

EVERY DAY COUNTS  
CALENDAR MATH © 2005

correlated to

**Arkansas**  
**Mathematics Curriculum**  
**Framework**  
**Grades K-5**



**YOUR ARKANSAS GREAT SOURCE REPRESENTATIVES**

**DEBRA & JIM SIMPSON**

800-289-4490, option 4

Jim\_Simpson@hmco.com



**Every Day Counts Calendar Math © 2005**  
**correlated to**  
**Arkansas Mathematics Curriculum Framework**  
**Kindergarten**

**N u m b e r   a n d   O p e r a t i o n s**

**S t a n d a r d   1 :   N u m b e r   S e n s e**

Students shall understand numbers, ways of representing numbers, relationships among numbers and number systems.

Student Learning Expectations, Kindergarten	Every Day Counts Calendar Math, Kindergarten Teacher's Guide
<p><b>Whole Numbers</b>            NO.1.K.1            Count with understanding, explaining that each object should be counted only once and that placement of objects does not change the total amount</p>	<p><b>August/September:</b> 24, 25, 26</p> <p><b>October:</b> 35, 36</p> <p><b>November:</b> 48, 49, 53</p> <p><b>December:</b> 63, 67</p> <p><b>January:</b> 76, 77, 80</p> <p><b>February:</b> 86, 92, 93</p> <p><b>March:</b> 107, 108</p> <p><b>April:</b> 118, 119, 120</p> <p><b>May/June:</b> 130, 131</p>
<p>NO.1.K.2            Group physical objects to represent a <i>whole number</i> less than 10 in at least two ways using <i>composition</i> and <i>decomposition</i></p>	<p><b>August/September:</b> 26</p> <p><b>October:</b> 37</p> <p><b>November:</b> 50, 51, 52</p> <p><b>December:</b> 65, 66</p> <p><b>January:</b> 78, 79</p> <p><b>February:</b> 90, 91</p> <p><b>March:</b> 105, 106</p> <p><b>April:</b> 120, 121</p> <p><b>May/June:</b> 131, 132</p>

Student Learning Expectations, Kindergarten	Every Day Counts Calendar Math, Kindergarten Teacher's Guide
<p>NO.1.K.3 Connect various physical models and representations to the quantities they represent using number names, numerals and number words up to 10 with and without appropriate <i>technology</i></p>	<p><b>August/September:</b> 18, 19, 20, 21, 22, 23</p> <p><b>October:</b> 37, 38</p> <p><b>November:</b> 50, 51, 52</p> <p><b>December:</b> 64, 65, 66</p> <p><b>January:</b> 77, 78, 79</p> <p><b>February:</b> 90, 91</p> <p><b>March:</b> 104</p> <p><b>April:</b> 119, 120, 121</p> <p><b>May/June:</b> 131, 132</p>
<p>NO.1.K.4 Represent numbers to 10 in various forms</p>	<p><b>August/September:</b> 18, 19, 20, 21, 22, 23</p> <p><b>October:</b> 37, 38</p> <p><b>November:</b> 50, 51, 52</p> <p><b>December:</b> 64, 65, 66</p> <p><b>January:</b> 77, 78, 79</p> <p><b>February:</b> 90, 91</p> <p><b>March:</b> 104</p> <p><b>April:</b> 119, 120, 121</p> <p><b>May/June:</b> 131, 132</p>
<p>NO.1.K.5 Recognize the number or quantity in sets up to 5 without counting, regardless of arrangement</p>	<p><b>October:</b> 37, 38</p> <p><b>November:</b> 50, 51, 52</p> <p><b>December:</b> 64, 65, 66</p> <p><b>January:</b> 77, 78, 79</p> <p><b>February:</b> 90, 91</p> <p><b>March:</b> 104</p> <p><b>April:</b> 119, 120, 121</p> <p><b>May/June:</b> 131, 132</p>
<p>NO.1.K.6 <i>Estimate</i> quantities fewer than or equal to 10 and judge the reasonableness of the <i>estimate</i></p>	<p><b>October:</b> 37</p>

Student Learning Expectations, Kindergarten	Every Day Counts Calendar Math, Kindergarten Teacher's Guide
<p>NO.1.K.7 Orally determine relative position using <i>ordinal numbers</i> (first through tenth)</p>	<p><b>August/September:</b> 21, 22, 23, 27, 28</p> <p><b>October:</b> 32, 33, 35, 39</p> <p><b>November:</b> 48, 50, 51</p> <p><b>December:</b> 60</p> <p><b>January:</b> 77, 79</p> <p><b>March:</b> 105</p> <p><b>April:</b> 116, 117</p> <p><b>May/June:</b> 128, 129, 130, 132</p>
<p>NO.1.K.8 Compare 2 numbers, with less than 6 in each set, using objects and pictures, with and without appropriate <i>technology</i></p>	<p><b>August/September:</b> 18</p> <p><b>October:</b> 37</p> <p><b>November:</b> 52</p> <p><b>December:</b> 65, 66</p> <p><b>January:</b> 81</p> <p><b>March:</b> 105</p>
<p>NO.1.K.9 Compare and order numbers less than twenty using terms more than, same amount as, less than</p>	<p><b>August/September:</b> 18, 21, 23</p> <p><b>October:</b> 37</p> <p><b>November:</b> 51, 52, 53</p> <p><b>December:</b> 60, 61, 65, 66, 68, 69</p> <p><b>January:</b> 81, 82, 83</p> <p><b>February:</b> 90, 91</p> <p><b>March:</b> 103, 104, 105</p> <p><b>April:</b> 123</p> <p><b>May/June:</b> 128, 129, 133</p>

Student Learning Expectations, Kindergarten	Every Day Counts Calendar Math, Kindergarten Teacher's Guide
<p><b>Rational Numbers</b> NO.1.K.10 Consecutively order sets of physical objects from 1 to 10</p>	<p><b>August/September:</b> 18, 21, 23</p> <p><b>October:</b> 37</p> <p><b>November:</b> 47, 51, 52</p> <p><b>December:</b> 64, 65, 66, 68, 69</p> <p><b>January:</b> 81</p> <p><b>February:</b> 90, 91</p> <p><b>March:</b> 105</p> <p><b>April:</b> 123</p> <p><b>May/June:</b> 133</p>
<p>NO.1.K.11 Use physical models and drawings to represent commonly used fractions such as halves, thirds and fourths in relation to the whole</p>	<p><b>February:</b> 87, 88</p> <p><b>April:</b> 117, 124, 125</p>

**Standard 2: Properties of Number Operations**  
Students shall understand meanings of operations and how they relate to one another.

Student Learning Expectations, Kindergarten	Every Day Counts Calendar Math, Kindergarten Teacher's Guide
<p><b>Number Theory</b> NO.2.K.1 Count on (forward) and count back (backward) using physical models or a number line starting at any <i>whole number</i> between zero and twenty</p>	<p><b>August/September:</b> 24, 25, 26</p> <p><b>October:</b> 36</p> <p><b>December:</b> 61, 63, 67</p> <p><b>January:</b> 76, 77</p> <p><b>February:</b> 92, 93</p> <p><b>April:</b> 118, 119</p> <p><b>May/June:</b> 130, 131</p>

Student Learning Expectations, Kindergarten	Every Day Counts Calendar Math, Kindergarten Teacher's Guide
<p><b>Whole Number Operations</b>  NO.2.K.2  Use physical and <i>pictorial models</i> to demonstrate various meanings of addition and subtraction</p>	<p><b>August/September:</b> 23, 26  <b>October:</b> 35, 39, 40, 41  <b>November:</b> 48, 49, 50, 53  <b>December:</b> 63, 64, 65, 66, 67  <b>January:</b> 76, 77, 78, 79  <b>February:</b> 90, 91  <b>March:</b> 103, 104, 105, 106  <b>April:</b> 118, 119, 120, 121, 122  <b>May/June:</b> 130, 131, 132</p>
<p>NO.2.K.3  Demonstrate the relationship between addition and subtraction with informal language and models in <i>contextual situations</i> involving <i>whole numbers</i></p>	<p><b>August/September:</b> 23, 26  <b>October:</b> 39, 40  <b>November:</b> 53  <b>December:</b> 63, 65, 66  <b>January:</b> 80  <b>February:</b> 90  <b>April:</b> 121, 122</p>
<p>NO.2.K.4  Partition or share a small set of objects into groups of equal size e.g., sharing 6 pencils equally among 3 children</p>	<p><b>December:</b> 67  <b>February:</b> 88</p>

## Standard 3: Numerical Operations and Estimation

Students shall compute fluently and make reasonable estimates.

Student Learning Expectations, Kindergarten	Every Day Counts Calendar Math, Kindergarten Teacher's Guide
<p><b>Computational Fluency-Addition and Subtraction</b> NO.3.K.1 Develop <i>strategies</i> for basic addition facts:</p> <ul style="list-style-type: none"> <li>• counting all</li> <li>• counting on</li> <li>• one more, two more</li> </ul>	<p><b>August/September:</b> 23, 24, 25, 26</p> <p><b>October:</b> 36</p> <p><b>December:</b> 61, 63, 65, 67</p> <p><b>January:</b> 76, 77</p> <p><b>February:</b> 92, 93</p> <p><b>April:</b> 118, 119</p> <p><b>May/June:</b> 130, 131</p>
<p>NO.3.K.2 Develop <i>strategies</i> for basic subtraction facts:</p> <ul style="list-style-type: none"> <li>• counting back</li> <li>• one less, two less</li> </ul>	<p><b>August/September:</b> 23, 26</p> <p><b>December:</b> 65, 66</p> <p><b>February:</b> 90</p>
<p><b>Application of Computation</b> NO.3.K.3 Solve problems by using a variety of methods and tools</p>	<p><b>August/September:</b> 27, 28, 29</p> <p><b>October:</b> 32, 33, 34, 41, 42, 43</p> <p><b>November:</b> 46, 47, 50, 51, 52, 54, 55</p> <p><b>December:</b> 60, 61, 62, 63, 64, 65, 66</p> <p><b>January:</b> 74, 75, 77, 78, 79, 80, 81, 82, 83</p> <p><b>February:</b> 86, 87, 88, 90, 91</p> <p><b>March:</b> 102, 103, 104, 105, 106, 108, 109, 110, 111</p> <p><b>April:</b> 118, 119, 120, 121, 122, 124, 125</p> <p><b>May/June:</b> 131, 132, 133</p>

# Strand : Algebra

## Standard 4 : Patterns , Relations and Functions

Students shall recognize, describe and develop patterns, relations and functions.

Student Learning Expectations, Kindergarten	Every Day Counts Calendar Math, Kindergarten Teacher's Guide
<b>Sort and Classify</b> A.4.K.1 Identify how objects are alike or different	<b>August/September:</b> 19, 23  <b>October:</b> 36, 40  <b>November:</b> 46, 47
A.4.K.2 Sort objects into groups in one or more ways and identify which <i>attribute</i> was used to sort	<b>August/September:</b> 19, 23  <b>October:</b> 33, 34, 36, 40, 49  <b>November:</b> 46, 47  <b>December:</b> 68, 69  <b>February:</b> 86, 88  <b>April:</b> 118  <b>May/June:</b> 134, 135
<b>Recognize, describe and develop patterns</b> A.4.K.3 Identify <i>patterns</i> in the environment	<b>October:</b> 33, 34  <b>May/June:</b> 128, 129
A.4.K.4 Use <i>patterns</i> to rote count up to 100 and count backward from 20 to 0	<b>August/September:</b> 20, 21, 22, 23  <b>October:</b> 32, 33, 34, 40  <b>November:</b> 46, 47, 52  <b>December:</b> 60, 61, 66, 67  <b>January:</b> 74, 75, 80  <b>February:</b> 87, 88, 93  <b>March:</b> 102, 103  <b>April:</b> 116, 117  <b>May/June:</b> 128, 129, 132

Student Learning Expectations, Kindergarten	Every Day Counts Calendar Math, Kindergarten Teacher's Guide
<p>A.4.K.5 Identify, describe and extend <i>skip-counting patterns</i> by 5s and 10s</p>	<p><b>August/September:</b> 23, 24, 25, 26</p> <p><b>October:</b> 34, 35, 36, 40</p> <p><b>November:</b> 48, 49</p> <p><b>December:</b> 62, 63</p> <p><b>February:</b> 89, 90</p> <p><b>March:</b> 104, 106, 107, 108, 113</p> <p><b>April:</b> 118, 119, 122</p> <p><b>May/June:</b> 130, 132, 133</p>
<p>A.4.K.6 Duplicate, extend, create and describe repeating <i>patterns</i> using a wide variety of materials</p>	<p><b>August/September:</b> 20, 21, 22, 23</p> <p><b>October:</b> 32, 33, 34, 40</p> <p><b>November:</b> 46, 47, 52</p> <p><b>December:</b> 60, 61, 66, 67</p> <p><b>January:</b> 74, 75, 80</p> <p><b>February:</b> 87, 88</p> <p><b>March:</b> 102, 103</p> <p><b>April:</b> 116, 117</p> <p><b>May/June:</b> 128, 129, 132</p>

## Standard 5: Algebraic Representations

Students shall represent and analyze mathematical situations and structures using algebraic symbols.

Student Learning Expectations, Kindergarten	Every Day Counts Calendar Math, Kindergarten Teacher's Guide
<p><b>Expressions, Equations and Inequalities</b> A.5.K.1 Use drawings and labels to record solutions of addition and subtraction problems with answers less than or equal to 10</p>	<p><b>October:</b> 41 <b>November:</b> 51 <b>December:</b> 65, 66 <b>January:</b> 78, 79 <b>February:</b> 90, 91 <b>March:</b> 103, 104, 105, 106 <b>April:</b> 120, 121 <b>May/June:</b> 131, 132</p>
<p>A.5.K.2 Identify, create, compare and describe sets of objects as more, less or equal</p>	<p><b>August/September:</b> 18, 21, 23 <b>October:</b> 37 <b>November:</b> 51, 52, 53 <b>December:</b> 60, 61, 65, 66, 68, 69 <b>January:</b> 81, 82, 83 <b>February:</b> 90, 91 <b>March:</b> 103, 104, 105 <b>April:</b> 123 <b>May/June:</b> 128, 129, 133</p>

## Standard 7: Analysis of Change

Students shall analyze change in various contexts.

Student Learning Expectations, Kindergarten	Every Day Counts Calendar Math, Kindergarten Teacher's Guide
<b>Analyze Change</b> A.7.K.1 Recognize <i>qualitative change</i>	<b>August/September:</b> 19, 20, 21  <b>October:</b> 32, 33, 34  <b>November:</b> 46, 47,  <b>December:</b> 60, 61  <b>January:</b> 74, 75  <b>February:</b> 87, 88  <b>March:</b> 102, 103  <b>April:</b> 116, 117  <b>May/June:</b> 128, 129

## Strand: Geometry

### Standard 8: Geometric Properties

Students shall analyze characteristics and properties of 2 and 3 dimensional geometric shapes and develop mathematical arguments about geometric relationships.

Student Learning Expectations, Kindergarten	Every Day Counts Calendar Math, Kindergarten Teacher's Guide
<b>Characteristics and Properties-Three Dimensional</b> G.8.K.1 Sort and describe <i>three-dimensional</i> solids ( <i>sphere, cube, cone, and cylinder</i> ) by investigating their physical characteristics	<b>August/September:</b> 27, 28, 29  <b>December:</b> 60, 61  <b>January:</b> 74, 75  <b>April:</b> 116, 117  <b>May/June:</b> 133, 134, 135
G.8.K.2 Locate the presence of <i>two-dimensional</i> figures within <i>three-dimensional</i> objects in the environment	<b>August/September:</b> 27, 28, 29  <b>December:</b> 60, 61  <b>January:</b> 75  <b>May/June:</b> 134

Student Learning Expectations, Kindergarten	Every Day Counts Calendar Math, Kindergarten Teacher's Guide
<p><b>Characteristics and Properties-Two Dimensional</b> G.8.K.3 Sort, describe and make geometric figures (triangle, rectangle [including square] and circle) by investigating their physical characteristics independent of position or size</p>	<p><b>August/September:</b> 18, 19, 20, 21, 29 <b>November:</b> 46, 47 <b>December:</b> 60, 61 <b>May/June:</b> 134</p>

**S t a n d a r d 9 : T r a n s f o r m a t i o n o f S h a p e s**  
Students shall apply transformations and the use of symmetry to analyze mathematical situations.

Student Learning Expectations, Kindergarten	Every Day Counts Calendar Math, Kindergarten Teacher's Guide
<p><b>Symmetry and Transformations</b> G.9.K.2 Explore <i>slides, flips</i> and <i>turns</i></p>	<p><b>August/September:</b> 29 <b>November:</b> 46, 47 <b>December:</b> 61</p>

**S t a n d a r d 10 : C o o r d i n a t e G e o m e t r y**  
Students shall specify locations and describe spatial relationships using coordinate geometry and other representational systems.

Student Learning Expectations, Kindergarten	Every Day Counts Calendar Math, Kindergarten Teacher's Guide
<p><b>Coordinate Geometry</b> G.10.K.1 Demonstrate and describe the relative position of objects as follows: over, under, inside, outside, on, beside, between, above, below, on top of, upside-down, behind, in back of and in front of</p>	<p><b>August/September:</b> 23 <b>October:</b> 34, 40, 41 <b>November:</b> 50 <b>December:</b> 61, 67 <b>January:</b> 79 <b>February:</b> 92</p>

## S t r a n d : M e a s u r e m e n t

### S t a n d a r d 1 2 : P h y s i c a l A t t r i b u t e s

Students shall use attributes of measurement to describe and compare mathematical and real-world objects.

