4
PO 2. Subtract whole numbers.	Teacher's Guide: 58, 108, 136
PO 3. Select the grade-level appropriate operation to solve word problems.	Teacher's Guide: 18, 21, 23, 26, 28, 32, 34, 36, 38, 40, 42, 43, 44, 48, 50, 52, 54, 56, 57, 59, 62, 63, 66, 68, 70, 72, 76, 79, 81, 82, 84, 87, 88, 92, 94, 95, 97, 99, 100, 101, 106, 108, 109, 111, 113, 115, 120, 122, 124, 126, 128, 130, 134, 136, 137, 139
PO 4. Solve word problems using grade-level appropriate operations and numbers.	Teacher's Guide: 18, 21, 23, 26, 28, 32, 34, 36, 38, 40, 42, 43, 44, 48, 50, 52, 54, 56, 57, 59, 62, 63, 66, 68, 70, 72, 76, 79, 81, 82, 84, 87, 88, 92, 94, 95, 97, 99, 100, 101, 106, 108, 109, 111, 113, 115, 120, 122, 124, 126, 128, 130, 134, 136, 137, 139
PO 5. Multiply multi-digit numbers by two-digit numbers.	Teacher's Guide: 25, 26, 33, 40, 50, 56, 62, 63, 70, 71, 85, 86, 98, 112, 129
PO 6. Divide with one-digit divisors.	Teacher's Guide: 41, 71, 85
PO 7. State multiplication and division facts through 12s.	Teacher's Guide: 20, 23, 24, 25, 32, 33, 40, 41, 48, 51, 56, 57, 70, 71, 84, 85, 86, 97, 98, 106, 111, 112, 128, 129, 130, 137, 138
PO 9. Apply grade-level appropriate properties to assist in computation.	Teacher's Guide: 26, 41, 62, 86, 98, 120, 121, 122
PO 10. Apply the symbol: • and () for multiplication, and \leq , \geq .	Teacher's Guide: 62
PO 11. Use grade-level appropriate mathematical terminology.	Teacher's Guide: 20, 32, 37, 39, 40, 48, 49, 57, 72, 93, 96, 98, 106, 117, 127, 138
PO 12. Add or subtract fractions with like denominators, no regrouping.	Teacher's Guide: 68, 69, 84
PO 13. Simplify numerical expressions using the order of operations with grade-appropriate operations on number sets.	Teacher's Guide: 25, 40, 62, 108, 112, 120, 121, 122

C o n c e p t 3 : E s t i m a t i o n

Use estimation strategies reasonably and fluently.

Performance Objectives, Grade 4	Every Day Counts Calendar Math, Grade 4
PO 1. Solve grade-level appropriate problems using estimation.	Teacher's Guide: 21, 22, 34, 35, 50, 51, 52, 53, 63, 64, 65, 66, 67, 72, 79, 80, 81, 82, 94, 95, 108, 109, 110, 111, 113, 122, 123, 136, 137
PO 2. Use estimation to verify the reasonableness of a calculation (e.g., Is $3284 - 343 = 1200$ reasonable?).	Teacher's Guide: 21, 22, 34, 35, 50, 51, 52, 53, 63, 64, 65, 66, 67, 72, 79, 80, 81, 82, 94, 95, 108, 109, 110, 111, 113, 122, 123, 136, 137
PO 3. Estimate length and weight using U.S. customary units.	Teacher's Guide: 36, 37, 66, 67, 81, 82, 115, 116, 117

S t r a n d 2 : D a t a A n a l y s i s , P r o b a b i l i t y , a n d D i s c r e t e M a t h e m a t i c s

C o n c e p t 1 : D a t a A n a l y s i s (S t a t i s t i c s)

Understand and apply data collection, organization and representation to analyze and sort data.

Performance Objectives, Grade 4	Every Day Counts Calendar Math, Grade 4
PO 1. Formulate questions to collect data in contextual situations.	Teacher's Guide: 45, 88, 89, 115, 139
PO 2. Construct a single-bar graph, line graph or two-set Venn diagram with appropriate labels and title from organized data.	Teacher's Guide: 28, 29, 44, 45, 88, 89, 101, 102, 103, 115, 116, 117, 139
PO 3. Interpret graphical representations and data displays including single-bar graphs, circle graphs, two-set Venn diagrams, and line graphs that display continuous data.	Teacher's Guide: 28, 29, 44, 45, 88, 89, 101, 102, 103, 115, 116, 117, 139
PO 4. Answer questions based on graphical representations and data displays including single-bar graphs, circle graphs, two-set Venn diagrams, and line graphs that display continuous data.	Teacher's Guide: 28, 29, 44, 45, 88, 89, 101, 102, 103, 115, 116, 117, 139
PO 5. Identify the mode(s) of given data.	Teacher's Guide: 115, 116, 117

Performance Objectives, Grade 4	Every Day Counts Calendar Math, Grade 4
PO 6. Formulate predictions from a given set of data.	Teacher's Guide: 28, 29, 50, 51, 52, 101, 102, 103
PO 7. Solve contextual problems using graphs, charts, and tables.	Teacher's Guide: 28, 29, 44, 45, 88, 89, 101, 102, 103, 115, 116, 117, 139

C o n c e p t 2 : P r o b a b i l i t y

Understand and apply the basic concepts of probability.

Performance Objectives, Grade 4	Every Day Counts Calendar Math, Grade 4
PO 1. Name the possible outcomes for a probability experiments.	Teacher's Guide: 28, 29, 101, 102, 103
PO 2. Describe the probability of events as being more likely, less likely, equally likely or unlikely.	Teacher's Guide: 28, 29, 101, 102, 103
PO 3. Predict the outcome of a grade-level appropriate probability experiment.	Teacher's Guide: 28, 29, 101, 102, 103
PO 4. Record the data from performing a grade-level appropriate probability experiment.	Teacher's Guide: 28, 29, 101, 102, 103
PO 5. Compare the outcome of an experiment to predictions made prior to performing the experiment.	Teacher's Guide: 28, 29, 101, 102, 103
PO 6. Make predictions from the results of student-generated experiments using objects (e.g., coins, spinners, number cubes).	Teacher's Guide: 28, 29, 101, 102, 103
PO 7. Compare the results of two repetitions of the same grade-level appropriate probability experiment.	Teacher's Guide: 28, 29, 101, 102, 103

Concept 3: Discrete Mathematics – Systematic Listing and Counting

Understand and demonstrate the systematic listing and counting of possible outcomes.

