

EVERY DAY COUNTS  
CALENDAR MATH © 2005  
GRADES K-6

correlated to

**California Mathematics  
Academic Content Standards**

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## KINDERGARTEN

Content Standards	<i>Every Day Counts</i> (Grade K)
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By the end of kindergarten, students understand the consistency of small numbers, quantities and simple shapes in their everyday environment. They count, compare, describe and sort objects, and develop a sense about properties and patterns.

<b>NUMBER SENSE</b>	
1. Students understand the relationship between numbers and quantities, i.e., that a set of objects has the same number of objects in different situations, regardless of its position or arrangement	
1.1 compare two or more sets (up to 10 objects in each group), and identify which set is equal to, more than, or less than the other	Every Day Counts: 23, 28, 33, 36, 61, 68, 81, 97 Partner Games: 11, 13
1.2 count, recognize, represent, name and order numbers (to 30) using objects	Every Day Counts: 18, 20, 22, 25, 26, 28, 33, 35, 36, 37, 38, 39, 40, 43, 48, 49, 51, 52, 53, 57, 60, 63, 68, 69, 76, 88, 89, 97, 104, 106, 118, 119 Partner Games: 1, 5, 15, 23, 25, 37
1.3 know that the larger numbers describe sets with more objects in them than smaller numbers	Every Day Counts: 36, 61, 68, 69, 81, 108 Partner Games: 5, 9
2. Students understand and describe simple addition and subtraction situations.	
2.1 use concrete objects to determine the answers to addition and subtraction problems (for two numbers each less than 10)	Every Day Counts: 25, 26, 37, 38, 39, 40, 41, 65, 66, 76, 77, 91, 120, 121, 131 Partner Games: 21, 27, 29, 31, 35, 39
3. Students use estimation strategies in computation and problem solving that involve numbers that use the ones and tens places.	
3.1 recognize when an estimate is reasonable	Every Day Counts: 23, 56, 57, 69, 70, 71, 82, 83, 99, 112, 134
<b>ALGEBRA AND FUNCTIONS</b>	
1. Students sort and classify objects.	
1.1 identify, sort and classify objects by attribute and identify objects that do not belong to a particular grouping (e.g., all these balls are green, those are red)	Every Day Counts: 19, 23, 36, 40, 49, 68, 69, 135 Partner Games: 27

Content Standards	<i>Every Day Counts (Grade K)</i>
<b>MEASUREMENT AND GEOMETRY</b>	
1. Students understand that there are properties such as length, weight, capacity and time and that comparisons can be made by using these properties.	
1.1 compare the length, weight and capacity of objects by making direct comparisons or using reference objects (e.g., shorter/longer/taller, lighter/heavier, which holds more?)	Every Day Counts: 56, 57, 69, 70, 71, 82, 98, 99, 112, 113, 124, 125, 135
1.2 demonstrate understanding of concepts of time (e.g., morning, afternoon, evening, day, yesterday, tomorrow, week, year) including tools that measure time (e.g., clock, calendar)	Every Day Counts: 46, 87, 116, 117, 128, 19, 20, 25, 27, 28, 46
1.3 name the days of the week	Every Day Counts: 19, 20, 28, 33, 46, 74, 87, 117, 128
1.4 identify the time (to the nearest hour) of everyday events (e.g., lunch time is 12 o'clock, bed time is 8 o'clock at night)	Every Day Counts: 86
2. Students identify common geometric objects in their environment and describe their features.	
2.1 identify and describe common geometric objects (e.g., circle, triangle, square, rectangle, cube, sphere, cone)	Every Day Counts: 20, 23, 28, 29, 47, 60, 61, 75, 103, 108, 109, 117, 134, 135
2.2 compare familiar plane and solid objects by common attributes (e.g., position, shape, size, roundness, number of corners)	Every Day Counts: 28, 29, 47, 60, 61, 75, 103, 117, 134, 135 Partner Games: 27
<b>STATISTICS, DATA ANALYSIS and PROBABILITY</b>	
1. Students collect information about objects and events in their environment.	
1.1 pose information questions, collect data and record the results using objects, pictures and picture graphs	Every Day Counts: 27, 28, 41, 42, 43, 54, 55, 56, 57, 68, 69, 80, 81, 89, 90, 94, 95, 96, 97, 108, 109, 122, 123, 134, 135 Partner Games: 21, 29, 39
1.2 identify, describe and extend simple patterns involving shape, size, or color such as circle, triangle, or red, blue	Every Day Counts: 18, 19, 20, 23, 32, 33, 34, 40, 46, 47, 53, 61, 75, 88, 102, 103, 107, 116, 117, 128, 129, 133
<b>MATHEMATICAL REASONING</b>	
1. Students make decisions about how to set up a problem.	
1.1 decide about the approach, materials and strategies to use	Every Day Counts: 26, 35, 36, 38, 49, 57, 63, 65, 67, 76, 80, 91, 107, 131 Partner Games: 1, 5, 7, 11, 15, 19, 25, 31
1.2 use tools and strategies such as manipulatives or sketches to model problems	Every Day Counts: 35, 36, 38, 40, 49, 57, 63, 65, 67, 76, 80, 91 Partner Games: 1, 9, 11, 15, 19, 21, 25, 27, 29, 31, 33, 37
2. Students solve problems in reasonable ways and justify reasoning	
2.1 explain the reasoning used with concrete objects and pictorial representations	Every Day Counts: 25, 26, 33, 35, 36, 38, 49, 57, 63, 65, 67, 76, 80, 91, 97, 107
2.2 make precise calculations and check the validity of the results from the context of the problem	Every Day Counts: 35, 36, 38, 49, 53, 57, 65, 67, 76, 80, 9



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## GRADE 1

Content Standards	<i>Every Day Counts</i> (Grade 1)
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By the end of first grade, students understand and use the concept of "ones" and "tens" in the place value number system. They add and subtract small numbers with ease. They measure with simple units and locate objects in space. They describe data and analyze and solve simple problem situations.

NUMBER SENSE	
1. Students understand and use numbers up to 100.	
1.1 count, read and write whole numbers to 100	Every Day Counts: 18, 24, 25, 26, 31, 34, 37, 41, 43, 45, 51, 52, 53, 56, 64, 65, 66, 67, 68, 69, 74, 75, 76, 77, 78, 79, 80, 86, 92, 93, 94, 97, 98, 99, 107, 108, 116, 117, 118, 121 Partner Games: 13, 15, 17, 19, 25, 27, 29, 31, 35 Practice Counts: 1, 2, 3, 4, 6, 8, 11, 12, 13, 15, 16, 18, 22, 30, 34, 36, 38, 42
1.2 compare and order whole numbers to 100 using the symbols for less than, equal to, or greater than (<, =, >)	Partner Games: 9, 19, 35 Practice Counts: 20, 62, 148, 155, 178, 185, 194
1.3 represent equivalent forms of the same number through the use of physical models, diagrams and number expressions (to 20) (e.g., 8 can be represented as 4 + 4, 5 + 3, 2 + 2 + 2 + 2, 10 - 2, 11 - 3)	Every Day Counts: 21, 22, 23, 25, 36, 38, 50, 51, 57, 65, 80, 104 Partner Games: 3, 5, 11, 17, 25, 27, 29, 33 Practice Counts: 32, 45, 47, 84
1.4 count and group objects into ones and tens (e.g., 3 groups of ten and 4 more is 34 or 30 + 4)	Every Day Counts: 24, 25, 26, 27, 41, 42, 52, 53, 66, 67, 77, 78, 79, 91, 92, 93, 94, 108, 121, 131 Partner Games: 5, 13, 15, 19, 25, 29 Practice Counts: 31, 64, 68, 95, 98, 126, 128, 151, 164
1.5 identify and know the value of coins and show different combinations of coins that equal the same value	Every Day Counts: 42, 57, 58, 69, 80, 81, 95, 96, 109, 122, 123, 133 Partner Games: 15, 19, 25 Practice Counts: 50, 52, 55, 58, 65, 68, 71, 73, 81, 83, 89, 91, 92, 99, 100, 102, 104, 109, 122, 125, 129, 132, 135, 145, 155, 156, 158, 160, 161, 173, 179
2. Students demonstrate the meaning of addition and subtraction and use these operations to solve problems.	
2.1 know the addition facts (sums to 20) and the corresponding subtraction facts, and commit them to memory	Every Day Counts: 21, 22, 26, 37, 41, 42, 51, 65, 75, 76, 88, 90, 104, 105, 118, 119 Partner Games: 9, 23, 31, 37 Practice Counts: 74, 86, 88, 90, 101, 107, 113, 115, 136, 137, 140, 152, 163, 172, 174, 177, 187

Content Standards	<i>Every Day Counts (Grade 1)</i>
2.2 use the inverse relationship between addition and subtraction to solve problems	Every Day Counts: 37, 51, 65, 76, 131 The opportunity to introduce this objective is available on the following pages: Partner Games: 9, 33, 37 The opportunity to introduce this objective is available on the following pages: Practice Counts: 35, 42, 54, 71, 96, 132, 160, 183
2.3 identify one more than, one less than, ten more than, ten less than a given number	Every Day Counts: 19, 26, 41, 56, 75, 76, 92, 94 Partner Games: 9, 33, 37 Practice Counts: 40, 41, 45, 70, 80
2.4 count by 2s, 5s and 10s with numbers to 100	Every Day Counts: 28, 29, 41, 43, 57, 79, 82, 88, 89, 94, 97, 99 Partner Games: 3, 5, 13, 15, 19, 25, 27, 29 Practice Counts: 37, 41, 46, 48, 49, 54, 57, 75, 94, 98, 121
2.5 show the meaning of addition (putting together, increasing) and subtraction (taking away, comparing, finding the difference)	Every Day Counts: 21, 22, 26, 37, 41, 42, 51, 67, 76, 88, 118, 130 Partner Games: 11, 23 The opportunity to address this objective is available on the following pages: Practice Counts: 35, 39, 42, 47, 54
2.6 solve addition and subtraction problems with one- and two-digit numbers (e.g., $5 + 58 = \underline{\quad}$ )	Every Day Counts: 37, 67, 92, 104, 118, 130 Partner Games: 37 Practice Counts: 35, 39, 40, 42, 47, 54, 70, 71, 72, 73, 96, 104, 111, 132, 137, 139, 158, 159, 160, 169, 175, 178, 183, 186, 192, 201
2.7 find the sum of three one-digit numbers	Every Day Counts: N/A Partner Games: 29 Practice Counts: 147, 161, 165
3. Students use estimation strategies in computation and problem solving that involve numbers that use the ones, tens, and hundreds places.	
3.1 make reasonable estimates when comparing larger or smaller numbers	Every Day Counts: 36, 37, 49, 86 The opportunity to address this objective is available on the following pages: Partner Games: 7, 9, 19, 35 The opportunity to address this objective is available on the following pages: Practice Counts: 20, 62, 148, 155, 178, 185, 194
<b>ALGEBRA AND FUNCTIONS</b>	
1. Students use number sentences to solve problems.	
1.1 write and solve number sentences from problem situations that express relationships involving addition and subtraction	Every Day Counts: 22, 23, 49, 65, 67, 75, 76, 90, 104, 118, 119, 129, 130 Partner Games: 23, 37 Practice Counts: 41, 51, 57, 61, 65, 71, 92, 93, 96, 114, 115, 119, 124, 137, 142, 152, 159, 170, 176, 193, 198
1.2 understand the meaning of the symbols +, -, =	Every Day Counts: 22, 51, 65, 67, 75, 76, 89, 90, 104, 118, 119, 129, 130 Partner Games: 17, 27 The opportunity to introduce this objective is available on the following pages: Practice Counts: 35, 39, 42, 47, 54