Student Learning Expectations, Kindergarten	Every Day Counts Calendar Math, Kindergarten Teacher's Guide
<p><b>Time: Calendar</b> M.12.K.1 Recognize that a calendar is used to measure time and use it to identify units of time (day, week, month, season, year) and compare them</p>	<p><b>August/September:</b> 18, 19, 20, 21</p> <p><b>October:</b> 32, 33, 34</p> <p><b>November:</b> 46, 47</p> <p><b>December:</b> 60, 61</p> <p><b>January:</b> 74, 75</p> <p><b>February:</b> 87, 88</p> <p><b>March:</b> 102, 103</p> <p><b>April:</b> 116, 117</p> <p><b>May/June:</b> 128, 129</p>
<p>M.12.K.2 Orally sequence and count the days of the week</p>	<p><b>August/September:</b> 19, 20</p> <p><b>November:</b> 46</p> <p><b>February:</b> 87</p>
<p><b>Money</b> M.12.K.4 Recognize and identify <i>attributes</i> of penny, nickel, dime, and quarter</p>	<p><b>February:</b> 95, 96</p> <p><b>March:</b> 108, 109</p> <p><b>April:</b> 118</p> <p><b>May/June:</b> 130</p>
<p>M.12.K.5 State the values of coins (penny, nickel, dime)</p>	<p><b>February:</b> 96</p> <p><b>March:</b> 109, 111</p> <p><b>April:</b> 118, 119</p> <p><b>May/June:</b> 130, 131</p>
<p><b>Temperature</b> M.12.K.6 Differentiate and make connections between hot and cold temperatures</p>	<p><b>November:</b> 54, 55</p> <p><b>January:</b> 80, 81</p> <p><b>April:</b> 122, 123</p> <p><b>May/June:</b> 135</p>

Student Learning Expectations, Kindergarten	Every Day Counts Calendar Math, Kindergarten Teacher's Guide
<p><b>Tools and Attributes</b> M.12.K.7 Explore the <i>attributes</i> of length, weight, <i>capacity</i>, and <i>mass</i> using relative terms (longer, shorter, bigger, smaller, heavier, lighter, more and less)</p>	<p><b>November:</b> 56, 57 <b>December:</b> 70, 71 <b>January:</b> 82, 83 <b>February:</b> 98, 99 <b>March:</b> 112, 113 <b>May/June:</b> 135</p>

**S t a n d a r d 1 3 : S y s t e m s o f M e a s u r e m e n t**  
Students shall identify and use units, systems and processes of measurement.

Student Learning Expectations, Kindergarten	Every Day Counts Calendar Math, Kindergarten Teacher's Guide
<p><b>Calendar</b> M.13.K.1 Use a calendar to determine elapsed time using the terms yesterday, today and tomorrow</p>	<p><b>August/September:</b> 18, 19, 20, 21 <b>October:</b> 32, 33, 34 <b>November:</b> 46, 47 <b>December:</b> 60, 61 <b>January:</b> 74, 75 <b>February:</b> 87, 88 <b>March:</b> 102, 103 <b>April:</b> 116, 117 <b>May/June:</b> 128, 129</p>
<p><b>Applications</b> M.13.K.4 Name common tools for measurement (balance scale, ruler and thermometer)</p>	<p><b>March:</b> 112, 113</p>
<p>M.13.K.5 <i>Estimate</i> and measure length, <i>capacity/volume</i> and <i>mass</i> of familiar objects using <i>non-standard units</i></p>	<p><b>November:</b> 56, 57 <b>December:</b> 70, 71 <b>January:</b> 82, 83 <b>February:</b> 98, 99 <b>March:</b> 112, 113 <b>May/June:</b> 135</p>

## Strand: Data Analysis and Probability

### Standard 14: Data Representation

Students shall formulate questions that can be addressed with data and collect, organize and display relevant data to answer them.

Student Learning Expectations, Kindergarten	Every Day Counts Calendar Math, Kindergarten Teacher's Guide
<p><b>Collect, Organize and Display Data</b> DAP.14.K.1 Explore and discuss data collection by collecting, organizing and displaying physical objects</p>	<p><b>August/September:</b> 27, 28</p> <p><b>November:</b> 54, 55, 56, 57</p> <p><b>December:</b> 67, 68, 69</p> <p><b>January:</b> 81, 82, 83</p> <p><b>February:</b> 95, 96, 97</p> <p><b>March:</b> 108, 110, 111</p> <p><b>April:</b> 122, 123</p> <p><b>May/June:</b> 133, 134</p>

### Standard 15: Data Analysis

Students shall select and use appropriate statistical methods to analyze data.

Student Learning Expectations, Kindergarten	Every Day Counts Calendar Math, Kindergarten Teacher's Guide
<p><b>Data Analysis</b> DAP.15.K.1 Analyze and interpret concrete and <i>pictorial graphs</i> (i.e. <i>bar graphs, pictographs, Venn diagrams, T-chart</i>)</p>	<p><b>November:</b> 54, 55</p> <p><b>December:</b> 68, 69</p> <p><b>January:</b> 80, 81</p> <p><b>April:</b> 122, 123</p> <p><b>May/June:</b> 133, 134, 135</p>

### Standard 17: Probability

Students shall understand and apply basic concepts of probability.

Student Learning Expectations, Kindergarten	Every Day Counts Calendar Math, Kindergarten Teacher's Guide
<p><b>Probability</b> DAP.17.K.1 Describe the <i>probability</i> of an event as being possible or not possible</p>	<p><b>February:</b> 95, 96, 97</p> <p><b>March:</b> 108, 109, 110, 111</p>



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**Arkansas Mathematics Curriculum Framework**  
**Grade 1**

**N u m b e r   a n d   O p e r a t i o n s**

**S t a n d a r d   1 :   N u m b e r   S e n s e**

Students shall understand numbers, ways of representing numbers, relationships among numbers and number systems.

Student Learning Expectations, Grade 1	Every Day Counts Calendar Math, Grade 1 Teacher's Guide
<p><b>Whole Numbers</b>            NO.1.1.1            Use efficient <i>strategies</i> to count a given set of objects in groups of 10 up to 100</p>	<p><b>August/September:</b> 27  <b>October:</b> 41, 42  <b>December:</b> 67, 68  <b>January:</b> 79  <b>February:</b> 91, 92  <b>March:</b> 107  <b>April:</b> 121  <b>May/June:</b> 132, 133</p>
<p>NO.1.1.2            Represent a <i>whole number</i> less than 15 in all possible ways using <i>composition</i> and <i>decomposition</i></p>	<p><b>August/September:</b> 21, 22, 23, 25, 26, 27  <b>October:</b> 36, 37, 38  <b>November:</b> 50, 51  <b>December:</b> 65  <b>January:</b> 75, 76, 77  <b>February:</b> 89, 90  <b>March:</b> 104  <b>April:</b> 118, 119  <b>May/June:</b> 130, 131</p>

Student Learning Expectations, Grade 1	Every Day Counts Calendar Math, Grade 1 Teacher's Guide
<p>NO.1.1.3 Connect various physical models and representations to the quantities they represent using number names, numerals and number words to 20 with and without appropriate <i>technology</i></p>	<p><b>August/September:</b> 18, 19, 20, 21, 22, 23, 24, 25, 26, 27</p> <p><b>October:</b> 36, 37, 38</p> <p><b>November:</b> 50, 51</p> <p><b>December:</b> 64, 65</p> <p><b>January:</b> 75, 76, 77, 79</p> <p><b>February:</b> 88, 89</p> <p><b>March:</b> 104, 105, 110</p> <p><b>April:</b> 117, 118, 119</p> <p><b>May/June:</b> 130, 131</p>
<p>NO.1.1.4 Represent numbers to 20 in various forms</p>	<p><b>August/September:</b> 18, 19, 20, 21, 22, 23, 24, 25, 26, 27</p> <p><b>October:</b> 36, 37, 38</p> <p><b>November:</b> 50, 51</p> <p><b>December:</b> 64, 65</p> <p><b>January:</b> 75, 76, 77, 79</p> <p><b>February:</b> 88, 89</p> <p><b>March:</b> 104, 105, 110</p> <p><b>April:</b> 117, 118, 119</p> <p><b>May/June:</b> 130, 131</p>
<p>NO.1.1.5 Use multiple models to develop understandings of <i>place value</i> including tens and ones</p>	<p><b>August/September:</b> 25, 26, 27</p> <p><b>October:</b> 40, 41, 42</p> <p><b>November:</b> 52, 53, 55</p> <p><b>December:</b> 66, 67, 68, 69</p> <p><b>January:</b> 77, 78</p> <p><b>February:</b> 91, 92, 93, 94</p> <p><b>March:</b> 107, 108</p> <p><b>April:</b> 121, 122</p> <p><b>May/June:</b> 131, 132</p>

Student Learning Expectations, Grade 1	Every Day Counts Calendar Math, Grade 1 Teacher's Guide
<p>NO.1.1.6 Recognize the number or quantity of sets up to 10 without counting, regardless of arrangement</p>	<p><b>August/September:</b> 27 <b>October:</b> 41, 42 <b>November:</b> 51, 56 <b>December:</b> 68 <b>January:</b> 77, 78, 79 <b>February:</b> 91, 92 <b>March:</b> 107 <b>April:</b> 121 <b>May/June:</b> 132</p>
<p>NO.1.1.7 <i>Estimate</i> the results of <i>whole number</i> addition and subtraction problems and judge the reasonableness</p>	<p><b>October:</b> 40 <b>February:</b> 86</p>
<p>NO.1.1.8 Determine relative position using <i>ordinal numbers</i> (first through twelfth)</p>	<p><b>August/September:</b> 19, 20, 25, 31 <b>October:</b> 35, 41, 42 <b>November:</b> 48, 49, 52 <b>December:</b> 69 <b>January:</b> 74, 76 <b>February:</b> 88, 96 <b>May/June:</b> 129</p>
<p>NO.1.1.9 Compare 2 numbers, with less than 12 in each set, using objects and pictures with and without appropriate <i>technology</i></p>	<p><b>August/September:</b> 26, 27 <b>October:</b> 36, 37, 45 <b>November:</b> 50 <b>December:</b> 64 <b>January:</b> 78, 79 <b>April:</b> 124</p>

Student Learning Expectations, Grade 1	Every Day Counts Calendar Math, Grade 1 Teacher's Guide
<p>NO.1.1.10 Compare 2 numbers, less than 100 using mathematical language of greater than, equal to (same amount as), less than</p>	<p><b>August/September:</b> 24, 25, 26, 27</p> <p><b>October:</b> 40, 41, 42</p> <p><b>November:</b> 53, 55, 56</p> <p><b>December:</b> 68</p> <p><b>January:</b> 83</p> <p><b>February:</b> 91, 92</p> <p><b>March:</b> 107</p> <p><b>April:</b> 121</p> <p><b>May/June:</b> 131, 132</p>
<p><b>Rational Numbers</b> NO.1.1.11 Communicate the relative position of any number less than 20 (18 is less than 20 and greater than 12)</p>	<p><b>August/September:</b> 26, 27</p> <p><b>October:</b> 36, 37, 45</p> <p><b>November:</b> 56</p> <p><b>December:</b> 64, 68</p> <p><b>January:</b> 78, 79</p> <p><b>April:</b> 124</p>
<p>NO.1.1.12 Represent commonly used fractions using words and physical models for halves, thirds and fourths</p>	<p><b>October:</b> 43</p> <p><b>November:</b> 56</p> <p><b>February:</b> 89, 95, 98</p>

## Standard 2: Properties of Number Operations

Students shall understand meanings of operations and how they relate to one another.

Student Learning Expectations, Grade 1	Every Day Counts Calendar Math, Grade 1 Teacher's Guide
<p><b>Number Theory</b> NO.2.1.1 Count on (forward) and back (backward) using physical models or a number line starting at any <i>whole number</i> up to fifty</p>	<p><b>August/September:</b> 24, 25, 26, 27, 28, 29</p> <p><b>October:</b> 40, 41, 42, 43</p> <p><b>November:</b> 55, 56, 57, 58, 59</p> <p><b>December:</b> 68, 69</p> <p><b>January:</b> 79, 80, 81, 82</p> <p><b>February:</b> 92, 93, 94, 96, 97</p> <p><b>March:</b> 107, 108, 109, 110</p> <p><b>May/June:</b> 132, 133</p>
<p>NO.2.1.2 Develop an understanding of the <i>commutative</i> (turn around facts) and <i>identity</i> (add 0) <i>properties of addition</i> using objects</p>	<p><b>August/September:</b> 21, 22, 23, 25</p> <p><b>October:</b> 36, 37</p> <p><b>November:</b> 50, 51</p> <p><b>December:</b> 65, 66</p> <p><b>January:</b> 76</p> <p><b>February:</b> 89, 90</p> <p><b>March:</b> 104, 105, 108</p> <p><b>April:</b> 118</p> <p><b>May/June:</b> 131</p>
<p>NO.2.1.3 Apply <i>number theory</i>:</p> <ul style="list-style-type: none"> <li>• determine if a one-<i>digit</i> number is <i>odd</i> or <i>even</i></li> <li>• use the terms <i>sum</i> and <i>difference</i> in appropriate context</li> <li>• use conventional symbols (+, -, =) to represent the operations of addition and subtraction</li> </ul>	<p><b>August/September:</b> 21, 22</p> <p><b>October:</b> 37, 42</p> <p><b>November:</b> 51</p> <p><b>December:</b> 65, 67</p> <p><b>January:</b> 75, 76</p> <p><b>February:</b> 87, 90, 98, 99</p> <p><b>March:</b> 104, 105</p> <p><b>April:</b> 117, 118, 119</p> <p><b>May/June:</b> 130, 131</p>

Student Learning Expectations, Grade 1	Every Day Counts Calendar Math, Grade 1 Teacher's Guide
<p><b>Whole Number Operations</b>            NO.2.1.4            Use physical, <i>pictorial</i> and symbolic models to demonstrate various meanings of addition and subtraction</p>	<p><b>August/September:</b> 21, 22, 23, 25  <b>October:</b> 36, 37  <b>November:</b> 50, 51  <b>December:</b> 65, 66  <b>January:</b> 76  <b>February:</b> 89, 90  <b>March:</b> 104, 105, 108  <b>April:</b> 118  <b>May/June:</b> 131</p>
<p>NO.2.1.5            Identify and use relationships between addition and subtraction to solve problems in <i>contextual situations</i> involving <i>whole numbers</i></p>	<p><b>August/September:</b> 26, 27  <b>October:</b> 37, 41  <b>November:</b> 51  <b>December:</b> 65, 67  <b>February:</b> 90  <b>March:</b> 104, 105  <b>May/June:</b> 131</p>
<p>NO.2.1.6            Model and represent division as sharing equally in <i>contextual situations</i></p>	<p><b>December:</b> 69  <b>February:</b> 89, 93</p>

## Standard 3: Numerical Operations and Estimation

Students shall compute fluently and make reasonable estimates.

Student Learning Expectations, Grade 1	Every Day Counts Calendar Math, Grade 1 Teacher's Guide
<p><b>Computational Fluency—Addition and Subtraction</b> NO.3.1.1 Develop <i>strategies</i> for basic addition facts:</p> <ul style="list-style-type: none"> <li>• counting all</li> <li>• counting on</li> <li>• one more, two more</li> <li>• doubles</li> <li>• doubles plus one or minus one</li> <li>• make ten</li> <li>• using ten frames</li> <li>• <i>Identity Property</i> (add zero)</li> </ul>	<p><b>August/September:</b> 21, 22</p> <p><b>October:</b> 37, 42</p> <p><b>November:</b> 51</p> <p><b>December:</b> 65, 67</p> <p><b>January:</b> 75, 76</p> <p><b>February:</b> 90</p> <p><b>March:</b> 104, 105</p> <p><b>April:</b> 117, 118, 119</p> <p><b>May/June:</b> 130, 131</p>
<p>NO.3.1.2 Develop <i>strategies</i> for basic subtraction facts relating to addition</p>	<p><b>October:</b> 37</p> <p><b>November:</b> 51</p> <p><b>December:</b> 65, 67</p> <p><b>February:</b> 90</p> <p><b>March:</b> 104, 105</p> <p><b>April:</b> 119</p> <p><b>May/June:</b> 130, 131</p>
<p><b>Application of Computation</b> NO.3.1.3 Solve problems by using a variety of methods and tools (e.g., objects, mental computation, paper and pencil, and with and without appropriate <i>technology</i>)</p>	<p><b>August/September:</b> 21, 22, 23</p> <p><b>October:</b> 36, 37, 38</p> <p><b>November:</b> 50, 51</p> <p><b>December:</b> 64, 65</p> <p><b>January:</b> 75, 76</p> <p><b>February:</b> 90</p> <p><b>March:</b> 104, 105</p> <p><b>April:</b> 117, 118</p> <p><b>May/June:</b> 130, 131</p>

## Strand : Algebra

### Standard 4 : Patterns , Relations and Functions

Students shall recognize, describe and develop patterns, relations and functions.

Student Learning Expectations, Grade 1	Every Day Counts Calendar Math, Grade 1 Teacher's Guide
<p><b>Sort and Classify</b> A.4.1.1 Sort and classify objects by one or two <i>attributes</i> in more than one way</p>	<p><b>August/September:</b> 18, 19, 20 <b>October:</b> 34, 35 <b>November:</b> 48, 49 <b>December:</b> 62, 63, 64 <b>April:</b> 116, 117 <b>May/June:</b> 134, 135</p>
<p><b>Recognize, describe, and develop patterns</b> A.4.1.2 Identify and describe <i>patterns</i> in the environment</p>	<p><b>August/September:</b> 18, 19, 20, 24, 25, 26, 27 <b>October:</b> 34, 35, 40, 41, 42 <b>November:</b> 48, 49, 55, 56, 57 <b>December:</b> 62, 63 <b>January:</b> 74, 75, 79 <b>February:</b> 87, 88 <b>March:</b> 102, 103 <b>April:</b> 116, 117 <b>May/June:</b> 128, 129</p>
<p>A.4.1.3 Use <i>patterns</i> to count forward and backward when given a number less than or equal to 50</p>	<p><b>August/September:</b> 19, 26, 27 <b>October:</b> 41 <b>November:</b> 56 <b>December:</b> 68, 69 <b>January:</b> 79 <b>February:</b> 92, 93, 94 <b>March:</b> 107, 108 <b>April:</b> 121, 122 <b>May/June:</b> 132</p>

Student Learning Expectations, Grade 1	Every Day Counts Calendar Math, Grade 1 Teacher's Guide
A.4.1.4 Identify, describe and extend <i>skip-counting patterns</i> by 2s	<b>February:</b> 98, 99
A.4.1.5 Identify a number that is one more or one less than any <i>whole number</i> less than 100	<b>August/September:</b> 25, 26 <b>October:</b> 40, 41, 42 <b>November:</b> 51 <b>January:</b> 75, 76, 77 <b>February:</b> 90, 91 <b>March:</b> 105 <b>April:</b> 118, 119
A.4.1.6 Recognize, extend, and create simple repeating and growing <i>patterns</i> using a wide variety of materials and describe them using words, pictures or symbols	<b>August/September:</b> 18, 19, 20, 24, 25, 26, 27 <b>October:</b> 34, 35, 40, 41, 42 <b>November:</b> 48, 49 <b>December:</b> 62, 63 <b>January:</b> 74, 79 <b>February:</b> 87, 88, 98, 99 <b>March:</b> 102, 103 <b>April:</b> 116, 117 <b>May/June:</b> 128, 129, 130, 132

## Standard 5: Algebraic Representations

Students shall represent and analyze mathematical situations and structures using algebraic symbols.

