

EVERY DAY COUNTS
CALENDAR MATH © 2005

correlated to

Florida

**Grade Level Expectations for
the Sunshine State Standards
Mathematics
Grades K-5**

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Every Day Counts Calendar Math © 2005
 correlated to
Florida Grade Level Expectations for the
Sunshine State Standards
Mathematics
Kindergarten

Strand A: Number Sense, Concepts and Operations

Standard 1

The student understands the different ways numbers are represented and used in the real world.

Benchmark MA.A.1.1.1

The student associates verbal names, written word names, and standard numerals with the whole numbers less than 1,000.

Grade Level Expectations, Kindergarten	Every Day Counts Calendar Math, Kindergarten
The student: 1. counts up to 10 or more objects using verbal names and one-to-one correspondence.	Teacher's Guide: 18, 19, 20, 21, 22, 23, 24, 25, 26, 34, 35, 36, 37, 38, 39, 48, 50, 52, 64, 66, 67, 75, 76, 77, 78, 80, 89, 90, 92, 103, 104, 106, 107, 108, 118, 119, 120, 121, 124, 130, 132, 133
2. reads and writes numerals to 10 or more.	Teacher's Guide: 18, 19, 22, 25, 32, 34, 46, 50, 51, 52, 55, 60, 62, 74, 75, 103, 112, 118, 124, 128, 130
3. counts orally to 100 or more.	Teacher's Guide: 79, 80, 86, 92, 93, 94, 106, 107, 108, 132
4. knows that cardinal numbers indicate quantity and ordinal numbers indicate position.	Teacher's Guide: 21, 22, 27, 28, 33, 40, 60, 61, 79, 80, 102, 103, 106, 117

Benchmark M.A.A.1.1.2

The student understands the relative size of whole numbers between 0 and 1,000.

Grade Level Expectations, Kindergarten	Every Day Counts Calendar Math, Kindergarten
The student: 1. uses numbers and pictures to describe how many objects are in a set (to 10 or more).	Teacher's Guide: 37, 38, 50, 51, 52, 64, 65, 87, 88, 90, 91, 120, 121
2. uses language such as before or after to describe relative position in a sequence of whole numbers on a number line up to 10 or more (for example, 4 is before 5, 5 is after 4).	Teacher's Guide: 21, 23, 40, 52, 66, 67, 80, 92, 106, 107, 121, 133
3. compares two or more sets (up to 10 objects in each set) and identifies which set is equal to, more than, or less than the other.	Teacher's Guide: 23, 25, 26, 34, 35, 36, 39, 40, 41, 48, 52, 63, 67, 76, 77, 80, 93, 107, 113, 121, 122, 133

Benchmark M.A.A.1.1.3

The student uses objects to represent whole numbers or commonly-used fractions and relates these numbers to real-world situations.

Grade Level Expectations, Kindergarten	Every Day Counts Calendar Math, Kindergarten
The student: 1. uses sets of concrete materials to represent quantities, to 10 or more, given in verbal or written form.	Teacher's Guide: 22, 24, 25, 26, 34, 35, 36, 39, 40, 41, 48, 49, 50, 51, 52, 53, 62-67, 66, 67, 76, 77, 89, 90, 92, 93, 94, 103, 104, 106, 107, 110, 111, 113, 133
2. uses concrete materials to represent fractional parts of a whole (one half, one fourth).	Teacher's Guide: 87, 88, 117, 124, 125

Benchmark M.A.A.1.1.4

The student understands that whole numbers can be represented in a variety of equivalent forms.

Grade Level Expectations, Kindergarten	Every Day Counts Calendar Math, Kindergarten
<p>The student:</p> <ol style="list-style-type: none">represents equivalent forms of the same number, up to 10 or more, through the use of concrete materials (for example, using unifix cubes, 5 can be represented as $1 + 4$, $2 + 3$, $0 + 5$; five pennies equal one nickel and ten pennies equal one dime).	<p>Teacher's Guide: 23, 26, 39, 40, 48, 49, 53, 63, 67, 75, 76, 77, 78, 88, 90, 91, 105, 106, 120, 121, 131, 132</p>

Standard 2

The student understands number systems.

Benchmark M.A.A.2.1.1

The student understands and applies the concepts of counting (by 2s, 3s, 5, 10s, 25s, 50s), grouping, and place value with whole numbers between 0 and 100.

Grade Level Expectations, Kindergarten	Every Day Counts Calendar Math, Kindergarten
<p>The student:</p> <ol style="list-style-type: none">with teacher direction, counts orally to 100 or more by 2s, 5s, and 10s using a hundred chart or concrete models.	<p>Teacher's Guide: 24, 25, 26, 34, 35, 36, 39, 40, 41, 48, 49, 52, 53, 62, 63, 64, 66, 67, 75, 76, 77, 79, 80, 89, 90, 92, 93, 94, 96, 97, 103, 104, 106, 107, 108, 110, 111, 112, 113, 118, 119, 120, 121, 124, 125, 130, 131, 132, 133</p>
<ol style="list-style-type: none">uses concrete materials, pictures, and numerals to show the concept of numbers to 10 or more.	<p>Teacher's Guide: 24, 25, 26, 34, 35, 36, 39, 40, 41, 48, 49, 52, 53, 62, 63, 64, 66, 67, 75, 76, 77, 79, 80, 89, 90, 92, 93, 94, 96, 97, 103, 104, 106, 107, 108, 110, 111, 112, 113, 118, 119, 120, 121, 124, 125, 130, 131, 132, 133</p>
<ol style="list-style-type: none">counts backward from ten to one.	<p>Teacher's Guide: 21</p>

Benchmark M.A.A.2.1.2

The student understands uses number patterns and the relationships among counting, grouping, and place value strategies to demonstrate an understanding of the whole number system.

Grade Level Expectations, Kindergarten	Every Day Counts Calendar Math, Kindergarten
<p>The student:</p> <ol style="list-style-type: none">groups objects in sets of two or more.	<p>Teacher's Guide: 24, 25, 26, 29, 34, 35, 36, 39, 40, 41, 48, 49, 52, 53, 63, 64, 67, 76, 77, 79, 80, 89, 90, 92, 93, 105, 106, 107, 112, 113, 116, 117, 120, 121, 122, 124, 132, 133</p>

Grade Level Expectations, Kindergarten	Every Day Counts Calendar Math, Kindergarten
2. knows the relationships between larger numbers and smaller numbers.	Teacher's Guide: 23, 39, 40, 51, 53, 65, 66, 67, 69, 78, 79, 90, 91, 92, 93, 94, 108, 120, 121

Standard 3

The student understands the effects of operations on numbers, and the relationships among these operations, selects appropriate operations, and computes for problem solving.

Benchmark M.A.A.3.1.1

The student understands and explains the effects of addition and subtraction on whole numbers, including the inverse (opposite) relationship of the two operations.

Grade Level Expectations, Kindergarten	Every Day Counts Calendar Math, Kindergarten
The student:	Teacher's Guide: 37, 90, 91, 105, 120, 121, 131, 132
1. demonstrates and describes the effects of putting together and taking apart sets of objects (for example, 3 cubes and 4 cubes are 7 cubes).	
2. uses a number line to demonstrate how to count up and count back from a given number.	Teacher's Guide: 21, 22, 23, 39, 40, 52, 53, 66, 67, 80, 92, 94, 107, 108, 121, 133

Benchmark M.A.A.3.1.2

The student selects the appropriate operation to solve specific problems involving addition and subtraction of whole numbers.

Grade Level Expectations, Kindergarten	Every Day Counts Calendar Math, Kindergarten
The student:	Teacher's Guide: 22, 32, 33, 34, 38, 47, 50, 51, 52, 62, 65, 66, 91, 106, 111, 112, 113, 119, 120, 121, 128
1. creates and acts out number stories using objects.	
2. knows strategies for solving number problems.	Teacher's Guide: 51, 80, 91, 131, 132

Benchmark M.A.A.3.1.3

The student adds and subtracts whole numbers to solve real-world problems, using appropriate methods of computing, such as objects, mental mathematics, paper and pencil, calculator.

Grade Level Expectations, Kindergarten	Every Day Counts Calendar Math, Kindergarten
The student: 1. demonstrates an awareness of addition and subtraction in everyday activities (using concrete objects, models, drawings, role playing).	Teacher's Guide: 23, 39, 40, 41, 48, 49, 64, 65, 66, 67, 79, 80, 90, 91, 105, 106, 107, 108, 120, 121, 131, 132

Standard 4

The student uses estimation in problem solving and computation.

Benchmark M.A.A.4.1.1

The student provides and justifies estimates for real-world quantities.

Grade Level Expectations, Kindergarten	Every Day Counts Calendar Math, Kindergarten
The student: 1. estimates and verifies by counting sets that have more, fewer, or the same number of objects (for example, using a reference set of objects, comparing cards with different numbers of dots, estimating whether sets are more or less than a given number such as five).	Teacher's Guide: 22, 23, 25, 35, 36, 37, 38, 39, 40, 41, 50, 51, 53, 62, 63, 64, 65, 66, 67, 69, 76, 77, 78, 90, 91, 92, 93, 98, 99, 104, 105, 107, 118, 119, 120, 121, 122, 130, 131, 133

Standard 5

The student understands and applies theories related to numbers.

Benchmark M.A.A.5.1.1

The student classifies and models numbers as even or odd.

Grade Level Expectations, Kindergarten	Every Day Counts Calendar Math, Kindergarten
The student: 1. uses concrete objects to explore odd and even numbers (up to 10).	Teacher's Guide: 87, 88

Strand B: Measurement

Standard 1

The student measures quantities in the real world and uses the measures to solve problems.

Benchmark MA.B.1.1.1

The student uses and describes basic measurement concepts including length, weight, digital and analog time, temperature, and capacity.

Grade Level Expectations, Kindergarten	Every Day Counts Calendar Math, Kindergarten
The student: 1. knows how to communicate measurement concepts.	Teacher's Guide: 56, 57, 69, 70, 71, 82, 83, 98, 99, 112, 113, 124, 125
2. measures length of objects and distance using nonstandard concrete materials.	Teacher's Guide: 56, 57, 98, 99
3. weighs objects to explore concepts of heavier and lighter.	Teacher's Guide: 69, 70, 71, 112, 113
4. describes concepts of time (for example, before or after, day or night).	Teacher's Guide: 18, 19, 20, 21, 32, 33, 34, 46, 47, 60, 61, 62, 63, 74, 75, 76, 87, 88, 89, 90
5. describes concepts of temperature (for example, hot or cold).	Teacher's Guide: 54, 55, 80, 81, 122, 123
6. compares and demonstrates the concept of capacity (for example, full or empty).	Teacher's Guide: 82, 83, 124, 125

Benchmark MA.B.1.1.2

The student used standard customary and metric (centimeter, inch) and nonstandard units, such as links or blocks, in measuring real quantities.

Grade Level Expectations, Kindergarten	Every Day Counts Calendar Math, Kindergarten
The student: 1. uses nonstandard objects, such as cubes, marbles, paper clips, and pencils, to measure classroom objects (for example, table length is 10 crayons or 4 pencils).	Teacher's Guide: 56, 57, 98, 99

Standard 2

The student compares, contrasts, and converts within systems of measurement (both standard/nonstandard and metric/customary).

Benchmark M.A.B.2.1.1

The student uses direct (measured) and indirect (not measured) comparisons to order objects according to some measurable characteristics (length, weight).

Grade Level Expectations, Kindergarten	Every Day Counts Calendar Math, Kindergarten
The student: 1. uses direct (side-by-side) comparisons to sort and order objects by their lengths.	Teacher's Guide: 56, 57, 98, 99
2. uses indirect comparisons to compare lengths of objects that cannot be physically compared (side-by-side) (for example, compares height of counters in classroom and cafeteria by using string or in reference to child's own body).	Teacher's Guide: 56, 57, 98, 99
3. compares and orders classroom objects by their weights, determining which objects weigh more, less, or about the same.	Teacher's Guide: 69, 70, 71, 112, 113

Benchmark M.A.B.2.1.2

The student understands the need for a uniform unit of measure to communicate in real-world situations.

Grade Level Expectations, Kindergarten	Every Day Counts Calendar Math, Kindergarten
The student: 1. uses uniform nonstandard units to measure common classroom objects.	Teacher's Guide: 56, 57, 69, 70, 71, 82, 83, 98, 99, 112, 113, 124, 125

Standard 3

The student estimates measurements in real-world problem situations.

Benchmark M.A.B.3.1.1

The student using a variety of strategies, estimates length, widths, time intervals, and money and compares them to actual measurements.

Grade Level Expectations, Kindergarten	Every Day Counts Calendar Math, Kindergarten
The student: 1. uses nonstandard units to estimate, and verifies by measuring, the length and width of common classroom objects.	Teacher's Guide: 56, 57, 67, 68, 69, 70, 71, 82, 83, 98, 99, 112, 113, 124, 125
2. estimates and measures the time of day as day or night; morning, afternoon, or evening; and yesterday, today, or tomorrow.	Teacher's Guide: 18, 19, 20, 21, 32, 33, 34, 46, 47, 60, 61, 62, 74, 75, 87, 88, 102, 103, 116, 117, 128, 129
3. knows which of two daily activities takes more or less time.	Teacher's Guide: 86
4. knows and compares the values of a penny (1 cent), nickel (5 cents), and dime (10 cents).	Teacher's Guide: 94, 95, 96, 97, 108, 109, 110, 111, 118, 119, 130, 131

Standard 4

The student selects and uses appropriate units and instruments for measurement to achieve the degree of precision and accuracy required in real-world situations.

Benchmark M.A.B.4.1.1

The student selects and uses an object to serve as a unit of measure, such as a paper clip, eraser, or marble.

Grade Level Expectations, Kindergarten	Every Day Counts Calendar Math, Kindergarten
The student: 1. uses nonstandard units appropriately (for example, pencil, cubes, scoops of rice).	Teacher's Guide: 56, 57, 67, 68, 69, 70, 71, 82, 83, 98, 99, 112, 113, 124, 125

Benchmark MA.B.4.1.2

The student selects and uses appropriate instruments, such as scales, rulers, clocks, and technology to measure within customary or metric systems.

Grade Level Expectations, Kindergarten	Every Day Counts Calendar Math, Kindergarten
The student: 1. knows various measuring tools for measuring length, width, or capacity.	Teacher's Guide: 56, 57, 67, 68, 69, 70, 71, 82, 83, 98, 99, 112, 113, 124, 125
2. knows ways to measure time, including calendar, days, weeks, months, and days of week.	Teacher's Guide: 56, 57, 67, 68, 69, 70, 71, 82, 83, 98, 99, 112, 113, 124, 125

Strand C: Geometry and Spatial Sense

Standard 1

The student describes, draws, identifies, and analyzes two- and three-dimensional shapes.

Benchmark MA.C.1.1.1

The student understands and describes the characteristics of basic two- and three-dimensional shapes.

Grade Level Expectations, Kindergarten	Every Day Counts Calendar Math, Kindergarten
The student: 1. knows two-dimensional shapes (for example, circles, squares, rectangles, triangles), describing similarities and differences.	Teacher's Guide: 18, 19, 20, 22, 23, 29, 46, 47, 60, 61, 133, 134, 135
2. sorts three-dimensional objects by varied attributes (for example, identifying which can roll, stack, or slide).	Teacher's Guide: 27, 28, 29, 60, 61, 67, 68, 69, 74, 75, 102, 103, 116, 117, 133, 134, 135
3. sorts three-dimensional objects according to geometric shapes (for example, cubes, spheres, cylinders, cones).	Teacher's Guide: 27, 28, 29, 60, 61, 67, 68, 69, 74, 75, 102, 103, 116, 117, 133, 134, 135

Standard 2

The student visualizes and illustrates ways in which shapes can be combined, subdivided, and changed.