Content Standards	<i>Every Day Counts (Grade 1)</i>
1.3 create problem situations that could lead to given number sentences involving addition and subtraction	Every Day Counts: 22, 23, 37, 90, 104, 118, 119 The opportunity to address this objective is available on the following pages: Partner Games: 23, 37 Practice Counts: 51
<b>MEASUREMENT AND GEOMETRY</b>	
1. Students use direct comparison and non-standard units to describe the measurements of objects.	
1.1 compare the length, weight and volume of two or more objects using direct comparison or a non-standard unit	Every Day Counts: 39, 40, 54, 55, 86, 105, 106, 120 Practice Counts: 17, 40, 63, 81, 104, 163, 179, 186, 191, 196
1.2 tell time to the nearest half hour and compare time related to events (e.g., before/after, shorter/longer)	Every Day Counts: 26, 28, 29, 35, 41, 42, 43, 59, 70, 71, 82, 97, 98, 110 Practice Counts: 7, 12, 35, 53, 60, 76, 87, 91, 94, 101, 110, 117, 127, 133, 140, 147
2. Students identify common geometric figures, classify them by common attributes and describe their relative position/or their location in space.	
2.1 identify, describe, and compare triangles, rectangles, squares and circles, including the faces of three-dimensional objects	Every Day Counts: 19, 20, 34, 35, 48, 49, 50, 63, 89, 116, 129, 134, 135 Practice Counts: 3, 13, 18, 23, 26, 36, 49, 59, 69, 72, 87, 90, 100, 112, 113, 146, 150
2.2 classify familiar plane and solid objects by common attributes like color, position, shape, size, roundness, number of corners and explain which attributes are being used for classification	Every Day Counts: 20, 34, 35, 48, 49, 50, 63, 89, 116, 129, 134, 135 Practice Counts: 3, 8, 18, 87, 113, 169, 182
2.3 give and follow directions about location	Every Day Counts: 74, 75
2.4 describe and arrange objects in space in terms of proximity, position and direction (e.g., near, far, below, above, up, down, behind, in front of, next to, left/right)	Every Day Counts: 50, 74, 75, 129 The opportunity to address this objective is available on the following pages: Practice Counts: 43, 52, 169
<b>STATISTICS, DATA ANALYSIS and PROBABILITY</b>	
1. Students organize, represent and compare categorical data on simple graphs and charts.	
1.1 sort objects and data by common attributes and describe the groups formed using categorical labels	Every Day Counts: 36, 42, 44, 45, 83, 96, 99, 111, 112, 124, 125, 134, 135 Partner Games: 21 Practice Counts: 72, 82, 130, 192
1.2 represent and compare data (e.g., largest, smallest, most often, least often), using pictures, bar graphs, tally charts and picture graphs	Every Day Counts: 36, 43, 44, 45, 83, 96, 99, 111, 112, 124, 125, 134, 135 The opportunity to address this objective is available on the following pages: Partner Games: 11, 19, 21, 31, 37 Practice Counts: 53, 66, 78, 90, 106, 122, 141
2. Students sort objects, and create and describe patterns involving numbers, shape, size, rhythm, or color.	
2.1 describe, extend and explain how to get to the next element in simple repeating patterns (e.g., rhythmic, numeric, color and shape patterns)	Every Day Counts: 20, 24, 35, 42, 49, 63, 88, 99, 103, 104, 107, 117, 128 Partner Games: 1, 7 Practice Counts: 1, 6, 11, 15, 16, 21, 24, 29, 34, 39, 44, 47, 62, 67, 75, 85, 88, 93, 103, 108, 111, 126, 131, 134, 144, 149, 154, 157, 167, 172, 177, 180, 182, 184, 187, 195, 200

Content Standards	<i>Every Day Counts (Grade 1)</i>
<b>MATHEMATICAL REASONING</b>	
1. Students make decisions about how to set up a problem.	
1.1 decide about the approach, materials and strategies to use	Every Day Counts: 37, 51, 53, 64, 68, 81, 88, 90, 106, 107, 109, 129 Partner Games: 1, 7, 13, 23, 25, 37
1.2 use tools such as manipulatives or sketches to model problems	Every Day Counts: 37, 51, 53, 64, 68, 81, 88, 90, 106, 107, 109, 129 Partner Games: 23, 37 Practice Counts: 4, 5, 19, 27, 28, 32, 51, 54, 66, 102, 116, 121, 202
2. Students solve problems and justify their reasoning.	
2.1 explain the reasoning used and justify the procedures selected	Every Day Counts: 31, 35, 37, 44, 51, 53, 64, 68, 81, 88, 90, 106, 107, 109, 129 Partner Games: 1, 7, 13, 23, 25, 37
2.2 make precise calculations and check the validity of the results from the context of the problem	Every Day Counts: 37, 51, 53, 57, 81, 90, 109, 110, 123, 129, 133 Partner Games: 11, 15, 17, 23, 25, 33, 37
3. Students note connections between one problem and another.	
	Every Day Counts: 76, 106, 107, 118, 131 The opportunity to introduce this objective is available on the following pages: Partner Games: 3, 5, 15, 19, 25, 29



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## GRADE 2

Content Standards	<i>Every Day Counts</i> (Grade 2)
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By the end of second grade, students understand place value and number relationships as they add and subtract and they use simple concepts of multiplication. They measure quantities with appropriate units. They classify and see relationships among shapes by paying attention to the elements that compose them. They collect and analyze data and verify answers.

NUMBER SENSE	
1. Students understand the relationship among numbers, quantities and place value in whole numbers up to 1000.	
1.1 count, read, write whole numbers to 1,000 and identify the place value for each digit	Every Day Counts: 23, 24, 25, 27, 35, 36, 37, 53, 54, 63, 64, 65, 66, 67, 68, 75, 76, 77, 80, 81, 88, 89, 90, 91, 94, 95, 96, 105, 106, 109, 110, 127, 128 Partner Games: 1, 2, 7, 9, 11, 17, 19, 29, 33, 35 Practice Counts: 3, 20, 23, 38, 50, 77, 80, 105, 114, 119
1.2 use words, models and expanded form to represent numbers (to 1,000)	Every Day Counts: 66, 67, 80, 81, 109, 122 Partner Games: 1, 19, 21, 27, 33 The opportunity to address this objective is available on the following pages: Practice Counts: 3, 20, 23, 38, 50, 77, 80, 105, 114, 119
1.3 order and compare whole numbers up to 1, 000 using the symbols <, =, >	Every Day Counts: 18, 66, 67, 80, 81, 94, 109, 119, 120, 121, 122, 127 Partner Games: 5, 7, 11, 15, 17, 33 Practice Counts: 42, 52, 63, 72, 86, 91, 106
2. Students estimate, calculate and solve problems involving addition and subtraction of two- and three-digit numbers.	
2.1 understand and use the inverse relationship between addition and subtraction (e.g., an opposite number sentence for $8 + 6 = 14$ is $14 - 6 = 8$ ) to solve problems and check solutions	Every Day Counts: 20, 22, 35, 48, 49, 63, 64 The opportunity to introduce this objective is available on the following pages: Partner Games: 7, 17
2.2 find the sum or difference of two whole numbers up to three digits long	Every Day Counts: 20, 21, 22, 34, 35, 36, 48, 49, 50, 62, 63, 66, 67, 68, 74, 75, 80, 81, 82, 88, 89, 96, 97, 109, 110, 128 Partner Games: 1, 7, 11, 15, 23, 25, 31, 33, 37 Practice Counts: 1, 6, 10, 16, 20, 40, 56, 67, 73, 78, 87, 90, 98, 103, 119
2.3 use mental arithmetic to find the sum or difference of two 2-digit numbers	Every Day Counts: 23, 24, 25, 26, 36, 37, 38, 53, 54, 55, 56, 64, 65, 66, 81, 82, 89, 90, 94, 95, 110, 111

Content Standards	<i>Every Day Counts</i> (Grade 2)
3. Students model and solve simple problems involving multiplication and division.	
3.1 use repeated addition, arrays, counting by multiples to do multiplication	Every Day Counts: 23, 24, 53, 54, 103, 104, 116, 126, 127 Partner Games: 1, 3, 19, 21 Practice Counts: 2, 3, 24, 29, 116, 117, 118, 121, 122
3.2 use repeated subtraction, equal sharing and forming equal groups to do division with remainders	Every Day Counts: 117, 118, 119 Practice Counts: 62
3.3 know the multiplication tables of 2s, 5s and 10s (to "times 10") and commit to memory	Every Day Counts: 103, 104 Partner Games: 1, 3, 19, 21 Practice Counts: 18, 20, 116, 120
4. Students understand that fractions and decimals can refer to parts of a set and parts of a whole.	
4.1 recognize, name and compare unit fractions up to 1/12	Every Day Counts: 58, 59, 87, 105, 106, 108 Practice Counts: 101
4.2 recognize fractions of a whole and parts of a group (e.g., 1/4th of a pie, 2/3rds of 15 balls)	Every Day Counts: 58, 59, 87, 105, 106, 108 Practice Counts: 98
4.3 know that when all fractional parts are included, such as four-fourths, the result is equal to the whole and to one	Every Day Counts: 58, 59, 87, 105, 106, 108,
5. Students model and solve problems by representing, adding and subtracting amounts of money.	
5.1 solve problems using combinations of coins and bills	Every Day Counts: 25, 26, 37-, 8, 55, 56, 68, 81, 82, 96, 97, 110, 122, 123, 128, 129 Partner Games: 1, 29 Practice Counts: 1, 6, 9, 32, 47, 64, 71, 89, 90, 96, 98, 111, 124
5.2 know and use the decimal notation and the dollar and cents symbols for money	Every Day Counts: 25, 26, 37, 38, 55, 56, 68, 81, 82, 96, 97, 110, 122, 123, 128, 129 Partner Games: 29 Practice Counts: 1, 6, 9, 32, 47, 64, 71, 89, 90, 96, 98, 111, 124
6. Students use estimation strategies in computation and problem solving that involve numbers that use the ones, tens, hundreds and thousands places.	
6.1 recognize when an estimate is reasonable in measurements (e.g., closest inch)	Every Day Counts: 50, 51, 92, 93 Practice Counts: 77, 83, 100, 110
<b>ALGEBRA AND FUNCTIONS</b>	
1. Students model, represent and interpret number relationships to create and solve problems involving addition and subtraction.	
1.1 use the commutative and associative rules to simplify mental calculations and check results	Every Day Counts: 20, 21, 48, 49, 81, 104, 105 The opportunity to introduce this objective is available on the following pages: Partner Games: 21, 23, 25, 35
1.2 relate problem situations and number sentences involving addition and subtraction	Every Day Counts: 20, 21, 22, 28, 29, 34, 35, 48, 49, 53, 64, 65, 66, 67, 74, 75, 76, 77, 88 Partner Games: 11, 13, 15, 19, 21, 23, 25, 27, 29, 31, 35