Student Learning Expectations, Grade 1	Every Day Counts Calendar Math, Grade 1 Teacher's Guide
<p><b>Expressions, Equations, and Inequalities</b> A.5.1.1 Select and/or write number sentences to find the unknown in problem-solving contexts involving single-digit addition and subtraction using appropriate labels</p>	<p><b>August/September: 22</b> <b>October: 37</b> <b>November: 51</b> <b>December: 65, 67</b> <b>January: 76</b> <b>February: 90</b> <b>March: 104</b> <b>April: 119</b> <b>May/June: 130</b></p>
<p>A.5.1.2 Recognize that “=” indicates a relationship in which the quantities on each side of an <i>equation</i> are equal</p>	<p><b>August/September: 22</b> <b>October: 37</b> <b>November: 51</b> <b>December: 65, 67</b> <b>January: 76</b> <b>February: 90</b> <b>March: 104</b> <b>April: 118, 119</b> <b>May/June: 130, 131</b></p>

## Standard 6: Algebraic Models

Students shall develop and apply mathematical models to represent and understand quantitative relationships.

Student Learning Expectations, Grade 1	Every Day Counts Calendar Math, Grade 1 Teacher's Guide
<b>Algebraic Models and Relationships</b> A.6.1.1 Explore the use of a chart or table to organize information and to understand relationships	<b>August/September:</b> 30, 31 <b>October:</b> 44, 45 <b>January:</b> 83 <b>February:</b> 98, 99 <b>March:</b> 111, 112 <b>April:</b> 123, 124 <b>May/June:</b> 134, 135

## Standard 7: Analysis of Change

Students shall analyze change in various contexts.

Student Learning Expectations, Grade 1	Every Day Counts Calendar Math, Grade 1 Teacher's Guide
<b>Analyze Change</b> A.7.1.1 Interpret <i>qualitative change</i>	<b>August/September:</b> 18, 19, 20 <b>October:</b> 34, 35 <b>November:</b> 48, 49, 50 <b>December:</b> 62, 63, 64 <b>January:</b> 74, 75 <b>February:</b> 87, 88 <b>March:</b> 102, 103 <b>April:</b> 116, 117 <b>May/June:</b> 128, 129

## S t r a n d : G e o m e t r y

### S t a n d a r d 8 : G e o m e t r i c P r o p e r t i e s

Students shall analyze characteristics and properties of 2 and 3 dimensional geometric shapes and develop mathematical arguments about geometric relationships.

Student Learning Expectations, Grade 1	Every Day Counts Calendar Math, Grade 1 Teacher's Guide
<b>Characteristics and Properties-Three Dimensional</b> G.8.1.1 Compare <i>three-dimensional</i> solids ( <i>sphere, cube, rectangular prism, cone, and cylinder</i> ) by investigating their physical characteristics	<b>December:</b> 62, 63, 64  <b>May/June:</b> 128, 129, 134, 135
G.8.1.2 Investigate the presence of <i>three-dimensional</i> objects in the environment	<b>December:</b> 62, 63, 64  <b>May/June:</b> 128, 129, 134, 135
<b>Characteristics and Properties-Two Dimensional</b> G.8.1.3 Compare and make geometric figures (triangle, rectangle [including square] and circle) by investigating their physical characteristics independent of position or size	<b>August/September:</b> 18, 19, 20  <b>October:</b> 34, 35  <b>November:</b> 48, 49  <b>April:</b> 116, 117

### S t a n d a r d 9 : T r a n s f o r m a t i o n o f S h a p e s

Students shall apply transformations and the use of symmetry to analyze mathematical situations.

Student Learning Expectations, Grade 1	Every Day Counts Calendar Math, Grade 1 Teacher's Guide
<b>Symmetry and Transformation</b> G.9.1.2 Manipulate <i>two-dimensional</i> figures through <i>slides, flips</i> and <i>turns</i>	<b>April:</b> 116, 117

## Standard 10: Coordinate Geometry

Students shall specify locations and describe spatial relationships using coordinate geometry and other representational systems.

Student Learning Expectations, Grade 1	Every Day Counts Calendar Math, Grade 1 Teacher's Guide
<b>Coordinate Geometry</b> G.10.1.1 Extend the use of location words to include distance (near, far, close to) and direction (left and right)	<b>August/September:</b> 19 <b>October:</b> 35 <b>November:</b> 48 <b>December:</b> 63 <b>January:</b> 74, 75 <b>May/June:</b> 128, 129

## Strand: Measurement

### Standard 12: Physical Attributes

Students shall use attributes of measurement to describe and compare mathematical and real-world objects.

Student Learning Expectations, Grade 1	Every Day Counts Calendar Math, Grade 1 Teacher's Guide
<b>Time: Calendar</b> M.12.1.1 Recognize the number of days in a week and the number of days in a month using a calendar	<b>August/September:</b> 18, 19, 20 <b>October:</b> 34, 35 <b>November:</b> 48, 49 <b>December:</b> 62, 63 <b>January:</b> 74, 75 <b>February:</b> 87, 88 <b>March:</b> 102, 103 <b>April:</b> 116, 117 <b>May/June:</b> 128, 129

Student Learning Expectations, Grade 1	Every Day Counts Calendar Math, Grade 1 Teacher's Guide
<p>M.12.1.2 Orally sequence the months of the year</p>	<p><b>October:</b> 35 <b>December:</b> 62 <b>January:</b> 74 <b>February:</b> 87 <b>March:</b> 102 <b>May/June:</b> 128</p>
<p><b>Time: Clock</b> M.12.1.3 Recognize that an hour is longer than a minute and a minute is longer than a second</p>	<p><b>August/September:</b> 28, 29, 30 <b>October:</b> 43 <b>November:</b> 59 <b>December:</b> 70, 71 <b>January:</b> 81, 82 <b>February:</b> 97, 98 <b>March:</b> 110</p>
<p><b>Money</b> M.12.1.4 Recognize and identify <i>attributes</i> of penny, nickel, dime, quarter and dollar bill</p>	<p><b>November:</b> 57, 58 <b>January:</b> 80, 81 <b>March:</b> 108, 109 <b>May/June:</b> 133</p>
<p>M.12.1.5 State the values of a penny, nickel, dime, and quarter and dollar bill</p>	<p><b>November:</b> 57, 58 <b>December:</b> 69 <b>January:</b> 80, 81 <b>March:</b> 108, 109 <b>May/June:</b> 133</p>
<p>M.12.1.6 Compare the value of coins (pennies, nickels, dimes and quarters)</p>	<p><b>November:</b> 57, 58 <b>December:</b> 69 <b>January:</b> 80, 81 <b>March:</b> 108, 109 <b>May/June:</b> 133</p>

Student Learning Expectations, Grade 1	Every Day Counts Calendar Math, Grade 1 Teacher's Guide
<b>Temperature</b> M.12.1.7 Distinguish between hot and cold temperatures on a thermometer	<b>October:</b> 44, 45  <b>April:</b> 123, 124, 125
<b>Tools and Attributes</b> M.12.1.8 Recognize <i>attributes</i> of measurement (length, weight, <i>capacity</i> and <i>mass</i> ) and identify appropriate tools used to measure each attribute	<b>August/September:</b> 38, 39  <b>November:</b> 55, 56  <b>March:</b> 105, 106  <b>April:</b> 119, 120, 131

**S t a n d a r d 1 3 : S y s t e m s o f M e a s u r e m e n t**  
 Students shall identify and use units, systems and processes of measurement.

Student Learning Expectations, Grade 1	Every Day Counts Calendar Math, Grade 1 Teacher's Guide
<b>Calendar</b> M.13.1.1 Use a calendar to determine <i>elapsed time</i> involving a time period of one week	<b>August/September:</b> 18, 19, 20  <b>October:</b> 34, 35  <b>November:</b> 48, 49  <b>December:</b> 62, 63  <b>January:</b> 74, 75  <b>February:</b> 87, 88  <b>March:</b> 102, 103  <b>April:</b> 116, 117  <b>May/June:</b> 128, 129
<b>Clock</b> M.13.1.2 Tell time to the half-hour	<b>August/September:</b> 28, 29, 30  <b>October:</b> 43  <b>November:</b> 59  <b>December:</b> 70, 71  <b>January:</b> 81, 82  <b>February:</b> 97, 98  <b>March:</b> 110

Student Learning Expectations, Grade 1	Every Day Counts Calendar Math, Grade 1 Teacher's Guide
<p><b>Elapsed Time</b> M.13.1.3 Determine <i>elapsed time</i> (to the hour) in <i>contextual situations</i></p>	<p><b>October:</b> 43 <b>December:</b> 71 <b>January:</b> 82 <b>February:</b> 97, 98 <b>March:</b> 110</p>
<p><b>Money</b> M.13.1.4 Determine the value of a small collection of coins (with a total value up to one dollar) using one or two different types of coins, including pennies, nickels, dimes and quarters</p>	<p><b>November:</b> 57, 58 <b>December:</b> 69 <b>January:</b> 80, 81 <b>March:</b> 108, 109 <b>May/June:</b> 133</p>
<p>M.13.1.5 Represent and write the value of money using the cent sign</p>	<p><b>November:</b> 57, 58 <b>December:</b> 69 <b>January:</b> 80, 81 <b>May/June:</b> 133</p>
<p>M.13.1.6 Show different combination of coins that have the same value</p>	<p><b>November:</b> 57, 58 <b>December:</b> 69 <b>January:</b> 80, 81 <b>March:</b> 108, 109 <b>May/June:</b> 133</p>
<p><b>Applications</b> M.13.1.7 Select the appropriate <i>non-standard</i> measurement tools for length, <i>capacity</i> and <i>mass</i></p>	<p><b>October:</b> 38, 39 <b>November:</b> 54, 55 <b>March:</b> 105, 106 <b>April:</b> 119</p>
<p>M.13.1.8 <i>Estimate</i> and measure length, <i>capacity/volume</i> and <i>mass</i> with <i>non-standard units</i></p>	<p><b>October:</b> 39 <b>November:</b> 54, 55 <b>March:</b> 105, 106 <b>April:</b> 119</p>

## Strand: Data Analysis and Probability

### Standard 14: Data Representation

Students shall formulate questions that can be addressed with data and collect, organize and display relevant data to answer them.

Student Learning Expectations, Grade 1	Every Day Counts Calendar Math, Grade 1 Teacher's Guide
<p><b>Collect, Organize, and Display Data</b> DAP.14.1.1 Identify the purpose for data collection and collect, organize and display physical objects for describing the results</p>	<p><b>August/September:</b> 30, 31 <b>October:</b> 44, 45 <b>January:</b> 83 <b>February:</b> 95, 96, 98, 99 <b>March:</b> 111, 112 <b>April:</b> 123, 124, 125</p>

### Standard 15: Data Analysis

Students shall select and use appropriate statistical methods to analyze data.

Student Learning Expectations, Grade 1	Every Day Counts Calendar Math, Grade 1 Teacher's Guide
<p><b>Data Analysis</b> DAP.15.1.1 Analyze and interpret concrete and <i>pictorial graphs</i> (i.e. <i>bar graphs, pictographs, Venn diagrams, T-chart</i>)</p>	<p><b>August/September:</b> 30, 31 <b>October:</b> 44, 45 <b>January:</b> 83 <b>February:</b> 95, 96, 98, 99 <b>March:</b> 111, 112 <b>April:</b> 123, 124, 125</p>
<p>DAP.15.1.2 Make a true statement about the data displayed on a graph or chart (i.e. 5 people ride the bus)</p>	<p><b>August/September:</b> 30, 31 <b>October:</b> 44, 45 <b>January:</b> 83 <b>February:</b> 95, 96, 98, 99 <b>March:</b> 111, 112 <b>April:</b> 123, 124, 125</p>

## Standard 16: Inferences and Predictions

Students shall develop and evaluate inferences and predictions that are based on data.

Student Learning Expectations, Grade 1	Every Day Counts Calendar Math, Grade 1 Teacher's Guide
<b>Inferences and Predictions</b> DAP.16.1.1 Explore making simple predictions for a given set of data	<b>October:</b> 35, 36 <b>February:</b> 88 <b>March:</b> 112

## Standard 17: Probability

Students shall understand and apply basic concepts of probability.

Student Learning Expectations, Grade 1	Every Day Counts Calendar Math, Grade 1 Teacher's Guide
<b>Probability</b> DAP.17.1.1 Describe the <i>probability</i> of an event as being more, less, or equally likely to occur	<b>October:</b> 35, 36

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## correlated to

# Arkansas Mathematics Curriculum Framework

## Grade 2

### N u m b e r   a n d   O p e r a t i o n s

### S t a n d a r d   1 :   N u m b e r   S e n s e

Students shall understand numbers, ways of representing numbers, relationships among numbers and number systems.

Student Learning Expectations, Grade 2	Every Day Counts Calendar Math, Grade 2 Teacher’s Guide
<p><b>Whole Numbers</b>                      NO.1.2.1                      Use efficient <i>strategies</i> to count a given set of objects in groups of 2s and 5s to 100 and in groups of 3s to 30</p>	<p><b>August/September:</b> 20, 23, 24, 26</p> <p><b>October:</b> 33, 34, 35, 38, 39</p> <p><b>November:</b> 50, 51, 53, 54, 55</p> <p><b>December:</b> 66, 67, 69</p> <p><b>January:</b> 77, 81, 83</p> <p><b>February:</b> 90, 91, 95, 96</p> <p><b>March:</b> 109, 110</p> <p><b>April:</b> 116, 121, 123</p> <p><b>May/June:</b> 129</p>
<p>NO.1.2.2                      Represent a <i>whole number</i> in <i>multiple</i> ways using <i>composition</i> and <i>decomposition</i></p>	<p><b>August/September:</b> 20, 21, 22</p> <p><b>October:</b> 34, 35, 36</p> <p><b>November:</b> 48, 49, 53, 54</p> <p><b>December:</b> 63, 64, 66, 67</p> <p><b>January:</b> 74, 75, 80, 81, 82</p> <p><b>February:</b> 88, 89, 90</p> <p><b>March:</b> 109, 110</p>

Student Learning Expectations, Grade 2	Every Day Counts Calendar Math, Grade 2 Teacher's Guide
<p>NO.1.2.3 Connect various physical models and representations to the quantities they represent using number names, numerals and number words to 100 with and without appropriate <i>technology</i></p>	<p><b>August/September:</b> 18, 19, 20, 21, 22, 23, 24, 25</p> <p><b>October:</b> 33, 34, 35, 36, 37, 38</p> <p><b>November:</b> 47, 48, 49, 53, 54</p> <p><b>December:</b> 63, 64, 65, 66, 67, 68</p> <p><b>January:</b> 73, 74, 75, 76, 77, 80, 81</p> <p><b>February:</b> 86, 87, 88, 89, 90, 91, 94, 95, 96</p> <p><b>March:</b> 103, 104, 105, 109, 110, 112, 113</p> <p><b>April:</b> 116, 117, 118, 119, 121, 122</p> <p><b>May/June:</b> 127, 128</p>
<p>NO.1.2.4 Represent numbers to 100 in various forms</p>	<p><b>August/September:</b> 18, 19, 20, 21, 22, 23, 24, 25</p> <p><b>October:</b> 33, 34, 35, 36, 37, 38</p> <p><b>November:</b> 47, 48, 49, 53, 54</p> <p><b>December:</b> 63, 64, 65, 66, 67, 68</p> <p><b>January:</b> 73, 74, 75, 76, 77, 80, 81</p> <p><b>February:</b> 86, 87, 88, 89, 90, 91, 94, 95, 96</p> <p><b>March:</b> 103, 104, 105, 109, 110, 112, 113</p> <p><b>April:</b> 116, 117, 118, 119, 121, 122</p> <p><b>May/June:</b> 127, 128</p>
<p>NO.1.2.5 Use multiple models to represent understanding of <i>place value</i> including hundreds</p>	<p><b>August/September:</b> 23, 24, 25</p> <p><b>October:</b> 36, 37</p> <p><b>November:</b> 53</p> <p><b>December:</b> 65, 66</p> <p><b>January:</b> 75, 76, 77, 80</p> <p><b>February:</b> 89, 90, 95, 96</p> <p><b>March:</b> 109, 110</p> <p><b>April:</b> 121</p>

Student Learning Expectations, Grade 2	Every Day Counts Calendar Math, Grade 2 Teacher's Guide
NO.1.2.6 Determine relative position using <i>ordinal numbers</i> (first through eighteenth)	<b>August/September: 28</b>  <b>January: 75</b>  <b>February: 87</b>  <b>May/June: 127</b>
NO.1.2.7 Compare 2 numbers, less than 100 using numerals and =, <, > with and without appropriate <i>technology</i>	<b>December: 67</b>  <b>January: 80, 81</b>  <b>March: 109</b>  <b>April: 120, 121, 122</b>  <b>May/June: 127</b>
<b>Rational Numbers</b> NO.1.2.8 Communicate the relative position of any number less than 100 (27 is greater than 25 and less than 30)	<b>December: 67</b>  <b>January: 80, 81</b>  <b>March: 109</b>  <b>April: 121, 122</b>  <b>May/June: 127</b>
NO.1.2.9 Represent fractions (halves, thirds, fourths, sixths and eighths) using words, numerals, and physical models	<b>August/September: 28, 29</b>  <b>November: 58</b>  <b>February: 87</b>  <b>March: 105, 106, 107, 108</b>

## Standard 2: Properties of Number Operations

Students shall understand meanings of operations and how they relate to one another.