Benchmark M.A.C.2.1.1

The student understands basic concepts of spatial relationships, symmetry, and reflections.

Grade Level Expectations, Kindergarten	Every Day Counts Calendar Math, Kindergarten
The student: 3. matches objects to outlines of their shapes.	Teacher's Guide: 28, 29, 46, 47, 61, 75, 103, 117, 134
4. knows spatial relationships (for example, in or out; above or below; over or under; top, bottom, or middle).	Teacher's Guide: 105

Benchmark M.A.C.2.1.2

The student uses objects to perform geometric transformations, including flips, slides, and turns.

Grade Level Expectations, Kindergarten	Every Day Counts Calendar Math, Kindergarten
The student: 1. follows directions to move or place an object in relation to another (for example, next to, to the right of).	Teacher's Guide: 99, 105
2. uses concrete objects to explore slides and turns.	Teacher's Guide: 29, 46, 47, 61

Standard 3

The student uses coordinate geometry to locate objects in both two and three dimensions and to describe objects algebraically.

Benchmark MA.C.3.1.1

The student uses real-life experiences and physical materials to describe, classify, compare, and sort geometric figures, including squares, rectangles, triangles, circles, cubes, rectangular solids, spheres, pyramids, cylinders, and prisms, according to the number of faces, edges, bases, and corners.

Grade Level Expectations, Kindergarten	Every Day Counts Calendar Math, Kindergarten
The student: 1. recognizes, compares, and sorts real-world objects or models of solids.	Teacher's Guide: 27, 28, 29, 60, 61, 67, 68, 69, 74, 75, 102, 103, 116, 117, 133, 134, 135
2. knows the attributes of circles, squares, triangles, and rectangles (for example, edges, corners, curves).	Teacher's Guide: 18, 19, 20, 22, 23, 29, 46, 47, 60, 61, 133, 134, 135

Benchmark MA.C.3.1.2

The student plots and identifies positive whole numbers on a number line.

Grade Level Expectations, Kindergarten	Every Day Counts Calendar Math, Kindergarten
The student: 1. locates known and unknown numbers on a number line from 0 to 10 or more (for example, finding what number you are on if you move 2 numbers forward or 3 numbers back).	Teacher's Guide: 21, 22, 23, 39, 40, 52, 53, 66, 67, 80, 92, 93, 94, 107, 108, 121, 122, 133

Strand D: Algebraic Thinking

Standard 1

The student describes, analyzes, and generalizes a wide variety of patterns, relations, and functions.

Benchmark MA.D.1.1.1

The student describes a wide variety of classification schemes and patterns related to physical characteristics and sensory attributes, such as rhythm, sound, shapes, colors, numbers, similar objects, similar events.

Grade Level Expectations, Kindergarten	Every Day Counts Calendar Math, Kindergarten
The student: 1. identifies simple patterns of sounds, physical movements, and concrete objects.	Teacher's Guide: 19, 20, 21, 22, 25, 32, 33, 34, 46, 47, 60, 61, 74, 75, 86, 87, 88, 102, 103, 116, 117, 128, 129
2. sorts and classifies objects by color, shape, size or kind.	Teacher's Guide: 23, 36, 40, 67, 68, 69, 86, 119, 134, 135
3. identifies objects that do not belong to a particular group (for example, blue lid in a set of red lids).	Teacher's Guide: 19, 67, 68, 69, 134, 135

Benchmark MA.D.1.1.2

The student recognizes, extends, generalizes, and creates a wide variety of patterns and relationships using symbols and objects.

Grade Level Expectations, Kindergarten	Every Day Counts Calendar Math, Kindergarten
The student: 1. predicts and extends existing patterns using concrete materials.	Teacher's Guide: 18, 19, 20, 32, 33, 34, 46, 47, 60, 61, 74, 75, 116, 117, 128, 129
2. uses concrete objects to create a pattern.	Teacher's Guide: 19, 20, 21, 22, 25, 32, 33, 34, 46, 47, 60, 61, 74, 75, 86, 87, 88, 102, 103, 116, 117, 128, 129
3. transfers patterns from one medium to another (for example, actions, sounds, or concrete objects).	Teacher's Guide: 22, 34, 35, 75, 88, 107, 117

Standard 2

The student uses expressions, equations, inequalities, graphs, and formulas to represent and interpret situations.

Benchmark M.A.D.2.1.2

The student uses informal methods to solve real-world problems requiring simple equations that contain one variable.

Grade Level Expectations, Kindergarten	Every Day Counts Calendar Math, Kindergarten
The student: 1. uses informal methods, such as pictures, concrete materials, and role playing, to solve real world problems.	Teacher's Guide: 18, 19, 20, 21, 27, 28, 32, 33, 34, 35, 36, 52, 56, 57, 60, 61, 62, 67, 68, 69, 70, 71, 74, 75, 76, 77, 79, 80, 87, 88, 94, 95, 96, 97, 102, 103, 104, 105, 106, 107, 108, 109, 110, 112, 113, 116, 117, 118, 119, 121, 122, 123, 128, 129, 130, 131, 132, 133
2. uses one-to-one matching to determine if two groups are equal.	Teacher's Guide: 22, 23, 24, 25, 26, 34, 35, 36, 37, 38, 39, 40, 41, 46, 47, 48, 49, 50, 51, 52, 55, 62, 63, 64, 77, 78, 79, 89, 90, 91, 92, 93, 103, 104, 124, 125, 132, 133

Strand E: Data Analysis and Probability

Standard 1

The student understands and uses the tools of data analysis for managing information.

Benchmark M.A.E.1.1.1

The student displays solutions to problems by generating, collecting, organizing, and analyzing data using simple graphs and charts.

Grade Level Expectations, Kindergarten	Every Day Counts Calendar Math, Kindergarten
The student: 1. knows how to display answers to simple questions involving two categories or choices using concrete materials or pictures on a graph or chart (for example, in a class, number of boys and girls, students with buttons and students with no buttons).	Teacher's Guide: 41, 42, 43, 54, 55, 67, 68, 69, 80, 81, 122, 123, 133, 134, 135
2. interprets data exhibited in concrete or pictorial graphs.	Teacher's Guide: 41, 42, 43, 54, 55, 67, 68, 69, 80, 81, 122, 123, 133, 134, 135

Benchmark MA.E.1.1.2

The student displays data in a simple model to use the concepts of range, median, and mode.

Grade Level Expectations, Kindergarten	Every Day Counts Calendar Math, Kindergarten
The student: 1. with teacher direction, uses concrete materials, pictures, or graphs to show range and mode (for example, on a human, block, or picture graph showing number of brother and sisters, range is from zero to highest number of siblings; mode is number of siblings most common in class).	Teacher's Guide: 43, 69

Benchmark MA.E.1.1.3

The student analyzes real-world data by surveying a sample space and predicting the generalization onto a larger population through the use of appropriate technology, including calculators and computers.

Grade Level Expectations, Kindergarten	Every Day Counts Calendar Math, Kindergarten
The student: 1. collects, displays data, and makes generalizations (for example, determines number of pockets on 5 children; predicts how many 10 students or the whole class will have).	Teacher's Guide: 41, 42, 43, 54, 55, 67, 68, 69, 80, 81, 122, 123, 133, 134, 135

Standard 2

The student identifies patterns and makes predictions from an orderly display of data using concepts of probability and statistics.

Benchmark MA.E.2.1.1

The student understands basic concepts of chance and probability.

Grade Level Expectations, Kindergarten	Every Day Counts Calendar Math, Kindergarten
The student: 1. knows the likelihood of a given situation (for example, Could a lion come visit you? Will we have school tomorrow? Will it rain today?).	Teacher's Guide: 95, 97, 108, 111
2. participates in games or activities dependent upon chance (for example, using spinners or number cubes).	Teacher's Guide: 94, 95, 96, 97, 108, 109, 110, 111

Benchmark MA.E.2.1.2

The student predicts which simple event is more likely, equally likely, or less likely to occur.

Grade Level Expectations, Kindergarten	Every Day Counts Calendar Math, Kindergarten
The student: 1. knows if a given event is more likely, equally likely, or less likely to occur (for example, chicken nuggets or pizza for lunch in the cafeteria).	Teacher's Guide: 95, 97, 108, 111

Standard 3

The student uses statistical methods to make inferences and valid arguments about real-world situations.

Benchmark MA.E.3.1.1

The student designs a simple experiment to answer a class question, collects appropriate information, and interprets the results using graphical displays of information, such as line graphs, pictographs, and charts.

Grade Level Expectations, Kindergarten	Every Day Counts Calendar Math, Kindergarten
The student: 1. displays the answer to a simple class question with two categories using concrete materials, a pictograph, or chart (for example, hot or cold; wings or no wings).	Teacher's Guide: 41, 42, 43, 54, 55, 67, 68, 69, 80, 81, 122, 123, 133, 134, 135
2. describes data displayed concretely or pictorially.	Teacher's Guide: 41, 42, 43, 54, 55, 67, 68, 69, 80, 81, 122, 123, 133, 134, 135

Benchmark MA.E.3.1.2

The student decides what information is appropriate and how data can be collected, displayed, and interpreted to answer relevant questions.

Grade Level Expectations, Kindergarten	Every Day Counts Calendar Math, Kindergarten
The student: 1. determines, through class discussions, questions for a simple two-choice survey so that the collected information will answer the questions.	Teacher's Guide: 41, 42, 43, 80, 81
2. knows an appropriate method to display the information.	Teacher's Guide: 41, 42, 43, 54, 55, 67, 68, 69, 80, 81, 122, 123, 133, 134, 135



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Mathematics
Grade 1

Strand A: Number Sense, Concepts and Operations

Standard 1

The student understands the different ways numbers are represented and used in the real world.

Benchmark MA.A.1.1.1

The student associates verbal names, written word names, and standard numerals with the whole numbers less than 1,000.

Grade Level Expectations, Grade 1	Every Day Counts Calendar Math, Grade 1
The student: 1. uses one-to-one correspondence to count objects to 100 or more.	Teacher's Guide: 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
2. reads and writes numerals to 100 or more.	Teacher's Guide: 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
3. uses ordinal numbers 1 st -10 th or higher.	Teacher's Guide: 34, 35, 128

Benchmark M.A.A.1.1.2**The student understands the relative size of whole numbers between 0 and 1,000.**

Grade Level Expectations, Grade 1	Every Day Counts Calendar Math, Grade 1
<p>The student:</p> <p>1. compares and orders whole numbers to 100 or more using concrete materials, drawings, number lines, and symbols (<, =, >).</p>	Teacher's Guide: 54, 55, 56, 123, 124, 125
<p>2. compares two or more sets (up to 100 objects in each set) and identifies which set is equal to, more than, or less than the other.</p>	Teacher's Guide: 54, 55, 56, 123, 124, 125

Benchmark M.A.A.1.1.3**The student uses objects to represent whole numbers or commonly used fractions and relates these numbers to real-world situations.**

Grade Level Expectations, Grade 1	Every Day Counts Calendar Math, Grade 1
<p>The student:</p> <p>1. represents real-world applications of whole numbers, to 100 or more, using concrete materials, drawings, and symbols.</p>	Teacher's Guide: 18, 19, 20, 21, 22, 23, 24, 25, 26, 34, 35, 36, 37, 38, 40, 41, 42, 48, 49, 50, 51, 52, 53, 55, 56, 62, 63, 64, 65, 66, 67, 68, 69, 74, 75, 76, 77, 77, 78, 79, 86, 87, 88, 89, 90, 91, 92, 93, 94, 102, 103, 104, 107, 108, 116, 117, 121, 128, 129, 130, 131, 132
<p>2. represents and explains fractions (one-half, one-fourth, three-fourths) as part of a whole and part of a set using concrete materials and drawings.</p>	Teacher's Guide: 43, 54, 55, 56, 57, 87, 88, 95, 96, 98, 102, 103
<p>3. uses concrete materials to compare fractions in real-life situations (for example, pizzas, cookies).</p>	Teacher's Guide: 43, 54, 55, 56, 57, 87, 88, 95, 96, 98, 102, 103
<p>4. knows that the total of equivalent fractional parts makes a whole (for example, two halves equal one whole).</p>	Teacher's Guide: 43, 54, 55, 56, 57, 87, 88, 95, 96, 98, 102, 103

Benchmark M.A.A.1.1.4

The student understands that whole numbers can be represented in a variety of equivalent forms.

Grade Level Expectations, Grade 1	Every Day Counts Calendar Math, Grade 1
<p>The student:</p> <ol style="list-style-type: none">represents equivalent forms of the same number, up to 20 or more, through the use of concrete materials (including coins), diagrams, and number expressions (for example, 16 can be represented as $8 + 8$, $10 + 6$, $4 + 4 + 4 + 4$, $20 - 4$, $17 - 1$).	<p>Teacher's Guide: 21, 22, 23, 25, 27, 36, 37, 38, 40, 41, 42, 50, 51, 53, 55, 56, 57, 64, 65, 67, 68, 69, 75, 76, 77, 89, 90, 91, 104, 105, 117, 118, 119, 130, 131</p>

Standard 2

The student understands number systems.

Benchmark M.A.A.2.1.1

The student understands and applies the concepts of counting (by 2s, 3s, 5, 10s, 25s, 50s), grouping, and place value with whole numbers between 0 and 100.

Grade Level Expectations, Grade 1	Every Day Counts Calendar Math, Grade 1
<p>The student:</p> <ol style="list-style-type: none">counts orally to 100 or more by 2s, 5s, and 10s with or without a hundred chart.	<p>Teacher's Guide: 28, 29, 41, 43, 57, 79, 82, 88, 89, 94, 97, 99</p>
<ol style="list-style-type: none">uses concrete materials, pictures, and symbols to show the grouping and place value of numbers to 100 or more.	<p>Teacher's Guide: 24, 25, 26, 27, 40, 41, 42, 52, 53, 66, 67, 68, 69, 86, 91, 92, 93, 94, 95, 96, 107, 108, 121, 122, 131, 132</p>
<ol style="list-style-type: none">counts forward and backward by one beginning with any number less than 100.	<p>Teacher's Guide: 28, 29, 41, 43, 57, 79, 82, 88, 89, 94, 97, 99</p>
<ol style="list-style-type: none">counts forward by tens from any number less than 10 using a hundred chart.	<p>Teacher's Guide: 24, 25, 26, 27, 41, 42, 52, 53, 66, 67, 77, 78, 79, 91, 92, 93, 94, 108, 121, 131</p>

Benchmark M.A.A.2.1.2

The student understands uses number patterns and the relationships among counting, grouping, and place value strategies to demonstrate an understanding of the whole number system.

Grade Level Expectations, Grade 1	Every Day Counts Calendar Math, Grade 1
<p>The student:</p> <p>1. counts and groups 11 or more objects into tens and ones (for example, 3 groups of ten and four more is 34 or $30 + 4$).</p>	<p>Teacher's Guide: 24, 25, 26, 27, 41, 42, 52, 53, 66, 67, 77, 78, 79, 91, 92, 93, 94, 108, 121, 131</p>
<p>2. knows place value patterns and uses zero as a place holder (for example, trading 10 ones for 1 ten).</p>	<p>Teacher's Guide: 24, 25, 26, 27, 40, 41, 42, 52, 53, 66, 67, 68, 69, 86, 91, 92, 93, 94, 95, 96, 107, 108, 121, 122, 131, 132</p>
<p>3. knows the place value of a designated digit in whole numbers to 100.</p>	<p>Teacher's Guide: 24, 25, 26, 27, 40, 41, 42, 52, 53, 66, 67, 68, 69, 86, 91, 92, 93, 94, 95, 96, 107, 108, 121, 122, 131, 132</p>

Standard 3

The student understands the effects of operations on numbers, and the relationships among these operations, selects appropriate operations, and computes for problem solving.