Content Standards	<i>Every Day Counts (Grade 2)</i>
1.3 solve addition and subtraction problems using data from simple charts, picture graphs and number sentences	Every Day Counts: 20, 21, 22, 23, 24, 25, 26, 32, 34, 35, 36, 37, 42, 43, 46, 47, 48, 49, 53, 62, 63, 64, 65, 66, 67, 74, 75, 76, 77, 78, 79, 87, 88, 90, 92, 93, 94, 95, 97, 98, 99, 109, 127, 128 Partner Games: 27, 29, 33 The opportunity to address this objective is available on the following pages: Practice Counts: 16, 21, 24, 26, 27, 32, 41, 53, 64, 67, 81, 95, 99, 104, 109
<b>MEASUREMENT AND GEOMETRY</b>	
1. Students understand that measurement is accomplished by identifying a unit of measure, iterating (repeating) that unit and comparing it to the item to be measured.	
1.1 measure the length of objects by iterating (repeating) a non-standard or standard unit	Every Day Counts: 50, 51, 52, 92, 93 Practice Counts: 77, 82, 83, 84, 88
1.2 use different units to measure the same object and predict whether the measure will be greater or smaller when a different unit is used	Every Day Counts: 50, 51, 52, 58, 59, 92, 93, 107, 108, 119, 120 Practice Counts: 114, 116
1.3 measure the length of an object to the nearest inch and/or centimeter	Every Day Counts: 50, 51, 52, 92, 93, 137, 147, 152 Practice Counts: 77, 82, 83, 96, 100, 110
1.4 tell time to the nearest quarter hour and know time relationships (e.g., minutes in an hour, days in a month, weeks in year)	Every Day Counts: 18, 27, 39, 40, 41, 57, 69, 82, 83, 105, 106 Practice Counts: 10, 11, 18, 20, 25, 29, 38, 39, 58, 62, 68, 90, 97, 99, 102
1.5 determine the duration of time intervals in hours (e.g., 11:00 a.m. to 4:00 p.m.)	Every Day Counts: 40, 57, 69 Practice Counts: 10, 11, 18, 20, 25, 29, 38, 39, 58, 62, 68, 90, 97, 99, 102
2. Students identify and describe the elements that compose common figures in the plane and common objects in space.	
2.1 describe and classify plane and solid geometric shapes (e.g., circle, triangle, square, rectangle, sphere, pyramid, cube, rectangular prism) according to the number and shape of faces, edges and vertices	Every Day Counts: 18, 19, 20, 32, 33, 34, 46, 47, 62, 63, 72, 73, 87, 102, 103, 116, 117 Practice Counts: 2, 16, 28, 30, 44, 49, 54, 58, 61, 63, 84, 112, 117
2.2 put shapes together and take them apart to form other shapes (e.g., two congruent right triangles can form a rectangle)	Every Day Counts: 72, 73 Practice Counts: 21, 103
<b>STATISTICS, DATA ANALYSIS AND PROBABILITY</b>	
1. Students collect, record, organize, display and interpret numerical data on bar graphs and other representations.	
1.1 record numerical data in systematic ways, keeping track of what/who has been counted	Every Day Counts: 27, 28, 29, 42, 43, 58, 59, 78, 79, 98, 99, 112, 113 Partner Games: 3, 13, 15, 21, 23, 27, 31, 33, 37 Practice Counts: 24, 53, 74, 76, 88, 124
1.2 represent the same data set in more than one way (e.g., charts with tallies, and bar graphs)	Every Day Counts: 27, 28, 29, 32, 33, 41, 42, 43, 46, 47, 58, 59, 62, 63, 72, 73, 75, 76, 77, 78, 79, 87, 88, 96, 97, 98, 99, 102, 103, 111, 112, 113, 116, 126, 127, 130, 131 Partner Games: 27, 33 The opportunity to introduce this objective is available on the following pages: Practice Counts: 24, 53, 74, 76, 88, 124

Content Standards	<i>Every Day Counts (Grade 2)</i>
1.3 identify features of data sets (range and mode)	Every Day Counts: 27, 28, 29, 42, 43, 58, 59, 78, 79, 131 Practice Counts: 16, 21, 24, 26, 27, 32, 41, 53, 64, 67, 81, 95, 99, 104, 109
1.4 ask and answer simple questions related to data representations	Every Day Counts: 27, 28, 29, 42, 43, 58, 59, 78, 79, 98, 99, 112, 113 Partner Games: 3, 13, 15, 21, 23, 27, 31, 33, 37 Practice Counts: 16, 21, 24, 26, 27, 32, 41, 53, 64, 67, 81, 95, 99, 104, 109
2. Students demonstrate an understanding of patterns and how they grow, and describe them in general ways.	
2.1 recognize, describe, extend and explain how to get the next term in linear patterns (e.g., 4, 8, 12 ...; the number of ears on 1 horse, 2 horses, 3 horses, 4 horses)	Every Day Counts: 34, 46, 47, 63, 73, 126, 127 The opportunity to address this objective is available on the following pages: Partner Games: 1, 3, 19, 21, 23 Practice Counts: 20, 22, 29, 31, 45, 48, 55, 71, 76, 90, 93, 97, 104, 107
2.2 solve problems involving simple number patterns	Every Day Counts: 36, 37, 96, 97 Partner Games: 23 Practice Counts: 31
<b>MATHEMATICAL REASONING</b>	
1. Students make decisions about how to set up a problem.	
1.1 decide about the approach, materials and strategies to use	Every Day Counts: 18, 19, 20, 21, 22, 32, 33, 34, 37, 38, 53, 54, 55, 56, 57, 58, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 86, 87, 88, 89, 90, 91, 96, 97, 98, 110, 111, 119, 120, 122, 123, 128, 129 Partner Games: 3, 5, 9, 13, 23, 25, 27, 29, 31, 35, 37, 39 Practice Counts: 7, 96, 119
1.2 use tools such as manipulatives or sketches to model problems	Every Day Counts: 20, 21, 22, 23, 24, 25, 33, 34, 35, 48, 49, 51, 52, 55, 63, 64, 65, 66, 73, 74, 75, 76, 77, 78, 82, 88, 90, 104, 106, 111, 112, 113, 116, 117, 118, 119 Partner Games: 1, 19, 21, 27, 29, 33, 35 Practice Counts: 2, 3, 7, 19, 69, 70, 74, 88, 113, 114, 115, 120
2. Students solve problems and justify their reasoning.	
2.1 defend the reasoning used and justify the procedures selected	Every Day Counts: 21, 22, 34, 35, 75, 80, 81, 88, 89, 104, 105 Partner Games: 5, 9, 13, 23, 25, 27, 29, 35, 37 Practice Counts: 7, 12, 13, 22, 41, 46, 70, 85, 98
2.2 make precise calculations and check the validity of the results from the context of the problem	Every Day Counts: 21, 22, 34, 35, 75, 80, 81, 88, 89, 104, 105 Partner Games: 3, 17, 31
3. Students note connections between one problem and another.	
	Every Day Counts: 18-29, 32-43, 46-59, 62-69, 72-83, 86-99, 102-113, 116-123, 126-131 Partner Games: 27, 29



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California Mathematics Academic Content Standards  
**GRADE 3**

Content Standards	<i>Every Day Counts</i> (Grade 3)
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By the end of third grade, students deepen their understanding of place value and their understanding of and skill with addition, subtraction, multiplication and division of whole numbers. They estimate, measure and describe objects in space. They use patterns to help solve problems. They represent number relationships and conduct simple probability experiments.

NUMBER SENSE	
1. Students understand place value of whole numbers.	
1.1 count, read, and write whole numbers to 10,000	Every Day Counts: 17, 23, 24, 25, 31, 32, 33, 39, 40, 41, 42, 47, 48, 49, 55, 56, 57, 58, 63, 64, 65, 66, 67, 68, 69, 70, 71, 76, 77, 80, 81, 82, 83, 90, 91, 93, 94, 95, 96, 97, 109, 110, 111, 121, 122, 125 Partner Games: 11, 13, 39 Practice Counts: 35, 40, 47, 55, 62, 70, 83,
1.2 compare and order whole numbers to 10,000	Every Day Counts: 42, 56, 69, 80, 81, 109, 114 Partner Games: 11, 13, 39 Practice Counts: 50
1.3 identify the place value for each digit in numbers to 10,000	Every Day Counts: 16, 17, 26, 27, 41, 57, 58, 63, 70, 72, 82, 83, 86, 95, 96, 109, 122, 124, 133 Partner Games: 1, 11, 39
1.4 round off numbers to 10,000 to the nearest ten, hundred and thousand	Every Day Counts: 55, 56, 69, 81, 95, 109, 110, 122 Partner Games: 27 Practice Counts: 95
1.5 use expanded notation to represent numbers (e.g., 3,206 = 3, 000 + 200 +6)	Every Day Counts: 57, 58, 64, 70, 82, 83, 95, 96, 123, 124, 133 The opportunity to introduce this objective is available on the following pages: Partner Games: 1, 11, 39
2. Students calculate and solve problems involving addition, subtraction, multiplication and division.	
2.1 find the sum or difference of two whole numbers between 0 and 10,000	Every Day Counts: 17, 20, 21, 22, 23 24, 25, 33, 34, 35, 49, 50, 51, 57, 58, 59, 64, 69, 70, 71, 80, 81, 82, 83, 95, 96, 99 Partner Games: 7, 9, 11, 13, 15 This objective is addressed throughout the text. For example: Practice Counts: 2, 9, 19, 29, 37, 50
2.2 memorize to automaticity the multiplication table for numbers between 1 and 10	Every Day Counts: 66, 67, 68, 70, 73, 76, 77, 78, 80, 81, 82, 87, 90, 91, 93, 94, 95, 118, 119,121, 122, 123 Partner Games: 21, 23, 29, 31 The opportunity to address this objective is available on the following pages: Practice Counts: 9, 17, 18, 26, 56, 58, 62, 63, 64, 69, 90, 94, 98, 102, 123