Student Learning Expectations, Grade 2	Every Day Counts Calendar Math, Grade 2 Teacher's Guide
<p><b>Number Theory</b> NO.2.2.1 Count on (forward) and back (backward) on a number line and a 100's chart starting at any <i>whole number</i> up to 100</p>	<p><b>August/September:</b> 23, 24</p> <p><b>October:</b> 36, 37</p> <p><b>November:</b> 53, 54</p> <p><b>December:</b> 66, 67</p> <p><b>February:</b> 86</p> <p><b>January:</b> 80, 81</p> <p><b>February:</b> 94, 95</p>
<p>NO.2.2.2 <i>Model</i> and use the <i>commutative property for addition</i></p>	<p><b>August/September:</b> 22</p> <p><b>October:</b> 35</p> <p><b>November:</b> 49</p> <p><b>December:</b> 64</p>
<p>NO.2.2.3 Develop an understanding of the <i>associative property</i> of addition using objects</p>	<p><b>August/September:</b> 24</p> <p><b>November:</b> 49</p> <p><b>January:</b> 74</p>
<p>NO.2.2.4 Apply <i>number theory</i>:</p> <ul style="list-style-type: none"> <li>• determine if a two-<i>digit</i> number is <i>odd</i> or <i>even</i></li> <li>• use the terms <i>sum</i>, <i>addends</i>, and <i>difference</i> in an appropriate context (<math>2 + 3 = 5</math>, 2 and 3 are <i>addends</i>; 5 is a <i>sum</i>)</li> </ul>	<p><b>August/September:</b> 18, 19, 20</p> <p><b>December:</b> 65</p> <p><b>February:</b> 89</p>
<p><b>Whole Number Operations</b> NO.2.2.5 Demonstrate various meanings of addition and subtraction</p>	<p><b>August/September:</b> 20, 21, 22, 23, 24</p> <p><b>October:</b> 34, 35, 36, 37</p> <p><b>November:</b> 48, 49, 53, 54</p> <p><b>December:</b> 63, 64, 65, 66, 67</p> <p><b>January:</b> 74, 75, 76, 77, 80, 81</p> <p><b>February:</b> 88, 89, 90, 91, 94, 95, 96</p> <p><b>March:</b> 109, 110</p>

Student Learning Expectations, Grade 2	Every Day Counts Calendar Math, Grade 2 Teacher's Guide
NO.2.2.6 Demonstrate various addition and subtraction relationships (property) to solve problems in <i>contextual situations</i> involving <i>whole numbers</i>	<b>August/September:</b> 21, 24  <b>October:</b> 35, 36, 37  <b>November:</b> 48  <b>December:</b> 66, 67  <b>January:</b> 80, 81, 82  <b>March:</b> 110
NO.2.2.7 Model, represent and explain division as sharing equally and repeated subtraction in <i>contextual situations</i>	<b>April:</b> 117, 118, 119

**Standard 3: Numerical Operations and Estimation**  
 Students shall compute fluently and make reasonable estimates.

Student Learning Expectations, Grade 2	Every Day Counts Calendar Math, Grade 2 Teacher's Guide
<b>Computational Fluency-Addition and Subtraction</b> NO.3.2.1 Develop <i>strategies</i> for basic addition facts <ul style="list-style-type: none"> <li>• counting all</li> <li>• counting on</li> <li>• one more, two more</li> <li>• doubles</li> <li>• doubles plus one or minus one</li> <li>• make ten</li> <li>• using ten frames</li> <li>• <i>Identity Property</i> (add zero)</li> </ul>	<b>August/September:</b> 20, 21, 22  <b>October:</b> 34, 35, 36  <b>November:</b> 48, 49, 50  <b>December:</b> 62, 63  <b>January:</b> 74, 75  <b>February:</b> 88, 89
NO.3.2.2 Demonstrate multiple <i>strategies</i> for adding or subtracting <i>two-digit whole numbers</i> <ul style="list-style-type: none"> <li>• <i>Compatible Numbers</i></li> <li>• <i>compensatory numbers</i></li> <li>• informal use of <i>commutative</i> and <i>associative properties of addition</i></li> </ul>	<b>October:</b> 34, 35, 36  <b>November:</b> 53, 54  <b>December:</b> 63, 64, 66, 67  <b>January:</b> 74, 75, 80, 81, 82  <b>February:</b> 88, 89, 90  <b>March:</b> 109, 110

Student Learning Expectations, Grade 2	Every Day Counts Calendar Math, Grade 2 Teacher's Guide
<p>NO.3.2.3 Demonstrate <i>computational fluency</i> (accuracy, efficiency and flexibility) in addition facts with addends through 9 and corresponding subtractions</p>	<p><b>August/September:</b> 20, 21, 22 <b>October:</b> 34, 35, 36 <b>November:</b> 48, 49, 50 <b>December:</b> 62, 63 <b>January:</b> 74, 75 <b>February:</b> 88, 89</p>
<p><b>Application of Computations</b> NO.3.2.4 Solve problems using a variety of methods and tools (e.g., objects, mental computation, paper and pencil, and with and without appropriate <i>technology</i>)</p>	<p><b>August/September:</b> 21, 22, 24, 26 <b>October:</b> 34, 35, 36, 37, 38 <b>November:</b> 48, 49, 56 <b>December:</b> 63, 64, 65, 67 <b>January:</b> 73, 74, 75, 76, 77, 80, 81 <b>February:</b> 88, 89, 90, 91, 95 <b>March:</b> 103, 104, 105, 106, 109, 110, 111 <b>April:</b> 117, 118, 119, 122</p>
<p><b>Estimation</b> NO.3.2.5 Use <i>estimation strategies</i> to solve addition and subtraction problems and judge the reasonableness of the answer</p>	<p><b>November:</b> 56 <b>December:</b> 65 <b>February:</b> 90</p>

## Strand : Algebra

### Standard 4 : Patterns , Relations and Functions

Students shall recognize, describe and develop patterns, relations and functions.

Student Learning Expectations, Grade 2	Every Day Counts Calendar Math, Grade 2 Teacher's Guide
<p><b>Sort and Classify</b> A.4.2.1 Sort, classify, and label objects by three or more <i>attributes</i> in more than one way</p>	<p><b>August/September:</b> 18, 19, 20 <b>October:</b> 32, 33, 34 <b>November:</b> 46, 47 <b>December:</b> 62, 63 <b>January:</b> 72, 73 <b>February:</b> 87 <b>March:</b> 102, 103 <b>April:</b> 116 <b>May/June:</b> 130, 131</p>
<p><b>Recognize, describe and develop patterns</b> A.4.2.2 Describe repeating and growing <i>patterns</i> in the environment</p>	<p><b>August/September:</b> 18, 19, 20, 23, 24, 25 <b>October:</b> 32, 33, 34, 36, 37 <b>November:</b> 46, 47, 53, 54 <b>December:</b> 62, 63, 67 <b>January:</b> 72, 73 <b>February:</b> 87, 95 <b>March:</b> 102, 103, 109 <b>April:</b> 116 <b>May/June:</b> 126, 127</p>
<p>A.4.2.3 Use <i>patterns</i> to count forward and backward when given a number less than or equal to 100</p>	<p><b>August/September:</b> 23, 24 <b>October:</b> 36, 37 <b>November:</b> 53, 54 <b>December:</b> 66, 67 <b>January:</b> 80, 81 <b>February:</b> 94, 95</p>

Student Learning Expectations, Grade 2	Every Day Counts Calendar Math, Grade 2 Teacher's Guide
<p>A.4.2.4 Identify, describe and extend <i>skip counting patterns</i> from any given number</p>	<p><b>August/September:</b> 20, 23, 24 <b>October:</b> 35 <b>November:</b> 51 <b>December:</b> 67, 69 <b>January:</b> 81 <b>February:</b> 90, 91, 95, 96 <b>March:</b> 109, 110 <b>April:</b> 121, 122 <b>May/June:</b> 127, 128</p>
<p>A.4.2.5 Identify a number that is more or less than any <i>whole number</i> less than 100 using <i>multiples</i> of ten</p>	<p><b>August/September:</b> 24 <b>October:</b> 36, 37 <b>November:</b> 53, 54 <b>January:</b> 81</p>
<p>A.4.2.6 Recognize, describe, extend, and create repeating and growing <i>patterns</i> using a wide variety of materials to solve problems</p>	<p><b>August/September:</b> 18, 19, 20, 23, 24, 25 <b>October:</b> 32, 33, 34, 36, 37 <b>November:</b> 46, 47, 53, 54 <b>December:</b> 62, 63, 67 <b>January:</b> 72, 73 <b>February:</b> 87, 95 <b>March:</b> 102, 103, 109 <b>April:</b> 116 <b>May/June:</b> 126, 127</p>

## Standard 5: Algebraic Representations

Students shall represent and analyze mathematical situations and structures using algebraic symbols.

Student Learning Expectations, Grade 2	Every Day Counts Calendar Math, Grade 2 Teacher's Guide
<p><b>Expressions, Equations, and Inequalities</b> A.5.2.1 Select and/or write number sentences to find the unknown in problem-solving contexts involving two-digit addition and subtraction using appropriate labels</p>	<p><b>October:</b> 34, 35, 36</p> <p><b>November:</b> 53, 54</p> <p><b>December:</b> 63, 64, 66, 67</p> <p><b>January:</b> 74, 75, 80, 81, 82</p> <p><b>February:</b> 88, 89, 90</p> <p><b>March:</b> 109, 110</p>
<p>A.5.2.2 Express mathematical relationships using <i>equalities</i> and <i>inequalities</i> (<math>&gt;</math>, <math>&lt;</math>, <math>=</math>, <math>\neq</math>)</p>	<p><b>August/September:</b> 21, 22</p> <p><b>October:</b> 35, 36</p> <p><b>November:</b> 48, 49, 53</p> <p><b>December:</b> 63, 64, 65, 67</p> <p><b>January:</b> 74, 75, 76, 77, 80, 81</p> <p><b>February:</b> 88, 89, 90</p> <p><b>March:</b> 103, 104, 105, 109</p> <p><b>April:</b> 117, 118, 119, 121, 122</p> <p><b>May/June:</b> 127</p>
<p>A.5.2.3 Recognize that symbols such as <math>\square</math>, <math>\_</math> and <math>\diamond</math> in an addition or subtraction equation, represent a missing value that will make the statement true</p>	<p><b>October:</b> 34</p>

## Standard 6: Algebraic Models

Students shall develop and apply mathematical models to represent and understand quantitative relationships.

Student Learning Expectations, Grade 2	Every Day Counts Calendar Math, Grade 2 Teacher's Guide
<b>Algebraic Models and Relationships</b> A.6.2.1 Use a chart or table to organize information and to understand relationships	<b>August/September:</b> 27, 28, 29 <b>October:</b> 41, 42, 43 <b>November:</b> 58, 59 <b>January:</b> 78, 79, 80 <b>February:</b> 98, 99 <b>March:</b> 112, 113 <b>May/June:</b> 130, 131

## Standard 7: Analysis of Change

Students shall analyze change in various contexts.

Student Learning Expectations, Grade 2	Every Day Counts Calendar Math, Grade 2 Teacher's Guide
<b>Analyze Change</b> A.7.2.1 Interpret and compare <i>quantitative change</i>	<b>August/September:</b> 27, 28, 29 <b>October:</b> 41, 42, 43 <b>November:</b> 58, 59 <b>January:</b> 78, 79, 80 <b>February:</b> 98, 99 <b>March:</b> 112, 113 <b>May/June:</b> 130, 131

## Strand: Geometry

### Standard 8: Geometric Properties

Students shall analyze characteristics and properties of 2 and 3 dimensional geometric shapes and develop mathematical arguments about geometric relationships.

Student Learning Expectations, Grade 2	Every Day Counts Calendar Math, Grade 2 Teacher's Guide
<p><b>Characteristics and Properties-Three Dimensional</b> G.8.2.1 Identify, name, sort and describe <i>three-dimensional</i> solids (<i>cube, sphere, rectangular prism, cone, and cylinder</i>) according to the shapes of <i>faces</i></p>	<p><b>November:</b> 46, 47 <b>March:</b> 102, 103 <b>May/June:</b> 130, 131</p>
<p>G.8.2.2 Match <i>three-dimensional</i> objects to their <i>two-dimensional faces</i></p>	<p><b>November:</b> 46, 47 <b>March:</b> 102, 103 <b>May/June:</b> 130, 131</p>
<p><b>Characteristics and Properties-Two Dimensional</b> G.8.2.3 Identify, classify and describe <i>two-dimensional</i> geometric figures (rectangle [including square], triangle and circle) using concrete objects drawings, and computer graphics</p>	<p><b>August/September:</b> 18, 19, 20 <b>October:</b> 32, 33, 34 <b>December:</b> 62, 63 <b>January:</b> 72, 73 <b>February:</b> 87 <b>April:</b> 116</p>

### Standard 9: Transformation of Shapes

Students shall apply transformations and the use of symmetry to analyze mathematical situations.

Student Learning Expectations, Grade 2	Every Day Counts Calendar Math, Grade 2 Teacher's Guide
<p><b>Symmetry and Transformations</b> G.9.2.1 Use <i>lines of symmetry</i> to demonstrate and describe <i>congruent</i> figures within a <i>two-dimensional</i> figure</p>	<p><b>January:</b> 72, 73 <b>February:</b> 87 <b>April:</b> 116</p>
<p>G.9.2.2 Demonstrate the motion of a single <i>transformation</i></p>	<p><b>October:</b> 32, 33, 34 <b>November:</b> 47 <b>December:</b> 63 <b>January:</b> 73 <b>April:</b> 116</p>

## Standard 10: Coordinate Geometry

Students shall specify locations and describe spatial relationships using coordinate geometry and other representational systems.

Student Learning Expectations, Grade 2	Every Day Counts Calendar Math, Grade 2 Teacher's Guide
<b>Coordinate Geometry</b> G.10.2.1 Extend the use of directional words to include rows and columns	<b>August/September:</b> 28  <b>October:</b> 42, 43  <b>January:</b> 78, 79  <b>February:</b> 98, 99

## Standard 11: Visualization and Geometric Models

Students shall use visualization, spatial reasoning and geometric modeling.

Student Learning Expectations, Grade 2	Every Day Counts Calendar Math, Grade 2 Teacher's Guide
<b>Spatial Visualization and Models</b> G.11.2.1 Replicate a simple geometric design from a briefly displayed example or from a description	<b>August/September:</b> 20  <b>October:</b> 33, 34  <b>December:</b> 63  <b>January:</b> 72, 73  <b>February:</b> 87  <b>April:</b> 116
G.11.2.2 Create new figures by combining and subdividing models of existing figures	<b>December:</b> 63  <b>January:</b> 72, 73  <b>February:</b> 87  <b>April:</b> 116

## Strand: Measurement

### Standard 12: Physical Attributes

Students shall use attributes of measurement to describe and compare mathematical and real-world objects.

Student Learning Expectations, Grade 2	Every Day Counts Calendar Math, Grade 2 Teacher's Guide
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Student Learning Expectations, Grade 2	Every Day Counts Calendar Math, Grade 2 Teacher's Guide
<p><b>Time: Calendar</b> M.12.2.1 Recognize that there are 12 months in a year and that each month has a specific number of days</p>	<p><b>August/September:</b> 18, 19, 20</p> <p><b>October:</b> 32, 33, 34</p> <p><b>November:</b> 46, 47</p> <p><b>December:</b> 62, 63</p> <p><b>January:</b> 72, 73</p> <p><b>February:</b> 87</p> <p><b>March:</b> 102, 103</p> <p><b>April:</b> 116</p> <p><b>May/June:</b> 130, 131</p>
<p><b>Time: Clock</b> M.12.2.2 Recognize that there are 24 hours in a day</p>	<p><b>October:</b> 39, 40, 41</p> <p><b>November:</b> 57</p> <p><b>December:</b> 69</p> <p><b>January:</b> 83</p> <p><b>February:</b> 91, 92</p> <p><b>March:</b> 105, 106</p>
<p><b>Money</b> M.12.2.3 State the value of all coins and a dollar</p>	<p><b>August/September:</b> 25, 26, 27</p> <p><b>October:</b> 37, 38</p> <p><b>November:</b> 55, 56</p> <p><b>December:</b> 68</p> <p><b>January:</b> 81, 82</p> <p><b>February:</b> 96, 97</p> <p><b>March:</b> 110, 111</p> <p><b>April:</b> 122, 123</p> <p><b>May/June:</b> 128, 129</p>

Student Learning Expectations, Grade 2	Every Day Counts Calendar Math, Grade 2 Teacher's Guide
<p>M.12.2.4 Compare the value of all coins</p>	<p><b>August/September:</b> 25, 26, 27</p> <p><b>October:</b> 37, 38</p> <p><b>November:</b> 55, 56</p> <p><b>December:</b> 68</p> <p><b>January:</b> 81, 82</p> <p><b>February:</b> 96, 97</p> <p><b>March:</b> 110, 111</p> <p><b>April:</b> 122, 123</p> <p><b>May/June:</b> 128, 129</p>
<p><b>Temperature</b> M.12.2.5 Compare temperatures using the Fahrenheit scale on a thermometer</p>	<p><b>January:</b> 78, 79</p>
<p><b>Tools and Attributes</b> M.12.2.6 Make simple comparisons within units of like dimension (units of length, <i>mass</i>/weight and <i>capacity</i>)</p>	<p><b>November:</b> 50, 51, 52, 58, 59</p> <p><b>February:</b> 92, 93, 94</p> <p><b>March:</b> 107, 108</p>

## Standard 13: Systems of Measurement

Students shall identify and use units, systems and processes of measurement.