Benchmark M.A.A.3.1.1

The student understands and explains the effects of addition and subtraction on whole numbers, including the inverse (opposite) relationship of the two operations.

Grade Level Expectations, Grade 1	Every Day Counts Calendar Math, Grade 1
<p>The student:</p> <p>1. demonstrates knowledge of the meaning of addition (putting together, increasing) and subtraction (taking away, comparing, finding the difference) using manipulatives, drawings, symbols, and story problems.</p>	<p>Teacher's Guide: 21, 22, 23, 25, 26, 27, 36, 37, 38, 41, 42, 50, 51, 53, 55, 56, 64, 65, 66, 67, 69, 70, 75, 76, 77, 89, 90, 104, 105, 117, 118, 119, 130, 131</p>
<p>2. solves basic addition facts using concrete objects and thinking strategies, such as count on, count back, doubles, doubles plus one, and make ten.</p>	<p>Teacher's Guide: 21, 22, 23, 24, 25, 26, 40, 41, 42, 52, 53, 55, 56, 57, 59, 66, 67, 68, 70, 75, 76, 77, 78, 79, 80, 81, 82, 92, 93, 94, 95, 96, 107, 108, 118, 119, 121, 122, 130, 131</p>
<p>3. describes the related facts that represent a given fact family up to 18 (for example, $9 + 3 = 12$, $12 - 9 = 3$, $12 - 3 = 9$).</p>	<p>Teacher's Guide: 76, 130, 131</p>

Grade Level Expectations, Grade 1	Every Day Counts Calendar Math, Grade 1
4. knows how to use the commutative and associative properties of addition in solving problems and basic facts.	Teacher's Guide: 76, 77, 131
5. adds and subtracts two-digit numbers without regrouping (sums to 100) using models, concrete materials, or algorithms.	Teacher's Guide: 56, 68, 79

Benchmark M.A.A.3.1.2

The student selects the appropriate operation to solve specific problems involving addition and subtraction of whole numbers.

Grade Level Expectations, Grade 1	Every Day Counts Calendar Math, Grade 1
The student: 1. poses and solves simple number problems by selecting the proper operation (for example, finding how many students are sitting at tables one and two).	Teacher's Guide: 21, 22, 23, 25, 26, 27, 36, 37, 38, 41, 42, 50, 51, 53, 55, 56, 64, 65, 66, 67, 69, 75, 76, 77, 89, 90, 104, 105, 117, 118, 119, 130, 131
2. uses concrete objects to solve number problems with one operation.	Teacher's Guide: 21, 22, 23, 24, 25, 26, 27, 36, 37, 38, 40, 41, 42, 50, 51, 53, 55, 56, 57, 64, 65, 67, 68, 69, 70, 75, 76, 77, 79, 89, 90, 91, 104, 105, 110, 117, 118, 119, 130, 131, 133
3. describes thinking when solving number problems.	Teacher's Guide: 18-20, 22-23, 26-27, 29, 31, 34-35, 37-38, 39-40, 41-42, 43, 44-45, 49-50, 51, 53, 54-55, 56, 58, 59, 62-64, 65, 66-67, 68, 69, 70-71, 74-75, 76-77, 78, 79, 80-81, 82, 83, 87-88, 90, 91-92, 93-94, 95-96, 97-98, 99, 102-103, 104-105, 106, 107-108, 109, 110, 112, 116-117, 118-119, 120, 121-122, 123, 124-125, 128-129, 131, 132, 134-135
4. writes number sentences associated with addition and subtraction situations.	Teacher's Guide: 21, 22, 23, 24, 25, 27, 37, 38, 42, 51, 65, 75, 76, 90, 104, 118, 119, 130, 131

Benchmark M.A.A.3.1.3

The student adds and subtracts whole numbers to solve real-world problems, using appropriate methods of computing, such as objects, mental mathematics, paper and pencil, calculator.

Grade Level Expectations, Grade 1	Every Day Counts Calendar Math, Grade 1
The student: 1. knows appropriate methods (for example, concrete materials, mental mathematics, paper-and-pencil) to solve real-world problems involving addition and subtraction.	Teacher's Guide: 21, 22, 23, 25, 26, 27, 36, 37, 38, 41, 42, 50, 51, 53, 55, 56, 64, 65, 66, 67, 69, 75, 76, 77, 89, 90, 104, 105, 117, 118, 119, 130, 131
2. uses a calculator to explore addition, subtraction, and skip counting.	Teacher's Guide: 57, 81, 110, 123, 133

Standard 4

The student uses estimation in problem solving and computation.

Benchmark M.A.A.4.1.1

The student provides and justifies estimates for real-world quantities.

Grade Level Expectations, Grade 1	Every Day Counts Calendar Math, Grade 1
The student: 1. uses the language of estimation and approximation to identify and describe numbers in real-world situations (for example, about, near, closer to, between).	Teacher's Guide: 39, 86
2. estimates the number of objects, explains the reasoning for the estimate, and checks the reasonableness of the estimate by counting.	Teacher's Guide: 86
3. makes reasonable estimates when comparing larger or smaller quantities.	Teacher's Guide: 86

Standard 5

The student understands and applies theories related to numbers.

Benchmark M.A.A.5.1.1

The student classifies and models numbers as even or odd.

Grade Level Expectations, Grade 1	Every Day Counts Calendar Math, Grade 1
The student: 1. demonstrates and builds models to show the difference between odd and even numbers using concrete objects or drawings.	Teacher's Guide: 87, 88, 98, 99

Strand B: Measurement

Standard 1

The student measures quantities in the real world and uses the measures to solve problems.

Benchmark M.A.B.1.1.1

The student uses and describes basic measurement concepts including length, weight, digital and analog time, temperature, and capacity.

Grade Level Expectations, Grade 1	Every Day Counts Calendar Math, Grade 1
The student: 1. knows how to communicate measurement concepts.	Teacher's Guide: 38, 39, 40, 54, 55, 105, 106, 119, 120, 121
2. demonstrates an understanding of measurement of lengths by selecting appropriate units of measurement (for example, inches or feet).	Teacher's Guide: 38, 39, 40, 54, 55
3. demonstrates an understanding of weight by selecting appropriate units of measurement (for example grams or kilograms).	Teacher's Guide: 119, 120, 121
4. demonstrates an understanding of time using digital and analog clocks (for example, hour and half-hour intervals).	Teacher's Guide: 28, 29, 30, 43, 59, 70, 71, 81, 82, 97, 98, 110
6. demonstrates an understanding of capacity by selecting appropriate units of measurement (for example, cups, pints, quarts, liters).	Teacher's Guide: 105, 106

Benchmark MA.B.1.1.2

The student used standard customary and metric (centimeter, inch) and nonstandard units, such as links or blocks, in measuring real quantities.

Grade Level Expectations, Grade 1	Every Day Counts Calendar Math, Grade 1
The student: 1. measures length, weight, or capacity of an object using standard and nonstandard units (for example, pounds, grams, or wooden blocks).	Teacher's Guide: 38, 39, 40, 54, 55, 105, 106, 119, 120, 121

Standard 2

The student compares, contrasts, and converts within systems of measurement (both standard/nonstandard and metric/customary).

Benchmark MA.B.2.1.1

The student uses direct (measured) and indirect (not measured) comparisons to order objects according to some measurable characteristics (length, weight).

Grade Level Expectations, Grade 1	Every Day Counts Calendar Math, Grade 1
The student: 1. uses nonstandard methods to compare and order objects according to their lengths or weights.	Teacher's Guide: 38, 39, 40, 54, 55, 86, 119, 120, 121
2. uses nonstandard, indirect methods to compare and order objects according to their lengths.	Teacher's Guide: 38, 39, 40, 54, 55, 86
3. uses customary and metric units to measure, compare, and order objects according to their lengths or weights.	Teacher's Guide: 54, 55

Benchmark MA.B.2.1.2

The student understands the need for a uniform unit of measure to communicate in real-world situations.

Grade Level Expectations, Grade 1	Every Day Counts Calendar Math, Grade 1
The student: 1. knows that a uniform unit is needed to measure in real-world situations (for example, length, weight, time, capacity).	Teacher's Guide: 28, 29, 30, 43, 54, 55, 59, 70, 71, 81, 82, 97, 98, 110

Standard 3

The student estimates measurements in real-world problem situations.

Benchmark MA.B.3.1.1

The student using a variety of strategies, estimates length, widths, time intervals, and money and compares them to actual measurements.

Grade Level Expectations, Grade 1	Every Day Counts Calendar Math, Grade 1
The student: 1. estimates, measures, and compares dimensions of an object.	Teacher's Guide: 38, 39, 40, 54, 55
2. estimates and measures the passages of time using before or after; yesterday, today, or tomorrow; day or night; morning, afternoon, or evening; hour or half-hour.	Teacher's Guide: 18, 19, 28, 29, 30, 35, 43, 59, 64, 70, 71, 81, 82, 87, 97, 98, 110
3. knows and compares money values, including the quarter (25 cents), half-dollar (50 cents), and dollar (100 cents).	Teacher's Guide: 57, 58, 69, 70, 80, 81, 95, 96, 108, 109, 122, 123, 133

Standard 4

The student selects and uses appropriate units and instruments for measurement to achieve the degree of precision and accuracy required in real-world situations.

Benchmark MA.B.4.1.1

The student selects and uses an object to serve as a unit of measure, such as a paper clip, eraser, or marble.

Grade Level Expectations, Grade 1	Every Day Counts Calendar Math, Grade 1
The student: 1. selects and uses an appropriate nonstandard unit to measure length, weight, time, and capacity.	Teacher's Guide: 39, 40, 54, 55, 86, 105, 106, 119, 120, 121

Benchmark MA.B.4.1.2

The student selects and uses appropriate instruments, such as scales, rulers, clocks, and technology to measure within customary or metric systems.

Grade Level Expectations, Grade 1	Every Day Counts Calendar Math, Grade 1
The student: 1. knows appropriate standard tools for measuring linear dimensions, weight, capacity, and temperature.	Teacher's Guide: 54, 55
2. knows appropriate tools (clocks and calendar) for measuring time (including days, weeks, months).	Teacher's Guide: 18, 19, 20, 28, 29, 30, 34, 35, 43, 48, 49, 59, 62, 63, 70, 71, 74, 75, 81, 82, 87, 88, 97, 98, 102, 103, 110, 116, 117, 128, 129

Strand C: Geometry and Spatial Sense

Standard 1

The student describes, draws, identifies, and analyzes two- and three-dimensional shapes.

Benchmark MA.C.1.1.1

The student understands and describes the characteristics of basic two- and three-dimensional shapes.

Grade Level Expectations, Grade 1	Every Day Counts Calendar Math, Grade 1
The student: 1. knows attributes of two-dimensional shapes (for example, vertices, edges).	Teacher's Guide: 20, 34, 35, 48, 49, 50, 116, 129, 134, 135
2. knows attributes of three-dimensional figures (for example, vertices, edges, faces).	Teacher's Guide: 62, 63, 64, 129, 134, 135
3. sorts two- and three-dimensional figures according to their attributes.	Teacher's Guide: 20, 34, 35, 48, 49, 50, 62, 63, 64, 116, 129, 134, 135

Standard 2

The student visualizes and illustrates ways in which shapes can be combined, subdivided, and changed.

Benchmark MA.C.2.1.1

The student understands basic concepts of spatial relationships, symmetry, and reflections.

Grade Level Expectations, Grade 1	Every Day Counts Calendar Math, Grade 1
The student: 1. understands lines of symmetry in two-dimensional shapes (for example, paper-folding, ink blot pictures, mirrors).	Teacher's Guide: 89
4. follows directions to move or place an object and describes the relationship of objects using positional language (for example, over, to the left of).	Teacher's Guide: 74, 75

Benchmark MA.C.2.1.2

The student uses objects to perform geometric transformations, including flips, slides, and turns.

Grade Level Expectations, Grade 1	Every Day Counts Calendar Math, Grade 1
The student: 1. demonstrates slides and turns using concrete materials.	Teacher's Guide: 64, 116, 117

Standard 3

The student uses coordinate geometry to locate objects in both two and three dimensions and to describe objects algebraically.

Benchmark MA.C.3.1.1

The student uses real-life experiences and physical materials to describe, classify, compare, and sort geometric figures, including squares, rectangles, triangles, circles, cubes, rectangular solids, spheres, pyramids, cylinders, and prisms, according to the number of faces, edges, bases, and corners.

Grade Level Expectations, Grade 1	Every Day Counts Calendar Math, Grade 1
The student: 1. compares and sorts two-dimensional and three-dimensional real-life objects.	Teacher's Guide: 62, 63, 134, 135
2. knows geometric shapes in real-life situations.	Teacher's Guide: 62, 63, 134, 135

Grade Level Expectations, Grade 1	Every Day Counts Calendar Math, Grade 1
3. compares, describes, and sorts objects according to attributes (for examples, corners, curves, faces).	Teacher's Guide: 48, 49, 62, 63, 64, 116, 129, 134, 135

Benchmark MA.C.3.1.2

The student plots and identifies positive whole numbers on a number line.

Grade Level Expectations, Grade 1	Every Day Counts Calendar Math, Grade 1
The student: 1. locates and explains known and unknown numbers on a number line from 0 to 100 or more.	Teacher's Guide: 24, 25, 41, 55, 56, 64, 68, 79, 92, 94, 107, 121, 131, 132

Strand D: Algebraic Thinking

Standard 1

The student describes, analyzes, and generalizes a wide variety of patterns, relations, and functions.

Benchmark MA.D.1.1.1

The student describes a wide variety of classification schemes and patterns related to physical characteristics and sensory attributes, such as rhythm, sound, shapes, colors, numbers, similar objects, similar events.

Grade Level Expectations, Grade 1	Every Day Counts Calendar Math, Grade 1
The student: 1. identifies, describes, and compares patterns using a wide variety of materials and attributes (for example, size, shape, color).	Teacher's Guide: 18, 19, 20, 34, 35, 36, 40, 41, 42, 48, 49, 50, 55, 56, 57, 62, 63, 64, 74, 75, 76, 77, 87, 88, 89, 102, 103, 116, 117, 128, 129, 130
2. describes a pattern rule.	Teacher's Guide: 18, 19, 20, 34, 35, 36, 40, 41, 42, 48, 49, 50, 55, 56, 57, 62, 63, 64, 74, 75, 76, 77, 87, 88, 89, 102, 103, 116, 117, 128, 129, 130
3. explores number patterns on a hundred chart.	Teacher's Guide: 56
4. predicts and extends existing patterns that are concrete or pictorial.	Teacher's Guide: 18, 19, 20, 34, 35, 36, 40, 41, 42, 48, 49, 50, 55, 56, 57, 62, 63, 64, 74, 75, 76, 77, 87, 88, 89, 102, 103, 116, 117, 128, 129, 130

Benchmark M.A.D.1.1.2

The student recognizes, extends, generalizes, and creates a wide variety of patterns and relationships using symbols and objects.

Grade Level Expectations, Grade 1	Every Day Counts Calendar Math, Grade 1
The student: 1. uses one attribute to create a pattern (for example, thick or thin, open or closed).	Teacher's Guide: 19, 34, 35
2. transfers patterns from one medium to another (for example, concrete objects to actions or symbols).	Teacher's Guide: 18, 19, 20, 34, 35, 36, 40, 41, 42, 48, 49, 50, 55, 56, 57, 62, 63, 64, 74, 75, 76, 77, 87, 88, 89, 102, 103, 116, 117, 128, 129, 130
3. predicts, extends, and creates patterns.	Teacher's Guide: 18, 19, 20, 34, 35, 36, 40, 41, 42, 48, 49, 50, 55, 56, 57, 62, 63, 64, 74, 75, 76, 77, 87, 88, 89, 102, 103, 116, 117, 128, 129, 130
4. uses a calculator to explore number patterns.	Teacher's Guide: 110
5. identifies and generates patterns in a list of related number pairs based on real-life situations (for example, T-chart with number of children to number of eyes).	Teacher's Guide: 99

Standard 2

The student uses expressions, equations, inequalities, graphs, and formulas to represent and interpret situations.