Content Standards	<i>Every Day Counts (Grade 3)</i>
2.3 use the inverse relationship of multiplication and division to compute and check results	Every Day Counts: 20, 21, 22, 34, 35, 50, 51, 82, 83, 122, 127, 130, 131 The opportunity to introduce this objective is available on the following page: Partner Games: 35 Practice Counts: 111
2.4 solve simple problems involving multiplication of multi-digit numbers by one-digit numbers (3,671 x 3 = __)	Every Day Counts: 114, 115, 118, 119 Partner Games: 21, 23, 29, 31, 37 Practice Counts: 89, 90, 102
2.5 solve division problems in which a multi-digit number is evenly divided by a one-digit number (135/5)	Every Day Counts: 43, 55, 56, 69, 81, 91, 92, 93, 95, 101, 103, 104, 105, 130, 131, 134 The opportunity to address this objective is available on the following page: Partner Games: 35 Practice Counts: 84, 85, 87, 90, 91, 101, 103, 111, 112, 115
2.6 understand the special properties of 0 and 1 in multiplication and division	Every Day Counts: 21, 22 The opportunity to address this objective is available on the following pages: Partner Games: 2, 23, 29, 31, 35 The opportunity to introduce this objective is available on the following pages: Practice Counts: 56, 57, 64
2.7 determine the unit cost when given the total cost and number of units	Every Day Counts: 43, 55, 56, 69, 81, 91, 92, 93, 95, 101, 103, 104, 105, 130, 131, 134, 153 Partner Games: 35 Practice Counts: 84, 85, 87, 90, 91, 101, 103, 111, 112, 115
2.8 solve problems which combine two or more of the skills above	Every Day Counts: 57, 58, 70, 82, 83, 95, 96, 97, 124, 133 Partner Games: 37 Practice Counts: 114, 115
3. Students understand the relationship between whole numbers, simple fractions and decimals.	
3.1 compare fractions represented by drawings or concrete materials to show equivalency, and to add and subtract simple fractions in context (e.g., 1/2 of a pizza is the same amount as 2/4 of another pizza that is the same size; show that 3/8 is more than 1/8)	Every Day Counts: 53, 88, 89, 117 Partner Games: 33 Practice Counts: 86, 92, 96
3.2 add and subtract simple fractions (e.g., determine that 1/8 + 3/8 is the same as 1/2)	Every Day Counts: 53, 88, 89, 117 Partner Games: 33 The opportunity to introduce this objective is available on the following pages: Practice Counts: 86, 92, 96

Content Standards	<i>Every Day Counts (Grade 3)</i>
3.3 solve problems involving addition, subtraction, multiplication and division of amounts in decimal notation and multiply and divide money amounts in decimal notation using whole number multipliers and divisors	Every Day Counts: 26, 27, 31, 41, 42, 43, 44, 47, 57, 58, 59, 60, 63, 70, 71, 84, 95, 96, 98, 101, 109, 110, 111, 123, 124, 125, 126, 127, 133, 134 Partner Games: 5, 11, 13, 39 Practice Counts: 1, 2, 7, 10, 15, 16, 19, 21, 38, 46, 89, 92
3.4 know and understand that fractions and decimals are two different representations of the same concept (e.g., 50 cents is 1/2 of a dollar, 75 cents is 3/4 of a dollar)	The opportunity to introduce this objective is available Every Day Counts: 37 Partner Games: 11, 13 The opportunity to introduce this objective is available on the following pages: Practice Counts: 86, 92, 96
<b>ALGEBRA AND FUNCTIONS</b>	
1. Students select appropriate symbols, operations and properties to represent, describe, simplify and solve simple number relationships.	
1.1 represent relationships of quantities in the form of mathematical expressions, equations, or inequalities	Every Day Counts: 18, 19, 26, 27, 32, 33, 41, 49, 50, 51, 57, 58, 76, 77, 78, 93, 94, 103, 104, 118, 119, 122, 123, 130, 131 Partner Games: 9, 17, 21, 37 Practice Counts: 50, 55
1.2 solve problems involving numeric equations or inequalities	Every Day Counts: 18, 19, 26, 27, 32, 33, 41, 49, 50, 51, 57, 58, 66, 67, 76, 77, 78, 93, 94, 103, 104, 105, 118, 119, 122, 123, 130, 131 Partner Games: 9, 17, 21, 37 Practice Counts: 70, 83, 84, 111, 120
1.3 select appropriate operational and relational symbols to make an expression true (e.g., 4 ___ 3 = 12, what operation symbol goes in the blank?)	Every Day Counts: 66, 67, 76, 77, 103, 104, 105 Partner Games: 9, 17, 21, 37 Practice Counts: 50
1.4 express simple unit conversions in symbolic form (e.g., #inches = #feet x 12)	Every Day Counts: 35, 36, 37, 38, 51, 52, 53, 63, 68, 91, 92, 93, 105, 106, 120, 121 Practice Counts: 42, 43, 55, 70, 72, 83, 91, 116
1.5 recognize and use the commutative and associative properties of multiplication (e.g., if $5 \times 7 = 35$ , then what is $7 \times 5$ ?, if $5 \times 7 \times 3 = 105$ , then what is $7 \times 3 \times 5$ ?)	Every Day Counts: 18, 20, 21, 22, 33, 33, 34, 66, 67, 70, 77, 82, 83, 90, 91, 93, 94, 115 Partner Games: 21, 23, 29, 31 Practice Counts: 85, 102
2. Students represent simple functional relationships.	
2.1 solve simple problems involving a functional relationship between two quantities (e.g., find the total cost of multiple items given the per unit cost)	Every Day Counts: 90, 91, 103 Partner Games: 21, 23, 29, 31, 37 The opportunity to introduce this objective is available on the following pages: Practice Counts: 56, 58, 62, 64, 90, 98, 102, 123
2.2 extend and recognize a linear pattern by its rules (e.g., the number of legs on a given number of horses can be calculated by counting by 4s or by multiplying the number of horses by 4)	Every Day Counts: 18, 19, 32, 33, 39, 40, 48, 49, 55, 56, 60, 64, 65, 80, 81, 88, 89, 90, 91, 93, 94, 95, 108, 109, 117, 121, 122, 128, 129, 132, 133 Partner Games: 11, 13, 31 Practice Counts: 1, 3, 6, 11, 13, 15, 20, 25, 29, 31, 35, 39, 43, 45, 57, 65, 74, 76, 83, 88, 104, 118, 121

Content Standards	<i>Every Day Counts (Grade 3)</i>
<b>MEASUREMENT AND GEOMETRY</b>	
1. Students choose and use appropriate units and measurement tools to quantify the properties of objects.	
1.1 choose appropriate units (metric and U.S. customary) and tools, and estimate and measure length, liquid volume and weight/mass	Every Day Counts: 35, 36, 37, 51, 52, 53, 68, 91, 92, 93, 105, 106, 120, 121 Practice Counts: 14, 28, 32, 34, 42, 43, 55, 69, 70, 72, 77, 82, 83, 91, 116, 124
1.2 estimate or determine the area and volume of solid figures by covering them with squares or by counting the number of cubes that would fill them	Every Day Counts: 78, 79, 80 The opportunity to introduce this objective is available on the following pages: Practice Counts: 14, 42, 43, 55, 69, 72, 116
1.3 find the perimeter of a polygon with integer sides	Every Day Counts: 78, 79, 80 Practice Counts: 54
1.4 carry out simple unit conversions within a system of measurement (e.g., centimeters and meters, hours and minutes)	Every Day Counts: 35, 36, 37, 51, 52, 53, 68, 91, 92, 93, 105, 106, 120, 121 Practice Counts: 42, 43, 55, 70, 72, 83, 91, 116
2. Students describe and compare the attributes of plane and solid geometric figures and use their understanding to show relationships and solve problems.	
2.1 identify, describe and classify polygons (including pentagons, hexagons and octagons)	Every Day Counts: 16, 18, 19, 32, 33, 46, 48, 49, 64, 65, 102, 103, 116, 117 Practice Counts: 4, 16, 21, 28, 30, 32, 46, 84, 110
2.2 identify attributes of triangles (e.g., two equal sides for the isosceles triangle, three equal sides for the equilateral triangle, right angle for the right triangle)	Every Day Counts: 30, 32, 33, 102, 103 Practice Counts: 23, 56
2.3 identify attributes of quadrilaterals (e.g., parallel sides for the parallelogram, right angles for the rectangle, equal sides and right angles for the square)	Every Day Counts: 19, 48, 49, 64, 65, 116, 117 Practice Counts: 18, 44, 63, 68, 75
2.4 identify right angles in geometric figures or in appropriate objects and determine whether other angles are greater or less than a right angle	Every Day Counts: 19, 48, 49, 116, 117 Practice Counts: 44, 86
2.5 identify, describe, and classify common three-dimensional geometric objects (e.g., cube, rectangular solid, sphere, prism, pyramid, cone, cylinder)	Every Day Counts: 74, 75, 76, 128, 129 Practice Counts: 112, 114, 117, 119, 124
2.6 identify the common solid objects that are the component parts needed to make a more complex solid object	The opportunity to introduce this objective is available on the following pages: Every Day Counts: 74, 75, 76, 128, 129 Practice Counts: 112, 114, 117, 119, 124
<b>STATISTICS, DATA ANALYSIS and PROBABILITY</b>	
1. Students conduct simple probability experiments by determining the number of possible outcomes, and make simple predictions.	
1.1 identify whether common events are certain, likely, unlikely, or improbable	Every Day Counts: 17, 18, 28, 29, 98, 99, 117