Performance Objectives, Grade 4	Every Day Counts Calendar Math, Grade 4
PO 1. Find all possible combinations when one item is selected from each of two sets containing up to three objects (e.g., how many outfits can be made with 3 pants and 2 tee shirts?).	Teacher's Guide: 24, 25, 57

Strand 3: Patterns, Algebra, and Functions

Concept 1: Patterns

Identify patterns and apply pattern recognition to reason mathematically.

Performance Objectives, Grade 4	Every Day Counts Calendar Math, Grade 4
PO 1. Communicate a grade level appropriate iterative pattern using symbols or numbers.	Teacher's Guide: 18, 19, 20, 23, 32, 33, 34, 48, 49, 62, 63, 70, 71, 76, 77, 78, 92, 93, 106, 107, 108, 111, 112, 120, 121, 122, 134, 135, 136
PO 2. Extend a grade-level appropriate iterative pattern.	Teacher's Guide: 18, 19, 20, 23, 32, 33, 34, 48, 49, 62, 63, 70, 71, 76, 77, 78, 92, 93, 106, 107, 108, 111, 112, 120, 121, 122, 134, 135, 136
PO 3. Create grade-level appropriate iterative patterns.	Teacher's Guide: 33, 71, 78, 111, 112

Concept 2: Functions and Relationships

Describe and model functions and their relationships.

Performance Objectives, Grade 4	Every Day Counts Calendar Math, Grade 4
PO 1. Describe the rule used in a simple grade-level appropriate function (e.g., T-chart, input/output model).	Teacher's Guide: 33, 78, 108

Concept 3: Algebraic Representations

Represent and analyze mathematical situations and structures using algebraic representations.

Performance Objectives, Grade 4	Every Day Counts Calendar Math, Grade 4
PO 3. Solve one-step equations with one variable represented by a letter or symbol using multiplication of whole numbers, (e.g., $12 = n - 4$).	Teacher's Guide: 41, 100, 108

Concept 4: Analysis of Change

Analyze change in a variable over time and in various concepts.

Performance Objectives, Grade 4	Every Day Counts Calendar Math, Grade 4
PO 1. Identify the change in a variable over time (e.g., an object gets taller, colder, heavier).	Teacher's Guide: 44, 45, 52, 53, 66, 67, 109, 110
PO 2. Make predictions based on a variable (e.g., increase in homework time as you progress through the grades.).	Teacher's Guide: 28, 29, 50, 51, 52, 101, 102, 103

Strand 4: Geometry and Measurement

Concept 1: Geometric Properties

Analyze the attributes and properties of 2- and 3-dimensional shapes and develop mathematical arguments about their relationships.

Performance Objectives, Grade 4	Every Day Counts Calendar Math, Grade 4
PO 1. Identify the properties of 2-dimensional figures using appropriate terminology.	Teacher's Guide: 18, 19, 32, 33, 34, 48, 49, 106, 107, 108, 120, 121, 134, 135
PO 2. Identify models or illustrations of prisms, pyramids, cones, cylinders, and spheres.	Teacher's Guide: 76, 77, 78
PO 3. Draw points, lines, and line segments (open or closed endpoints), rays, or angles.	Teacher's Guide: 62, 63, 92, 93, 94
PO 4. Classify angles (e.g., right, acute, obtuse, straight).	Teacher's Guide: 92, 93, 94
PO 5. Classify triangles as right, acute, or obtuse.	Teacher's Guide: 32, 107

Performance Objectives, Grade 4	Every Day Counts Calendar Math, Grade 4
PO 6. Identify congruent geometric shapes.	Teacher's Guide: 19, 32, 106, 107, 135
PO 7. Identify similar shapes.	Teacher's Guide: 18, 19, 32, 33, 34, 48, 49, 76, 77, 78, 106, 107, 108, 120, 121, 134, 135
PO 8. Draw a 2-dimensional shape that has line symmetry.	Teacher's Guide: 32, 33, 34, 49, 106, 107

C o n c e p t 2 : T r a n s f o r m a t i o n o f S h a p e s

Apply spatial reasoning to create transformations and use symmetry to analyze mathematical situations.

Performance Objectives, Grade 4	Every Day Counts Calendar Math, Grade 4
PO 1. Demonstrate translation using geometric figures.	Teacher's Guide: 18, 19, 32, 49, 93

C o n c e p t 3 : C o o r d i n a t e G e o m e t r y

Specify and describe spatial relationships using coordinate geometry and other representational systems.

Performance Objectives, Grade 4	Every Day Counts Calendar Math, Grade 4
PO 1. Name the coordinates of a point plotted in the first quadrant.	Teacher's Guide: 44, 45

C o n c e p t 4 : M e a s u r e m e n t - U n i t s o f M e a s u r e - G e o m e t r i c O b j e c t s

Understand and apply appropriate units of measure, measurement techniques, and formulas to determine measurements.