Benchmark M.A.D.2.1.1

The student understands that geometric symbols ($_$, $_$) can be used to represent unknown quantities in expressions, equations, and inequalities.

Grade Level Expectations, Grade 1	Every Day Counts Calendar Math, Grade 1
The student: 2. uses concrete objects to solve number sentences with equalities and inequalities (using the symbols $<$, $=$, $>$).	Teacher's Guide: 21, 22, 23, 24, 25, 37, 38, 51, 65, 75, 76, 90, 104, 118, 119, 130, 131

Strand E: Data Analysis and Probability

Standard 1

The student understands and uses the tools of data analysis for managing information.

Benchmark M.A.E.1.1.1

The student displays solutions to problems by generating, collecting, organizing, and analyzing data using simple graphs and charts.

Grade Level Expectations, Grade 1	Every Day Counts Calendar Math, Grade 1
The student: 1. surveys a small group to answer a simple question involving two categories of choices (for example, students who bring lunches or students who buy lunches).	Teacher's Guide: 30, 31, 111, 112, 113, 134, 135
2. records data using concrete materials or pictures.	Teacher's Guide: 44, 45, 83, 98, 99, 111, 112, 123, 124, 125, 134, 135
3. organizes information into a simple pictograph or concrete graph.	Teacher's Guide: 44, 45, 83, 98, 99, 111, 112, 123, 124, 125, 134, 135
4. uses mathematical language to read and interpret data on a simple concrete graph, pictorial graph, or chart.	Teacher's Guide: 44, 45, 83, 98, 99, 111, 112, 123, 124, 125, 134, 135

Benchmark MA.E.1.1.2

The student displays data in a simple model to use the concepts of range, median, and mode.

Grade Level Expectations, Grade 1	Every Day Counts Calendar Math, Grade 1
The student: 1. uses concrete materials, pictures, or graphs to display data and identify range and mode.	Teacher's Guide: 45, 123, 124, 135

Standard 2

The student identifies patterns and makes predictions from an orderly display of data using concepts of probability and statistics.

Benchmark MA.E.2.1.1

The student understands basic concepts of chance and probability.

Grade Level Expectations, Grade 1	Every Day Counts Calendar Math, Grade 1
The student: 1. knows the likelihood of a given situation (for example, snowing in South Florida).	Teacher's Guide: 36
3. discusses results of games and activities dependent upon chance.	Teacher's Guide: 36, 96

Benchmark MA.E.2.1.2

The student predicts which simple event is more likely, equally likely, or less likely to occur.

Grade Level Expectations, Grade 1	Every Day Counts Calendar Math, Grade 1
The student: 1. knows if a given event is more likely, equally likely, or less likely to occur (for example, six blue marbles and two green marbles in a bag).	Teacher's Guide: 36

Standard 3

The student uses statistical methods to make inferences and valid arguments about real-world situations.

Benchmark MA.E.3.1.1

The student designs a simple experiment to answer a class question, collects appropriate information, and interprets the results using graphical displays of information, such as line graphs, pictographs, and charts.

Grade Level Expectations, Grade 1	Every Day Counts Calendar Math, Grade 1
The student: 1. constructs appropriate questions for a class survey, in a whole group setting.	Teacher's Guide: 30, 31, 111, 112, 113, 134, 135
2. collects data for a survey with two or more categories or choices and creates a class chart or pictograph.	Teacher's Guide: 30, 31, 111, 112, 113, 134, 135
3. analyzes results of a survey as part of a class discussion.	Teacher's Guide: 30, 31, 111, 112, 113, 134, 135

Benchmark MA.E.3.1.2

The student decides what information is appropriate and how data can be collected, displayed, and interpreted to answer relevant questions.

Grade Level Expectations, Grade 1	Every Day Counts Calendar Math, Grade 1
The student: 1. determines questions for a two-category survey so that the collected information will answer the question.	Teacher's Guide: 30, 31, 111, 112, 113, 134, 135
2. knows appropriate methods to display and interpret information.	Teacher's Guide: 44, 45, 83, 98, 99, 111, 112, 123, 124, 125, 134, 135



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 correlated to
Florida Grade Level Expectations for the
Sunshine State Standards
Mathematics
Grade 2

Strand A: Number Sense, Concepts and Operations

Standard 1

The student understands the different ways numbers are represented and used in the real world.

Benchmark M.A.A.1.1.1

The student associates verbal names, written word names, and standard numerals with the whole numbers less than 1,000.

Grade Level Expectations, Grade 2	Every Day Counts Calendar Math, Grade 2
The student:	Teacher's Guide: 18, 19, 24, 32, 33, 46, 47, 88, 89
1. reads and writes numerals to 1,000 or more.	
2. reads and writes number words to "twenty" or higher.	Teacher's Guide: 20, 21, 22
3. understands and uses ordinal numbers 1 st -100 th or higher.	Teacher's Guide: 28, 127

Benchmark M.A.A.1.1.2

The student understands the relative size of whole numbers between 0 and 1,000.

Grade Level Expectations, Grade 2	Every Day Counts Calendar Math, Grade 2
The student:	Teacher's Guide: 18, 66, 67, 80, 81, 94, 109, 119, 120, 121, 122, 127, 137, 146, 152
1. compares and orders whole numbers to 1,000 or more using concrete materials, drawings, number lines, and symbols (<, =, >).	

Grade Level Expectations, Grade 2	Every Day Counts Calendar Math, Grade 2
2. compares two or more numbers, to 1,000 or more, and identifies which number is more than, equal to, or less than the other number.	Teacher's Guide: 18, 66, 67, 80, 81, 94, 109, 119, 120, 121, 122, 127, 137, 146, 152

Benchmark M.A.A.1.1.3

The student uses objects to represent whole numbers or commonly used fractions and relates these numbers to real-world situations.

Grade Level Expectations, Grade 2	Every Day Counts Calendar Math, Grade 2
The student:	Teacher's Guide: 23, 24, 25, 34, 35, 36, 48, 49, 63, 64, 65, 66, 67, 74, 75, 76, 77, 80, 81, 88, 89, 90, 91, 94, 95, 109, 110, 121, 122, 127, 128
1. represents real-world applications of whole numbers, to 1,000 or more, using concrete materials, drawings, and symbols.	
2. represents, compares, and explains halves, thirds, quarters, and eighths as part of a whole and part of a set, using concrete materials and drawings.	Teacher's Guide: 87, 105, 106, 107, 108
3. uses concrete materials to compare fractions in real-life situations.	Teacher's Guide: 87, 105, 106, 107, 108
4. knows that the total of equivalent fractional parts makes a whole (for example, eight eighths equal one whole).	Teacher's Guide: 87, 105, 106, 107, 108

Benchmark M.A.A.1.1.4

The student understands that whole numbers can be represented in a variety of equivalent forms.

Grade Level Expectations, Grade 2	Every Day Counts Calendar Math, Grade 2
The student:	Teacher's Guide: 25, 26, 37, 38, 55, 56, 68, 81, 82, 96, 97, 110, 122, 123, 128, 129
1. represents equivalent forms of the same number through the use of concrete materials (including coins), diagrams, and number expressions.	

Standard 2

The student understands number systems.

Benchmark M.A.A.2.1.1

The student understands and applies the concepts of counting (by 2s, 3s, 5, 10s, 25s, 50s), grouping, and place value with whole numbers between 0 and 100.

Grade Level Expectations, Grade 2	Every Day Counts Calendar Math, Grade 2
<p>The student:</p> <p>1. counts to 1000 or more by 2s, 3s, 5s, 10s, 25s, 50s, and 100s using a variety of ways, such as mental mathematics, paper and pencil, hundred chart, calculator, and coins in various increments.</p>	<p>Teacher's Guide: 23, 24, 36, 53, 54, 66, 67, 94, 95, 109, 121, 127</p>
<p>2. demonstrates the place value groupings of numbers to 1,000 or more using concrete materials, pictures, and symbols.</p>	<p>Teacher's Guide: 23, 24, 25, 27, 35, 36, 37, 53, 54, 63, 64, 65, 66, 67, 68, 75, 77, 80, 81, 88, 91, 94, 96, 105, 106, 109, 110, 127, 128</p>
<p>3. counts by tens from any given number less than 1,000.</p>	<p>Teacher's Guide: 20, 24, 34, 35, 38, 39, 51, 52, 53, 54, 57, 66, 67, 68, 69, 73, 75, 78, 94, 95, 96, 109, 110, 121, 122, 126, 127</p>
<p>4. counts forward or backward by one beginning with any number less than 1,000.</p>	<p>Teacher's Guide: 18, 23, 24, 25, 33, 35, 48, 49, 64, 65, 66, 74, 75, 76, 77, 88, 90, 104</p>
<p>5. counts coins using "mixed" counting (using coin values of 50, 25, 10, 5, and 1).</p>	<p>Teacher's Guide: 25, 26, 37, 38, 55, 56, 68, 81, 82, 96, 97, 110, 122, 123, 128, 129</p>

Benchmark M.A.A.2.1.2

The student understands uses number patterns and the relationships among counting, grouping, and place value strategies to demonstrate an understanding of the whole number system.

Grade Level Expectations, Grade 2	Every Day Counts Calendar Math, Grade 2
<p>The student:</p> <p>1. counts and groups objects into hundreds, tens, and ones, and relates the groupings to the corresponding written numeral (for example, 4 groups of 100, 2 groups of ten, and 6 ones is 426).</p>	<p>Teacher's Guide: 20, 24, 34, 35, 38, 39, 51, 52, 53, 54, 57, 66, 67, 68, 69, 73, 75, 78, 94, 95, 96, 109, 110, 121, 122, 126, 127</p>
<p>2. knows place value patterns using a zero as a place holder (for example, trading 10 tens for 100).</p>	<p>Teacher's Guide: 23, 24, 25, 36, 37, 53, 54, 64, 65, 66, 67, 75, 76, 77, 80, 81, 86, 89, 90, 91, 94, 95, 96, 109, 110, 121, 122, 127</p>

Grade Level Expectations, Grade 2	Every Day Counts Calendar Math, Grade 2
3. knows the place value of a designated digit in whole numbers to 1000.	Teacher's Guide: 23, 24, 25, 36, 37, 53, 54, 64, 65, 66, 67, 75, 76, 77, 80, 81, 86, 89, 90, 91, 94, 95, 96, 109, 110, 121, 122, 127

Standard 3

The student understands the effects of operations on numbers, and the relationships among these operations, selects appropriate operations, and computes for problem solving.

Benchmark M.A.A.3.1.1

The student understands and explains the effects of addition and subtraction on whole numbers, including the inverse (opposite) relationship of the two operations.

Grade Level Expectations, Grade 2	Every Day Counts Calendar Math, Grade 2
The student:	Teacher's Guide: 20, 22, 34, 36, 48, 49, 63, 64, 74, 75, 88, 89
1. recalls (from memory) the addition facts and corresponding subtraction facts.	
2. knows the related facts that represent inverse relationships between addition and subtraction.	Teacher's Guide: 20, 22, 35, 48, 49, 63, 64
3. predicts the relative size of solutions in addition and subtraction (for example, adding two whole numbers results in a number that is larger than either of the two original numbers).	Teacher's Guide: 20, 22, 34, 36, 48, 49, 63, 64, 74, 75, 88, 89
4. adds and subtracts two-digit numbers with or without regrouping using models, concrete materials, and algorithms.	Teacher's Guide: 53, 54, 76, 77, 81, 82, 89, 128
5. demonstrates knowledge of multiplication (for the repeated addition and array models) using manipulatives, drawings, and story problems.	Teacher's Guide: 51, 52, 103, 104, 105
6. demonstrates knowledge of division (for the repeated subtraction and partitive models) using manipulatives, drawings, and story problems.	Teacher's Guide: 86, 117, 118, 119

Benchmark M.A.A.3.1.2

The student selects the appropriate operation to solve specific problems involving addition and subtraction of whole numbers.

Grade Level Expectations, Grade 2	Every Day Counts Calendar Math, Grade 2
<p>The student:</p> <p>1. solves problems involving addition and subtraction using a variety of strategies (such as drawings, role playing, and working backward) and explains solution strategy.</p>	<p>Teacher's Guide: 20, 21, 22, 24, 34, 35, 36, 37, 48, 49, 54, 63, 64, 65, 66, 67, 68, 74, 75, 76, 77, 80, 81, 88, 89, 90, 96, 97, 109, 110</p>
<p>2. writes and solves number problems with one operation involving addition or subtraction.</p>	<p>Teacher's Guide: 20, 21, 22, 24, 34, 35, 36, 37, 48, 49, 54, 63, 64, 65, 66, 67, 68, 74, 75, 76, 77, 80, 81, 88, 89, 90, 96, 97, 109, 110</p>
<p>3. writes number sentences associated with addition and subtraction situations.</p>	<p>Teacher's Guide: 20, 21, 22, 34, 35, 48, 49, 53, 64, 67, 74, 77, 88, 109</p>
<p>4. creates and acts out (using objects) number stories representing multiplication and division.</p>	<p>Teacher's Guide: 51, 52, 86, 103, 104, 105, 117, 118, 119</p>

Benchmark M.A.A.3.1.3

The student adds and subtracts whole numbers to solve real-world problems, using appropriate methods of computing, such as objects, mental mathematics, paper and pencil, calculator.

Grade Level Expectations, Grade 2	Every Day Counts Calendar Math, Grade 2
<p>The student:</p> <p>1. knows appropriate methods (for example, concrete materials, mental mathematics, paper and pencil, calculator) to solve real-world problems involving addition and subtraction.</p>	<p>Teacher's Guide: 20, 21, 22, 24, 34, 35, 36, 37, 48, 49, 54, 63, 64, 65, 66, 67, 68, 74, 75, 76, 77, 80, 81, 88, 89, 90, 96, 97, 109, 110</p>
<p>2. chooses and explains the computing method that is more appropriate (that is faster, more accurate, easier) for varied real-world tasks (for example, recall of basic facts is faster than using a calculator, whereas recording data from survey results may be easier with a calculator).</p>	<p>Teacher's Guide: 20, 21, 22, 24, 34, 35, 36, 37, 48, 49, 51, 52, 54, 63, 64, 65, 66, 67, 68, 74, 75, 76, 77, 80, 81, 86, 88, 89, 90, 96, 97, 103, 104, 105, 109, 110, 117, 118, 119</p>

Standard 4

The student uses estimation in problem solving and computation.

Benchmark M.A.A.4.1.1

The student provides and justifies estimates for real-world quantities.

Grade Level Expectations, Grade 2	Every Day Counts Calendar Math, Grade 2
The student: 1. makes predictions of quantities of objects (to 50 or more) and explains the reasoning supporting that prediction (for example, the number of pieces of candy in a large jar may be estimated by finding the number of pieces in a small jar and estimating how many small jars would fill the larger one).	Teacher's Guide: 54, 65
2. estimates reasonable solutions for addition and subtraction problems (sums to 100) and explains the procedure used (for example, the sum of 34 and 57 is more than 80, since $30 + 50$ is 80).	Teacher's Guide: 54, 65
3. knows reasonable and unreasonable estimates.	Teacher's Guide: 54, 65

Standard 5

The student understands and applies theories related to numbers.