Content Standards	<i>Every Day Counts (Grade 3)</i>
1.2 record the possible outcomes for a simple event (e.g., tossing a coin) and systematically keep track of the outcomes when the event is repeated many times	Every Day Counts: 28, 29, 48, 49, 98, 99
1.3 summarize and display the results of probability experiments in a clear and organized way (e.g., use a bar graph or a line plot)	Every Day Counts: 28, 29, 48, 49, 98, 99
1.4 use the results of probability experiments to predict future events (e.g., use a line plot to predict the temperature forecast for the next day)	Every Day Counts: 28, 29, 48, 49
<b>MATHEMATICAL REASONING</b>	
1. Students make decisions about how to approach problems.	
1.1 analyze problems by identifying relationships, discriminating relevant from irrelevant information, sequencing and prioritizing information, and observing patterns	Every Day Counts: 74, 75, 76, 78, 79, 80, 110, 111 Partner Games: 23, 31, 33, 35
1.2 determine when and how to break a problem into simpler parts	Every Day Counts: 18-29, 32-45, 48-61, 64-71, 74-85, 88-99, 102-113, 116-125, 128-135 Partner Games: 37
2. Students use strategies, skills and concepts in finding solutions.	
2.1 use estimation to verify the reasonableness of calculated results	Every Day Counts: 26, 27, 39, 57, 58, 70, 82, 83, 88, 108, 110, 118, 123, 124, 133, 134 Partner Games: 5 Practice Counts: 71
2.2 apply strategies and results from simpler problems to more complex problems	Every Day Counts: 18-29, 32-45, 48-61, 64-71, 74-85, 88-99, 102-113, 116-125, 128-135 Partner Games: 33, 35, 37 Practice Counts: 55, 114, 115
2.3 use a variety of methods such as words, numbers, symbols, charts, graphs, tables, diagrams and models to explain mathematical reasoning	Every Day Counts: 19, 22, 26, 27, 32, 33, 40, 41, 43, 45, 50, 51, 52, 54, 55, 56, 57, 58, 59, 65, 67, 71, 74, 75, 77, 78, 79, 80, 82, 84, 88, 89, 91, 92, 93, 96, 99, 102, 103, 104, 105, 106, 108, 111, 119, 123, 125, 131 Partner Games: 1, 5, 9, 11, 13, 23, 31, 33, 39 Practice Counts: 45, 53, 55
2.4 express the solution clearly and logically using appropriate mathematical notation and terms and clear language, and support solutions with evidence, in both verbal and symbolic work	Every Day Counts: 19, 22, 26, 27, 32, 33, 40, 41, 43, 45, 50, 51, 52, 54, 55, 56, 57, 58, 59, 65, 67, 71, 74, 75, 77, 78, 79, 80, 82, 84, 88, 89, 91, 92, 93, 96, 99, 102, 103, 104, 105, 106, 108, 111, 119, 123, 125, 131 Partner Games: 5, 15, 17, 21, 31, 35, 37, 39 Practice Counts: 10, 31, 38, 44, 60, 71
2.5 indicate the relative advantages of exact and approximate solutions to problems and give answers to a specified degree of accuracy	Every Day Counts: 26, 27, 39, 55, 56, 57, 58, 69, 70, 82, 83, 88, 95, 108, 109, 110, 118, 119, 122, 123, 124, 133, 134 Partner Games: 5 Practice Counts: 42, 77, 88, 120
2.6 make precise calculations and check the validity of the results from the context of the problem	Every Day Counts: 34, 35, 49, 50, 66, 67, 76, 77, 103, 104, 105, 118, 119 Partner Games: 7, 21 Practice Counts: 71

Content Standards	<i>Every Day Counts (Grade 3)</i>
3. Students move beyond a particular problem by generalizing to other situations.	
3.1 evaluate the reasonableness of the solution in the context of the original situation	Every Day Counts: 34, 35, 49, 50, 66, 67, 76, 77, 103, 104, 105, 118, 119 Partner Games: 7, 21 Practice Counts: 71
3.2 note method of deriving the solution and demonstrate conceptual understanding of the derivation by solving similar problems	Every Day Counts: 18, 19, 32, 33, 39, 40, 48, 49, 55-, 6, 60, 64, 65, 80, 81, 88, 89, 90, 91, 93, 94, 95, 108, 109, 117, 121, 122, 128, 129, 132, 133 Partner Games: 3, 5, 7, 9, 11, 17, 29, 31, 35
3.3 develop generalizations of the results obtained and extend them to other circumstances	Every Day Counts: 18, 19, 32, 33, 39, 40, 48, 49, 55, 56, 60, 64, 65, 80, 81, 88, 89, 90, 91, 93, 94, 95, 108, 109, 117, 121, 122, 128, 129, 132, 133 This objective is addressed throughout the text. See, for example: Partner Games: 1, 5, 9, 15, 19, 23, 27, 31, 33, 37



*Every Day Counts* © 2005  
correlated to  
California Mathematics Academic Content Standards  
**GRADE 4**

Content Standards	<i>Every Day Counts</i> (Grade 4)
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By the end of fourth grade, students understand large numbers and addition, subtraction, multiplication and division of whole numbers. They describe and compare simple fractions and decimals. They understand the properties of and the relationships between plane geometric figures. They collect, represent and analyze data to answer questions.

NUMBER SENSE	
1. Students understand place value of whole numbers and decimals to two decimal places, how these relate to simple fractions, and use concepts of negative numbers.	
1.1 read and write whole numbers in the millions	Every Day Counts: 136, 137 The opportunity to address this objective is available on page: Partner Games: 9 The opportunity to address this objective is available on the following page: Practice Counts: 86
1.2 order and compare whole numbers and decimals to two decimal places	Every Day Counts: 37 Partner Games: 5, 7, 9, 11, 13, 17 Practice Counts: 5
1.3 round whole numbers through the millions to the nearest ten, hundred, thousand, ten thousand or hundred thousand	Every Day Counts: 63, 95, 108, 109 The opportunity to address this objective is available on page: Partner Games: 19 Practice Counts: 73, 74, 75, 80, 86
1.4 decide when a rounded solution is called for, and explain why this is the case	Every Day Counts: 63, 95, 108, 109 The opportunity to address this objective is available on page: Partner Games: 19 Practice Counts: 80, 101
1.5 interpret different meanings for fractions including parts of a whole, parts of a set, indicated division of whole numbers and quantities (and measures) between whole numbers on a number line; and relate to simple decimals on a number line	Every Day Counts: 26, 27, 36, 37, 38, 40, 40, 41, 52, 53, 54, 56, 68, 69, 70, 82, 83, 84, 126, 127, 128 Partner Games: 25, 29, 35, 41 Practice Counts: 43, 49, 91, 104, 105, 118, 120
1.6 write tenths and hundredths in decimal and fraction notation and know fraction/decimal equivalents for halves and fourths (e.g., $1/2 = 0.5$ or $.50$ ; $7/4 = 1 \frac{3}{4} = 1.75$ )	Every Day Counts: 26, 27, 58, 59, 66, 67, 68, 69, 70, 109, 110, 111, 126, 127, 128 Partner Games: 31, 33 Practice Counts: 43, 48

Content Standards	<i>Every Day Counts (Grade 4)</i>
1.7 write the fraction represented by a drawing of parts of a figure; represent a given fraction using drawings	Every Day Counts: 26, 27, 36, 37, 38, 39, 40, 41, 52, 53, 54, 55, 56, 66, 67, 68, 69, 70, 82, 83, 84, 126, 127, 128 Partner Games: 25, 26 The opportunity to address this objective is available on the following pages: Practice Counts: 43, 49, 91
1.8 use concepts of negative numbers (e.g., on a number line, in counting, in temperature, "owing")	The opportunity to address this objective is available on the following pages: Partner Games: 1, 3, 23
1.9 identify the relative position of fractions, mixed numbers, and decimals to two decimal places on the number line	Every Day Counts: 54, 55, 56 Partner Games: 29
2. Students extend their use and understanding of whole numbers to addition and subtraction of simple decimals.	
2.1 estimate and compute the sum or difference of whole numbers and positive decimals to two places	Every Day Counts: 26, 27, 34, 35, 36, 58, 59, 64, 65, 66, 72, 79, 80, 94, 95, 100, 101, 108, 109, 113, 122, 123, 124, 136, 137 The opportunity to address this objective is available on the following pages: Partner Games: 1, 11 Practice Counts: 57, 99
2.2 round two place decimals to one decimal or the nearest whole number, and use rounding to judge the reasonableness of an answer	The opportunity to address this objective is available on the following pages: Partner Games: 1, 11 The opportunity to address this objective is available on the following pages: Practice Counts: 73, 74, 75, 80, 86, 101
3. Students solve problems involving addition, subtraction, multiplication and division of whole numbers, including the addition and subtraction of negative numbers, and understand the relationships among the operations.	
3.1 demonstrate understanding of, and the ability to use standard algorithms for addition and subtraction of multi-digit numbers	Every Day Counts: 21, 22, 23, 34, 35, 36, 50, 51, 52, 94, 95, 108, 109, 122, 123, 124, 136, 137 Partner Games: 1, 7, 13, 21, 29, 64-66 Practice Counts: 1, 2, 3, 4, 6, 7, 8, 9, 10, 12, 20, 21, 22, 26
3.2 demonstrate understanding of, and ability to use standard algorithms for multiplying a multi-digit number by a two digit number and long division for dividing a multi-digit number by a one digit number; use relationships between them to simplify computations and to check results	Every Day Counts: 136, 137 Partner Games: 13, 15, 21, 39 Practice Counts: 113, 116, 118, 122
3.3 solve problems involving multiplication of multi-digit numbers by two-digit numbers	Every Day Counts: 136, 137 Partner Games: 21 This objective is addressed throughout the text. For example: Practice Counts: 15, 24, 44, 48, 55, 62, 72, 76, 83, 102, 116

Content Standards	<i>Every Day Counts</i> (Grade 4)
3.4 solve problems involving division of multi-digit numbers by one-digit numbers	Partner Games: 15 This objective is addressed throughout the text. For example: Practice Counts: 18, 26, 29, 31, 44, 56, 63, 72, 80, 94, 103, 117, 120
4. Students know how to factor small whole numbers.	
4.1 understand that many whole numbers decompose in different ways (e.g., $12 = 4 \times 3 = 2 \times 6 = 2 \times 2 \times 3$ )	Every Day Counts: 35, 56, 57, 65, 66, 70, 71, 79, 80, 97, 98, 120, 121, 122 Partner Games: 23, 37 Practice Counts: 41, 53, 61, 62, 66, 84
4.2 know that numbers such as 2, 3, 5, 7, 11 do not have any factors except 1 and themselves, and that such numbers are called prime numbers	Every Day Counts: 97, 98, 137, 138, 139 The opportunity to address this objective is available on the following pages: Practice Counts: 52, 61
<b>ALGEBRA AND FUNCTIONS</b>	
1. Students use and interpret variables, mathematical symbols and properties to write and simplify expressions and sentences.	
1.1 use letters, boxes, or other symbols to stand for any number in simple expressions or equations (e.g., demonstrate understanding and use of a concept of a variable)	Practice Counts: 3, 4, 8, 12, 18, 60, 44, 55, 62
1.2 interpret and evaluate mathematical expressions that use parentheses	Every Day Counts: 25, 40, 62, 112 Practice Counts: 88
1.3 use parentheses to indicate which operation to perform first when writing expressions containing more than two terms and different operations	Every Day Counts: 25, 40, 62, 112 Practice Counts: 88
1.4 use and interpret formulas (e.g., Area = length times width or $A = lw$ ) to answer questions about quantities and their relationships	Every Day Counts: 95, 96, 97
<b>MEASUREMENT AND GEOMETRY</b>	
1. Students understand perimeter and area.	
1.1 measure the area of rectangular shapes, using appropriate units square centimeter <sup>2</sup> , square meter <sup>2</sup> , square kilometer <sup>2</sup> , square inches <sup>2</sup> , square yard <sup>2</sup> , square mile <sup>2</sup>	Every Day Counts: 95, 96, 97, 124, 125, 126 Practice Counts: 23, 35, 42, 78
1.2 recognize that the rectangles having the same area can have different perimeters	Every Day Counts: 95, 96, 97, 124, 125, 126 Practice Counts: 35, 42, 82
1.3 understand that the same number can be the perimeter of different rectangles, each having a different area	Every Day Counts: 95, 96, 97, 124, 125, 126 Practice Counts: 35, 42, 82
1.4 understand and use formulas to solve problems involving perimeters and areas of rectangles and squares. Use these formulas to find the areas of more complex figures by dividing them into parts with these basic shapes	Every Day Counts: 95, 96, 97, 124, 125, 126 Practice Counts: 35, 42, 78, 82
3. Students demonstrate understanding of plane and solid geometric objects. They use this knowledge to show relationships and solve problems.	
3.1 identify lines that are parallel and perpendicular	Every Day Counts: 18, 19, 20, 48, 49, 62, 63 The opportunity to introduce this objective is available on the following pages: Practice Counts: 18, 37, 44, 49, 63, 100, 103, 119, 124