Performance Objectives, Grade 4	Every Day Counts Calendar Math, Grade 4
PO 1. Identify the appropriate measure of accuracy for the area of an object (e.g., sq. feet or sq. miles).	Teacher's Guide: 36, 37, 52, 53, 54, 66, 67, 81, 82, 109, 110, 111, 115, 116, 117
PO 2. Compute elapsed time using a clock (e.g., hours and minutes since or until...) or a calendar (e.g., days, weeks, years since or until...).	Teacher's Guide: 18, 32, 43, 44, 48, 49, 59, 62, 72, 73, 76, 92, 100, 101, 106, 113, 114, 115, 120, 130, 131, 134
PO 3. Select an appropriate tool to use in a particular measurement situation.	Teacher's Guide: 37, 53, 110

Performance Objectives, Grade 4	Every Day Counts Calendar Math, Grade 4
PO 4. Approximate measurements to the appropriate degree of accuracy.	Teacher's Guide: 53, 81, 82, 110, 111, 116
PO 5. Compare units of measure to determine <i>more</i> or <i>less</i> relationships including: <ul style="list-style-type: none"> length - yards and miles, meters and kilometers, and weight - pounds and tons, grams and kilograms. 	Teacher's Guide: 36, 37, 52, 53, 54, 66, 67, 81, 82, 109, 110, 111
PO 6. State equivalent relationships (e.g., 3 teaspoons = 1 tablespoon, 16 cups = 1 gallon, 2000 pounds = 1 ton).	Teacher's Guide: 36, 37, 52, 53, 54, 66, 67, 81, 82, 109, 110, 111
PO 7. Compare the weight of two objects using both U.S. customary and metric units.	Teacher's Guide: 81, 82
PO 8. Determine the perimeter of simple polygons (e.g., square, rectangle, triangle).	Teacher's Guide: 95, 96, 97, 125, 126
PO 9. Determine the area of squares and rectangles.	Teacher's Guide: 95, 96, 97, 125, 126
PO 10. Differentiate between perimeter and area of quadrilaterals.	Teacher's Guide: 95, 96, 97, 125, 126

Strand 5: Structure and Logic

Concept 1: Algorithms and Algorithmic Thinking

Use reasoning to solve mathematical problems in contextual situations.

Performance Objectives, Grade 4	Every Day Counts Calendar Math, Grade 4
PO 1. Discriminate necessary information from unnecessary information in a given grade-level appropriate word problem.	Teacher's Guide: 40-41, 44-45, 48-50, 115-117, 134-136
PO 2. Develop an algorithm to calculate the perimeter of simple polygons.	Teacher's Guide: 94, 95, 96, 97, 125, 126

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 correlated to
Arizona Academic Content Standards
Mathematics Standard Articulated by Grade Level
Grade 5

Strand 1:
Number Sense and Operations

Concept 1: Number Sense

Understand and apply numbers, ways of representing numbers, the relationships among numbers and different number systems.

Performance Objectives, Grade 5	Every Day Counts Calendar Math, Grade 5
PO 1. Make models that represent improper fractions.	Teacher's Guide: 41, 53, 65, 71, 80, 92, 93, 94, 95, 96, 97, 121, 133
PO 2. Identify symbols, words, or models that represent improper fractions.	Teacher's Guide: 41, 53, 65, 71, 80, 92, 93, 94, 95, 96, 97, 121, 133
PO 3. Use improper fractions in contextual situations.	Teacher's Guide: 41, 53, 65, 71, 80, 92, 93, 94, 95, 96, 97, 121, 133
PO 4. Compare two proper fractions or improper fractions with like denominators.	Teacher's Guide: 39, 40, 41, 53, 65, 71, 80, 92, 93, 96, 97, 98, 113
PO 5. Order three or more unit fractions, proper or improper fractions with like denominators, or mixed numbers with like denominators.	Teacher's Guide: 25, 26, 27, 28, 39, 40, 41, 53, 56, 71, 81, 92, 93, 96, 98, 113
PO 6. Compare two whole numbers, fractions, and decimals (e.g., 1/2 to 0.6).	Teacher's Guide: 25, 26, 27, 28, 39, 40, 41, 44, 45, 56, 71, 81, 98, 99, 110, 121, 133
PO 7. Order whole numbers, fractions, and decimals.	Teacher's Guide: 25, 26, 27, 28, 39, 40, 41, 44, 45, 56, 71, 81, 98, 99, 110, 121, 133
PO 8. Determine the equivalency between and among fractions, decimals, and percents in contextual situations.	Teacher's Guide: 25, 26, 27, 28, 39, 40, 41, 44, 45, 56, 71, 81, 98, 99, 110, 121, 133

Performance Objectives, Grade 5	Every Day Counts Calendar Math, Grade 5
PO 9. Identify all whole number factors and pairs of factors for a number.	Teacher's Guide: 21, 41, 42, 43, 44, 49, 54, 55, 66, 67, 68, 76, 77, 78, 90, 91, 104, 105, 130, 131
PO 10. Recognize that 1 is neither a prime nor a composite number.	Teacher's Guide: 42, 43, 54, 64, 77
PO 11. Sort whole numbers (through 50) into sets containing only prime numbers or only composite numbers.	Teacher's Guide: 41, 42, 43, 54, 55, 63, 64, 66, 67, 68, 76, 77, 78, 90, 91, 130, 131, 132

Concept 2: Numerical Operations
Understand and apply numerical operations and their relationship to one another.

Performance Objectives, Grade 5	Every Day Counts Calendar Math, Grade 5
PO 1. Select the grade-level appropriate operation to solve word problems.	Teacher's Guide: 18, 21, 25, 28, 34, 37, 39, 41, 44, 48, 50, 51, 54, 56, 57, 62, 63, 64, 66, 69, 70, 74, 76, 79, 81, 82, 86, 87, 90, 92, 94, 96, 98, 102, 104, 106, 110, 111, 112, 116, 118, 121, 122, 128, 130, 132, 133
PO 2. Solve word problems using grade-level appropriate operations and numbers.	Teacher's Guide: 18, 21, 25, 28, 34, 37, 39, 41, 44, 48, 50, 51, 54, 56, 57, 62, 63, 64, 66, 69, 70, 74, 76, 79, 81, 82, 86, 87, 90, 92, 94, 96, 98, 102, 104, 106, 110, 111, 112, 116, 118, 121, 122, 128, 130, 132, 133
PO 3. Multiply whole numbers.	Teacher's Guide: 38, 45, 48, 49, 54, 55, 56, 62, 66, 67, 83, 90, 91, 104, 105, 106, 117, 130, 131, 132
PO 4. Divide with whole numbers.	Teacher's Guide: 38, 41, 55, 62, 95, 124
PO 5. Demonstrate the distributive property of multiplication over addition.	Teacher's Guide: 55, 63, 91
PO 7. Apply grade-level appropriate properties to assist in computation.	Teacher's Guide: 42, 43, 55, 62, 91
PO 9. Use grade-appropriate mathematical terminology.	Teacher's Guide: 18-31, 34-45, 48-59, 62-71, 74-83, 86-99, 102-113, 116-125, 128-133
PO 10. Simplify fractions to lowest terms.	Teacher's Guide: 39, 53, 64, 65, 79, 80, 81, 92, 93, 94, 95, 96, 97, 98, 99