Benchmark M.A.A.5.1.1

The student classifies and models numbers as even or odd.

Grade Level Expectations, Grade 2	Every Day Counts Calendar Math, Grade 2
The student: 1. demonstrates and explains the difference between odd and even numbers using concrete objects or drawings.	Teacher's Guide: 18, 19, 20, 63, 103
2. identifies and explains odd and even numbers.	Teacher's Guide: 18, 19, 20, 63, 103

Strand B: Measurement

Standard 1

The student measures quantities in the real world and uses the measures to solve problems.

Benchmark MA.B.1.1.1

The student uses and describes basic measurement concepts including length, weight, digital and analog time, temperature, and capacity.

Grade Level Expectations, Grade 2	Every Day Counts Calendar Math, Grade 2
The student: 1. knows how to communicate measurement concepts.	Teacher's Guide: 50, 51, 52, 58, 59, 92, 93, 107, 108, 119, 120, 121
2. demonstrates an understanding of customary and metric measurement of length and distance, selecting appropriate units of measurement (for example, inches, feet, yards, centimeters, meters).	Teacher's Guide: 50, 51, 52, 92, 93, 94
3. demonstrates an understanding of customary and metric measurement of weight by selecting appropriate units of measurement (for example, ounces, pounds, grams, kilograms).	Teacher's Guide: 58, 59
4. demonstrates an understanding of time using digital and analog clocks (for example, quarter-hour, five-minute intervals).	Teacher's Guide: 39, 40, 41, 57, 68, 69, 82, 83, 105, 106
5. demonstrates an understanding of temperatures using Fahrenheit and Celsius thermometers.	Teacher's Guide: 78, 79, 80
6. demonstrates an understanding of capacity by using appropriate units of measurement (for example, ounces, cups, pints, quarts, gallons, liters, milliliters).	Teacher's Guide: 58, 59, 107, 108, 119, 120

Benchmark M.A.B.1.1.2

The student used standard customary and metric (centimeter, inch) and nonstandard units, such as links or blocks, in measuring real quantities.

Grade Level Expectations, Grade 2	Every Day Counts Calendar Math, Grade 2
The student: 1. measures length, weight, or capacity of objects using standard and nonstandard units.	Teacher's Guide: 50, 51, 52, 58, 59, 92, 93, 94, 107, 108, 119, 120

Standard 2

The student compares, contrasts, and converts within systems of measurement (both standard/nonstandard and metric/customary).

Benchmark M.A.B.2.1.1

The student uses direct (measured) and indirect (not measured) comparisons to order objects according to some measurable characteristics (length, weight).

Grade Level Expectations, Grade 2	Every Day Counts Calendar Math, Grade 2
The student: 1. uses nonstandard methods to compare and order objects according to their lengths, weights, or capacities.	Teacher's Guide: 50,51, 52, 58, 59, 92, 93, 94, 107, 108, 119, 120
2. uses nonstandard, indirect methods to compare and order objects according to their lengths.	Teacher's Guide: 50, 51, 52, 92, 93, 94
3. uses customary and metric units to measure, compare, and order objects according to their lengths, weights, or capacities.	Teacher's Guide: 50, 51, 52, 58, 59, 92, 93, 94, 107, 108, 119, 120

Benchmark M.A.B.2.1.2

The student understands the need for a uniform unit of measure to communicate in real-world situations.

Grade Level Expectations, Grade 2	Every Day Counts Calendar Math, Grade 2
The student: 1. knows that a standard unit of measure is used in real-world situations to describe the measure of an object (for example, length, weight, time, capacity).	Teacher's Guide: 39, 40, 41, 50, 51, 52, 57, 58, 59, 69, 82, 83, 92, 93, 94, 107, 108, 119, 120

Standard 3

The student estimates measurements in real-world problem situations.

Benchmark MA.B.3.1.1

The student using a variety of strategies, estimates length, widths, time intervals, and money and compares them to actual measurements.

Grade Level Expectations, Grade 2	Every Day Counts Calendar Math, Grade 2
The student: 1. estimates, measures, and compares distances.	Teacher's Guide: 50, 51, 52, 92, 93, 94
2. estimates, measures, and compares the passage of time using minutes, half-hours, and hours.	Teacher's Guide: 39, 40, 41, 57, 69, 82, 83, 105, 106
3. knows and compares amounts of money in coins, to one dollar or more.	Teacher's Guide: 25, 26, 37, 38, 55, 56, 68, 81, 82, 96, 97, 110, 122, 123, 128, 129

Standard 4

The student selects and uses appropriate units and instruments for measurement to achieve the degree of precision and accuracy required in real-world situations.

Benchmark MA.B.4.1.1

The student selects and uses an object to serve as a unit of measure, such as a paper clip, eraser, or marble.

Grade Level Expectations, Grade 2	Every Day Counts Calendar Math, Grade 2
The student: 1. selects and uses an appropriate nonstandard unit to measure length, weight, time, and capacity.	Teacher's Guide: 50, 51, 52, 58, 59, 69, 83, 86, 91, 92, 93, 94, 107, 108, 119, 120, 121

Benchmark MA.B.4.1.2

The student selects and uses appropriate instruments, such as scales, rulers, clocks, and technology to measure within customary or metric systems.

Grade Level Expectations, Grade 2	Every Day Counts Calendar Math, Grade 2
The student: 1. knows appropriate standard tools for measuring linear dimensions, weight, capacity, and temperature.	Teacher's Guide: 50, 51, 52, 58, 59, 78, 79, 80, 92, 93, 94, 107, 108, 119, 120

Grade Level Expectations, Grade 2	Every Day Counts Calendar Math, Grade 2
2. knows appropriate tools (clocks and calendar) for measuring time (including days, weeks, months, and years).	Teacher's Guide: 18, 27, 28, 29, 39, 40, 41, 57, 69, 82, 83, 105, 106

Strand C: Geometry and Spatial Sense

Standard 1

The student describes, draws, identifies, and analyzes two- and three-dimensional shapes.

Benchmark MA.C.1.1.1

The student understands and describes the characteristics of basic two- and three-dimensional shapes.

Grade Level Expectations, Grade 2	Every Day Counts Calendar Math, Grade 2
The student: 1. describes attributes of two-dimensional shapes using mathematical language (for example, curves, edges, vertices, angles).	Teacher's Guide: 18, 19, 20, 32, 33, 34, 62, 63, 72, 73, 87, 116
2. describes attributes of three dimensional shapes using mathematical language (for example, curves, vertices, edges, faces, angles).	Teacher's Guide: 46, 47, 58, 59, 102, 103, 116, 130, 131
3. sorts two- and three-dimensional figures according to their attributes.	Teacher's Guide: 18, 19, 20, 32, 33, 34, 46, 47, 62, 63, 72, 73, 87, 102, 103, 116, 130, 131
4. knows the names of two-dimensional and three-dimensional figures presented in various orientations in the environment.	Teacher's Guide: 46, 47, 102, 103, 130, 131

Standard 2

The student visualizes and illustrates ways in which shapes can be combined, subdivided, and changed.

Benchmark MA.C.2.1.1

The student understands basic concepts of spatial relationships, symmetry, and reflections.

Grade Level Expectations, Grade 2	Every Day Counts Calendar Math, Grade 2
The student: 1. describes symmetry in two-dimensional shapes.	Teacher's Guide: 72, 73, 87, 116
2. determines lines of symmetry of two-dimensional shapes by using concrete materials.	Teacher's Guide: 72, 73, 87, 116
3. knows congruent shapes.	Teacher's Guide: 32, 33, 34, 72, 73, 87, 116
4. identifies shapes that can be combined or separated (for example, a rectangle can be separated into two triangles).	Teacher's Guide: 72, 73
5. predicts the reflection of a given two-dimensional shape.	Teacher's Guide: 73

Benchmark MA.C.2.1.2

The student uses objects to perform geometric transformations, including flips, slides, and turns.

Grade Level Expectations, Grade 2	Every Day Counts Calendar Math, Grade 2
The student: 1. identifies and demonstrates slides, flips, and turns of simple figures using concrete materials.	Teacher's Guide: 32, 33, 34, 39, 40, 41, 47, 72, 73, 87, 94, 116

Standard 3

The student uses coordinate geometry to locate objects in both two and three dimensions and to describe objects algebraically.

Benchmark MA.C.3.1.1

The student uses real-life experiences and physical materials to describe, classify, compare, and sort geometric figures, including squares, rectangles, triangles, circles, cubes, rectangular solids, spheres, pyramids, cylinders, and prisms, according to the number of faces, edges, bases, and corners.

Grade Level Expectations, Grade 2	Every Day Counts Calendar Math, Grade 2
The student: 1. compares and contrasts two- and three-dimensional real-life objects (for example, circle and sphere, square and cube, triangle and pyramid, rectangle and rectangular solid).	Teacher's Guide: 130, 131
2. knows how two shapes or two solids are alike and different.	Teacher's Guide: 130, 131
3. described and classifies two-dimensional shapes and three-dimensional geometric objects according to the number of bases, faces, edges, and vertices.	Teacher's Guide: 18, 20, 32, 33, 34, 46, 47, 62, 63, 72, 73, 87, 102, 103, 116, 130, 131

Benchmark MA.C.3.1.2

The student plots and identifies positive whole numbers on a number line.

Grade Level Expectations, Grade 2	Every Day Counts Calendar Math, Grade 2
The student: 1. locates and explains known and unknown numbers to 1,000 or more on a number line.	Teacher's Guide: 23, 24, 36, 53, 54, 66, 67, 80, 94, 95, 109, 121, 127

Strand D: Algebraic Thinking

Standard 1

The student describes, analyzes, and generalizes a wide variety of patterns, relations, and functions.

Benchmark M.A.D.1.1.1

The student describes a wide variety of classification schemes and patterns related to physical characteristics and sensory attribute, such as rhythm, sound, shapes, colors, numbers, similar objects, similar events.

Grade Level Expectations, Grade 2	Every Day Counts Calendar Math, Grade 2
<p>The student:</p> <p>1. recognizes that patterning results from repeating an operation, using a transformation, or making some other change in an attribute.</p>	<p>Teacher's Guide: 18, 19, 20, 23, 24, 25, 32, 33, 34, 36, 37, 46, 47, 53, 54, 62, 63, 66, 67, 72, 73, 86, 87, 94, 95, 102, 103, 109, 116, 120, 126, 127</p>
<p>2. describes a given pattern and explains the pattern rule.</p>	<p>Teacher's Guide: 18, 19, 20, 23, 24, 25, 32, 33, 34, 36, 37, 46, 47, 53, 54, 62, 63, 66, 67, 72, 73, 86, 87, 94, 95, 102, 103, 109, 116, 120, 126, 127</p>
<p>3. identifies number patterns on a hundred chart.</p>	<p>Teacher's Guide: 23, 37, 53, 54, 67, 80, 86, 95, 109, 121, 128</p>

Benchmark M.A.D.1.1.2

The student recognizes, extends, generalizes, and creates a wide variety of patterns and relationships using symbols and objects.

Grade Level Expectations, Grade 2	Every Day Counts Calendar Math, Grade 2
<p>The student:</p> <p>1. predicts, extends, and creates patterns that are concrete, pictorial or numerical.</p>	<p>Teacher's Guide: 18, 19, 20, 23, 24, 25, 32, 33, 34, 36, 37, 46, 47, 53, 54, 62, 63, 66, 67, 72, 73, 86, 87, 94, 95, 102, 103, 109, 116, 120, 126, 127</p>
<p>2. combines two attributes in creating a pattern (for example, size and color).</p>	<p>Teacher's Guide: 18, 19, 20, 32, 33, 34, 46, 47, 62, 63, 72, 73, 87, 102, 103, 116, 126, 127</p>
<p>3. transfers patterns from one medium to another (for example, pictorial to symbolic).</p>	<p>Teacher's Guide: 18, 19, 20, 32, 33, 34, 46, 47, 62, 63, 72, 73, 87, 102, 103, 116, 126, 127</p>
<p>4. uses a calculator to explore and solve number patterns.</p>	<p>Teacher's Guide: 73</p>

Grade Level Expectations, Grade 2	Every Day Counts Calendar Math, Grade 2
5. identifies patterns in the real-world (for example, repeating, rotational, tessellating, and patchwork).	Teacher's Guide: 47, 87, 127
6. identifies and generates patterns in a list of related number pairs based on real-life situations (for example, T-chart with number of tricycles to number of wheels).	Teacher's Guide: 126, 127
7. explains generalizations of patterns and relationships.	Teacher's Guide: 18, 19, 20, 23, 24, 25, 32, 33, 34, 36, 37, 46, 47, 53, 54, 62, 63, 66, 67, 72, 73, 86, 87, 94, 95, 102, 103, 109, 116, 120, 126, 127

Strand E: Data Analysis and Probability

Standard 1

The student understands and uses the tools of data analysis for managing information.

Benchmark MA.E.1.1.1

The student displays solutions to problems by generating, collecting, organizing, and analyzing data using simple graphs and charts.

Grade Level Expectations, Grade 2	Every Day Counts Calendar Math, Grade 2
The student:	Teacher's Guide: 27, 28, 29, 41, 42, 43, 58, 59, 98, 99, 111, 112, 113, 130, 131
1. poses questions and collects data to answer questions with two, three, or more categories or choices (for example, favorite ice cream, left handed/right handed).	
2. records data using pictures, concrete materials, or tally marks.	Teacher's Guide: 27, 28, 98, 99
3. organizes survey information into a simple pictograph, concrete graph, or chart.	Teacher's Guide: 27, 28, 29, 41, 42, 43, 58, 59, 98, 99, 111, 112, 113, 130, 131
4. uses mathematical language to read and interpret data on a simple concrete graph, pictorial graph, or chart.	Teacher's Guide: 27, 28, 29, 41, 42, 43, 58, 59, 98, 99, 111, 112, 113, 130, 131

Benchmark MA.E.1.1.2**The student displays data in a simple model to use the concepts of range, median, and mode.**

Grade Level Expectations, Grade 2	Every Day Counts Calendar Math, Grade 2
<p>The student:</p> <ol style="list-style-type: none"> uses concrete materials, pictures, or graphs to display data and identify range, mode, and median. 	<p>Teacher's Guide: 27, 28, 29, 41, 42, 43, 58, 59, 98, 99, 111, 112, 113, 130, 131</p>

Standard 2**The student identifies patterns and makes predictions from an orderly display of data using concepts of probability and statistics.****Benchmark MA.E.2.1.1****The student understands basic concepts of chance and probability.**

Grade Level Expectations, Grade 2	Every Day Counts Calendar Math, Grade 2
<p>The student:</p> <ol style="list-style-type: none"> knows the likelihood of a given situation (for example, coin toss, spinners, baseball game). 	<p>Teacher's Guide: 86, 98, 99, 111, 112, 113</p>
<ol style="list-style-type: none"> knows if an event is certain, probable, or impossible. 	<p>Teacher's Guide: 98, 99, 111, 112, 113</p>
<ol style="list-style-type: none"> records results of activities involving chance and make predictions based upon data (for example, coin flips, number cube rolls, bean toss on area divided into unequal proportions). 	<p>Teacher's Guide: 86, 98, 99, 111, 112, 113</p>

Benchmark MA.E.2.1.2**The student predicts which simple event is more likely, equally likely, or less likely to occur.**

Grade Level Expectations, Grade 2	Every Day Counts Calendar Math, Grade 2
<p>The student:</p> <ol style="list-style-type: none"> knows if a given event is more likely, equally likely, or less likely to occur (for example, spinners, coin toss, election results). 	<p>Teacher's Guide: 98, 99, 111, 112, 113</p>

Standard 3

The student uses statistical methods to make inferences and valid arguments about real-world situations.