Content Standards	<i>Every Day Counts (Grade 4)</i>
3.2 identify the radius and diameter of a circle	The opportunity to address this objective is available on the following page: Partner Games: 25 The opportunity to introduce this objective is available on the following pages: Practice Counts: 23, 56
3.3 identify congruent figures	Every Day Counts: 18, 19, 20, 96 Practice Counts: 91
3.4 identify figures that have bilateral and rotational symmetry	Every Day Counts: 18, 19, 20, 32, 33, 34, 48, 49, 106, 107, 108 Practice Counts: 21, 28, 89
3.5 know the definitions of right angle, acute angle and obtuse angle. They understand that 90, 180, 270, and 360 degrees are, respectively, associated with 1/4, 1/2, 3/4 and full turns.	Every Day Counts: 18, 19, 20, 32, 33, 34, 48, 49, 106, 107, 108 The opportunity to address this objective is available on the following pages: Practice Counts: 16, 49, 61, 70, 72, 84, 89, 119, 124
3.6 visualize, describe and represent geometric solids (e.g., prisms, pyramids, etc.) in terms of the number and shape of faces, edges and vertices; interpret two-dimensional representations of three-dimensional objects; and draw patterns (of faces) for a solid that when folded will make a model of the solid	Every Day Counts: 76, 77, 78 Practice Counts: 112, 113, 114, 117, 118, 124
3.7 know the definitions of different triangles (e.g., equilateral, isosceles, scalene) and identify their features	Every Day Counts: 32, 33, 34, 134, 135, 136 Practice Counts: 16, 49, 61, 70, 72, 84, 89, 119, 124
3.8 know the definition of different quadrilaterals (e.g., rhombus, square, rectangle, parallelogram, trapezoid)	Every Day Counts: 18, 19, 20, 48, 49, 134, 135, 136 Practice Counts: 18, 37, 44, 49, 63, 100, 103, 119, 124
<b>STATISTICS, DATA ANALYSIS and PROBABILITY</b>	
1. Students organize, represent and interpret numerical and categorical data, and clearly communicate their findings.	
1.1 formulate survey questions, systematically collect and represent data on a number line, and coordinate graphs, tables and charts	Every Day Counts: 28, 29, 44, 45, 88, 89, 101, 102, 103, 115, 116, 117 Practice Counts: 89, 90, 99
1.2 identify the mode(s) for sets of categorical data, and the mode(s), median, and any apparent outliers for numerical data sets	Every Day Counts: 115, 116, 117 Practice Counts: 78
1.3 interpret one- and two-variable data graphs to answer questions about a situation	Every Day Counts: 44-45, 88-89
2. Students make predictions for simple probability situations.	
2.1 represent all possible outcomes for a simple probability situation in an organized way (e.g., tables, grids, tree diagrams)	Every Day Counts: 101, 102, 103 Practice Counts: 13, 81
2.2 express outcomes of experimental probability situations verbally and numerically (e.g., 3 out of 4; 3/4)	Every Day Counts: 101, 102, 103 Practice Counts: 13, 81

Content Standards	<i>Every Day Counts</i> (Grade 4)
<b>MATHEMATICAL REASONING</b>	
1. Students make decisions about how to approach problems.	
1.1 analyze problems by identifying relationships, discriminating relevant from irrelevant information, sequencing and prioritizing information, and observing patterns	Every Day Counts: 18, 19, 20, 32, 33, 34, 40, 41, 48, 49, 62, 63, 76, 77, 78, 80, 84, 85, 86, 92, 93, 94, 95, 96, 97, 106, 107, 108, 120, 121, 122, 122, 123, 124, 134, 135 136 Partner Games: 5, 19, 23 Practice Counts: 82, 92, 95, 109, 123
1.2 determine when and how to break a problem into simpler parts	Every Day Counts: 80, 84, 85, 86, 95, 96, 97, 98, 122, 123, 124 Partner Games: 7, 21, 27, 29, 33
2. Students use strategies, skills and concepts in finding solutions.	
2.1 use estimation to verify the reasonableness of calculated results	Every Day Counts: 21, 22, 23, 34, 35, 36, 81, 82, 94, 95, 109, 110, 111, 113, 122, 123, 124 Partner Games: 1, 3, 11, 19, 23 The opportunity to address this objective is available on the following pages: Practice Counts: 57, 99
2.2 apply strategies and results from simpler problems to more complex problems	Every Day Counts: 80, 84, 85, 86, 95, 96, 97, 98, 122, 123, 124 Partner Games: 9, 13, 17, 23 Practice Counts: 115, 117, 122
2.3 use a variety of methods such as words, numbers, symbols, charts, graphs, tables, diagrams and models to explain mathematical reasoning	Every Day Counts: 28, 29, 32, 33, 34, 70, 71, 80, 122, 123, 124 Partner Games: 3, 5, 9, 13, 15, 23, 27, 29 Practice Counts: 11, 22, 51, 79, 89, 90, 109, 110, 124
2.4 express the solution clearly and logically using appropriate mathematical notation and terms and clear language, and support solutions with evidence, in both verbal and symbolic work	Every Day Counts: 32, 33, 34, 48, 49, 76, 77, 78, 84, 85, 86, 95, 96, 97, 120, 121, 122, 122, 123, 124 Partner Games: 5, 9, 13, 17, 23, 27, 29 Practice Counts: 7, 11, 17, 21, 31, 39, 51, 81, 92, 102, 121
2.5 indicate the relative advantages of exact and approximate solutions to problems and give answers to a specified degree of accuracy	Every Day Counts: 109, 110, 111, 122, 123, 124 Practice Counts: 57, 80, 99, 101
2.6 make precise calculations and check the validity of the results from the context of the problem	Every Day Counts: 109, 110, 111, 122, 123, 124 Partner Games: 11, 19 Practice Counts: 38, 113, 118
3. Students move beyond a particular problem by generalizing to other situations.	
3.1 evaluate the reasonableness of the solution in the context of the original situation	Every Day Counts: 109, 110, 111, 122, 123, 124 Partner Games: 21, 35 Practice Counts: 38, 113, 118
3.2 note method of deriving the solution and demonstrate conceptual understanding of the derivation by solving similar problems	Every Day Counts: 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 80, 84, 85, 86, 95, 96, 97, 98, 122, 123, 124 Partner Games: 3 The opportunity to address this objective is available on the following pages: Practice Counts: 7, 11, 17, 21, 31, 39, 51, 81, 92, 102, 121
3.3 develop generalizations of the results obtained and extend them to other circumstances	Every Day Counts: 18, 19, 20, 76, 77, 78, 80, 84, 85, 86, 95, 96, 97, 98, 122, 123, 124 Partner Games: 3, 33 Practice Counts: 115, 117, 122



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California Mathematics Academic Content Standards

**GRADE 5**

Content Standards	<i>Every Day Counts</i> (Grade 5)
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By the end of fifth grade, students increase their facility with the four basic arithmetic operations applied to positive and negative numbers, fractions and decimals. They know and use common measuring units to determine length and area; they know and use formulas to determine the volume of simple geometric figures. Students know the concept of angle measurement and use a protractor and compass in solving problems. They use grids, tables, graphs, and charts to record and analyze data.

NUMBER SENSE	
1. Students compute with very large and very small numbers, positive and negative numbers, decimals and fractions and understand the relationship between decimals, fractions and percents. They understand the relative magnitudes of numbers.	
1.1 estimate, round, and manipulate very large (e.g., millions) and very small (e.g., thousandths) numbers	Every Day Counts: 21, 22, 23, 24, 25, 37, 38, 50, 51, 70, 71, 81, 118, 119 Partner Games: 7, 17, 19, 21, 25, 29 Practice Counts: 2, 4, 6, 9, 12, 16
1.2 interpret percents as part of a hundred; find decimal and percent equivalents for common fractions; explain why they represent the same value; and compute a given percent of a whole number	Every Day Counts: 25, 26, 27, 28, 44, 45, 51, 52, 53, 56, 70, 71, 81, 98, 99, 110 Partner Games: 1, 7, 11, 15, 17, 21, 33 Practice Counts: 98
1.3 understand and compute positive integer powers of non-negative integers; compute examples as repeated multiplication	Every Day Counts: 62, 130, 131, 132 Partner Games: 13 Practice Counts: 15, 31, 69, 78, 80
1.4 determine the prime factors of all numbers through 50 and write numbers as the product of their prime factors using exponents to show multiples of a factor (e.g., $24 = 2 \times 2 \times 2 \times 3 = 2^3 \times 3$ )	Every Day Counts: 18, 19, 20, 21, 41, 42, 43, 44, 54, 55, 62, 66, 67, 68, 76, 77, 78, 130, 131, 132 Partner Games: 23, 27, 31 The opportunity to address this objective is available on the following pages: Practice Counts: 26, 34, 56, 59, 69, 79
1.5 identify and represent positive and negative integers, decimals, fractions and mixed numbers on a number line	Every Day Counts: 25, 26, 27, 28, 44, 45, 56 Partner Games: 9, 11, 29, 35 Practice Counts: 15
2. Students perform calculations and solve problems involving addition, subtraction and simple multiplication and division of fractions and decimals.	
2.1 add, subtract, multiply and divide with decimals and negative numbers and verify the reasonableness of the results	Every Day Counts: 62, 70, 71, 86, 98, 99, 111, 118, 119, 120, 122, 123, 124, 125, 132, 133 Partner Games: 19 Practice Counts: 2, 9, 6
2.2 are proficient with division, including division with positive decimals and long division with multiple digit divisors	Every Day Counts: 122, 123, 124, 125 Practice Counts: 5, 5, 8, 20, 21, 35, 36