Performance Objectives, Grade 5	Every Day Counts Calendar Math, Grade 5
PO 11. Add or subtract proper fractions and mixed numbers with like denominators with regrouping.	Teacher's Guide: 40, 41, 53, 70, 71, 86, 94
PO 12. Add or subtract decimals.	Teacher's Guide: 71, 81, 119, 124
PO 13. Multiply decimals.	Teacher's Guide: 124
PO 14. Divide decimals.	Teacher's Guide: 62
PO 15. Simplify numerical expressions using the order of operations with grade-appropriate operations on number sets.	Teacher's Guide: 49, 62, 83, 91, 117

C o n c e p t 3 : E s t i m a t i o n

Use estimation strategies reasonably and fluently.

Performance Objectives, Grade 5	Every Day Counts Calendar Math, Grade 5
PO 1. Solve grade-level appropriate problems using estimation.	Teacher's Guide: 24, 37, 38, 57, 58, 59, 95, 95, 97, 113, 133
PO 2. Use estimation to verify the reasonableness of a calculation (e.g., Is 4.1×2.7 about 12?).	Teacher's Guide: 37, 38, 124
PO 3. Round to estimate quantities.	Teacher's Guide: 37, 38, 124
PO 4. Estimate and measure for area and perimeter.	Teacher's Guide: 55, 82, 83, 91, 109
PO 5. Compare estimated measurements between U.S. customary and metric systems (e.g., A yard is about a meter.).	Teacher's Guide: 118, 119, 120

Strand 2: Data Analysis, Probability, and Discrete Mathematics

Concept 1: Data Analysis (Statistics)

Understand and apply data collection, organization and representation to analyze and sort data.

Performance Objectives, Grade 5	Every Day Counts Calendar Math, Grade 5
PO 1. Formulate questions to collect data in contextual situations.	Teacher's Guide: 119
PO 2. Construct a double-bar graph, line plot, frequency table, or three-set Venn diagram with appropriate labels and title from organized data.	Teacher's Guide: 28, 29, 30, 31, 57, 58, 59, 82, 83
PO 3. Interpret graphical representations and data displays including bar graphs (including double-bar), circle graphs, frequency tables, three-set Venn diagrams, and line graphs that display continuous data.	Teacher's Guide: 28, 29, 30, 31, 57, 58, 59, 82, 83
PO 4. Answer questions based on graphical representations and data displays including bar graphs (including double-bar), circle graphs, frequency tables, three-set Venn diagrams, and line graphs that display continuous data.	Teacher's Guide: 28, 29, 30, 31, 57, 58, 59, 82, 83
PO 5. Identify the mode(s) and mean (average) of given data.	Teacher's Guide: 57, 58, 59
PO 6. Formulate reasonable predictions from a given set of data.	Teacher's Guide: 28, 29, 30, 31, 112, 113, 118, 119, 120
PO 7. Compare two sets of data related to the same investigation.	Teacher's Guide: 28, 29, 30, 31, 112, 113
PO 8. Solve contextual problems using graphs, charts, and tables.	Teacher's Guide: 28, 29, 30, 31, 57, 58, 59, 82, 83

C o n c e p t 2 : P r o b a b i l i t y

Understand and apply the basic concepts of probability.

Performance Objectives, Grade 5	Every Day Counts Calendar Math, Grade 5
PO 1. Name the possible outcomes for a probability experiments.	Teacher's Guide: 28, 29, 30, 112, 113
PO 2. Describe the probability of events as being: <ul style="list-style-type: none"> • certain (represented by "1"), • impossible, (represented by "0"), or • neither certain nor impossible (represented by a fraction less than 1). 	Teacher's Guide: 112, 113
PO 3. Predict the outcome of a grade-level appropriate probability experiment.	Teacher's Guide: 28, 29, 30, 112, 113
PO 4. Record the data from performing a grade-level appropriate probability experiment.	Teacher's Guide: 28, 29, 30, 31, 112, 113
PO 5. Compare the outcome of an experiment to predictions made prior to performing the experiment.	Teacher's Guide: 28, 29, 30, 112, 113
PO 6. Make predictions from the results of student-generated experiments using objects (e.g., coins, spinners, number cubes).	Teacher's Guide: 28, 29, 30, 112, 113
PO 7. Compare the results of two repetitions of the same grade-level appropriate probability experiment.	Teacher's Guide: 28, 29, 30, 112, 113

S t r a n d 3 : P a t t e r n s , A l g e b r a , a n d F u n c t i o n s

C o n c e p t 1 : P a t t e r n s

Identify patterns and apply pattern recognition to reason mathematically.

Performance Objectives, Grade 5	Every Day Counts Calendar Math, Grade 5
PO 1. Communicate a grade level appropriate iterative pattern, using symbols or numbers.	Teacher's Guide: 18, 19, 20, 21, 34, 35, 36, 48, 49, 63, 74, 75, 76, 82, 87, 88, 89, 91, 102, 103, 116, 117, 128, 129, 130

Performance Objectives, Grade 5	Every Day Counts Calendar Math, Grade 5
PO 2. Extend a grade-level appropriate iterative pattern.	Teacher's Guide: 18, 19, 20, 21, 34, 35, 36, 48, 49, 63, 74, 75, 76, 82, 87, 88, 89, 91, 102, 103, 116, 117, 128, 129, 130
PO 3. Solve grade-level appropriate iterative pattern problems.	Teacher's Guide: 18, 19, 20, 21, 34, 35, 36, 48, 49, 63, 74, 75, 76, 82, 87, 88, 89, 91, 102, 103, 116, 117, 128, 129, 130

Concept 2: Functions and Relationships
Describe and model functions and their relationships.