Student Learning Expectations, Grade 2	Every Day Counts Calendar Math, Grade 2 Teacher's Guide
<p><b>Calendar</b> M.13.2.1 Use a calendar to determine <i>elapsed time</i> involving a time period within a given month</p>	<p><b>August/September:</b> 18, 19, 20</p> <p><b>October:</b> 32, 33, 34</p> <p><b>November:</b> 46, 47</p> <p><b>December:</b> 62, 63</p> <p><b>January:</b> 72, 73</p> <p><b>February:</b> 87</p> <p><b>March:</b> 102, 103</p> <p><b>April:</b> 116</p> <p><b>May/June:</b> 130, 131</p>
<p><b>Clock</b> M.13.2.2 Tell time to the nearest five-minute interval</p>	<p><b>October:</b> 39, 40, 41</p> <p><b>November:</b> 57</p> <p><b>December:</b> 69</p> <p><b>January:</b> 83</p> <p><b>March:</b> 105, 106</p>
<p><b>Elapsed Time</b> M.13.2.3 Determine <i>elapsed time</i> in <i>contextual situations</i> in hour increments regardless of starting time:</p>	<p><b>October:</b> 41</p> <p><b>November:</b> 57</p> <p><b>December:</b> 69</p> <p><b>January:</b> 83</p> <p><b>February:</b> 91, 92</p>

Student Learning Expectations, Grade 2	Every Day Counts Calendar Math, Grade 2 Teacher's Guide
<p><b>Money</b> M.13.2.4 Determine the value of a combination of coins up to the dollar</p>	<p><b>August/September:</b> 25, 26, 27</p> <p><b>October:</b> 37, 38</p> <p><b>November:</b> 55, 56</p> <p><b>December:</b> 68</p> <p><b>January:</b> 81, 82</p> <p><b>February:</b> 96, 97</p> <p><b>March:</b> 110, 111</p> <p><b>April:</b> 122, 123</p> <p><b>May/June:</b> 128, 129</p>
<p>M.13.2.5 Demonstrate a given value of money up to \$1.00 using a variety of coin combinations</p>	<p><b>August/September:</b> 25, 26, 27</p> <p><b>October:</b> 37, 38</p> <p><b>November:</b> 55, 56</p> <p><b>December:</b> 68</p> <p><b>January:</b> 81, 82</p> <p><b>February:</b> 96, 97</p> <p><b>March:</b> 110, 111</p> <p><b>April:</b> 122, 123</p> <p><b>May/June:</b> 128, 129</p>
<p>M.13.2.6 Demonstrate a given value of money up to \$1.00 using the fewest coins possible</p>	<p><b>August/September:</b> 25, 26, 27</p> <p><b>October:</b> 37, 38</p> <p><b>November:</b> 55, 56</p> <p><b>December:</b> 68</p> <p><b>January:</b> 81, 82</p> <p><b>February:</b> 96, 97</p> <p><b>March:</b> 110, 111</p> <p><b>April:</b> 122, 123</p> <p><b>May/June:</b> 128, 129</p>

Student Learning Expectations, Grade 2	Every Day Counts Calendar Math, Grade 2 Teacher's Guide
<p>M.13.2.7 Represent and write the value of money using the cent sign and in decimal form when using the dollar sign</p>	<p><b>August/September:</b> 25, 26, 27 <b>October:</b> 37, 38 <b>November:</b> 55, 56 <b>December:</b> 68 <b>January:</b> 81, 82 <b>February:</b> 96, 97 <b>March:</b> 110, 111 <b>April:</b> 122, 123 <b>May/June:</b> 128, 129</p>
<p>M.13.2.8 Calculate the amount of money, spent with and without regrouping in a contextual situation</p>	<p><b>August/September:</b> 25, 26, 27 <b>October:</b> 37, 38 <b>November:</b> 55, 56 <b>December:</b> 68 <b>January:</b> 81, 82 <b>February:</b> 96, 97 <b>March:</b> 110, 111 <b>April:</b> 122, 123 <b>May/June:</b> 128, 129</p>
<p><b>Temperature</b> M.13.2.9 Read temperatures on a Fahrenheit scale in intervals of ten</p>	<p><b>January:</b> 78, 79</p>
<p><b>Applications</b> M.13.2.10 Select appropriate customary measurement tools (rulers, balance scale, cup and thermometer) for situations involving length, <i>capacity</i>, and <i>mass</i></p>	<p><b>November:</b> 50, 51, 52, 58, 59 <b>February:</b> 92, 93, 94 <b>March:</b> 107, 108</p>
<p>M.13.2.11 <i>Estimate and measure length, capacity/volume and mass with non-standard units to recognize the need for standard units</i></p>	<p><b>November:</b> 50, 51, 52 <b>February:</b> 92, 93, 94 <b>March:</b> 107, 108</p>

Student Learning Expectations, Grade 2	Every Day Counts Calendar Math, Grade 2 Teacher's Guide
<b>Perimeter</b> M.13.2.12 Determine <i>perimeter</i> using physical materials (paper clips, craft sticks or grids) and by using measurement tools (rulers)	<b>February: 92</b>
<b>Area</b> M.13.2.13 Find the <i>area</i> of a region by counting squares on a grid	<b>February: 86</b>

**S t r a n d : D a t a A n a l y s i s a n d P r o b a b i l i t y**

**S t a n d a r d 1 4 : D a t a R e p r e s e n t a t i o n**

Students shall formulate questions that can be addressed with data and collect, organize and display relevant data to answer them.

Student Learning Expectations, Grade 2	Every Day Counts Calendar Math, Grade 2 Teacher's Guide
<b>Collect, Organize and Display Data</b> DAP.14.2.1 Identify the purpose for data collection and collect, organize, record and display the data using physical materials ( <i>pictographs, Venn diagrams</i> and vertical and horizontal <i>bar graphs</i> )	<b>August/September: 27, 28, 29</b>  <b>October: 41, 42, 43</b>  <b>November: 58, 59</b>  <b>January: 78, 79, 80</b>  <b>February: 98, 99</b>  <b>March: 112, 113</b>  <b>May/June: 130, 131</b>

## Standard 15: Data Analysis

Students shall select and use appropriate statistical methods to analyze data.

Student Learning Expectations, Grade 2	Every Day Counts Calendar Math, Grade 2 Teacher's Guide
<b>Data Analysis</b> DAP.15.2.1 Analyze and make predictions from data represented in charts and graphs	<b>August/September:</b> 27, 28, 29  <b>October:</b> 41, 42, 43  <b>November:</b> 58, 59  <b>January:</b> 78, 79, 80  <b>February:</b> 98, 99  <b>March:</b> 112, 113  <b>May/June:</b> 130, 131
DAP.15.2.2 Make true statements comparing data displayed on a graph or chart	<b>August/September:</b> 27, 28, 29  <b>October:</b> 41, 42, 43  <b>November:</b> 58, 59  <b>January:</b> 78, 79, 80  <b>February:</b> 98, 99  <b>March:</b> 112, 113  <b>May/June:</b> 130, 131

## Standard 16: Inferences and Predictions

Students shall develop and evaluate inferences and predictions that are based on data.

Student Learning Expectations, Grade 2	Every Day Counts Calendar Math, Grade 2 Teacher's Guide
<b>Inferences and Predictions</b> DAP.16.2.1 Make simple predictions for a given set of data	<b>February:</b> 86, 98, 99  <b>March:</b> 111, 112, 113

**S t a n d a r d 1 7 : P r o b a b i l i t y**  
**Students shall understand and apply basic concepts of probability.**

Student Learning Expectations, Grade 2	Every Day Counts Calendar Math, Grade 2 Teacher's Guide
<b>Probability</b> DAP.17.2.1 Describe the <i>probability</i> of an event as being more, less, and equally likely to occur	<b>February:</b> 98, 99  <b>March:</b> 111, 112, 113

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### correlated to

# Arkansas Mathematics Curriculum Framework

## Grade 3

### Number and Operations

#### Standard 1: Number Sense

Students shall understand numbers, ways of representing numbers, relationships among numbers and number systems.

Student Learning Expectations, Grade 3	Every Day Counts Calendar Math, Grade 3 Teacher's Guide
<p><b>Whole Numbers</b> NO.1.3.1 Recognize <i>equivalent</i> representations for the same <i>whole number</i> and generate them by <i>composing</i> and <i>decomposing</i> numbers</p>	<p><b>August/September:</b> 21, 22, 23, 24, 25, 26, 27</p> <p><b>October:</b> 33, 34, 35</p> <p><b>November:</b> 49, 50, 51, 57, 58</p> <p><b>December:</b> 64, 69, 70, 71</p> <p><b>January:</b> 80, 81, 82, 83</p> <p><b>March:</b> 109, 110</p>
<p>NO.1.3.2 Use the <i>place value</i> structure of the base ten number system and be able to represent and compare <i>whole numbers</i> including thousands (using models, illustrations, symbols, <i>expanded notation</i> and problem solving)</p>	<p><b>August/September:</b> 26, 27</p> <p><b>October:</b> 39, 41, 42</p> <p><b>November:</b> 57, 58</p> <p><b>December:</b> 70</p> <p><b>January:</b> 82</p> <p><b>February:</b> 95, 96, 97</p> <p><b>April:</b> 118, 119, 123, 124</p>
<p>NO.1.3.3 Use mathematical language and symbols to compare and order <i>four-digit</i> numbers with and without appropriate <i>technology</i> (&lt;, &gt;, =)</p>	<p><b>December:</b> 69</p> <p><b>January:</b> 80</p>
<p><b>Rational Numbers</b> NO.1.3.4 Represent fractions (halves, thirds, fourths, sixths and eighths) using words, numerals and physical models</p>	<p><b>November:</b> 53</p> <p><b>February:</b> 88, 89, 93</p> <p><b>April:</b> 116, 117</p>

Student Learning Expectations, Grade 3	Every Day Counts Calendar Math, Grade 3 Teacher's Guide
NO.1.3.6 Use the <i>place value</i> structure of the base ten number system and be able to represent and compare decimals to hundredths in money (using models, illustrations, symbols, <i>expanded notation</i> and problem solving)	<b>October:</b> 37  <b>February:</b> 99
NO.1.3.7 Write a fraction that is <i>equivalent</i> to a given fraction with the use of models	<b>February:</b> 93  <b>April:</b> 117

## Standard 2: Properties of Number Operations

Students shall understand meanings of operations and how they relate to one another.

Student Learning Expectations, Grade 3	Every Day Counts Calendar Math, Grade 3 Teacher's Guide
<b>Number Theory</b> NO.2.3.1 Develop an understanding of the <i>commutative</i> and <i>identity properties</i> of <i>multiplication</i> using objects	<b>August/September:</b> 23, 24, 25  <b>October:</b> 39, 40  <b>November:</b> 55, 56, 57  <b>December:</b> 69  <b>January:</b> 80, 81  <b>February:</b> 93, 94  <b>March:</b> 108, 109  <b>April:</b> 121, 122  <b>May/June:</b> 132
NO.2.3.2 Apply <i>number theory</i> : <ul style="list-style-type: none"> <li>• determine if a three-digit number is <i>even</i> or <i>odd</i></li> <li>• use the terms <i>multiple</i>, <i>factor</i>, <i>product</i> and <i>quotient</i> in an appropriate context (Since <math>3 \times 4 = 12</math>, 3 and 4 are <i>factors</i>; 12 is the <i>product</i>, 3, 6, 9, 12 are <i>multiples</i> of 3; 4, 8, 12, 16 are <i>multiples</i> of 4; <math>12 \div 4 = 3</math>, the <i>quotient</i>)</li> </ul>	<b>August/September:</b> 18, 19, 20, 23, 24, 25  <b>October:</b> 33, 39, 40  <b>November:</b> 48, 49, 56  <b>December:</b> 65  <b>January:</b> 80, 81  <b>February:</b> 95  <b>March:</b> 108, 109  <b>May/June:</b> 130, 132

Student Learning Expectations, Grade 3	Every Day Counts Calendar Math, Grade 3 Teacher's Guide
<p><b>Whole Number Operations</b> NO.2.3.3 Use conventional mathematical symbols to write <i>equations</i> for <i>contextual problems</i> involving multiplication</p>	<p><b>December:</b> 66, 67 <b>January:</b> 76, 77 <b>February:</b> 90, 91 <b>April:</b> 118, 119, 122, 123</p>
<p>NO.2.3.4 Model, represent and explain division as measurement and partitive division including equal groups, related <i>rates</i>, price, <i>rectangular arrays</i> (<i>area model</i>), combinations and multiplicative comparison</p>	<p><b>November:</b> 56 <b>February:</b> 95 <b>March:</b> 103, 104, 105 <b>April:</b> 122</p>

**Standard 3: Numerical Operations and Estimation**

Students shall compute fluently and make reasonable estimates.

Student Learning Expectations, Grade 3	Every Day Counts Calendar Math, Grade 3 Teacher's Guide
<p><b>Computational Fluency-Addition and Subtraction</b> NO.3.3.1 Develop, with and without appropriate <i>technology</i>, <i>computational fluency</i>, in multi-digit addition and subtraction through 999 using contextual problems:</p> <ul style="list-style-type: none"> <li>• <i>strategies</i> for adding and subtracting numbers</li> <li>• <i>estimation</i> of sums and <i>differences</i> in appropriate situations</li> <li>• relationships between operations</li> </ul>	<p><b>August/September:</b> 25, 26, 27 <b>October:</b> 33, 35 <b>November:</b> 50, 57, 58 <b>December:</b> 64, 69, 70, 71 <b>January:</b> 80, 81, 82, 83 <b>March:</b> 108, 109, 110</p>
<p><b>Computational Fluency-Multiplication and Division</b> NO.3.3.2 Develop, with and without appropriate <i>technology</i>, fluency with basic number combinations for multiplication and division facts (10 x 10)</p>	<p><b>December:</b> 66, 67 <b>January:</b> 76, 77 <b>February:</b> 90, 91, 93, 94, 95 <b>March:</b> 109 <b>April:</b> 119, 122, 123</p>

Student Learning Expectations, Grade 3	Every Day Counts Calendar Math, Grade 3 Teacher's Guide
<p>NO.3.3.3 Develop, with and without appropriate <i>technology</i>, <i>computational fluency</i> in multiplication and division up to two-digit by one-digit numbers using two-digit by one-digit number <i>contextual problems</i> using:</p> <ul style="list-style-type: none"> <li>• <i>strategies</i> for multiplying and dividing numbers</li> <li>• performance of operations in more than one way</li> <li>• <i>estimation of products and quotients</i> in appropriate situations</li> <li>• relationships between operations</li> </ul>	<p><b>December:</b> 66, 67</p> <p><b>January:</b> 77</p> <p><b>February:</b> 90, 91, 94</p> <p><b>March:</b> 103, 104, 105, 109</p> <p><b>April:</b> 119, 122</p>
<p><b>Application of Computation</b> NO.3.3.4 Solve simple problems using one operation involving addition and subtraction using a variety of methods and tools (e.g., objects, mental computation, paper and pencil and with and without appropriate <i>technology</i>)</p>	<p><b>August/September:</b> 25, 26, 27</p> <p><b>October:</b> 33, 35</p> <p><b>November:</b> 50, 57, 58</p> <p><b>December:</b> 64, 69, 70, 71</p> <p><b>January:</b> 80, 81, 82, 83</p> <p><b>March:</b> 108, 109, 110</p>
<p><b>Estimation</b> NO.3.3.5 Use <i>estimation strategies</i> to solve problems and judge the reasonableness of the answer</p>	<p><b>August/September:</b> 26, 27</p> <p><b>October:</b> 41, 42</p> <p><b>December:</b> 69, 70, 71</p> <p><b>January:</b> 82, 83</p> <p><b>March:</b> 109, 110</p> <p><b>April:</b> 121, 123, 124</p> <p><b>May/June:</b> 133, 134</p>

## Strand: Algebra

### Standard 4: Patterns, Relations and Functions

Students shall recognize, describe and develop patterns, relations and functions.

Student Learning Expectations, Grade 3	Every Day Counts Calendar Math, Grade 3 Teacher's Guide
<p><b>Recognize, Describe, and Develop Patterns</b>                      A.4.3.1                      Count forward and backward when given a number less than or equal to 1000</p>	<p><b>August/September:</b> 23, 24, 25  <b>October:</b> 39, 40  <b>November:</b> 55, 56, 57  <b>December:</b> 69  <b>January:</b> 80, 81  <b>February:</b> 93, 94  <b>March:</b> 108, 109  <b>April:</b> 121, 122  <b>May/June:</b> 132</p>
<p>A.4.3.2                      Relate <i>skip-counting patterns</i> to multiplication</p>	<p><b>October:</b> 40  <b>November:</b> 55  <b>December:</b> 69, 70  <b>January:</b> 76, 80, 81  <b>February:</b> 90, 94, 95  <b>March:</b> 109  <b>April:</b> 118, 122</p>
<p>A.4.3.3                      Identify a number that is more or less than any <i>whole number</i> up to 1000 using <i>multiples</i> of ten and/or 100</p>	<p><b>February:</b> 88, 94, 95  <b>April:</b> 118, 119</p>

Student Learning Expectations, Grade 3	Every Day Counts Calendar Math, Grade 3 Teacher's Guide
<p>A.4.3.4 Use repeating and growing numeric or geometric <i>patterns</i> to solve problems</p>	<p><b>August/September:</b> 18, 19, 20, 23, 24, 25</p> <p><b>October:</b> 32, 33</p> <p><b>November:</b> 48, 49, 55, 56</p> <p><b>December:</b> 64, 65</p> <p><b>January:</b> 74, 75, 76</p> <p><b>February:</b> 88, 89</p> <p><b>March:</b> 102, 108, 109</p> <p><b>April:</b> 116, 117, 122</p> <p><b>May/June:</b> 128, 129</p>
<p><b>Patterns, Relations, and Functions</b> A.4.3.5 Determine the relationship between sets of numbers by selecting the rule (1 step rule in words)</p>	<p><b>December:</b> 65</p> <p><b>February:</b> 89</p> <p><b>March:</b> 103</p>

**Standard 5: Algebraic Representations**  
Students shall represent and analyze mathematical situations and structures using algebraic symbols.

Student Learning Expectations, Grade 3	Every Day Counts Calendar Math, Grade 3 Teacher's Guide
<p><b>Expressions, Equations, and Inequalities</b> A.5.3.1 Select and/or write number sentences (<i>equations</i>) to find the unknown in problem-solving contexts involving two-<i>digit</i> times one-<i>digit</i> multiplication using appropriate labels</p>	<p><b>January:</b> 78</p>
<p>A.5.3.2 Express mathematical relationships using <i>equalities</i> and <i>inequalities</i> (&gt;, &lt;, =, ≠)</p>	<p><b>August/September:</b> 20, 21, 22, 23, 25, 26, 27</p> <p><b>October:</b> 33, 34, 35, 41</p> <p><b>November:</b> 49, 50, 51, 57, 58</p> <p><b>December:</b> 64, 69</p> <p><b>January:</b> 81, 82, 83</p> <p><b>February:</b> 99</p> <p><b>April:</b> 123</p>

Student Learning Expectations, Grade 3	Every Day Counts Calendar Math, Grade 3 Teacher's Guide
A.5.3.3 Use a symbol to represent an unknown quantity in a number sentence involving <i>contextual situations</i> and find the value	<b>January:</b> 78  <b>March:</b> 103

**S t a n d a r d 6 : A l g e b r a i c M o d e l s**  
 Students shall develop and apply mathematical models to represent and understand quantitative relationships.