Content Standards		<i>Every Day Counts (Grade 5)</i>
2.3	solve simple problems including ones arising in concrete situations involving the addition and subtraction of fractions and mixed numbers (like and unlike denominators of 20 or less) and express answers in simplest form	Every Day Counts: 39, 40, 41, 53, 70, 71, 86 Partner Games: 17 Practice Counts: 33, 38, 58, 60
2.4	understand the concept of multiplication and division of fractions	Every Day Counts: 39, 40, 41, 104, 105, 106 Practice Counts: 91, 92
2.5	compute and perform simple multiplication and division of fractions and apply these procedures to solving problems	Every Day Counts: 39, 40, 41, 104, 105, 106 Practice Counts: 91, 92
<b>ALGEBRA AND FUNCTIONS</b>		
1.	Students use variables in simple expressions, compute the value of the expression for specific values of the variable, and plot and interpret the results.	
1.1	use information taken from a graph or equation to answer questions about a problem situation	Every Day Counts: 28, 29, 30, 31, 122, 123, 124, 125 Practice Counts: 44, 97
1.2	use a letter to represent an unknown number; write and evaluate simple algebraic expressions in one variable by substitution	Every Day Counts: 20, 48, 49, 83, 91, 116, 117, 118
1.3	know and use the distributive property in equations and expressions with variables	Every Day Counts: 83
1.4	identify and graph ordered pairs in the four quadrants of the coordinate plane	Every Day Counts: 83, 118
1.5	solve problems involving linear functions with integer values, write the equation, and graph the resulting ordered pairs of integers on a grid	Every Day Counts: 55, 62, 91, 118
<b>MEASUREMENT AND GEOMETRY</b>		
1.	Students understand and compute volumes and areas of simple objects.	
1.1	derive and use the formula for the area of right triangles and of parallelograms by comparing with the area of rectangles (i.e., two of the same triangles make a rectangle with twice the area; a parallelogram is compared to a rectangle with the same area found by cutting and pasting a right triangle)	The opportunity to address this objective is available on the following pages: Practice Counts: 18, 21, 23
1.2	construct cube and rectangular boxes from two-dimensional patterns and use this to compute the surface area for these objects	The opportunity to introduce this objective is available on the following pages: Practice Counts: 7, 23
1.3	understand the concept of volume and use the appropriate units in common measuring systems (cubic centimeter <sup>3</sup> , cubic meter <sup>3</sup> , cubic inches <sup>3</sup> , cubic yard <sup>3</sup> ) to compute the volume of rectangular solids	Practice Counts: 10
1.4	differentiate between and use appropriate units of measures for, two- and three-dimensional objects (perimeter, area and volume)	Every Day Counts: 18, 19, 20, 21 Practice Counts: 4, 6, 9, 10, 15, 20, 23
2.	Students identify, describe, draw and classify properties of, and relationships between, plane and solid geometric figures.	
2.1	measure, identify and draw angles, perpendicular and parallel lines, rectangles and triangles, using appropriate tools (e.g., straight edge, ruler, compass, protractor and drawing software)	Every Day Counts: 106, 107, 108, 109 Partner Games: 37 Practice Counts: 16

Content Standards		<i>Every Day Counts (Grade 5)</i>
2.2	know that the sum of the angles of any triangle is 180 and the sum of the angles of any quadrilateral is 360 and use this information to solve problems	Partner Games: 37 The opportunity to address this objective is available on the following pages: Practice Counts: 2, 7
2.3	visualize and draw two-dimensional views of three-dimensional objects made from rectangular solids	Practice Counts: 7, 23
<b>STATISTICS, DATA ANALYSIS and PROBABILITY</b>		
1.	Students display, analyze, compare and interpret different data sets, including data sets that are not the same size.	
1.1	know the concepts of mean, median, and mode; compute and compare them in simple examples and notice that they can differ	Every Day Counts: 57, 58, 59 Practice Counts: 38, 67
1.2	organize and display single-variable data in appropriate graphs and representations (e.g., histogram, circle graphs) and explain which types of graphs are appropriate for different kinds of data sets	Every Day Counts: 28, 29, 30, 31, 57, 58, 59, 123, 124, 125 Partner Games: 39 The opportunity to address this objective is available on the following pages: Practice Counts: 67, 97, 101, 109
1.3	use fractions and percentages to compare data sets of different size	Practice Counts: 92, 99, 103, 106
1.4	identify ordered pairs of data from a graph and interpret the meaning of the data in terms of the situation depicted by the graph	Every Day Counts: 83, 118 The opportunity to address this objective is available on the following pages: Practice Counts: 67, 97, 101, 109
1.5	know how to write ordered pairs correctly (e.g., (x, y))	Every Day Counts: 83, 118
<b>MATHEMATICAL REASONING</b>		
1.	Students make decisions about how to approach problems.	
1.1	analyze problems by identifying relationships, discriminating relevant from irrelevant information, sequencing and prioritizing and observing patterns	Every Day Counts: 91, 116, 117, 118, 122, 123, 124, 125, 132 Partner Games: 9, 11, 17, 27, 33, 39 Practice Counts: 1, 11, 15, 17, 25, 29, 31, 34, 39, 40, 45, 48, 51, 55, 65, 71, 79, 83, 88, 93, 104
1.2	determine when and how to break a problem into simpler parts	Every Day Counts: 132 Partner Games: 3, 9, 19, 27
2.	Students use strategies, skills and concepts in finding solutions.	
2.1	use estimation to verify the reasonableness of calculated results	Every Day Counts: 24 Partner Games: 3, 5, 13, 25, 39 Practice Counts: 43, 48
2.2	apply strategies and results from simpler problems to more complex problems	Every Day Counts: 91 Partner Games: 3, 9, 11, 15
2.3	use a variety of methods such as words, numbers, symbols, charts, graphs, tables, diagrams and models to explain mathematical reasoning	Every Day Counts: 18, 19, 20, 21, 25, 26, 27, 28, 29, 30, 31, 82, 83 Partner Games: 1, 5, 7, 9, 15, 17, 19, 27, 33 Practice Counts: 27, 41, 97, 98, 101, 103, 104
2.4	express the solution clearly and logically using appropriate mathematical notation and terms and clear language, and support solutions with evidence, in both verbal and symbolic work	Every Day Counts: 18, 19, 20, 21, 34, 35, 36, 37, 48, 49, 50, 51, 74, 75, 76, 87, 88, 89, 90, 102, 103, 104, 116, 117, 118, 128, 129, 130 Partner Games: 7, 9, 13, 27 Practice Counts: 54, 97

Content Standards		<i>Every Day Counts (Grade 5)</i>
2.5	indicate the relative advantages of exact and approximate solutions to problems and give answers to a specified degree of accuracy	Partner Games: 15, 27 Practice Counts: 4, 6, 43, 48
2.6	make precise calculations and check the validity of the results from the context of the problem	Partner Games: 5, 7, 9, 13, 15, 17, 19, 29, 31, 33 Practice Counts: 38, 71
3. Students move beyond a particular problem by generalizing to other situations.		
3.1	evaluate the reasonableness of the solution in the context of the original situation	Partner Games: 3, 5, 7, 11, 13, 25, 31 Practice Counts: 38, 71
3.2	note method of deriving the solution and demonstrate conceptual understanding of the derivation by solving similar problems	Every Day Counts: 48, 50, 91 This objective is addressed throughout the text. See, for example: Practice Counts: 11, 14, 25, 39, 42, 53, 65, 68, 80, 96, 108
3.3	develop generalizations of the results obtained and extend them to other circumstances	Every Day Counts: 36, 91 Partner Games: 6, 9, 15 This objective is addressed throughout the text. See, for example: Practice Counts: 11, 14, 25, 39, 42, 53, 65, 68, 80, 96, 108



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## GRADE 6

Content Standards

*Every Day Counts* (Grade 6)

By the end of sixth grade, students have mastered the four arithmetic operations with positive and negative numbers, whole numbers, fractions and decimals; they accurately compute and solve problems. They apply their knowledge to statistics and probability. Students understand the concept of and how to calculate the range, mean, median and mode of data sets. They analyze data and sampling processes for possible bias and misleading conclusions, and they use addition and multiplication of fractions routinely to calculate probabilities for compound events. Students conceptually understand and work with ratios and proportions; they compute percentages (e.g., tax, tips, interest). Students know about  $\pi$  and the formulas for the circumference and area of a circle. They use letters for numbers in formulas involving geometric shapes and in representing an unknown part of a ratio. They solve 1-step linear equations.

NUMBER SENSE	
1.	Students compare and order fractions, decimals, and mixed numbers. They solve problems involving fractions, ratios, proportions, and percentages.
1.1	compare and order positive and negative fractions, decimals, and mixed numbers and place them on a number line Every Day Counts: 7, 21, 22, 40, 41, 65, 75, 95 Partner Games: 1, 7, 9, 11, 13, 17, 25 Practice Counts: 56
1.2	interpret and use ratios in different contexts (e.g., batting averages, miles per hour) to show the relative sizes of two quantities using appropriate notations (a/b, a to b, a:b) Every Day Counts: 8, 15, 61, 63, 77, 84, 101, 139 Partner Games: 23
1.3	use proportions to solve problems (e.g., determine the value of N if $4/7 = N/21$ , find the length of a side of a polygon similar to a known polygon). Use cross-multiplication as a method for solving such problems, understanding it as multiplication of both sides of an equation by a multiplicative inverse Every Day Counts: 26, 29, 46, 55, 77, 95, 112, 137, 149, 159 The opportunity to introduce this objective is available on the following pages: Practice Counts: 103, 104
1.4	calculate given percentages of quantities and solve problems involving discounts at sales, interest earned and tips Every Day Counts: 31, 32, 49, 55, 62, 84, 85, 99, 100, 139 Partner Games: 31 Practice Counts: 4, 5, 8, 9, 12, 13, 15, 17, 24, 29, 30, 35, 36, 44, 49, 50, 53, 84, 87
2.	Students calculate and solve problems involving addition, subtraction, multiplication and division of rational numbers.
2.1	solve problems involving addition, subtraction, multiplication and division of fractions and explain why a particular operation was used for a given situation Every Day Counts: 43, 46, 55, 59, 75, 84, 85, 112, 133 Partner Games: 19, 23 Practice Counts: 22, 32, 44, 57