Performance Objectives, Grade 5	Every Day Counts Calendar Math, Grade 5
PO 1. Describe the rule used in a simple grade-level appropriate function (e.g., T-chart, input/output model).	Teacher's Guide: 20, 48, 49, 83, 91, 117, 118

Concept 3: Algebraic Representations
Represent and analyze mathematical situations and structures using algebraic representations.

Performance Objectives, Grade 5	Every Day Counts Calendar Math, Grade 5
PO 1. Evaluate expressions involving the four basic operations by substituting given decimals for the variable.	Teacher's Guide: 20, 37, 48, 49, 83, 117
PO 2. Use variables in contextual situations.	Teacher's Guide: 20, 48, 49, 83, 91, 117, 118
PO 3. Solve one-step equations with one variable represented by a letter or symbol (e.g., $15 = 45 \div n$).	Teacher's Guide: 20, 48, 49, 83, 91, 117, 118

Concept 4: Analysis of Change
Analyze change in a variable over time and in various concepts.

Performance Objectives, Grade 5	Every Day Counts Calendar Math, Grade 5
PO 1. Describe patterns of change: <ul style="list-style-type: none"> • constant rate (speed of movement of the hands on a clock), and • increasing or decreasing rate (rate of plant growth). 	Teacher's Guide: 69, 70, 86, 122, 123, 124, 125

Strand 4: Geometry and Measurements

Concept 1: Geometric Properties

Analyze the attributes and properties of 2- and 3-dimensional shapes and develop mathematical arguments about their relationships.

Performance Objectives, Grade 5	Every Day Counts Calendar Math, Grade 5
PO 1. Recognize regular polygons,	Teacher's Guide: 18, 19, 20, 21, 34, 35, 36, 37, 48, 49, 74, 75, 76
PO 2. Draw 2-dimensional figures by applying significant properties of each (e.g., Draw a quadrilateral with two sets of parallel sides and four right angles.).	Teacher's Guide: 19, 20, 21, 34, 35, 36, 37, 48, 49, 74, 75, 76
PO 3. Sketch prisms, pyramids, cones, and cylinders.	Teacher's Guide: 87, 88, 89, 90
PO 4. Identify the properties of 2- and 3-dimensional geometric figures using appropriate terminology and vocabulary.	Teacher's Guide: 18, 19, 20, 21, 34, 35, 36, 37, 48, 49, 74, 75, 76, 87, 88, 89, 90, 108, 109, 116, 117, 118
PO 5. Draw points, lines, line segments, rays, and angles with appropriate labels.	Teacher's Guide: 31, 102, 103, 104, 106, 107, 108, 109, 116, 117, 118
PO 6. Recognize that all pairs of vertical angles are congruent	Teacher's Guide: 74, 75
PO 7. Classify triangles as scalene, isosceles, or equilateral.	Teacher's Guide: 34, 35, 36, 37
PO 8. Recognize that a circle is 360° rotation about a point.	Teacher's Guide: 109, 116
PO 9. Identify the diameter, radius and circumference of a circle.	Teacher's Guide: 108
PO 10. Understand that the sum of the angles of a triangle is 180° .	Teacher's Guide: 34, 35, 36
PO 11. Draw two congruent geometric figures.	Teacher's Guide: 18, 19, 48, 74, 75
PO 12. Draw two similar geometric figures.	Teacher's Guide: 18, 19, 48, 74, 75

C o n c e p t 2 : T r a n s f o r m a t i o n o f S h a p e s

Apply spatial reasoning to create transformations and use symmetry to analyze mathematical situations.

Performance Objectives, Grade 5	Every Day Counts Calendar Math, Grade 5
PO 1. Demonstrate reflections using geometric figures.	Teacher's Guide: 18, 19, 20, 21, 48, 49

C o n c e p t 3 : C o o r d i n a t e G e o m e t r y

Specify and describe spatial relationships using coordinate geometry and other representational systems.

Performance Objectives, Grade 5	Every Day Counts Calendar Math, Grade 5
PO 1. Graph points in the first quadrant on a grid using ordered pairs.	Teacher's Guide: 83, 118

C o n c e p t 4 : M e a s u r e m e n t - U n i t s o f M e a s u r e - G e o m e t r i c O b j e c t s

Understand and apply appropriate units of measure, measurement techniques, and formulas to determine measurements.

Performance Objectives, Grade 5	Every Day Counts Calendar Math, Grade 5
PO 3. Determine relationships including volume (e.g., pints and quarts, milliliters and liters).	Teacher's Guide: 57, 58, 59, 79, 80, 94, 95, 96, 97, 98, 118, 119, 120
PO 4. Convert measurement units to equivalent units within a given system (U.S. customary and metric) (e.g., 12 inches = 1 foot, 10 decimeters = 1 meter).	Teacher's Guide: 57, 58, 59, 79, 80, 94, 95, 96, 97, 98, 118, 119, 120
PO 5. Solve problems involving the perimeter of convex polygons.	Teacher's Guide: 91
PO 7. Solve problems involving the area of simple polygons.	Teacher's Guide: 55, 82, 83, 91
PO 8. Describe the change in perimeter or area when one attribute (length, width) of a rectangle is altered.	Teacher's Guide: 55, 82, 83, 91

Strand 5: Structure and Logic

Concept 1: Algorithms and Algorithmic Thinking

Use reasoning to solve mathematical problems in contextual situations.