Student Learning Expectations, Grade 3	Every Day Counts Calendar Math, Grade 3 Teacher's Guide
<b>Algebraic Models and Relationships</b> A.6.3.1 Complete a chart or table to organize given information and to understand relationships and explain the results	<b>August/September:</b> 28, 29  <b>October:</b> 44, 45  <b>November:</b> 60, 61  <b>January:</b> 84, 85  <b>March:</b> 112, 113  <b>May/June:</b> 135

**S t a n d a r d 7 : A n a l y s i s o f C h a n g e**  
 Students shall analyze change in various contexts.

Student Learning Expectations, Grade 3	Every Day Counts Calendar Math, Grade 3 Teacher's Guide
<b>Analyze Change</b> A.7.3.1 Identify the change over time	<b>October:</b> 37, 38, 39  <b>November:</b> 53, 54  <b>December:</b> 68  <b>March:</b> 107, 108

## Strand: Geometry

### Standard 8: Geometric Properties

Students shall analyze characteristics and properties of 2 and 3 dimensional geometric shapes and develop mathematical arguments about geometric relationships.

Student Learning Expectations, Grade 3	Every Day Counts Calendar Math, Grade 3 Teacher's Guide
<p><b>Characteristic Properties-Three Dimensional</b> G.8.3.1 Compare, contrast and build <i>three-dimensional</i> solids by investigating the number of <i>faces</i>, <i>edges</i>, and <i>vertices</i> on models</p>	<p><b>January:</b> 74, 75, 76 <b>May/June:</b> 128, 129</p>
<p><b>Characteristic Properties-Two Dimensional</b> G.8.3.2 Identify regular <i>polygons</i> with at least 4 sides (square, pentagon, hexagon and octagon)</p>	<p><b>August/September:</b> 18, 19, 20 <b>November:</b> 48, 49 <b>December:</b> 64, 65 <b>March:</b> 102, 103 <b>April:</b> 116, 117</p>
<p><b>Characteristic Properties-One Dimensional</b> G.8.3.3 Identify and draw <i>line</i>, <i>line segment</i> and <i>ray</i> using appropriate labels</p>	<p><b>April:</b> 116</p>

### Standard 9: Transformation of Shapes

Students shall apply transformations and the use of symmetry to analyze mathematical situations.

Student Learning Expectations, Grade 3	Every Day Counts Calendar Math, Grade 3 Teacher's Guide
<p><b>Symmetry and Transformations</b> G.9.3.1 Draw one or more <i>lines of symmetry</i> in a <i>polygon</i></p>	<p><b>April:</b> 116, 117</p>
<p>G.9.3.2 Describe the motion (<i>transformation</i>) of a <i>two-dimensional</i> figure as a <i>flip (reflection)</i>, <i>slide (translation)</i> or <i>turn (rotation)</i></p>	<p><b>August/September:</b> 19 <b>November:</b> 48, 49 <b>December:</b> 65 <b>January:</b> 79</p>

## Standard 10: Coordinate Geometry

Students shall specify locations and describe spatial relationships using coordinate geometry and other representational systems.

Student Learning Expectations, Grade 3	Every Day Counts Calendar Math, Grade 3 Teacher's Guide
<b>Coordinate Geometry</b> G.10.3.1 Locate and identify points on a <i>coordinate grid</i> and name the <i>ordered pair</i> ( <i>quadrant</i> one only) using common language and geometric vocabulary (horizontal and vertical)	<b>November:</b> 60, 61

## Standard 11: Visualization and Geometric Models

Students shall use visualization, spatial reasoning and geometric modeling.

Student Learning Expectations, Grade 3	Every Day Counts Calendar Math, Grade 3 Teacher's Guide
<b>Spatial Visualization and Models</b> G.11.3.2 Determine which new figure will be formed by combining and subdividing models of existing figures	<b>December:</b> 64

## S t r a n d : M e a s u r e m e n t

### S t a n d a r d 1 2 : P h y s i c a l A t t r i b u t e s

Students shall use attributes of measurement to describe and compare mathematical and real-world objects.

Student Learning Expectations, Grade 3	Every Day Counts Calendar Math, Grade 3 Teacher's Guide
<p><b>Time: Calendar</b> M.12.3.1 Determine the number of days in a month, days in a year and identify the number of weeks in a year</p>	<p><b>August/September:</b> 18, 19 <b>October:</b> 32, 33 <b>November:</b> 48, 49 <b>December:</b> 64, 65 <b>January:</b> 74, 75, 76 <b>February:</b> 88, 89 <b>March:</b> 102 <b>April:</b> 116, 117 <b>May/June:</b> 128, 129</p>
<p><b>Time: Clock</b> M.12.3.2 Recognize that 60 minutes equals 1 hour and that a day is divided into A.M. and P.M.</p>	<p><b>October:</b> 37, 38, 39 <b>November:</b> 53, 54 <b>December:</b> 68 <b>March:</b> 107, 108</p>
<p><b>Tools and Attributes</b> M.12.3.4 Demonstrate the relationship among different <i>standard units</i></p>	<p><b>November:</b> 51, 52, 53 <b>February:</b> 91, 92, 93 <b>March:</b> 105, 106</p>
<p>M.12.3.5 Create and complete a conversion table (from larger unit to smaller unit) to show relationships between units of measurement in the same system</p>	<p><b>August/September:</b> 36, 37 <b>October:</b> 51, 52, 53 <b>February:</b> 91, 92, 93 <b>March:</b> 105, 106 <b>April:</b> 121</p>

## Standard 13: Systems of Measurement

Students shall identify and use units, systems and processes of measurement.

Student Learning Expectations, Grade 3	Every Day Counts Calendar Math, Grade 3 Teacher's Guide
<p><b>Calendar</b> M.13.3.1 Use a calendar to determine <i>elapsed time</i> from month to month</p>	<p><b>August/September:</b> 18, 19</p> <p><b>October:</b> 32, 33</p> <p><b>November:</b> 48, 49</p> <p><b>December:</b> 64, 65</p> <p><b>January:</b> 74, 75, 76</p> <p><b>February:</b> 88, 89</p> <p><b>March:</b> 102</p> <p><b>April:</b> 116, 117</p> <p><b>May/June:</b> 128, 129</p>
<p><b>Clock</b> M.13.3.2 Tell time to the nearest one-minute intervals</p>	<p><b>October:</b> 37, 38, 39</p> <p><b>November:</b> 53, 54</p> <p><b>December:</b> 68</p> <p><b>March:</b> 107, 108</p>
<p>M.13.3.3 Express time to the half hour and quarter hour using the terms half- past, quarter after, quarter until</p>	<p><b>November:</b> 53, 54</p> <p><b>December:</b> 68</p> <p><b>March:</b> 107, 108</p>
<p><b>Elapsed Time</b> M.13.3.4 Determine <i>elapsed time</i> in <i>contextual situations</i> to five-minute intervals</p>	<p><b>October:</b> 38, 39</p> <p><b>March:</b> 107, 108</p>
<p><b>Money</b> M.13.3.5 Determine the value of money up to \$10</p>	<p><b>October:</b> 42, 43, 44</p> <p><b>November:</b> 58, 59, 60</p> <p><b>December:</b> 71</p> <p><b>March:</b> 110, 111</p> <p><b>April:</b> 125</p> <p><b>May/June:</b> 134</p>

Student Learning Expectations, Grade 3	Every Day Counts Calendar Math, Grade 3 Teacher's Guide
M.13.3.6 Apply money concepts in <i>contextual situations</i> up to \$10.00	<b>October:</b> 42, 43, 44 <b>November:</b> 58, 59, 60 <b>December:</b> 71 <b>March:</b> 110, 111 <b>April:</b> 125 <b>May/June:</b> 134
<b>Applications</b> M.13.3.8 Use appropriate customary measurement tools for length, <i>capacity</i> and <i>mass</i>	<b>February:</b> 91, 92, 93 <b>April:</b> 120, 121
M.13.3.9 <i>Estimate</i> and measure length, <i>capacity/volume</i> and <i>mass</i> using appropriate customary units	<b>November:</b> 51, 52, 53 <b>February:</b> 91, 92, 93 <b>March:</b> 105, 106
<b>Perimeter</b> M.13.3.10 Find the <i>perimeter</i> of a figure by measuring the length of the sides	<b>January:</b> 78, 79, 80
<b>Area</b> M.13.3.11 Find the <i>area</i> of any region counting squares and half-squares	<b>January:</b> 78, 79, 80

## Strand: Data Analysis and Probability

### Standard 14: Data Representation

Students shall formulate questions that can be addressed with data and collect, organize and display relevant data to answer them.

Student Learning Expectations, Grade 3	Every Day Counts Calendar Math, Grade 3 Teacher's Guide
<p><b>Collect, Organize and Display Data</b> DAP.14.3.1 Design a survey question after being given a topic and collect, organize, display and describe simple data using <i>frequency tables</i> or <i>line plots</i>, <i>pictographs</i>, and <i>bar graphs</i></p>	<p><b>August/September:</b> 28, 29</p> <p><b>October:</b> 44, 45</p> <p><b>January:</b> 84, 85</p> <p><b>March:</b> 112, 113</p> <p><b>May/June:</b> 134, 135</p>

### Standard 15: Data Analysis

Students shall select and use appropriate statistical methods to analyze data.

Student Learning Expectations, Grade 3	Every Day Counts Calendar Math, Grade 3 Teacher's Guide
<p><b>Data Analysis</b> DAP.15.3.1 Read and interpret <i>pictographs</i> and <i>bar graphs</i> in which symbols or intervals are greater than one</p>	<p><b>October:</b> 42</p> <p><b>March:</b> 112, 113</p>
<p>DAP.15.3.2 Match a set of data with a graphical representation of the data</p>	<p><b>August/September:</b> 28, 29</p> <p><b>October:</b> 44, 45</p> <p><b>November:</b> 60, 61</p> <p><b>January:</b> 84, 85</p> <p><b>March:</b> 112, 113</p> <p><b>May/June:</b> 135</p>

## Standard 16: Inferences and Predictions

Students shall develop and evaluate inferences and predictions that are based on data.

Student Learning Expectations, Grade 3	Every Day Counts Calendar Math, Grade 3 Teacher's Guide
<b>Inferences and Predictions</b> DAP.16.3.1 Make predictions for a given set of data	<b>August/September:</b> 28, 29 <b>November:</b> 48, 49 <b>February:</b> 98, 99

## Standard 17: Probability

Students shall understand and apply basic concepts of probability.

Student Learning Expectations, Grade 3	Every Day Counts Calendar Math, Grade 3 Teacher's Guide
<b>Probability</b> DAP.17.3.1 Use fractions to predict <i>probability</i> of an event	<b>February:</b> 98, 99
DAP.17.3.2 Conduct simple <i>probability</i> experiments, record the data and draw conclusions about the likelihood of possible <i>outcomes</i> (roll number <i>cubes</i> , pull tiles from a bag, spin a spinner, or determine the fairness of games)	<b>August/September:</b> 28, 29 <b>February:</b> 98, 99
DAP.17.3.3 Use physical models, pictures, and organized lists to find combinations of two sets of objects	<b>November:</b> 59 <b>February:</b> 98



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**correlated to**  
**Arkansas Mathematics Curriculum Framework**  
**Grade 4**

**N u m b e r   a n d   O p e r a t i o n s**

**S t a n d a r d   1 :   N u m b e r   S e n s e**

Students shall understand numbers, ways of representing numbers, relationships among numbers and number systems.

Student Learning Expectations, Grade 4	Every Day Counts Calendar Math, Grade 4 Teacher’s Guide
<p><b>Whole Numbers</b>            NO.1.4.1            Recognize <i>equivalent</i> representations for the same <i>whole number</i> and generate them by <i>composing</i> and <i>decomposing</i> numbers</p>	<p><b>August/September:</b> 21, 22, 23  <b>October:</b> 34, 35  <b>November:</b> 50, 51, 52  <b>December:</b> 64, 65, 66  <b>January:</b> 79, 80  <b>February:</b> 94, 95  <b>March:</b> 108, 109  <b>April:</b> 123, 129  <b>May/June:</b> 136, 137</p>
<p>NO.1.4.2            Use the <i>place value</i> structure of the base ten number system and be able to represent and compare <i>whole numbers</i> to millions (using models, illustrations, symbols, <i>expanded notation</i> and problem solving)</p>	<p><b>August/September:</b> 21, 22, 23  <b>October:</b> 34, 35  <b>November:</b> 50, 51, 52  <b>December:</b> 64, 65, 66  <b>January:</b> 79, 80  <b>February:</b> 94, 95  <b>March:</b> 108, 109  <b>April:</b> 123, 129  <b>May/June:</b> 136, 137</p>

Student Learning Expectations, Grade 4	Every Day Counts Calendar Math, Grade 4 Teacher's Guide
<p>NO.1.4.3 Use mathematical language and symbols to compare and order any <i>whole numbers</i> with and without appropriate <i>technology</i> (&lt;, &gt;, =)</p>	<p><b>August/September:</b> 25 <b>October:</b> 41 <b>November:</b> 57 <b>December:</b> 62, 71 <b>January:</b> 86 <b>March:</b> 112 <b>April:</b> 129</p>
<p><b>Rational Numbers</b> NO.1.4.4 Write a fraction to name part of a whole, part of a set, a location on a number line, and the division of <i>whole numbers</i>, using models up to 12/12</p>	<p><b>October:</b> 37, 38, 39, 40 <b>November:</b> 53, 54, 55, 56 <b>December:</b> 67, 68, 69, 70 <b>January:</b> 81, 82, 83, 84 <b>February:</b> 101, 102, 103 <b>March:</b> 110 <b>April:</b> 126, 127, 128</p>
<p>NO.1.4.5 Utilize models, benchmarks, and <i>equivalent</i> forms to recognize that the size of the whole determines the size of the fraction</p>	<p><b>October:</b> 37, 38, 39, 40 <b>November:</b> 53, 54, 55, 56 <b>December:</b> 67, 68, 69 <b>January:</b> 83, 84 <b>February:</b> 101, 102, 103 <b>March:</b> 110 <b>April:</b> 127, 128</p>
<p>NO.1.4.6 Use the <i>place value</i> structure of the base ten number system and be able to represent and compare decimals to hundredths (using models, illustrations, symbols, <i>expanded notation</i> and problem solving)</p>	<p><b>August/September:</b> 26, 27 <b>October:</b> 42 <b>November:</b> 57, 58, 59 <b>December:</b> 66, 67, 72 <b>February:</b> 99, 100, 102, 103 <b>March:</b> 110, 113</p>

Student Learning Expectations, Grade 4	Every Day Counts Calendar Math, Grade 4 Teacher's Guide
NO.1.4.7 Write an <i>equivalent</i> decimal for a given fraction relating to money	<b>December:</b> 67, 68, 69  <b>February:</b> 101, 102, 103
NO.1.4.8 Write a fraction that is <i>equivalent</i> to a given fraction with the use of models	<b>October:</b> 37  <b>November:</b> 55, 56  <b>December:</b> 67  <b>January:</b> 84  <b>February:</b> 102, 103  <b>March:</b> 110  <b>April:</b> 126, 127, 128

**Standard 2: Properties of Number Operations**  
 Students shall understand meanings of operations and how they relate to one another.

Student Learning Expectations, Grade 4	Every Day Counts Calendar Math, Grade 4 Teacher's Guide
<b>Number Theory</b> NO.2.4.1 Develop an understanding of the <i>associative</i> and zero properties of multiplication using objects	<b>December:</b> 62
NO.2.4.2 Apply <i>number theory</i> <ul style="list-style-type: none"> <li>• determine if any number is <i>even</i> or <i>odd</i></li> <li>• use the terms <i>multiple</i>, <i>factor</i>, and <i>divisible by</i> in an appropriate context</li> <li>• generate and use <i>divisibility</i> rules for 2, 5, and 10</li> <li>• demonstrate various multiplication &amp; division relationships</li> </ul>	<b>August/September:</b> 18, 19, 20, 23, 24, 25, 26  <b>October:</b> 33, 36, 40, 41  <b>November:</b> 48, 56, 57  <b>December:</b> 62, 70, 71  <b>January:</b> 84, 85, 86  <b>February:</b> 97, 98  <b>March:</b> 107, 108, 111, 112  <b>April:</b> 122, 123, 124, 125, 126, 129  <b>May/June:</b> 137, 138

Student Learning Expectations, Grade 4	Every Day Counts Calendar Math, Grade 4 Teacher's Guide
<p><b>Whole Number Operations</b> NO.2.4.3 Use conventional mathematical symbols to write <i>equations</i> for <i>contextual problems</i> involving multiplication</p>	<p><b>August/September:</b> 25 <b>October:</b> 40, 41 <b>December:</b> 62, 70, 71 <b>January:</b> 85, 86 <b>February:</b> 98 <b>March:</b> 112 <b>April:</b> 129</p>
<p>NO.2.4.4 Represent and explain division as measurement and partitive division including equal groups, related <i>rates</i>, price, <i>rectangular arrays</i> (<i>area</i> model), combinations and multiplicative comparison</p>	<p><b>August/September:</b> 20, 24, 25 <b>October:</b> 41 <b>November:</b> 55 <b>December:</b> 71 <b>January:</b> 86 <b>February:</b> 98 <b>March:</b> 112</p>

**S t a n d a r d 3 : N u m e r i c a l O p e r a t i o n s a n d E s t i m a t i o n**

Students shall compute fluently and make reasonable estimates.