Benchmark MA.E.3.1.1

The student designs a simple experiment to answer a class question, collects appropriate information, and interprets the results using graphical displays of information, such as line graphs, pictographs, and charts.

Grade Level Expectations, Grade 2	Every Day Counts Calendar Math, Grade 2
The student: 1. constructs appropriate questions for a class survey.	Teacher's Guide: 27, 28, 29, 41, 42, 43, 58, 59, 98, 99, 111, 112, 113, 130, 131
2. collects data for two or more categories and creates a line graph, pictograph, or chart to display results.	Teacher's Guide: 27, 28, 29, 41, 42, 43, 58, 59, 98, 99, 111, 112, 113, 130, 131
3. analyzes and explains orally or in writing results from a survey.	Teacher's Guide: 27, 28, 29, 41, 42, 43, 58, 59, 98, 99, 111, 112, 113, 130, 131

Benchmark MA.E.3.1.2

The student decides what information is appropriate and how data can be collected, displayed, and interpreted to answer relevant questions.

Grade Level Expectations, Grade 2	Every Day Counts Calendar Math, Grade 2
The student: 1. determines questions for a survey with two, three, or more categories so that the collected information will be relevant to the questions.	Teacher's Guide: 41, 42, 43, 58, 59, 130, 131
2. knows appropriate methods to display and interpret information.	Teacher's Guide: 27, 28, 29, 41, 42, 43, 58, 59, 98, 99, 111, 112, 113, 130, 131



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 correlated to
Florida Grade Level Expectations for the
Sunshine State Standards
Mathematics
Grade 3

Strand A: Number Sense, Concepts and Operations

Standard 1

The student understands the different ways numbers are represented and used in the real world.

Benchmark MA.A.1.2.1

The student names whole numbers containing 3-digit numeration (hundreds, tens, ones) and the use of number periods, such as ones, thousands, and millions and associates verbal names, written word names, and standard numeral with whole numbers, commonly-used fractions, decimals, and percents.

Grade Level Expectations, Grade 3	Every Day Counts Calendar Math, Grade 3
The student: 1. reads, writes, and identifies whole numbers through hundred thousands or more.	Teacher's Guide: 23, 24, 25, 39, 40, 41, 42, 55, 56, 57, 57, 58, 69, 70, 80, 81, 82, 82, 83, 93, 94, 95, 108, 109, 121, 122, 123, 123, 124, 132, 133, 133, 134
2. reads, writes, and identifies proper fractions with denominators including 2, 3, 4, 5, 6, 8, 10, and 100.	Teacher's Guide: 88, 89, 98, 99, 116, 117
3. reads, writes, and identifies decimal notation in the context of money.	Teacher's Guide: 42, 44, 58, 59, 60, 70, 83, 84, 97, 98, 125, 134, 135

Benchmark M.A.A.1.2.2

The student understands the relative size of whole numbers, commonly-used fractions, decimals, and percents.

Grade Level Expectations, Grade 3	Every Day Counts Calendar Math, Grade 3
<p>The student:</p> <p>1. uses language and symbols ($>$, $=$, $<$) to compare the relative size of numbers in the same form.</p>	<p>Teacher's Guide: 69, 70, 80, 81, 82</p>
<p>2. compares and orders whole numbers through hundred thousands or more, using concrete materials, number lines, drawings, and numerals.</p>	<p>Teacher's Guide: 23, 24, 25, 39, 40, 41, 42, 55, 56, 57, 57, 58, 69, 70, 80, 81, 82, 82, 83, 93, 94, 95, 108, 109, 121, 122, 123, 123, 124, 132, 133, 133, 134</p>
<p>3. compares and orders commonly-used fractions, including halves, thirds, fourths, fifths, sixths and eighths, using concrete materials.</p>	<p>Teacher's Guide: 88, 89, 116, 117</p>

Benchmark M.A.A.1.2.3

The student understands concrete and symbolic representations of whole numbers, fractions, decimals, and percents in real-word situations.

Grade Level Expectations, Grade 3	Every Day Counts Calendar Math, Grade 3
<p>The student:</p> <p>1. translates problem situations into diagrams and models using whole numbers, fractions, and decimal notation in the context of money.</p>	<p>Teacher's Guide: 20, 21, 22, 23, 24, 25, 39, 40, 41, 42, 55, 56, 57, 57, 58, 69, 70, 80, 81, 82, 82, 83, 93, 94, 95, 108, 109, 121, 122, 123, 123, 124, 132, 133, 133, 134</p>

Benchmark M.A.A.1.2.4

The student understands that numbers can be represented in a variety of equivalent forms using whole numbers, decimals, fractions, and percents.

Grade Level Expectations, Grade 3	Every Day Counts Calendar Math, Grade 3
<p>The student:</p> <p>1. uses concrete materials to model equivalent forms of whole numbers and common fractions.</p>	<p>Teacher's Guide: 20, 21, 22, 23, 24, 25, 33, 34, 35, 48, 49, 57, 58, 70, 82, 83, 88, 95, 96, 123, 124, 149, 151</p>
<p>2. identifies equivalent forms of numbers.</p>	<p>Teacher's Guide: 20, 21, 22, 23, 24, 25, 33, 34, 35, 48, 49, 57, 58, 70, 82, 83, 91, 92, 93, 95, 96, 98, 99, 116, 117, 123, 124, 149, 151</p>

Grade Level Expectations, Grade 3	Every Day Counts Calendar Math, Grade 3
3. knows that two numbers in different forms are equivalent or non-equivalent, using whole numbers, fractions, and decimals in the context of money.	Teacher's Guide: 20, 21, 22, 23, 24, 25, 33, 34, 35, 48, 49, 57, 58, 70, 82, 83, 91, 92, 93, 95, 96, 98, 99, 116, 117, 123, 124, 149, 151

Standard 2

The student understands number systems.

Benchmark M.A.A.2.2.1

The student uses place-value concepts of grouping based upon powers of ten (thousandths, hundredths, tenths, ones, tens, hundreds, thousands) within the decimal number system.

Grade Level Expectations, Grade 3	Every Day Counts Calendar Math, Grade 3
The student:	Teacher's Guide: 23, 24, 25, 26, 27, 39, 40, 41, 42, 55, 56, 57, 57, 58, 69, 70, 70, 82, 83, 95, 96, 97, 109, 110, 121, 122, 123, 123, 124, 132, 133, 133, 134
1. knows the value of a given digit in whole numbers to hundred thousands, including writing and interpreting expanded forms of numbers.	
2. knows that the value of each place is 10 times that of the place to its right (for example, $1,000 = 10 \times 100$).	Teacher's Guide: 23, 24, 25, 26, 27, 39, 40, 41, 42, 55, 56, 57, 57, 58, 69, 70, 70, 82, 83, 95, 96, 97, 109, 110, 121, 122, 123, 123, 124, 132, 133, 133, 134

Standard 3

The student understands the effects of operations on numbers, and the relationships among these operations, selects appropriate operations, and computes for problem solving.

Benchmark M.A.A.3.2.1

The student understands and explains the effects of addition, subtraction, and multiplication on whole numbers, decimals, and fractions, including mixed numbers, and the effects of division on whole numbers, including the inverse relationship of multiplication and division.

Grade Level Expectations, Grade 3	Every Day Counts Calendar Math, Grade 3
The student:	Teacher's Guide: 20, 23, 23, 24, 25, 26, 27, 39, 40, 41, 42, 55, 56, 57, 57, 58, 69, 70, 82, 83, 95, 96, 97
1. explains and demonstrates the addition and subtraction of whole numbers (up to three digits or more) using concrete materials, drawings, symbols, and algorithms.	
2. explains the inverse relationship of addition and subtraction and demonstrates that relationship by writing related fact families.	Teacher's Guide: 20, 21, 22, 23, 33, 34, 35, 49, 50, 51

Grade Level Expectations, Grade 3	Every Day Counts Calendar Math, Grade 3
<p>3. explains and demonstrates the meaning of multiplication (for repeated addition, array, and area models) using manipulatives, drawings, number sentences, and story problems.</p>	<p>Teacher’s Guide: 66, 67, 68, 76, 77, 78, 90, 91, 103, 105, 108, 109, 118, 119, 121, 122, 123, 130, 131</p>
<p>4. explains and demonstrates the meaning of division and of remainders (for the repeated subtraction and partitive models) using manipulatives, drawings, number sentences, and story problems.</p>	<p>Teacher’s Guide: 76, 77, 78, 103, 104, 105, 108, 109, 118, 119, 121, 122, 123, 130, 131</p>
<p>5. solves multiplication basic facts using various strategies including the following:</p> <ul style="list-style-type: none"> • modeling with concrete objects or drawings • skip counting, for example, to find 4×5, count 5, 10, 15, 20 • using doubles and near doubles, such as $3 \times 8 = (2 \times 8) + 8$ • applying the commutative property of multiplication, such as $7 \times 3 = 3 \times 7$ • applying the distributive property of multiplication, such as $8 \times 7 = (8 \times 5) + (8 \times 2)$ • noting and applying patterns in the “facts tables,” such as the regularity in the “nines” • using the zero and identity properties of multiplication 	<p>Teacher’s Guide: 66, 67, 68, 76, 77, 78, 90, 91, 103, 104, 105, 108, 109, 118, 119, 121, 122, 123, 130, 131</p>
<p>6. explains the inverse relationship of multiplication and division and writes related fact families.</p>	<p>Teacher’s Guide: 108, 109, 118, 119, 121, 122, 130, 131</p>
<p>7. predicts the relative size of solutions in addition, subtraction, multiplication, and division of whole numbers (for example, dividing a whole number by a smaller whole numbers results in another number that is smaller than the original number).</p>	<p>Teacher’s Guide: 108, 109, 118, 119, 121, 122, 130, 131</p>

Benchmark M.A.A.3.2.2

The student selects the appropriate operation to solve specific problems involving addition, subtraction, and multiplication of whole numbers, decimals, and fractions, and division of whole numbers.

Grade Level Expectations, Grade 3	Every Day Counts Calendar Math, Grade 3
<p>The student:</p> <p>1. writes number sentences for given situations involving addition, subtraction, multiplication, and division of whole numbers.</p>	<p>Teacher's Guide: 66, 67, 76, 77, 78, 90, 91, 103, 105, 108, 109, 118, 119, 121, 122, 123, 130, 131</p>
<p>2. uses problem-solving strategies to determine the operation needed to solve one-step problems involving addition, subtraction, multiplication, and division of whole numbers.</p>	<p>Teacher's Guide: 66, 67, 76, 77, 78, 90, 91, 103, 105, 108, 109, 118, 119, 121, 122, 123, 130, 131</p>

Benchmark M.A.A.3.2.3

The student adds, subtracts, and multiplies whole numbers, decimals, and fractions, including mixed numbers, and divides whole numbers to solve real-world problems, using appropriate methods of computing, such as mental mathematics, paper and pencil, calculator.

Grade Level Expectations, Grade 3	Every Day Counts Calendar Math, Grade 3
<p>The student:</p> <p>1. solves real-world problems involving addition, subtraction, multiplication, and division of whole numbers using an appropriate method (for example, mental math, paper and pencil, concrete materials, calculator).</p>	<p>Teacher's Guide: 66, 67, 77, 90, 91, 103, 104, 105, 108, 118, 119, 130, 131</p>
<p>2. explains the reason for choosing a particular computing method for a particular problem.</p>	<p>Teacher's Guide: 66, 67, 76, 77, 78, 90, 91, 103, 105, 108, 109, 118, 119, 121, 122, 123, 130, 131</p>
<p>3. solves real-world multiplication problems with whole numbers (two digits by one digit) using concrete materials, drawings, and paper and pencil.</p>	<p>Teacher's Guide: 66, 67, 77, 90, 91, 103, 104, 105, 108, 118, 119, 130, 131</p>
<p>4. solves real-world division problems having divisors of one digit, dividends not exceeding two digits, with or without remainders.</p>	<p>Teacher's Guide: 105, 108, 130</p>

Standard 4

The student uses estimation in problem solving and computation.

Benchmark M.A.A.4.2.1

The student uses and justifies different estimation strategies in a real-world problem situation and determines the reasonableness of results of calculations in a given problem situations.

Grade Level Expectations, Grade 3	Every Day Counts Calendar Math, Grade 3
The student: 1. uses estimation strategies to determine a reasonable estimate of a quantity.	Teacher's Guide: 27, 55, 56, 57, 58, 70, 123, 124, 125, 133, 134
2. estimates quantities of objects to 250 or more (for example, using a benchmark or reference set of fewer objects).	Teacher's Guide: 27, 55, 56, 57, 58, 70, 123, 124, 125, 133, 134
3. chooses estimation strategies (for example, front-end, rounding) in real-world problem situations and explains the choice.	Teacher's Guide: 27, 70, 123, 124, 125, 133, 134

Standard 5

The student understands and applies theories related to numbers.

Benchmark M.A.A.5.2.1

The student understands and applies basic number theory concepts, including primes, composites, factors, and multiples.

Grade Level Expectations, Grade 3	Every Day Counts Calendar Math, Grade 3
The student: 1. knows multiples of whole numbers (with products to 60 or more).	Teacher's Guide: 19, 20, 55, 56, 76, 77, 79, 90, 91, 108, 109, 118, 119, 132, 133
2. uses a model to determine factors of whole numbers through 100 (for example, array).	Teacher's Guide: 130, 131, 134
3. uses tables and charts to determine multiples of whole numbers 1-10 (for example, hundred chart, calendar).	Teacher's Guide: 19, 20, 55, 56, 76, 77, 79, 90, 91, 108, 109, 118, 119, 132, 133

Strand B: Measurement

Standard 1

The student measures quantities in the real world and uses the measures to solve problems.

Benchmark MA.B.1.2.1

The student uses concrete and graphic models to develop procedures for solving problems related to measurement including length, weight, time, temperature, perimeter, area, volume, and angle.

Grade Level Expectations, Grade 3	Every Day Counts Calendar Math, Grade 3
<p>The student:</p> <p>1. knows measurement concepts and can use oral and written language to communicate them.</p>	<p>Teacher's Guide: 35, 36, 37, 51, 52, 53, 78, 79, 80, 91, 92, 93, 105, 106, 120, 121</p>
<p>2. uses a wide variety of concrete objects to investigate measurement of length, weight, capacity, area, perimeter, and volume (for example, cubes, grid paper, string, squares).</p>	<p>Teacher's Guide: 35, 36, 37, 51, 52, 53, 78, 79, 80, 91, 92, 93, 105, 106, 120, 121</p>
<p>3. knows about measurement of time including using A.M. and P.M., clocks and calendars.</p>	<p>Teacher's Guide: 37, 38, 39, 53, 54, 68, 107, 108</p>
<p>4. knows temperature scales and uses thermometers.</p>	<p>Teacher's Guide: 44, 45</p>
<p>5. knows right angles (90°).</p>	<p>Teacher's Guide: 18, 19, 20, 48, 49, 116, 117</p>

Benchmark MA.B.1.2.2

The student solves real-world problems involving length, weight, perimeter, area, capacity, volume, time, temperature, and angles.

Grade Level Expectations, Grade 3	Every Day Counts Calendar Math, Grade 3
<p>The student:</p> <p>1. solves real-world problems involving measurement using concrete and pictorial models for the following:</p> <ul style="list-style-type: none"> • length (for example, half-inch, centimeter) • weight (for example, pound, kilogram) • time (fifteen-, five-, and one-minute intervals) • capacity (for example, cup, liter) • temperature (Fahrenheit and Celsius) • angles (right) 	<p>Teacher's Guide: 39, 44, 45, 53, 105, 106, 108</p>

Grade Level Expectations, Grade 3	Every Day Counts Calendar Math, Grade 3
2. solves real-world problems involving perimeter, area, and volume using concrete materials or graphic models.	Teacher's Guide: 78, 79, 80
3. uses schedules, calendars, and elapsed time in hour intervals to solve real-world problems.	Teacher's Guide: 39, 108

Standard 2

The student compares, contrasts, and converts within systems of measurement (both standard/nonstandard and metric/customary).