Performance Objectives, Grade 5	Every Day Counts Calendar Math, Grade 5
PO 1. Discriminate necessary information from unnecessary information in a given grade-level appropriate word problem.	Teacher's Guide: 91, 116, 117, 122, 123, 124, 125
PO 2. Develop simple algorithms using whole numbers.	Teacher's Guide: 20, 48, 49, 83, 91, 117, 118
PO 3. Develop an algorithm or formula to calculate areas of simple polygons.	Teacher's Guide: 55, 82, 83, 91

Concept 2: Logic, Reasoning, Arguments, and Mathematical Proof

Evaluate situations, select problem-solving strategies, draw logical conclusions, develop and describe solutions and recognize their applications.

Performance Objectives, Grade 4	Every Day Counts Calendar Math, Grade 4
PO 2. Identify simple valid arguments using <i>if...then</i> statements based on graphic organizers (e.g., 3-set Venn diagrams and pictures).	Teacher's Guide: 68, 75

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 correlated to
Arizona Academic Content Standards
Mathematics Standard Articulated by Grade Level
Grade 6

S t r a n d 1 :
N u m b e r S e n s e a n d O p e r a t i o n s

C o n c e p t 1 : N u m b e r S e n s e

Understand and apply numbers, ways of representing numbers, the relationships among numbers and different number systems.

Performance Objectives, Grade 6	Every Day Counts Calendar Math, Grade 6
PO 1. Express fractions as ratios, comparing two whole numbers (e.g., $\frac{3}{4}$ is equivalent to 3:4 and 3 to 4).	Teacher's Guide: 55
PO 2. Compare two proper fractions, improper fractions, or mixed numbers.	Teacher's Guide: 7, 8, 9, 14, 15, 16, 21, 22, 40, 41, 42, 55, 56, 75, 76, 77, 78, 79, 95, 139
PO 3. Order three or more proper fractions, improper fractions, or mixed numbers.	Teacher's Guide: 7, 8, 9, 14, 15, 16, 21, 22, 40, 41, 42, 55, 56, 75, 76, 77, 78, 79, 95, 139
PO 4. Determine the equivalency between and among fractions, decimals, and percents in contextual situations.	Teacher's Guide: 7, 8, 9, 21, 22, 40, 41, 42, 55, 56, 75, 76, 77, 95
PO 5. Identify the greatest common factor for two whole numbers.	Teacher's Guide: 6
PO 7. Express a whole number as a product of its prime factors, using exponents when appropriate.	Teacher's Guide: 3, 4, 5, 6, 20, 37, 38, 39, 54, 73, 74, 75

C o n c e p t 2 : N u m e r i c a l O p e r a t i o n s

Understand and apply numerical operations and their relationship to one another.

Performance Objectives, Grade 6	Every Day Counts Calendar Math, Grade 6
PO 1. Select the grade-level appropriate operation to solve word problems.	Teacher's Guide: 15, 16, 22, 27, 32, 49, 60, 61, 84, 100
PO 2. Solve word problems using grade-level appropriate operations and numbers.	Teacher's Guide: 15, 16, 22, 27, 32, 49, 60, 61, 84, 100
PO 3. Apply grade-level appropriate properties to assist in computation.	Teacher's Guide: 11, 16, 29, 32, 45, 49, 59, 60, 97, 152
PO 4. Apply the symbols for “...” or “←” to represent repeating decimals and “:” to represent ratios, superscripts as exponents.	Teacher's Guide: 56
PO 5. Use grade-appropriate mathematical terminology.	Teacher's Guide: 2-16, 18-32, 34-49, 51-67, 69-89, 91-104, 106-121, 123-139, 141-162
PO 6. Simplify fractions to lowest terms.	Teacher's Guide: 8, 14, 15, 21, 40, 55, 75, 76, 78
PO 7. Add or subtract proper fractions and mixed numbers with unlike denominators with regrouping.	Teacher's Guide: 104, 139, 152
PO 8. Demonstrate the process of multiplication of proper fractions using models.	Teacher's Guide: 22
PO 9. Multiply proper fractions.	Teacher's Guide: 22, 40, 49, 78, 138
PO 10. Multiply mixed numbers.	Teacher's Guide: 41
PO 14. Solve problems involving fractions or decimals (including money) in contextual situations.	Teacher's Guide: 7, 8, 9, 14, 15, 16, 21, 22, 40, 41, 42, 55, 56, 75, 76, 77, 78, 79, 95, 139
PO 15. Simplify numerical expressions using the order of operations with grade-appropriate operations on number sets.	Teacher's Guide: 30, 31, 32, 46, 47, 48, 49, 59, 60, 81, 112, 113, 152

C o n c e p t 3 : E s t i m a t i o n

Use estimation strategies reasonably and fluently.

Performance Objectives, Grade 6	Every Day Counts Calendar Math, Grade 6
PO 1. Solve grade-level appropriate problems using estimation.	Teacher's Guide: 14, 15, 16, 49, 139
PO 2. Use estimation to verify the reasonableness of a calculation (e.g., Is $5/9$ $\frac{3}{7}$ more than 1?).	Teacher's Guide: 14, 15, 16, 49, 139
PO 3. Round to estimate quantities in contextual situations (e.g., round up or round down).	Teacher's Guide: 26, 110
PO 4. Estimate and measure for area and perimeter of polygons using a grid.	Teacher's Guide: 9, 10, 11, 19, 29, 45, 46, 47, 79, 80, 81, 96, 97, 111, 112, 113, 114
PO 5. Verify the reasonableness of estimates made from calculator results within a contextual situation.	Teacher's Guide: 26, 84, 86, 98, 99, 100, 110, 132, 147, 149

S t r a n d 2 : D a t a A n a l y s i s , P r o b a b i l i t y , a n d D i s c r e t e M a t h e m a t i c s

C o n c e p t 1 : D a t a A n a l y s i s

Understand and apply data collection, organization and representation to analyze and sort data.