Content Standards		<i>Every Day Counts (Grade 6)</i>
2.2	explain the meaning of multiplication and division of fractions and perform the calculations (e.g., $5/8$ divided by $15/16 = 5/8 \times 16/15 = 2/3$ )	The opportunity to introduce this objective is available on the following page: Every Day Counts: 73, 139, 161 The opportunity to introduce this objective is available on the following page: Practice Counts: 92
2.3	solve addition, subtraction, multiplication and division problems, including those arising in concrete situations that use positive and negative numbers and combinations of these operations	Every Day Counts: 8, 41, 64, 84, 85, 100, 104, 118, 133 Partner Games: 7, 15 Practice Counts: 92
2.4	determine the least common multiple and greatest common divisor of whole numbers. Use them to solve problems with fractions (e.g., to find a common denominator in order to add two fractions or to find the reduced form for a fraction)	Every Day Counts: 37, 73, 139, 161 Practice Counts: 47, 58
<b>ALGEBRA AND FUNCTIONS</b>		
1.	Students write verbal expressions and sentences as algebraic expressions and equations; they evaluate algebraic expressions, solve simple linear equations and graph and interpret their results.	
1.1	write and solve one-step linear equations in one variable	Every Day Counts: 13, 30, 31, 48, 63, 134, 152 Partner Games: 27 Practice Counts: 23, 37, 38
1.2	write and evaluate an algebraic expression for a given situation using up to three variables	Every Day Counts: 30, 31, 48, 60, 61, 113, 134, 135, 161 Partner Games: 27 Practice Counts: 23, 27, 34, 37, 38, 87, 88, 89, 102, 103
1.3	apply algebraic order of operations and the commutative, associative and distributive properties to evaluate expressions and justify each step in the process	Every Day Counts: 55, 61, 98, 99, 113, 135, 152, 161 The opportunity to address this objective is available on the following pages: Practice Counts: 10, 17, 88
1.4	solve problems using correct order of operations manually and by using a scientific calculator	The opportunity to address this objective is available on the following pages: Every Day Counts: 110, 151 The opportunity to address this objective is available on the following pages: Practice Counts: 10, 17, 88
2.	Students analyze and use tables, graphs and rules to solve problems involving rates and proportions.	
2.1	convert from one unit of measurement to another (e.g., from feet to miles, from centimeters to inches)	Every Day Counts: 104, 120, 121, 136, 137 Practice Counts: 15, 16, 28, 77, 97, 98, 100, 101, 106
2.2	demonstrate understanding that rate is a measure of one quantity per unit value of another quantity	Every Day Counts: 13, 56, 82, 83, 101, 102, 104, 134, 138, 139
2.3	solve problems involving rates, average speed, distance and time	Every Day Counts: 48, 82, 83, 84, 100, 102, 134, 135, 136

Content Standards		<i>Every Day Counts (Grade 6)</i>
3. Students investigate geometric patterns and describe them algebraically.		
3.1	use variables in expressions describing geometric quantities (e.g., $P = 2w + 2l$ , $A = \frac{1}{2}bh$ , $C = \pi d$ , which give the perimeter of a rectangle, area of a triangle, and circumference of a circle, respectively	Every Day Counts: 11, 29, 59, 97, 112, 113 Partner Games: 37 Practice Counts: 88, 89
3.2	express simple relationships arising from geometry in symbolic form	Every Day Counts: 9, 11, 70, 71, 92, 93, 96, 97 Partner Games: 37 Practice Counts: 88, 89
<b>MEASUREMENT AND GEOMETRY</b>		
1. Students deepen their understanding of measurement of plane and solid shapes and use this understanding to solve problems.		
1.1	understand the concept of a constant number like $\pi$ . Know the formula for the circumference and area of a circle	Every Day Counts: 27, 28, 110, 111
1.2	know common estimates of $\pi$ (3.14; 22/7) and use these values to estimate and calculate the circumference and the area of circles; compare with actual measurements	Every Day Counts: 110, 111
1.3	know and use the formulas for the volume of triangular prisms and cylinders (area of base x height); compare and explain the similarity between these formulas and the formula for the volume of a rectangular solid	Every Day Counts: 142, 143, 144 Practice Counts: 124
2. Students identify and describe the properties of two-dimensional figures.		
2.1	identify angles as vertical, adjacent, complementary and/or supplementary and provide descriptions of these terms	Every Day Counts: 36, 71, 109 Practice Counts: 48
2.2	use the properties of complimentary and supplementary angles and of the angles of a triangle to solve problems involving an unknown angle	Every Day Counts: 42, 43, 44, 57, 77, 109, 118 Partner Games: 19 Practice Counts: 48
2.3	draw quadrilaterals and triangles given information about them (e.g., a quadrilateral having equal sides but no right angles, a right isosceles triangle)	Every Day Counts: 106, 107, 108, 109 Partner Games: 35 Practice Counts: 7, 49, 75, 89
<b>STATISTICS, DATA ANALYSIS and PROBABILITY</b>		
1. Students compute and analyze statistical measurement for data sets.		
1.1	compute the range, mean, median and mode of data sets	Every Day Counts: 65, 66, 67, 87, 88, 89, 154, 155, 156, 157 Partner Games: 29 Practice Counts: 105, 123
1.2	understand how additional data added to data sets can effect these computations of measures of central tendency	Every Day Counts: 65, 66, 67, 87, 88, 89, 154, 155, 156, 157 Partner Games: 29 The opportunity to introduce this objective is available on the following pages: Practice Counts: 105

Content Standards		<i>Every Day Counts</i> (Grade 6)
1.3	understand how the inclusion or exclusion of outliers affect measures of central tendency	Every Day Counts: 65, 66, 67, 87, 88, 89, 154, 155, 156, 157 Partner Games: 29 The opportunity to address this objective is available on the following page: Practice Counts: 105
1.4	know why a specific measure of central tendency (mean, median, mode) provides the most useful information in a given context	Every Day Counts: 65, 66, 67, 87, 88, 89, 154, 155, 156, 157 Practice Counts: 105, 123
2.	Students use data samples of a population and describe the characteristics and limitations of the samples.	
2.1	compare different samples from a population with the data from the entire population and identify when it makes sense to use a sample	Every Day Counts: 129, 130, 131, 154, 155, 156, 157
2.2	identify different ways of selecting a sample (e.g., convenience sampling, those who respond to a survey, random sampling) and which makes a sample more representative for a population	Every Day Counts: 129, 130, 131, 154, 155, 156, 157
2.3	analyze data displays and explain how the way the question was asked might have influenced the results obtained, and/or how the way the results were displayed might have influenced the conclusions reached	Every Day Counts: 129, 130, 131, 154, 155, 156, 157
2.4	identify data that represent sampling and explain why the sample (and the display) may be biased	Every Day Counts: 130
2.5	identify claims based on statistical data and, in simple cases, evaluate the validity of the claims	Every Day Counts: 129, 130, 131, 155
3.	Students determine theoretical and experimental probabilities and use these to make predictions about events.	
3.1	represent all possible outcomes for compound events in an organized way (e.g., tables, grids, tree diagrams) and express the theoretical probability of each outcome	Every Day Counts: 92, 93, 131, 144, 145, 146 Partner Games: 33 Practice Counts: 105, 106
3.2	use data to estimate the probability for future events (e.g., batting averages or number of accidents per mile driven)	Every Day Counts: 131, 145, 146 Partner Games: 31 Practice Counts: 105, 106
3.3	represent probabilities as ratios, proportions, and decimals between 0 and 1, and percents between 0 and 100 and check that probabilities computed are reasonable; know how this is related to the probability of an event not occurring	Every Day Counts: 130, 131 The opportunity to address this objective is available on the following pages: Practice Counts: 105, 106
3.4	understand that the probability of either of two disjoint events occurring is the sum of the two individual probabilities and that the probability of one event following another, in independent trials, is the product of the two probabilities	Every Day Counts: 129, 130, 131, 144, 145, 146 The opportunity to address this objective is available on the following pages: Practice Counts: 105, 106

Content Standards		<i>Every Day Counts (Grade 6)</i>
3.5	understand the difference between independent and dependent events and how this affects the results for specific probability situations	Every Day Counts: 129, 130, 131 Partner Games: 31 The opportunity to address this objective is available on the following pages: Practice Counts: 105, 106
<b>MATHEMATICAL REASONING</b>		
1. Students make decisions about how to approach problems.		
1.1	analyze problems by identifying relationships, discriminating relevant from irrelevant information, identifying missing information, sequencing and prioritizing information and observing patterns	Every Day Counts: 2, 3, 6, 9, 10, 11, 70, 81, 92, 93, 129, 133, 146 Partner Games: 33 Practice Counts: 28, 57
1.2	formulate and justify mathematical conjectures based upon a general description of the mathematical question or problem posed	Every Day Counts: 11, 84, 92, 93, 96, 102, 113, 118, 137 Practice Counts: 8, 45, 64
1.3	determine when and how to break a problem into simpler parts	Every Day Counts: 25, 29, 71, 84, 85, 113, 129, 148
2. Students use strategies, skills and concepts in finding solutions.		
2.1	use estimation to verify the reasonableness of calculated results	Every Day Counts: 47, 66, 67, 71, 76, 144, 145 Partner Games: 5, 19, 31 The opportunity to address this objective is available on the following page: Practice Counts: 45
2.2	apply strategies and results from simpler problems to more complex problems	Every Day Counts: 5, 6, 10, 47, 54, 74, 138, 139 Partner Games: 19, 25, 33
2.3	estimate unknown quantities graphically and solve for them using logical reasoning, and arithmetic and algebraic techniques	Every Day Counts: 8, 54, 66, 67, 76, 144, 145 Partner Games: 3, 19, 29 Practice Counts: 6, 86
2.4	use a variety of methods such as words, numbers, symbols, charts, graphs, tables, diagrams and models to explain mathematical reasoning	Every Day Counts: 5, 6, 8, 15, 46, 47, 138, 139, 144, 145 Partner Games: 5, 19 Practice Counts: 3, 24, 31, 36, 38
2.5	express the solution clearly and logically using appropriate mathematical notation and terms and clear language, and support solutions with evidence, in both verbal and symbolic work	Every Day Counts: 6, 10, 46, 47, 62, 80, 96, 138, 139 Partner Games: 1 This objective is addressed throughout the text. See, for example: Practice Counts: 3, 13, 27, 34, 44, 51, 65, 72, 84, 96, 107
2.6	indicate the relative advantages of exact and approximate solutions to problems and give answers to a specified degree of accuracy	Every Day Counts: 45, 47, 59, 74, 97, 111, 125, 144, 145, 154 The opportunity to address this objective is available on the following page: Practice Counts: 6
2.7	make precise calculations and check the validity of the results from the context of the problem	Every Day Counts: 36, 39, 45, 65, 134, 135, 144, 145, 146 Partner Games: 31 Practice Counts: 45

Content Standards	<i>Every Day Counts</i> (Grade 6)
3. Students move beyond a particular problem by generalizing to other situations.	
3.1 evaluate the reasonableness of the solution in the context of the original situation	Every Day Counts: 6, 10, 15, 93 Partner Games: 5, 9, 13, 15, 21, 23, 25, 29, 33 Practice Counts: 8, 45
3.2 note method of deriving the solution and demonstrate conceptual understanding of the derivation by solving similar problems	Every Day Counts: 11, 37, 41, 53, 55, 60, 74, 77, 119, 120, 135, 145 This objective is addressed throughout the text. See, for example: Practice Counts: 11, 25, 28, 39, 42, 51, 54, 65, 80, 94, 123
3.3 develop generalizations of the results obtained and the strategies used and extend them to new problem situations	Every Day Counts: 16, 39, 61, 75, 93, 115, 150, 153, 154, 155 Partner Games: 19, 33 This objective is addressed throughout the text. See, for example: Practice Counts: 11, 25, 28, 39, 42, 51, 54, 65, 80, 94, 123



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