Benchmark M.A.B.2.2.1

The student uses direct (measured) and indirect (not measured) measures to calculate and compare measurable characteristics.

Grade Level Expectations, Grade 3	Every Day Counts Calendar Math, Grade 3
The student: 1. calculates and compares measurable characteristics using manipulatives (for example, creates a meter using centimeter cubes).	Teacher's Guide: 35, 36, 44, 45, 51, 52, 53, 78, 79, 80, 91, 92, 93, 105, 106, 107, 108, 120, 121
2. devises nonstandard, indirect ways to compare lengths that cannot be physically compared (side-by-side) (for example, uses string to compare the lengths of crooked paths).	Teacher's Guide: 35, 36, 44, 45, 51, 52, 53, 78, 79, 80, 91, 92, 93, 105, 106, 107, 108, 120, 121
3. uses customary and metric units to compare length, weight, and capacity.	Teacher's Guide: 35, 36, 51, 52, 53, 78, 79, 80, 91, 92, 93, 105, 106, 107, 108, 120, 121

Benchmark MA.B.2.2.2

The student selects and uses appropriate standard and nonstandard units of measurement, according to type and size.

Grade Level Expectations, Grade 3	Every Day Counts Calendar Math, Grade 3
<p>The student:</p> <p>1. knows an appropriate unit of measure to determine the dimension(s) of a given object (for example, <u>standard</u> - student chooses centimeters instead of meters to measure a pencil; <u>nonstandard</u> - student chooses a paper clip instead of his or her hand to measure a pencil).</p>	<p>Teacher's Guide: 35, 36, 51, 52, 53, 78, 79, 80, 91, 92, 93, 105, 106, 107, 108, 120, 121</p>
<p>2. knows an appropriate unit of measure (standard or nonstandard) to measure weight and capacity.</p>	<p>Teacher's Guide: 91, 92, 93, 105, 106, 120, 121</p>

Standard 3

The student estimates measurements in real-world problem situations.

Benchmark MA.B.3.2.1

The student solves real-world problems involving estimates of measurements, including length, time, weight, temperature, money, perimeter, area, and volume.

Grade Level Expectations, Grade 3	Every Day Counts Calendar Math, Grade 3
<p>The student:</p> <p>1. knows how to determine whether an accurate or estimated measurement is needed for a solution.</p>	<p>Teacher's Guide: 35, 36, 51, 52, 53, 78, 79, 80, 91, 92, 93, 105, 106, 107, 108, 120, 121</p>
<p>2. using real-world setting, objects, graph paper, or charts, solves problems involving estimated measurements including the following:</p> <ul style="list-style-type: none"> • length to the nearest inch, centimeter • weight to nearest pound, kilogram • time to the nearest half-hour interval • temperature to the nearest five-degree interval • money to the nearest \$1 or \$10 (combination of coin and currency) 	<p>Teacher's Guide: 26, 27, 35, 36, 37, 38, 39, 41, 42, 43, 44, 45, 51, 52, 53, 54, 57, 58, 59, 60, 68, 70, 71, 78, 79, 80, 95, 96, 97, 98, 105, 106, 107, 108, 109, 110, 111, 123, 124, 125, 133, 134</p>
<p>3. knows how to estimate the area and perimeter of square and rectangular shapes using graph paper, geoboard or other manipulatives.</p>	<p>Teacher's Guide: 78, 79, 80</p>

Standard 4

The student selects and uses appropriate units and instruments for measurement to achieve the degree of precision and accuracy required in real-world situations.

Benchmark M.A.B.4.2.1

The student determines which units of measurement, such as seconds, square inches, dollars per tankful, to use with answers to real-world problems.

Grade Level Expectations, Grade 3	Every Day Counts Calendar Math, Grade 3
The student: 1. selects an appropriate measurement unit for labeling the solution to real-world problems.	Teacher's Guide: 39, 44, 45, 53, 105, 106, 108

Benchmark M.A.B.4.2.2

The student selects and uses appropriate instruments and technology, including scales, rulers, thermometer, measuring cups, protractors, and gauges, to measure in real-world situations.

Grade Level Expectations, Grade 3	Every Day Counts Calendar Math, Grade 3
The student: 1. selects and uses the appropriate tool for situational measures (for example, measuring sticks, scales and balances, thermometers, measuring cups).	Teacher's Guide: 35, 36, 51, 52, 53, 78, 79, 80, 91, 92, 93, 105, 106, 107, 108, 120

Strand C: Geometry and Spatial Sense

Standard 1

The student describes, draws, identifies, and analyzes two- and three-dimensional shapes.

Benchmark M.A.C.1.2.1

The student given a verbal description, draws and/or models two- and three-dimensional shapes and uses appropriate geometric vocabulary to write a description of a figure or a picture composed of geometric figures.

Grade Level Expectations, Grade 3	Every Day Counts Calendar Math, Grade 3
The student: 1. uses appropriate geometric vocabulary to describe two- and three-dimensional figures (for example, parallel and perpendicular lines, quadrilateral, right angle).	Teacher's Guide: 18, 19, 32, 33, 48, 49, 64, 65, 74, 75, 76, 102, 103, 116, 117, 128, 129

Grade Level Expectations, Grade 3	Every Day Counts Calendar Math, Grade 3
2. draws and classifies two-dimensional figures having up to six or more sides.	Teacher's Guide: 18, 19, 32, 33, 48, 49, 64, 65, 102, 103, 116, 117
3. uses appropriate geometric vocabulary to describe properties of two-dimensional figures.	Teacher's Guide: 18, 19, 32, 33, 48, 49, 64, 65, 102, 103, 116, 117

Standard 2

The student visualizes and illustrates ways in which shapes can be combined, subdivided, and changed.

Benchmark MA.C.2.2.1

The student understands basic concepts of spatial relationships, symmetry, reflections, congruency, and similarity.

Grade Level Expectations, Grade 3	Every Day Counts Calendar Math, Grade 3
The student:	Teacher's Guide: 18, 19, 20, 48, 49, 64, 65, 74, 75, 76, 78, 79, 80, 128, 129
1. uses manipulatives to solve problems requiring spatial visualization.	
2. knows symmetry, congruency, and reflections in geometric figures using concrete materials (for example, pattern blocks, geoboards, mirrors).	Teacher's Guide: 18, 19, 20, 48, 49, 64, 65, 74, 75, 76, 78, 79, 80, 128, 129
3. knows congruent and similar figures.	Teacher's Guide: 48, 49, 64, 65, 78, 79, 80,

Benchmark MA.C.2.2.2

The student predicts, illustrates, and verifies which figures could result from a flip, slide, or turn of a given figure.

Grade Level Expectations, Grade 3	Every Day Counts Calendar Math, Grade 3
The student:	Teacher's Guide: 18, 19, 20, 48, 49, 64, 65, 74, 75, 76, 78, 79, 80, 128, 129
1. explores flips, slides, and 180° turns (either clockwise or counterclockwise) using concrete and graphic materials (for example, pattern blocks, geoboards, dot paper).	
2. knows the effect of a flip, slide, and 180° turn on a geometric figure.	Teacher's Guide: 18, 19, 20, 48, 49, 64, 65, 74, 75, 76, 78, 79, 80, 128, 129

Standard 3

The student uses coordinate geometry to locate objects in both two and three dimensions and to describe objects algebraically.

Benchmark MA.C.3.2.1

The student represents and applies a variety of strategies and geometric properties and formulas for two- and three-dimensional shapes to solve real-world and mathematical problems.

Grade Level Expectations, Grade 3	Every Day Counts Calendar Math, Grade 3
The student: 1. compares the concepts of area and perimeter through the use of concrete and graphic materials (for examples, geoboards, color tiles, grid paper).	Teacher's Guide: 78, 79, 80
2. applies the concepts of area and perimeter of rectangles to solve real-world and mathematical problems through the use of concrete materials (for example, framing a photograph).	Teacher's Guide: 78, 79, 80

Benchmark MA.C.3.2.2

The student identifies and plots positive ordered pairs (whole numbers) in a rectangular coordinate system (graph).

Grade Level Expectations, Grade 3	Every Day Counts Calendar Math, Grade 3
The student: 1. knows how to identify, locate, and plot ordered pairs of whole numbers on a graph.	Teacher's Guide: 60, 61

Strand D: Algebraic Thinking

Standard 1

The student describes, analyzes, and generalizes a wide variety of patterns, relations, and functions.

Benchmark MA.D.1.2.1

The student describes a wide variety of patterns and relationships through models, such as manipulatives, tables, graphs, rules using algebraic symbols.

Grade Level Expectations, Grade 3	Every Day Counts Calendar Math, Grade 3
<p>The student:</p> <p>1. identifies missing parts in pattern.</p>	<p>Teacher's Guide: 18, 20, 32, 33, 48, 49, 64, 65, 74, 76, 88, 89, 102, 103, 116, 117, 128, 129</p>
<p>2. describes, extends, and creates numerical and geometric patterns through models (for example, concrete objects, drawings, simple number sequences).</p>	<p>Teacher's Guide: 18, 20, 32, 33, 48, 49, 64, 65, 74, 76, 88, 89, 102, 103, 116, 117, 128, 129</p>
<p>3. poses and solves problems by identifying a predictable visual or numerical pattern (for example, Continue this pattern: +, -, =, +, +, -, -, -, ..., ...).</p>	<p>Teacher's Guide: 18, 20, 32, 33, 48, 49, 64, 65, 74, 76, 88, 89, 102, 103, 116, 117, 128, 129</p>

Benchmark MA.D.1.2.2

The student generalizes a pattern, relation, or function to explain how a change in one quantity results in a change in another.

Grade Level Expectations, Grade 3	Every Day Counts Calendar Math, Grade 3
<p>The student:</p> <p>1. knows mathematical relationships in patterns (for example, the second number is two more than the first).</p>	<p>Teacher's Guide: 18, 19, 20, 32, 33, 48, 49, 64, 65, 74, 75, 76, 88, 89, 102, 103, 116, 117, 128, 129</p>
<p>2. analyzes number patterns and states the rule for relationships (for example, 2, 4, 6, 8, ...; the rule: +2).</p>	<p>Teacher's Guide: 18, 20, 32, 33, 48, 49, 64, 65, 74, 76, 88, 89, 102, 103, 116, 117, 128, 129</p>
<p>3. discusses and explains the choice of the rule that applies to the pattern.</p>	<p>Teacher's Guide: 18, 20, 32, 33, 48, 49, 64, 65, 74, 76, 88, 89, 102, 103, 116, 117, 128, 129</p>
<p>4. identifies and extends a pattern according to the given rule.</p>	<p>Teacher's Guide: 18, 20, 32, 33, 48, 49, 64, 65, 74, 76, 88, 89, 102, 103, 116, 117, 128, 129</p>

Grade Level Expectations, Grade 3	Every Day Counts Calendar Math, Grade 3
5. applies and explains the appropriate rule to complete a table or chart (for example, in the following table, the rule is “multiply by 6”):	Teacher’s Guide: 102, 103

Standard 2

The student uses expressions, equations, inequalities, graphs, and formulas to represent and interpret situations.

Benchmark M.A.D.2.2.2

The student uses informal methods, such as physical models and graphs to solve real-world problems involving equations and inequalities.

Grade Level Expectations, Grade 3	Every Day Counts Calendar Math, Grade 3
The student: 2. uses information from physical models and graphs to solve problems.	Teacher’s Guide: 18, 19, 20, 32, 33, 35, 36, 37, 39, 48, 49, 51, 52, 53, 55, 64, 65, 69, 77, 78, 79, 80, 81, 83, 88, 89, 91, 94, 95, 105, 106, 117, 132

Strand E: Data Analysis and Probability

Standard 1

The student understands and uses the tools of data analysis for managing information.

Benchmark M.A.E.1.2.1

The student solves problems by generating, collecting, organizing, displaying, and analyzing data using histograms, bar graphs, circle graphs, line graphs, pictographs, and charts.

Grade Level Expectations, Grade 3	Every Day Counts Calendar Math, Grade 3
The student: 1. identifies different parts of a graph (for example, titles, labels, key).	Teacher’s Guide: 28, 29, 44, 45, 60, 61, 84, 85, 112, 113, 134, 135
2. interprets and compares information from picto- and bar graphs including graphs from content-area materials and periodicals.	Teacher’s Guide: 28, 29, 44, 45, 60, 61, 84, 95, 112, 113, 134, 135
3. generates questions, collects responses, and displays data in a table, pictograph or bar graph.	Teacher’s Guide: 28, 29, 38, 44, 45, 84, 85, 98, 99, 112, 113, 134, 135
4. interprets and explains orally and in writing displays of data.	Teacher’s Guide: 28, 29, 38, 44, 45, 84, 85, 98, 99, 112, 113, 134, 135

Benchmark MA.E.1.2.2**The student determines range, median, and mode form sets of data.**

Grade Level Expectations, Grade 3	Every Day Counts Calendar Math, Grade 3
The student: 2. identifies the median and mode from a set of numerical data.	Teacher's Guide: 83, 85
4. uses concrete materials, pictures, or graphs to display data and identify range, median, and mode.	Teacher's Guide: 83, 85

Standard 2**The student identifies patterns and makes predictions from an orderly display of data using concepts of probability and statistics.****Benchmark MA.E.2.2.1****The student uses models, such as tree diagrams, to display possible outcomes and to predict events.**

Grade Level Expectations, Grade 3	Every Day Counts Calendar Math, Grade 3
The student: 1. determines the number of possible combinations of given items and displays them in an organized way (for example, lists all possible combinations of three shirts and two pairs of shorts).	Teacher's Guide:
2. represents all possible outcomes for a particular probability situation or event using models such as charts or lists.	Teacher's Guide: 28, 29, 98, 99, 117
3. calculates the probability of a particular event occurring from a set of all possible outcomes.	Teacher's Guide: 28, 29, 98, 99, 117

Benchmark MA.E.2.2.2**The student predicts the likelihood of simple events occurring.**

Grade Level Expectations, Grade 3	Every Day Counts Calendar Math, Grade 3
<p>The student:</p> <p>1. identifies and records the possible outcomes of simple experiments using concrete materials (for example, spinners, marbles in a bag, coin toss).</p>	Teacher's Guide: 28, 29, 98, 99, 117
<p>2. determines which outcomes are most likely to occur in certain situations (for example, spinning red is most likely to occur when a spinner is divided equally among red, blue, green, and red).</p>	Teacher's Guide: 28, 29, 98, 99, 117

Standard 3**The student uses statistical methods to make inferences and valid arguments about real-world situations.****Benchmark MA.E.3.2.1****The student designs experiments to answer class or personal questions, collects information, and interprets the results using statistics (range, mean, median, and mode) and pictographs, charts, bar graphs, circle graphs, and line graphs.**

Grade Level Expectations, Grade 3	Every Day Counts Calendar Math, Grade 3
<p>The student:</p> <p>1. designs appropriate questions for a survey.</p>	Teacher's Guide: 84, 85, 112, 113, 135
<p>3. explains the results from the data of a given survey.</p>	Teacher's Guide: 28, 29, 44, 45, 84, 85, 98, 99, 112, 113, 135

Benchmark MA.E.3.2.2**The student uses statistical data about life situations to make predictions and justifies reasoning.**

Grade Level Expectations, Grade 3	Every Day Counts Calendar Math, Grade 3
<p>The student:</p> <p>1. uses statistical data to recognize trends.</p>	Teacher's Guide: 44, 45, 84, 85, 98, 99, 112, 113, 135
<p>2. applies statistical data to make generalizations.</p>	Teacher's Guide: 29, 44, 45, 84, 85, 99, 112, 113, 135
<p>3. explains generalizations.</p>	Teacher's Guide: 29, 44, 45, 84, 85, 99, 112, 113, 135



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 correlated to
Florida Grade Level Expectations for the
Sunshine State Standards
Mathematics
Grade 4

Strand A: Number Sense, Concepts and Operations

Standard 1

The student understands the different ways numbers are represented and used in the real world.