Performance Objectives, Grade 6	Every Day Counts Calendar Math, Grade 6
PO 1. Formulate questions to collect data in contextual situations.	Teacher's Guide: 13
PO 2. Construct a histogram, line graph, scatter plot, or stem-and-leaf plot with appropriate labels and title from organized data.	Teacher's Guide: 30, 63, 83, 87, 88, 89, 101, 102, 103, 118, 135, 136, 153, 154, 155, 156, 157
PO 3. Interpret simple displays of data including double bar graphs, tally charts, frequency tables, circle graphs, and line graphs.	Teacher's Guide: 30, 63, 83, 87, 88, 89, 101, 102, 103, 118, 135, 136, 153, 154, 155, 156, 157
PO 4. Answer questions based on simple displays of data including double bar graphs, tally charts, frequency tables, circle graphs, and line graphs.	Teacher's Guide: 30, 63, 83, 87, 88, 89, 101, 102, 103, 118, 135, 136, 153, 154, 155, 156, 157

Performance Objectives, Grade 6	Every Day Counts Calendar Math, Grade 6
PO 5. Find the mean, median (odd number of data points), mode, range, and extreme values of a given numerical data set.	Teacher's Guide: 66, 67, 156, 157
PO 6. Identify a trend (variable increasing, decreasing, remaining constant) from displayed data.	Teacher's Guide: 11, 12, 13, 25, 26, 27, 29, 30, 31, 46, 47, 48, 62, 63, 78, 82, 83, 85, 98, 99, 100, 101, 110, 132, 133, 134, 135, 136, 138, 150, 160, 161
PO 7. Compare trends in data related to the same investigation.	Teacher's Guide: 11, 12, 13, 25, 26, 27, 29, 30, 31, 46, 47, 48, 62, 63, 78, 82, 83, 85, 98, 99, 100, 101, 110, 132, 133, 134, 135, 136, 138, 150, 160, 161
PO 8. Solve contextual problems using bar graphs, tally charts, and frequency tables.	Teacher's Guide: 30, 63, 83, 87, 88, 89, 101, 102, 103, 135, 136, 153, 154, 155, 156, 157

C o n c e p t 2 : P r o b a b i l i t y

Understand and apply the basic concepts of probability.

Performance Objectives, Grade 6	Every Day Counts Calendar Math, Grade 6
PO 1. Name the possible outcomes for a probability experiments.	Teacher's Guide: 128, 129, 130, 131, 144, 145, 146
PO 2. Express probabilities of a single event as a decimal.	Teacher's Guide: 144
PO 3. Predict the outcome of a grade-level appropriate probability experiment.	Teacher's Guide: 128, 129, 130, 131, 144, 145, 146
PO 4. Record the data from performing a grade-level appropriate probability experiment.	Teacher's Guide: 129, 130, 131, 144, 145, 146
PO 5. Compare the outcome of an experiment to predictions made prior to performing the experiment.	Teacher's Guide: 129, 130, 131, 144, 145, 146
PO 6. Make predictions from the results of student-generated experiments using objects (e.g., coins, spinners, number cubes, cards).	Teacher's Guide: 129, 130, 131, 144, 145, 146
PO 7. Compare the results of two repetitions of the same grade-level appropriate probability experiment.	Teacher's Guide: 128, 129, 130, 131, 144, 145, 146

Strand 3: Patterns, Algebra, and Functions

Concept 1: Patterns

Identify patterns and apply pattern recognition to reason mathematically.

Performance Objectives, Grade 6	Every Day Counts Calendar Math, Grade 6
PO 1. Communicate a grade-level appropriate recursive pattern, using symbols or numbers.	Teacher's Guide: 2, 3, 4, 11, 12, 13, 18, 19, 25, 26, 27, 29, 30, 31, 34, 44, 45, 46, 47, 48, 51, 58, 62, 63, 69, 72, 78, 82, 83, 85, 98, 99, 100, 101, 106, 107, 110, 111, 123, 127, 128, 131, 132, 134, 135, 136, 139, 141, 150, 160, 161
PO 2. Extend a grade-level appropriate iterative pattern.	Teacher's Guide: 2, 3, 4, 11, 12, 13, 18, 19, 25, 26, 27, 29, 30, 31, 34, 44, 45, 46, 47, 48, 51, 58, 62, 63, 69, 72, 78, 82, 83, 85, 98, 99, 100, 101, 106, 107, 110, 111, 123, 127, 128, 131, 132, 134, 135, 136, 139, 141, 150, 160, 161
PO 3. Solve grade-level appropriate iterative pattern problems.	Teacher's Guide: 2, 3, 4, 11, 12, 13, 18, 19, 25, 26, 27, 29, 30, 31, 34, 44, 45, 46, 47, 48, 51, 58, 62, 63, 69, 72, 78, 82, 83, 85, 98, 99, 100, 101, 106, 107, 110, 111, 123, 127, 128, 131, 132, 134, 135, 136, 139, 141, 150, 160, 161

Concept 2: Functions and Relationships

Describe and model functions and their relationships.

Performance Objectives, Grade 6	Every Day Counts Calendar Math, Grade 6
PO 1. Describe the rule used in a simple grade-level appropriate function (e.g., T-chart, input/output model).	Teacher's Guide: 11, 12, 13, 25, 26, 27, 29, 30, 31, 46, 47, 48, 62, 63, 78, 82, 83, 85, 98, 99, 100, 101, 110, 132, 133, 134, 135, 136, 139, 150, 160, 161

Concept 3: Algebraic Representations

Represent and analyze mathematical situations and structures using algebraic representations.