Student Learning Expectations, Grade 4	Every Day Counts Calendar Math, Grade 4 Teacher's Guide
<p><b>Computational Fluency-Addition and Subtraction</b> NO.3.4.1 Demonstrate, with and without appropriate <i>technology</i>, <i>computational fluency</i> in multi-digit addition and subtraction in <i>contextual problems</i></p>	<p><b>August/September:</b> 21, 22, 23 <b>October:</b> 34, 35, 36 <b>November:</b> 50, 51, 52 <b>December:</b> 64, 65, 66 <b>January:</b> 79, 80 <b>February:</b> 94, 95 <b>March:</b> 108, 109 <b>April:</b> 122, 123 <b>May/June:</b> 136, 137</p>

Student Learning Expectations, Grade 4	Every Day Counts Calendar Math, Grade 4 Teacher's Guide
<p><b>Computational Fluency-Multiplication and Division</b> NO.3.4.2 Demonstrate fluency with combinations for multiplication and division facts (12 x 12) and use these combinations to mentally compute related problems</p>	<p><b>August/September:</b> 20, 23, 24, 25</p> <p><b>October:</b> 32, 33, 40, 41</p> <p><b>November:</b> 48, 51, 56, 57</p> <p><b>December:</b> 70, 71</p> <p><b>January:</b> 84, 85, 86</p> <p><b>February:</b> 97, 98</p> <p><b>March:</b> 106, 111, 112</p> <p><b>April:</b> 128, 129, 130</p> <p><b>May/June:</b> 137, 138</p>
<p>NO.3.4.3 Attain, with and without appropriate <i>technology</i>, <i>computational fluency</i> in multiplication and division using <i>contextual problems</i> using</p> <ul style="list-style-type: none"> <li>• two-digit by two-digit multiplication (larger numbers with <i>technology</i>)</li> <li>• up to three-digit by two-digit division (larger numbers with <i>technology</i>)</li> <li>• <i>strategies</i> for multiplication and dividing numbers</li> <li>• performance of operations in more than one way</li> <li>• <i>estimation of products</i> and <i>quotients</i> in appropriate situations</li> <li>• relationships between operations</li> </ul>	<p><b>August/September:</b> 20, 23, 24, 25</p> <p><b>October:</b> 32, 33, 40, 41</p> <p><b>November:</b> 48, 51, 56, 57</p> <p><b>December:</b> 70, 71</p> <p><b>January:</b> 84, 85, 86</p> <p><b>February:</b> 97, 98</p> <p><b>March:</b> 106, 111, 112</p> <p><b>April:</b> 128, 129, 130</p> <p><b>May/June:</b> 137, 138</p>
<p><b>Application of Computation</b> NO.3.4.4 Solve simple problems using operations involving addition, subtraction, and multiplication using a variety of methods and tools</p>	<p><b>August/September:</b> 24, 25</p> <p><b>October:</b> 35, 42</p> <p><b>November:</b> 51, 57, 58</p> <p><b>December:</b> 62, 64, 72</p> <p><b>January:</b> 79, 81, 82</p> <p><b>February:</b> 94, 95, 100</p> <p><b>March:</b> 109, 112</p> <p><b>April:</b> 123, 124, 131</p> <p><b>May/June:</b> 137</p>

Student Learning Expectations, Grade 4	Every Day Counts Calendar Math, Grade 4 Teacher's Guide
<p><b>Estimation</b> NO.3.4.5 Use <i>estimation strategies</i> to solve problems and judge the reasonableness of the answer</p>	<p><b>August/September:</b> 21, 22</p> <p><b>October:</b> 34, 35</p> <p><b>November:</b> 50, 51, 52, 53</p> <p><b>December:</b> 63, 64, 65, 66, 67, 72</p> <p><b>January:</b> 79, 80, 81, 82</p> <p><b>February:</b> 94, 95</p> <p><b>March:</b> 108, 109, 110, 111, 113</p> <p><b>April:</b> 122, 123</p> <p><b>May/June:</b> 136, 137</p>

## S t r a n d : A l g e b r a

### S t a n d a r d 4 : P a t t e r n s , R e l a t i o n s a n d F u n c t i o n s

Students shall recognize, describe and develop patterns, relations and functions.

Student Learning Expectations, Grade 4	Every Day Counts Calendar Math, Grade 4 Teacher's Guide
<p><b>Recognize, Describe and Develop Patterns</b> A.4.4.1 Identify a number that is more or less than any <i>whole number</i> using <i>multiples</i> of 10, 100 and/or 1000</p>	<p><b>December:</b> 64, 65</p> <p><b>February:</b> 97, 98</p> <p><b>April:</b> 122, 123, 124</p> <p><b>May/June:</b> 136, 137</p>
<p>A.4.4.2 Use repeating and growing numeric and geometric <i>patterns</i> to make predictions and solve problems</p>	<p><b>August/September:</b> 18, 19, 20, 23</p> <p><b>October:</b> 32, 33, 34</p> <p><b>November:</b> 48, 49</p> <p><b>December:</b> 62, 63, 70, 71</p> <p><b>January:</b> 76, 77, 78</p> <p><b>February:</b> 92, 93</p> <p><b>March:</b> 106, 107, 108, 111, 112</p> <p><b>April:</b> 120, 121, 122</p> <p><b>May/June:</b> 134, 135, 136</p>

Student Learning Expectations, Grade 4	Every Day Counts Calendar Math, Grade 4 Teacher's Guide
<b>Patterns, Relations and Functions</b> A.4.4.3 Determine the relationship between sets of numbers by selecting the rule	<b>October:</b> 33  <b>January:</b> 78  <b>March:</b> 108

**Standard 5: Algebraic Representations**  
 Students shall represent and analyze mathematical situations and structures using algebraic symbols.

Student Learning Expectations, Grade 4	Every Day Counts Calendar Math, Grade 4 Teacher's Guide
<b>Expressions, Equations and Inequalities</b> A.5.4.2 Express mathematical relationships using simple <i>equations</i> and <i>inequalities</i> ( $>$ , $<$ , $=$ , $\neq$ )	<b>August/September:</b> 25, 26  <b>October:</b> 40, 41  <b>December:</b> 62, 71, 72  <b>January:</b> 86  <b>February:</b> 98, 100  <b>March:</b> 112  <b>April:</b> 120, 121, 129
A.5.4.3 Use a <i>variable</i> to represent an unknown quantity in a number sentence involving <i>contextual situations</i> and find the value	<b>October:</b> 41  <b>February:</b> 95

**Standard 6: Algebraic Models**  
 Students shall develop and apply mathematical models to represent and understand quantitative relationships.

Student Learning Expectations, Grade 4	Every Day Counts Calendar Math, Grade 4 Teacher's Guide
<b>Algebraic Models and Relationships</b> A.6.4.1 Create a chart or table to organize given information and to understand relationships and explain the results	<b>August/September:</b> 28, 29  <b>October:</b> 44, 45  <b>January:</b> 88, 89  <b>February:</b> 101, 102, 103  <b>March:</b> 115, 116, 117  <b>May/June:</b> 139

## Standard 7: Analysis of Change

Students shall analyze change in various contexts.

Student Learning Expectations, Grade 4	Every Day Counts Calendar Math, Grade 4 Teacher's Guide
<p><b>Analyze Change</b> A.7.4.1 Identify, describe and generalize relationships in which quantities change proportionally</p>	<p><b>October:</b> 33 <b>January:</b> 78 <b>February:</b> 92, 93, 94, 95, 96, 97 <b>April:</b> 125, 126</p>

## Strand: Geometry

### Standard 8: Geometric Properties

Students shall analyze characteristics and properties of 2 and 3 dimensional geometric shapes and develop mathematical arguments about geometric relationships.

Student Learning Expectations, Grade 4	Every Day Counts Calendar Math, Grade 4 Teacher's Guide
<p><b>Characteristics and Properties-Three Dimensional</b> G.8.4.1 Identify, describe and classify <i>three-dimensional</i> solids by properties including the number of <i>vertices</i>, <i>edges</i>, and shapes of <i>faces</i> using models</p>	<p><b>January:</b> 76, 77, 78</p>
<p><b>Characteristics and Properties-Two Dimensional</b> G.8.4.2 Identify regular and <i>irregular polygons</i> including octagon</p>	<p><b>October:</b> 32, 33, 34 <b>March:</b> 106, 107, 108</p>
<p><b>Characteristics and Properties-One Dimensional</b> G.8.4.3 Identify, draw, and describe a <i>line</i>, <i>line segment</i>, a <i>ray</i>, an angle, <i>intersecting</i>, <i>perpendicular</i>, and <i>parallel lines</i></p>	<p><b>November:</b> 48, 49 <b>December:</b> 62, 63</p>
<p><b>Geometric Relationships</b> G.8.4.4 Identify and describe <i>intersecting</i>, <i>perpendicular</i> and <i>parallel lines</i> in problem solving context</p>	<p><b>November:</b> 48, 49 <b>December:</b> 62, 63</p>
<p>G.8.4.5 Classify angles relative to <math>90^\circ</math> as more than, less than or equal to</p>	<p><b>February:</b> 92, 93, 94</p>

## Standard 9: Transformation of Shapes

Students shall apply transformations and the use of symmetry to analyze mathematical situations.

Student Learning Expectations, Grade 4	Every Day Counts Calendar Math, Grade 4 Teacher's Guide
<b>Symmetry and Transformations</b> G.9.4.1 Determine the result of a <i>transformation</i> of a <i>two-dimensional</i> figure as a <i>slide (translation)</i> , <i>flip (reflection)</i> or <i>turn (rotation)</i> and justify the answer	<b>August/September:</b> 18, 19 <b>October:</b> 32 <b>November:</b> 49 <b>February:</b> 93

## Standard 10: Coordinate Geometry

Students shall specify locations and describe spatial relationships using coordinate geometry and other representational systems.

Student Learning Expectations, Grade 4	Every Day Counts Calendar Math, Grade 4 Teacher's Guide
<b>Coordinate Geometry</b> G.10.4.1 Locate and identify points on a <i>coordinate grid</i> and name the <i>ordered pair (quadrant one only)</i> using common language and geometric vocabulary (horizontal and vertical)	<b>October:</b> 44, 45

## Standard 11: Visualization and Geometric Models

Students shall use visualization, spatial reasoning and geometric modeling.

Student Learning Expectations, Grade 4	Every Day Counts Calendar Math, Grade 4 Teacher's Guide
<b>Spatial Visualization and Models</b> G.11.4.2 Create new figures by combining and subdividing models of existing figures in multiple ways and record results in a table	<b>October:</b> 34

## S t r a n d : M e a s u r e m e n t

### S t a n d a r d 1 2 : P h y s i c a l A t t r i b u t e s

Students shall use attributes of measurement to describe and compare mathematical and real-world objects.

Student Learning Expectations, Grade 4	Every Day Counts Calendar Math, Grade 4 Teacher's Guide
<b>Time: Clock</b> M.12.4.1 Recognize that 60 seconds equals 1 minute	<b>November:</b> 59  <b>December:</b> 73
<b>Temperature</b> M.12.4.2 Distinguish the temperature in contextual problems using the Fahrenheit scale on a thermometer	<b>October:</b> 44, 45
<b>Tools and Attributes</b> M.12.4.3 Use the relationship among units of measurement	<b>October:</b> 36, 37  <b>November:</b> 52, 53, 54  <b>January:</b> 81, 82  <b>March:</b> 115, 116, 117
M.12.4.4 Create and complete a conversion table to show relationships between units of measurement in the same system	<b>October:</b> 36, 37  <b>November:</b> 52, 53, 54  <b>December:</b> 66, 67  <b>January:</b> 81, 82  <b>March:</b> 109, 110, 111, 115, 116, 117

## Standard 13: Systems of Measurement

Students shall identify and use units, systems and processes of measurement.

Student Learning Expectations, Grade 4	Every Day Counts Calendar Math, Grade 4 Teacher's Guide
<p><b>Calendar</b> M.13.4.1 Using a calendar to determine <i>elapsed time</i> from month to month</p>	<p><b>August/September:</b> 18</p> <p><b>October:</b> 32</p> <p><b>November:</b> 48, 49</p> <p><b>December:</b> 62</p> <p><b>January:</b> 76</p> <p><b>February:</b> 92</p> <p><b>March:</b> 106</p> <p><b>April:</b> 120</p> <p><b>May/June:</b> 134</p>
<p><b>Clock</b> M.13.4.2 Solve problems involving conversions between minutes and hours</p>	<p><b>October:</b> 43, 44</p> <p><b>November:</b> 59</p> <p><b>December:</b> 72, 73</p> <p><b>February:</b> 100, 101</p> <p><b>March:</b> 113, 114, 115</p> <p><b>April:</b> 130, 131</p>
<p>M.13.4.3 Restate the time in multiple ways given an <i>analog</i> clock to the nearest one-minute</p>	<p><b>October:</b> 43, 44</p> <p><b>November:</b> 59</p> <p><b>December:</b> 73</p> <p><b>February:</b> 100, 101</p> <p><b>March:</b> 113, 114</p> <p><b>April:</b> 130, 131</p>
<p><b>Elapsed Time</b> M.13.4.4 Determine <i>elapsed time</i> in <i>contextual situations</i> to five-minute intervals with beginning time unknown</p>	<p><b>October:</b> 43, 44</p> <p><b>December:</b> 73</p> <p><b>February:</b> 100, 101</p> <p><b>March:</b> 113, 114</p> <p><b>April:</b> 130, 131</p>

Student Learning Expectations, Grade 4	Every Day Counts Calendar Math, Grade 4 Teacher's Guide
<p><b>Money</b> M.13.4.5 Apply money concepts in <i>contextual situations</i></p>	<p><b>August/September:</b> 21, 22, 23, 26, 27, 28</p> <p><b>October:</b> 34, 35, 36, 42</p> <p><b>November:</b> 50, 51, 52, 57, 58, 59</p> <p><b>December:</b> 63, 64, 65, 66, 72</p> <p><b>January:</b> 79, 80, 87, 88</p> <p><b>February:</b> 94, 95, 99, 100</p> <p><b>March:</b> 108, 109, 113</p> <p><b>May/June:</b> 136, 137</p>
<p><b>Temperature</b> M.13.4.6 Read temperatures on Fahrenheit and Celsius scales</p>	<p><b>October:</b> 44, 45</p>
<p><b>Applications</b> M.13.4.7 Use appropriate customary and metric measurement tools for length, <i>capacity</i> and <i>mass</i></p>	<p><b>October:</b> 36, 37</p> <p><b>November:</b> 52, 53, 54</p> <p><b>December:</b> 66, 67</p> <p><b>January:</b> 81, 82</p> <p><b>March:</b> 109, 110, 111, 115, 116, 117</p>
<p>M.13.4.8 <i>Estimate</i> and measure length, <i>capacity/volume</i> and <i>mass</i> using appropriate customary and metric units</p>	<p><b>October:</b> 36, 37</p> <p><b>November:</b> 52, 53, 54</p> <p><b>December:</b> 66, 67</p> <p><b>January:</b> 81, 82</p> <p><b>March:</b> 109, 110, 11, 115, 116, 117</p>
<p><b>Perimeter</b> M.13.4.9 Use <i>strategies</i> for finding the <i>perimeter</i> of a rectangle</p>	<p><b>February:</b> 95, 96, 97</p> <p><b>April:</b> 124, 125, 126</p>
<p><b>Area</b> M.13.4.10 Use <i>strategies</i> for finding the <i>area</i> of a rectangle</p>	<p><b>February:</b> 95, 96, 97</p> <p><b>May/June:</b> 124, 125, 126</p>

## Strand: Data Analysis and Probability

### Standard 14: Data Representation

Students shall formulate questions that can be addressed with data and collect, organize and display relevant data to answer them.

Student Learning Expectations, Grade 4	Every Day Counts Calendar Math, Grade 4 Teacher's Guide
<p><b>Collect, Organize and Display Data</b> DAP.14.4.1 Create a data collection plan after being given a topic and collect, organize, display, describe and interpret simple data using <i>frequency tables</i> or <i>line plots</i>, <i>pictographs</i> and <i>bar graphs</i></p>	<p><b>August/September:</b> 28, 29</p> <p><b>October:</b> 44, 45</p> <p><b>January:</b> 88, 89</p> <p><b>February:</b> 101, 102, 103</p> <p><b>March:</b> 115, 116, 117</p> <p><b>May/June:</b> 139</p>

### Standard 15: Data Analysis

Students shall select and use appropriate statistical methods to analyze data.

Student Learning Expectations, Grade 4	Every Day Counts Calendar Math, Grade 4 Teacher's Guide
<p><b>Data Analysis</b> DAP.15.4.1 Represent and interpret <i>data</i> using <i>pictographs</i>, <i>bar graphs</i> and <i>line graphs</i> in which symbols or intervals are greater than one</p>	<p><b>January:</b> 88, 89</p>
<p>DAP.15.4.2 Match a set of data with a graphical representation of the data</p>	<p><b>August/September:</b> 28, 29</p> <p><b>October:</b> 44, 45</p> <p><b>January:</b> 88, 89</p> <p><b>February:</b> 101, 102, 103</p> <p><b>March:</b> 115, 116, 117</p> <p><b>May/June:</b> 139</p>

## Standard 16: Inferences and Predictions

Students shall develop and evaluate inferences and predictions that are based on data.

Student Learning Expectations, Grade 4	Every Day Counts Calendar Math, Grade 4 Teacher's Guide
<b>Inferences and Predictions</b> DAP.16.4.1 Make predictions for a given set of data	<b>August/September:</b> 28, 29 <b>November:</b> 50, 51, 52 <b>February:</b> 101, 102, 103

## Standard 17: Probability

Students shall understand and apply basic concepts of probability.

Student Learning Expectations, Grade 4	Every Day Counts Calendar Math, Grade 4 Teacher's Guide
<b>Probability</b> DAP.17.4.1 Use fractions to predict <i>probability</i> of an event	<b>February:</b> 101, 102, 103
DAP.17.4.2 Conduct simple <i>probability</i> experiments, record the data and draw conclusions about the likelihood of possible <i>outcome</i> (roll number <i>cubes</i> , pull tiles from a bag, spin spinner, or determine the fairness of the game)	<b>August/September:</b> 28, 29 <b>February:</b> 101, 102, 103
DAP.17.4.3 Find all possible combinations of two or three sets of objects	<b>January:</b> 87 <b>February:</b> 101, 102

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## correlated to

# Arkansas Mathematics Curriculum Framework

## Grade 5

### Number and Operations

#### Standard 1: Number Sense

Students shall understand numbers, ways of representing numbers, relationships among numbers and number systems.