Performance Objectives, Grade 6	Every Day Counts Calendar Math, Grade 6
PO 1. Evaluate expressions involving the four basic operations by substituting given fractions for the variable (e.g., $n + 3$, when $n = 1/2$)	Teacher's Guide: 11, 12, 13, 26, 27, 28, 29, 30, 31, 46, 47, 48, 49, 60, 61, 62, 63, 64, 81, 82, 97, 98, 99, 110, 111, 112, 113, 134, 135, 152, 161
PO 2. Use variables in contextual situations.	Teacher's Guide: 11, 12, 13, 26, 27, 28, 29, 30, 31, 46, 47, 48, 49, 60, 61, 62, 63, 64, 81, 82, 97, 98, 99, 110, 111, 112, 113, 134, 135, 161

Performance Objectives, Grade 6	Every Day Counts Calendar Math, Grade 6
PO 3. Translate a written phrase into an algebraic expression (e.g., The quotient of m and 5 is $m/5$ or $m \div 5$).	Teacher's Guide: 11, 12, 13, 26, 27, 28, 29, 30, 31, 46, 47, 48, 49, 60, 61, 62, 63, 64, 81, 82, 97, 98, 99, 110, 111, 112, 113, 134, 135, 161
PO 4. Translate a phrase written in context into an algebraic expression (e.g., Write an expression to describe the situation: John has x pieces of candy and buys three more. $x + 3$).	Teacher's Guide: 11, 12, 13, 26, 27, 28, 29, 30, 31, 46, 47, 48, 49, 60, 61, 62, 63, 64, 81, 82, 97, 98, 99, 110, 111, 112, 113, 134, 135, 161
PO 5. Solve one-step equations with one variable represented by a letter or symbol, using inverse operations with whole numbers.	Teacher's Guide: 47

C o n c e p t 4 : A n a l y s i s o f C h a n g e

Analyze change in a variable over time and in various concepts.

Performance Objectives, Grade 6	Every Day Counts Calendar Math, Grade 6
PO 1. Identify values on a given line graph or scatter plot (e.g., Given a line showing wages earned per hour, what is the wage at five hours?).	Teacher's Guide: 30, 63, 83, 101, 102, 103, 135, 136, 153, 154, 155, 156, 157

S t r a n d 4 : G e o m e t r y a n d M e a s u r e m e n t s

C o n c e p t 1 : G e o m e t r i c P r o p e r t i e s

Analyze the attributes and properties of 2- and 3-dimensional shapes and develop mathematical arguments about their relationships.

Performance Objectives, Grade 6	Every Day Counts Calendar Math, Grade 6
PO 1. Classify polygons by their attributes (e.g., number of sides, length of sides, angles, parallelism, perpendicularity).	Teacher's Guide: 34, 35, 36, 51, 52, 53, 69, 70, 71, 72, 91, 92, 93, 94
PO 2. Draw a geometric figure showing specified properties, such as parallelism and perpendicularity.	Teacher's Guide: 35, 36, 51, 52, 53, 69, 70, 71, 72, 91, 92, 93, 94, 106, 107, 108, 109
PO 3. Classify prisms, pyramids, cones, and cylinders by base shape and lateral surface shape.	Teacher's Guide: 123, 124, 126, 127, 128, 141, 142, 143
PO 4. Classify 3-dimensional figures by their attributes.	Teacher's Guide: 124, 126, 127, 128, 141, 142, 143

Performance Objectives, Grade 6	Every Day Counts Calendar Math, Grade 6
PO 5. Compare attributes of 2-dimensional figures with 3-dimensional figures.	Teacher's Guide: 124, 126, 127, 128, 141, 142, 143
PO 6. Draw triangles with appropriate labels.	Teacher's Guide: 106, 107, 108, 109
PO 8. Identify the diameter, radius, and circumference of a circle or sphere.	Teacher's Guide: 23, 24, 25, 26, 27, 110, 111
PO 9. Draw a 2-dimensional shape with a given number of lines of symmetry.	Teacher's Guide: 70, 71, 72, 92, 93, 94

C o n c e p t 2 : T r a n s f o r m a t i o n o f S h a p e s

Apply spatial reasoning to create transformations and use symmetry to analyze mathematical situations.

Performance Objectives, Grade 6	Every Day Counts Calendar Math, Grade 6
PO 1. Identify reflections and translations using pictures.	Teacher's Guide: 51, 70

C o n c e p t 4 : M e a s u r e m e n t - U n i t s o f M e a s u r e - G e o m e t r i c O b j e c t s

Understand and apply appropriate units of measure, measurement techniques, and formulas to determine measurements.

Performance Objectives, Grade 6	Every Day Counts Calendar Math, Grade 6
PO 3. Determine a linear measurement to the appropriate degree of accuracy.	Teacher's Guide: 104
PO 5. Convert within a single measurement system (U.S. customary or metric) (e.g., How many ounces are equivalent to 2 pounds?).	Teacher's Guide: 104, 120, 121, 136, 137, 138, 139
PO 6. Solve problems involving the perimeter of polygons.	Teacher's Guide: 9, 10, 11, 12, 28, 29, 44, 45, 46, 47, 96, 97, 111, 112, 113, 114
PO 8. Distinguish between perimeter and area in contextual situations.	Teacher's Guide: 9, 10, 11, 12, 28, 29, 44, 45, 46, 47, 96, 97, 111, 112, 113, 114
PO 9. Solve problems for the areas of parallelograms (includes rectangles).	Teacher's Guide: 9, 10, 11, 12, 28, 29, 44, 45, 46, 47, 96, 97, 111, 112, 113, 114

Performance Objectives, Grade 6	Every Day Counts Calendar Math, Grade 6
PO 10. Identify parallelograms having the same perimeter or area.	Teacher's Guide: 9, 10, 11, 12, 28, 29, 44, 45, 46, 47, 96, 97, 111, 112, 113, 114

S t r a n d 5 :
S t r u c t u r e a n d L o g i c

C o n c e p t 1 : A l g o r i t h m s a n d
A l g o r i t h m i c T h i n k i n g

Use reasoning to solve mathematical problems in contextual situations.

Performance Objectives, Grade 6	Every Day Counts Calendar Math, Grade 6
PO 1. Discriminate necessary information from unnecessary information in a given grade-level appropriate word problem.	Teacher's Guide: 15, 16, 22, 27, 32, 49, 60, 61, 84, 100
PO 2. Analyze algorithms for computing with decimals.	Teacher's Guide: 15, 16, 21, 22, 40, 41, 49, 64, 76, 85, 95, 137, 138, 139



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