Student Learning Expectations, Grade 5	Every Day Counts Calendar Math, Grade 5 Teacher's Guide
<p><b>Rational Numbers</b> NO.1.5.1 Use models and visual representations to develop the concepts of the following:</p> <p><u>Fractions:</u></p> <ul style="list-style-type: none"> <li>• parts of unit wholes</li> <li>• parts of a collection</li> <li>• locations on number lines</li> <li>• locations on ruler (<i>benchmark fractions</i>)</li> <li>• divisions of whole numbers</li> </ul> <p><u>Ratios:</u></p> <ul style="list-style-type: none"> <li>• part-to-part (2 boys to 3 girls)</li> <li>• part-to-whole (2 boys to 5 people)</li> </ul> <p><u>Percents:</u></p> <ul style="list-style-type: none"> <li>• part-to-100</li> </ul>	<p><b>August/September:</b> 25, 26, 27, 28</p> <p><b>October:</b> 39, 40, 41, 44, 45</p> <p><b>November:</b> 51, 52, 53, 56</p> <p><b>December:</b> 64, 65, 71</p> <p><b>January:</b> 79, 80, 81</p> <p><b>February:</b> 92, 93, 94, 95, 96, 97, 98, 99</p> <p><b>March:</b> 110, 113</p> <p><b>April:</b> 121</p> <p><b>May/June:</b> 133</p>
<p>NO.1.5.2 Develop understanding of decimal <i>place value</i> using models</p>	<p><b>August/September:</b> 25, 26, 27, 28</p> <p><b>October:</b> 44, 45</p> <p><b>November:</b> 56</p> <p><b>December:</b> 71</p> <p><b>January:</b> 81</p> <p><b>February:</b> 99</p> <p><b>March:</b> 110</p> <p><b>April:</b> 121</p> <p><b>May/June:</b> 133</p>

Student Learning Expectations, Grade 5	Every Day Counts Calendar Math, Grade 5 Teacher's Guide
NO.1.5.3 Identify decimal and <i>percent equivalents</i> for <i>benchmark fractions</i>	<b>August/September:</b> 25, 26, 27, 28 <b>October:</b> 44, 45 <b>November:</b> 56 <b>December:</b> 71 <b>January:</b> 81 <b>February:</b> 99 <b>March:</b> 110 <b>April:</b> 121 <b>May/June:</b> 133
NO.1.5.4 Round and compare decimals to a given <i>place value</i> ( <i>whole number, tenths, hundredths</i> )	<b>August/September:</b> 25, 26, 27, 28 <b>October:</b> 44, 45 <b>November:</b> 56 <b>December:</b> 71 <b>January:</b> 81 <b>February:</b> 99 <b>March:</b> 110 <b>April:</b> 121 <b>May/June:</b> 133
NO.1.5.5 Use <i>models of benchmark fractions</i> and their <i>equivalent forms</i> : <ul style="list-style-type: none"> <li>• to analyze the size of fractions</li> <li>• to determine that simplification does not change the value of the fraction</li> <li>• to convert between mixed numbers and improper fractions</li> </ul>	<b>August/September:</b> 25, 26, 27, 28 <b>October:</b> 39, 40, 41, 44, 45 <b>November:</b> 51, 52, 53, 56 <b>December:</b> 64, 65, 71 <b>January:</b> 79, 80, 81 <b>February:</b> 92, 93, 94, 95, 96, 97, 98, 99 <b>March:</b> 110, 113 <b>April:</b> 121 <b>May/June:</b> 133

Student Learning Expectations, Grade 5	Every Day Counts Calendar Math, Grade 5 Teacher's Guide
NO.1.5.6 Use models to differentiate between <i>perfect squares</i> up to 100 and other numbers	<b>November:</b> 54, 55 <b>December:</b> 63, 64 <b>January:</b> 74, 75, 76, 77, 78

**Standard 2: Properties of Number Operations**  
 Students shall understand meanings of operations and how they relate to one another.

Student Learning Expectations, Grade 5	Every Day Counts Calendar Math, Grade 5 Teacher's Guide
<b>Number Theory</b> NO.2.5.1 Use <i>divisibility rules</i> to determine if a number is a <i>factor</i> of another number (2, 3, 5, 10)	<b>October:</b> 41, 42, 43, 44 <b>December:</b> 66
NO.2.5.2 Identify <i>commutative</i> and <i>associative properties</i>	<b>August/September:</b> 24 <b>October:</b> 35, 42, 43 <b>November:</b> 54 <b>January:</b> 78 <b>May/June:</b> 130, 131
NO.2.5.3 Identify the <i>distributive property</i> by using physical models to solve computation and real world problems	<b>November:</b> 55 <b>December:</b> 62 <b>January:</b> 83 <b>February:</b> 91 <b>April:</b> 117
NO.2.5.4 Apply rules (conventions) for <i>order of operations</i> to <i>whole numbers</i> where the left to right computations are modified only by the use of parentheses	<b>December:</b> 62 <b>January:</b> 83 <b>April:</b> 117

Student Learning Expectations, Grade 5	Every Day Counts Calendar Math, Grade 5 Teacher's Guide
<p><b>Understand Operations</b> NO.2.5.5 Model addition, subtraction, and multiplication of fractions with like and unlike denominators and decimals</p>	<p><b>October:</b> 40, 41 <b>November:</b> 53 <b>December:</b> 65, 70, 71 <b>January:</b> 81 <b>February:</b> 86, 94 <b>April:</b> 119, 121, 124</p>

**Standard 3: Numerical Operations and Estimation**

Students shall compute fluently and make reasonable estimates.

Student Learning Expectations, Grade 5	Every Day Counts Calendar Math, Grade 5 Teacher's Guide
<p><b>Computational Fluency</b> NO.3.5.1 Develop and use a variety of <i>algorithms</i> with <i>computational fluency</i> to perform <i>whole number</i> operations using addition and subtraction (up to five-digit numbers), multiplication (up to three-digit x two-digit), division (up to two-digit divisor) interpreting remainders, including real world problems</p>	<p><b>August/September:</b> 22, 23, 24, 25 <b>October:</b> 38 <b>November:</b> 50, 51, 55 <b>February:</b> 91 <b>April:</b> 124</p>
<p>NO.3.5.2 Develop and use <i>algorithms</i>:</p> <ul style="list-style-type: none"> <li>• to add and subtract numbers containing decimals (up to thousandths place)</li> <li>• to multiply decimals (hundredths x tenths)</li> <li>• to divide decimals by <i>whole number</i> divisors</li> <li>• to add and subtract fractions with like denominators</li> </ul>	<p><b>October:</b> 40, 44, 45 <b>November:</b> 53 <b>December:</b> 62, 65, 71 <b>February:</b> 86, 98 <b>April:</b> 119, 124</p>
<p>NO.3.5.3 Solve, with and without appropriate <i>technology</i>, two-step problems using a variety of methods and tools (i.e. objects, mental computation, paper and pencil)</p>	<p><b>November:</b> 49 <b>December:</b> 62 <b>January:</b> 83 <b>February:</b> 91 <b>April:</b> 117</p>
<p><b>Estimation</b> NO.3.5.4 Develop and use <i>strategies</i> to <i>estimate</i> the results of <i>whole number</i> computations and to judge the reasonableness of such results</p>	<p><b>August/September:</b> 24 <b>October:</b> 37, 38</p>

Student Learning Expectations, Grade 5	Every Day Counts Calendar Math, Grade 5 Teacher's Guide
<p><b>Application of Computations</b> NO.3.5.5 Use <i>factors</i> of numbers:</p> <ul style="list-style-type: none"> <li>• to introduce exponents</li> <li>• to find common <i>factors</i> of two numbers</li> <li>• to simplify fractions to the lowest terms</li> </ul>	<p><b>October:</b> 41, 42, 43, 44</p> <p><b>November:</b> 54, 55</p> <p><b>December:</b> 63, 64, 66, 67, 68</p> <p><b>January:</b> 76, 77, 78</p> <p><b>February:</b> 90, 91</p> <p><b>March:</b> 104, 105, 106</p> <p><b>May/June:</b> 130, 131, 132</p>

## S t r a n d : A l g e b r a

### S t a n d a r d 4 : P a t t e r n s , R e l a t i o n s a n d F u n c t i o n s

Students shall recognize, describe and develop patterns, relations and functions.

Student Learning Expectations, Grade 5	Every Day Counts Calendar Math, Grade 5 Teacher's Guide
<p><b>Patterns, Relations and Functions</b> A.4.5.1 Solve problems by finding the next term or missing term in a <i>pattern</i> or <i>function</i> table using real world situations</p>	<p><b>August/September:</b> 20</p> <p><b>October:</b> 38, 45</p> <p><b>November:</b> 48, 49, 51, 56</p> <p><b>January:</b> 75, 76, 81, 82, 83</p> <p><b>February:</b> 89, 99</p> <p><b>March:</b> 103, 105</p> <p><b>April:</b> 117</p> <p><b>May/June:</b> 129, 133</p>
<p>A.4.5.2 Interpret and write a rule for a one operation <i>function</i> table</p>	<p><b>November:</b> 48, 49</p> <p><b>January:</b> 83</p> <p><b>April:</b> 117</p> <p><b>May/June:</b> 129</p>

## Standard 5: Algebraic Representations

Students shall represent and analyze mathematical situations and structures using algebraic symbols.

Student Learning Expectations, Grade 5	Every Day Counts Calendar Math, Grade 5 Teacher's Guide
<b>Expressions, Equations, and Inequalities</b> A.5.5.1 Model and solve simple <i>equations</i> by informal methods using manipulatives and appropriate <i>technology</i>	<b>November:</b> 55 <b>December:</b> 62, 65 <b>February:</b> 91 <b>April:</b> 117, 118
A.5.5.2 Write <i>expressions</i> containing one <i>variable</i> (a letter representing an unknown quantity) using rules for addition and subtraction	<b>August/September:</b> 20 <b>November:</b> 48, 49 <b>January:</b> 83 <b>February:</b> 91 <b>April:</b> 117, 118
A.5.5.3 Select, write and evaluate <i>algebraic expressions</i> with one <i>variable</i> by substitution	<b>August/September:</b> 20 <b>November:</b> 48, 49 <b>January:</b> 83 <b>February:</b> 91 <b>April:</b> 117, 118

## Standard 6: Algebraic Models

Students shall develop and apply mathematical models to represent and understand quantitative relationships.

Student Learning Expectations, Grade 5	Every Day Counts Calendar Math, Grade 5 Teacher's Guide
<b>Algebraic Models and Relationships</b> A.6.5.1 Draw conclusions and make predictions, with and without appropriate <i>technology</i> , from models, tables and <i>line graphs</i>	<b>August/September:</b> 28, 29, 30, 31 <b>November:</b> 57, 58, 59 <b>March:</b> 112, 113

## Standard 7: Analysis of Change

Students shall analyze change in various contexts.

Student Learning Expectations, Grade 5	Every Day Counts Calendar Math, Grade 5 Teacher's Guide
<b>Analyze Change</b> A.7.5.1 Model and describe quantities that change using real world situations	<b>October:</b> 38  <b>December:</b> 69, 70  <b>March:</b> 111  <b>April:</b> 122, 123, 124, 125

## Strand: Geometry

### Standard 8: Geometric Properties

Students shall analyze characteristics and properties of 2 and 3 dimensional geometric shapes and develop mathematical arguments about geometric relationships.

Student Learning Expectations, Grade 5	Every Day Counts Calendar Math, Grade 5 Teacher's Guide
<b>Characteristics of Geometric Shapes</b> G.8.5.1 Identify and model regular and <i>irregular polygons</i> including decagon	<b>August/September:</b> 18, 19, 20  <b>October:</b> 34, 35, 36  <b>November:</b> 48, 49  <b>January:</b> 74, 75, 76
G.8.5.2 Identify and draw <i>congruent, adjacent, obtuse, acute, right</i> and <i>straight</i> angles (Label parts of an angle: <i>vertex, rays, interior</i> and <i>exterior</i> )	<b>March:</b> 102, 103, 104, 106, 107, 108, 109  <b>April:</b> 116, 117
G.8.5.3 Model and identify circle, <i>radius, diameter, center, circumference</i> and <i>chord</i>	<b>August/September:</b> 31  <b>March:</b> 106, 107, 108, 109
G.8.5.4 Model and identify the properties of <i>congruent</i> figures	<b>August/September:</b> 18, 19, 20  <b>October:</b> 34  <b>November:</b> 48  <b>January:</b> 74

## Standard 9: Transformation of Shapes

Students shall apply transformations and the use of symmetry to analyze mathematical situations.

Student Learning Expectations, Grade 5	Every Day Counts Calendar Math, Grade 5 Teacher's Guide
<b>Symmetry and Transformations</b> G.9.5.1 Predict and describe the results of <i>translation (slide)</i> , <i>reflection (flip)</i> , <i>rotation (turn)</i> , showing that the transformed shape remains unchanged	<b>August/September:</b> 19 <b>November:</b> 48, 49 <b>April:</b> 116, 117

## Standard 10: Coordinate Geometry

Students shall specify locations and describe spatial relationships using coordinate geometry and other representational systems.

Student Learning Expectations, Grade 5	Every Day Counts Calendar Math, Grade 5 Teacher's Guide
<b>Coordinate Geometry</b> G.10.5.1 Use geometric vocabulary (horizontal/x-axis, vertical/y-axis, <i>ordered pairs</i> ) to describe the location and plot points in <i>Quadrant I</i>	<b>January:</b> 82, 83 <b>April:</b> 118, 122, 124

## Standard 11: Visualization and Geometric Models

Students shall use visualization, spatial reasoning and geometric modeling.

Student Learning Expectations, Grade 5	Every Day Counts Calendar Math, Grade 5 Teacher's Guide
<b>Spatial Visualization and Models</b> G.11.5.1 Using grid paper, draw and identify <i>two-dimensional patterns (nets)</i> for <i>cubes</i>	<b>February:</b> 88

## Strand: Measurement

### Standard 12: Physical Attributes

Students shall use attributes of measurement to describe and compare mathematical and real-world objects.

Student Learning Expectations, Grade 5	Every Day Counts Calendar Math, Grade 5 Teacher's Guide
<b>Attributes and Tools</b> M.12.5.1 Identify and select appropriate units and tools to measure	<b>November:</b> 57, 58, 59  <b>January:</b> 79, 80  <b>February:</b> 94, 95, 96, 97, 98
M.12.5.2 Make conversions within the customary measurement system in real world problems	<b>November:</b> 57, 58, 59  <b>January:</b> 79, 80  <b>February:</b> 94, 95, 96, 97, 98
M.12.5.3 Establish through experience benchmark prefixes of milli-, centi-, and kilo-	<b>November:</b> 57, 58, 59
M.12.5.4 Understand when to use linear units to describe <i>perimeter</i> , square units to describe <i>area</i> or <i>surface area</i> , and cubic units to describe <i>volume</i> , in real world situations	<b>November:</b> 55  <b>January:</b> 82, 83  <b>February:</b> 91
M.12.5.5 Model the differences between covering the <i>faces</i> ( <i>surface area/nets</i> ) and filling the <i>interior</i> ( <i>volume</i> of <i>cubes</i> )	<b>February:</b> 88

### Standard 13: Systems of Measurement

Students shall identify and use units, systems and processes of measurement.

Student Learning Expectations, Grade 5	Every Day Counts Calendar Math, Grade 5 Teacher's Guide
<b>Attributes and Tools</b> M.13.5.1 Solve real world problems involving one <i>elapsed time</i> , counting forward (calendar and clock)	<b>December:</b> 69,70  <b>February:</b> 86

Student Learning Expectations, Grade 5	Every Day Counts Calendar Math, Grade 5 Teacher's Guide
M.13.5.2 Determine which unit of measure or measurement tool matches the context for a problem situation	<b>November:</b> 57, 58 <b>January:</b> 79, 80 <b>February:</b> 92, 93, 94 <b>March:</b> 106, 107, 108, 109 <b>April:</b> 118, 119
M.13.5.3 Draw and measure distance to the nearest cm and 1/4 inch accurately	<b>November:</b> 57, 58, 59 <b>January:</b> 79 <b>February:</b> 92, 93, 94
M.13.5.4 Develop and use <i>strategies</i> to solve real world problems involving <i>perimeter</i> and <i>area</i> of rectangles	<b>November:</b> 55 <b>January:</b> 82, 83 <b>February:</b> 91
M.13.5.6 Use benchmark angles to estimate the measure of angles	<b>October:</b> 34, 35, 36 <b>March:</b> 103, 106, 107, 108, 109 <b>April:</b> 116

**Strand: Data Analysis and Probability**

**Standard 14: Data Representation**

Students shall formulate questions that can be addressed with data and collect, organize and display relevant data to answer them.

Student Learning Expectations, Grade 5	Every Day Counts Calendar Math, Grade 5 Teacher's Guide
<b>Collect, organize and display data</b> DAP.14.5.2 Collect <i>numerical</i> and <i>categorical data</i> using surveys, observations and experiments that would result in <i>bar graphs, line graphs, line plots</i> and <i>stem-and-leaf plots</i>	<b>August/September:</b> 28, 29, 30, 31 <b>November:</b> 57, 58, 59 <b>April:</b> 122, 123, 124, 125
DAP.14.5.3 Construct and interpret <i>frequency tables, charts, line plots, stem-and-leaf plots</i> and <i>bar graphs</i>	<b>August/September:</b> 28, 29, 30, 31 <b>November:</b> 57, 58, 59 <b>March:</b> 112, 113 <b>April:</b> 122, 123, 124, 125

## Standard 15: Data Analysis

Students shall select and use appropriate statistical methods to analyze data.

Student Learning Expectations, Grade 5	Every Day Counts Calendar Math, Grade 5 Teacher's Guide
<b>Data Analysis</b> DAP.15.5.1 Interpret graphs such as <i>line graphs, double bar graphs,</i> and <i>circle graphs</i>	<b>August/September:</b> 31  <b>April:</b> 125
DAP.15.5.2 Determine, with and without appropriate <i>technology</i> , the <i>range, mean, median</i> and <i>mode</i> ( <i>whole number</i> data sets) and explain what each indicates about the set of data	<b>November:</b> 57, 58, 59

## Standard 16: Inferences and Predictions

Students shall develop and evaluate inferences and predictions that are based on data.

Student Learning Expectations, Grade 5	Every Day Counts Calendar Math, Grade 5 Teacher's Guide
<b>Inferences and Predictions</b> DAP.16.5.1 Make predictions and justify conclusions based on data	<b>August/September:</b> 28, 29, 30, 31  <b>March:</b> 112, 113  <b>April:</b> 118, 119, 120

## Standard 17: Probability

Students shall understand and apply basic concepts of probability.

Student Learning Expectations, Grade 5	Every Day Counts Calendar Math, Grade 5 Teacher's Guide
<b>Probability</b> DAP.17.5.1 Identify and predict the <i>probability</i> of events within a simple experiment	<b>August/September:</b> 28, 29, 30, 31  <b>March:</b> 112, 113  <b>April:</b> 118, 119, 120
DAP.17.5.2 List and explain all possible <i>outcomes</i> in a given situation	<b>August/September:</b> 28, 29, 30, 31  <b>March:</b> 112, 113  <b>April:</b> 118, 119, 120



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