Benchmark M.A.A.1.2.1

The student names whole numbers containing 3-digit numeration (hundreds, tens, ones) and the use of number periods, such as ones, thousands, and millions and associates verbal names, written word names, and standard numeral with whole numbers, commonly-used fractions, decimals, and percents.

Grade Level Expectations, Grade 4	Every Day Counts Calendar Math, Grade 4
The student: 1. reads, writes, and identifies whole numbers through the millions or more.	Teacher's Guide: 21, 22, 23, 34, 35, 36, 50, 51, 52, 63, 64, 65, 66, 79, 80, 94, 95, 108, 109, 122, 123, 124, 136, 137
2. reads, writes, and identifies fractions and mixed numbers with denominators including 2, 3, 4, 5, 6, 8, 10, 12, 20, 25, 100, 1,000.	Teacher's Guide: 36, 37, 38, 39, 40, 52, 53, 54, 55, 56, 66, 67, 68, 69, 70, 82, 83, 84, 126, 127, 128
3. reads, writes, and identifies decimals through hundredths.	Teacher's Guide: 26, 27, 42, 58, 59, 66, 67, 68, 69, 70, 109, 110, 111, 126, 127, 128

Benchmark M.A.A.1.2.2

The student understands the relative size of whole numbers, commonly used fractions, decimals, and percents.

Grade Level Expectations, Grade 4	Every Day Counts Calendar Math, Grade 4
<p>The student:</p> <p>1. uses language and symbols (<, >, =) to compare numbers in the same form and in two different forms such as ≤ 1.</p>	<p>Teacher's Guide: 36, 37</p>
<p>2. compares and orders whole numbers through millions or more, using concrete materials, number lines, drawings and numerals.</p>	<p>Teacher's Guide: 52</p>
<p>4. locates whole numbers, fractions, mixed numbers, and decimals on a number line.</p>	<p>Teacher's Guide: 23, 24, 40, 41, 56, 70, 84, 85, 97, 98, 111, 128, 129, 137, 138</p>

Benchmark M.A.A.1.2.3

The student understands concrete and symbolic representations of whole numbers, fractions, decimals, and percents in real-word situations.

Grade Level Expectations, Grade 4	Every Day Counts Calendar Math, Grade 4
<p>The student:</p> <p>1. translates problem situations into diagrams and models using whole numbers, fractions, mixed numbers and decimals to hundredths including money notation.</p>	<p>Teacher's Guide: 23, 24, 25, 26, 27, 29, 37, 38, 39, 40, 41, 42, 44, 45, 50, 51, 53, 55, 57, 58, 66, 68, 69, 71, 72, 79, 80, 82, 83, 86, 87, 88, 89, 95, 98, 99, 110, 112, 125, 127, 129</p>

Benchmark M.A.A.1.2.4

The student understands that numbers can be represented in a variety of equivalent forms using whole numbers, decimals, fractions, and percents.

Grade Level Expectations, Grade 4	Every Day Counts Calendar Math, Grade 4
<p>The student:</p> <p>1. uses concrete materials to model equivalent forms of whole numbers, fractions, and decimals.</p>	<p>Teacher's Guide: 23, 24, 25, 26, 27, 29, 37, 38, 39, 40, 41, 42, 44, 45, 50, 51, 53, 55, 57, 58, 66, 68, 69, 71, 72, 79, 80, 82, 83, 86, 87, 88, 89, 95, 98, 99, 110, 112, 125, 127, 129</p>
<p>2. identifies equivalent forms of numbers.</p>	<p>Teacher's Guide: 36, 38, 39, 54, 55, 56, 68, 69, 70, 83, 84, 110, 114, 126, 127, 128</p>

Grade Level Expectations, Grade 4	Every Day Counts Calendar Math, Grade 4
3. knows that two numbers in different forms are equivalent or non-equivalent, using whole numbers, decimals, fractions, and mixed numbers.	Teacher's Guide: 36, 38, 39, 54, 55, 56, 68, 69, 70, 83, 84, 110, 114, 126, 127, 128

Standard 2

The student understands number systems.

Benchmark M.A.A.2.2.1

The student uses place-value concepts of grouping based upon powers of ten (thousandths, hundredths, tenths, ones, tens, hundreds, thousands) within the decimal number system.

Grade Level Expectations, Grade 4	Every Day Counts Calendar Math, Grade 4
The student: 1. knows the value of a given digit in numbers from hundredths to millions, including writing and interpreting expanded forms of numbers.	Teacher's Guide: 21, 23, 34, 36, 42, 50, 52, 57, 58, 63, 66, 79, 80, 94, 95, 108, 109, 122, 123, 124, 136, 137

Standard 3

The student understands the effects of operations on numbers, and the relationships among these operations, selects appropriate operations, and computes for problem solving.

Benchmark M.A.A.3.2.1

The student understands and explains the effects of addition, subtraction, and multiplication on whole numbers, decimals, and fractions, including mixed numbers, and the effects of division on whole numbers, including the inverse relationship of multiplication and division.

Grade Level Expectations, Grade 4	Every Day Counts Calendar Math, Grade 4
The student: 1. recalls (from memory) basic multiplication facts and related division facts.	Teacher's Guide: 23, 24, 25, 40, 41, 56, 57, 70, 71, 84, 85, 86, 97, 98, 111, 112, 128, 129, 130, 137, 138
2. knows the inverse relationship of multiplication and division and demonstrates that relationship by writing related fact families.	Teacher's Guide: 23, 24, 25, 41, 70, 71
3. explains and demonstrates the multiplication and division of whole numbers using manipulatives, drawings and algorithms.	Teacher's Guide: 23, 24, 25, 26, 40, 41, 49, 56, 57, 63, 64, 65, 66, 70, 71, 97, 98, 111, 112, 128, 129, 130, 136, 137
4. explains and demonstrates the addition and subtraction of common fractions using concrete materials, drawings, story problems, and algorithms.	Teacher's Guide: 36, 37, 52, 68, 69, 70, 81, 82, 109, 110, 111, 126, 127, 128

Grade Level Expectations, Grade 4	Every Day Counts Calendar Math, Grade 4
5. explains and demonstrates the addition and subtraction of decimals (to hundredths) using concrete materials, drawings, story problems, and algorithms.	Teacher's Guide: 26, 27, 28, 42, 57, 58, 59, 72, 87, 99, 100, 113
6. knows the properties of numbers including the following: <ul style="list-style-type: none"> • the identity, commutative, and associative properties of addition • the zero and identity properties of multiplication • the commutative, associative, and distributive properties of multiplication. 	Teacher's Guide: 25, 26, 41, 57, 62, 63, 98, 120, 121, 122
7. predicts the relative size of solutions in the following: <ul style="list-style-type: none"> • addition, subtraction, multiplication, and division of whole numbers • addition and subtraction of common fractions • addition and subtraction of decimals to hundredths 	Teacher's Guide: 21, 22, 34, 35, 50, 51, 63, 64, 65, 79, 80, 94, 108, 122, 123, 136

Benchmark M.A.A.3.2.2

The student selects the appropriate operation to solve specific problems involving addition, subtraction, and multiplication of whole numbers, decimals, and fractions, and division of whole numbers.

Grade Level Expectations, Grade 4	Every Day Counts Calendar Math, Grade 4
The student: <ol style="list-style-type: none"> 1. uses problem-solving strategies to determine the operation(s) needed to solve one- and two-step problems involving addition, subtraction, multiplication, and division of whole numbers, and addition and subtraction of decimals and fractions. 	Teacher's Guide: 23, 24, 25, 26, 27, 28, 33, 36, 37, 40, 41, 42, 52, 56, 57, 58, 59, 68, 69, 70, 72, 81, 82, 87, 88, 99, 100, 109, 110, 111, 113, 126, 127, 128

Benchmark M.A.A.3.2.3

The student adds, subtracts, and multiplies whole numbers, decimals, and fractions, including mixed numbers, and divides whole numbers to solve real-world problems, using appropriate methods of computing, such as mental mathematics, paper and pencil, calculator.

Grade Level Expectations, Grade 4	Every Day Counts Calendar Math, Grade 4
<p>The student:</p> <p>1. solves real-world problems involving addition, subtraction, multiplication, and division of whole numbers, and addition and subtraction of decimals and fractions using an appropriate method (for example, mental math, paper and pencil, calculator).</p>	<p>Teacher's Guide: 25, 58, 100, 108, 137</p>
<p>2. explains the reason for choosing a particular computing method for a particular problem.</p>	<p>Teacher's Guide: 22, 23, 24, 25, 26, 33, 34, 35, 36, 40, 41, 49, 50, 51, 56, 57, 58, 63, 64, 65, 66, 70, 71, 78, 80, 94, 97, 98, 100, 109, 111, 112, 121, 122, 123, 128, 129, 137</p>
<p>3. solves real-world multiplication problems with whole numbers (three digits by one digit) using concrete materials, drawings, and paper and pencil.</p>	<p>Teacher's Guide: 25, 100, 108</p>
<p>4. solves real-world division problems having divisors of one digit and dividends of three digits, with or without remainders.</p>	<p>Teacher's Guide: 25, 108, 137</p>
<p>5. solves real-world problems involving the addition or subtraction of decimals (to hundredths) or common fractions with like or unlike denominators.</p>	<p>Teacher's Guide: 58, 108, 137</p>

Standard 4

The student uses estimation in problem solving and computation.

Benchmark M.A.A.4.2.1

The student uses and justifies different estimation strategies in a real-world problem situation and determines the reasonableness of results of calculations in a given problem situations.

Grade Level Expectations, Grade 4	Every Day Counts Calendar Math, Grade 4
<p>The student:</p> <p>1. chooses, describes, and explains estimation strategies used to determine the reasonableness of solutions to real-world problems.</p>	<p>Teacher's Guide: 21, 22, 23, 34, 35, 36, 50, 51, 52, 63, 64, 65, 66, 79, 80, 94, 95, 108, 109, 122, 123, 124, 136, 137</p>

Grade Level Expectations, Grade 4	Every Day Counts Calendar Math, Grade 4
2. estimates quantities of objects to 500 or more and justifies and explains the reasoning for the estimates (for example, using compatible numbers, benchmark numbers, unitizing).	Teacher's Guide: 21, 22, 23, 34, 35, 36, 50, 51, 52, 63, 64, 65, 66, 79, 80, 94, 95, 108, 109, 122, 123, 124, 136, 137

Standard 5

The student understands and applies theories related to numbers.

Benchmark MA.A.5.2.1

The student understands and applies basic number theory concepts, including primes, composites, factors, and multiples.

Grade Level Expectations, Grade 4	Every Day Counts Calendar Math, Grade 4
The student:	Teacher's Guide: 18, 20, 32, 33, 40, 41, 48, 56, 57, 70, 71, 84, 85, 86, 97, 98, 111, 112, 128, 129, 130, 137, 138
1. knows factors and multiples of numbers to 100.	
2. multiplies by 10, 100, and 1,000 recognizing and demonstrating patterns.	Teacher's Guide: 66, 70, 79, 108, 122, 123, 124, 136, 137
3. knows rules of divisibility for 2, 3, 5, 9, and 10.	Teacher's Guide: 23, 24, 25, 26, 56, 57, 70, 71, 84, 85, 86

Strand B: Measurement

Standard 1

The student measures quantities in the real world and uses the measures to solve problems.

Benchmark MA.B.1.2.1

The student uses concrete and graphic models to develop procedures for solving problems related to measurement including length, weight, time, temperature, perimeter, area, volume, and angle.

Grade Level Expectations, Grade 4	Every Day Counts Calendar Math, Grade 4
The student:	Teacher's Guide: 36, 37, 52, 53, 54, 66, 67, 109, 110, 111
1. knows measurement concepts and can use oral and written language to communicate them.	
2. uses a wide variety of models (for example, manipulatives, diagrams) and applies counting procedures to investigate measurements of length, area, volume, and perimeter.	Teacher's Guide: 36, 37, 52, 53, 54, 66, 67, 109, 110, 111

Grade Level Expectations, Grade 4	Every Day Counts Calendar Math, Grade 4
3. knows about varied time intervals, including decades, hours, minutes, and seconds.	Teacher's Guide: 43, 44, 59, 72, 73, 100, 101, 113, 115, 130, 131
4. investigates angle measures using models and manipulatives for the common angles of 45°, 90°, and 180° (straight angle) and uses these angles as reference points for measures of other angles.	Teacher's Guide: 18, 19, 48, 49, 92, 93, 94, 106, 107, 135

Benchmark M.A.B.1.2.2

The student solves real-world problems involving length, weight, perimeter, area, capacity, volume, time, temperature, and angles.

Grade Level Expectations, Grade 4	Every Day Counts Calendar Math, Grade 4
<p>The student:</p> <p>1. solves real-world problems involving measurement of the following:</p> <ul style="list-style-type: none"> • length (for example, millimeter, quarter-inch, foot, yard, meter) • weight (for example, pounds, ounces, kilograms, grams) • capacity (for example, cup, milliliters) • temperature (Fahrenheit and Celsius) • angles (right and straight) 	Teacher's Guide: 36, 37, 52, 53, 54, 66, 67, 81, 82, 92, 93, 94, 109, 110, 111
2. solves real-world problems involving perimeter, area, and volume using concrete, graphic, or pictorial models.	Teacher's Guide: 95, 96, 97, 124, 125, 126
3. uses schedules, calendars, and elapsed time to solve real-world problems.	Teacher's Guide: 43, 44, 59, 72, 73, 100, 101, 113, 115, 130, 131

Standard 2

The student compares, contrasts, and converts within systems of measurement (both standard/nonstandard and metric/customary).

Benchmark M.A.B.2.2.1

The student uses direct (measured) and indirect (not measured) measures to calculate and compare measurable characteristics.

Grade Level Expectations, Grade 4	Every Day Counts Calendar Math, Grade 4
The student: 2. uses customary and metric units to compare length, weight, and capacity or volume.	Teacher's Guide: 36, 37, 52, 53, 54, 66, 67, 81, 82, 109, 110, 111
3. uses multiplication or division to convert units of measure within either the customary or metric system (for example: 100 cm = 1 m).	Teacher's Guide: 36, 37, 52, 54, 81, 82

Benchmark M.A.B.2.2.2

The student selects and uses appropriate standard and nonstandard units of measurement, according to type and size.

Grade Level Expectations, Grade 4	Every Day Counts Calendar Math, Grade 4
The student: 1. knows an appropriate unit of measure to determine the dimension(s) of a given object (for example, <u>standard</u> – student chooses feet or inches instead of yards to measure a classroom desk; <u>nonstandard</u> – student chooses a pencil or his or her hand to measure a classroom desk).	Teacher's Guide: 36, 37, 52, 53, 54, 81, 82, 107, 109, 110, 111
2. knows an appropriate unit of measure (standard or nonstandard) to measure weight and capacity.	Teacher's Guide: 52, 53, 54, 81, 82, 109, 110, 111

Standard 3

The student estimates measurements in real-world problem situations.

Benchmark MA.B.3.2.1

The student solves real-world problems involving estimates of measurements, including length, time, weight, temperature, money, perimeter, area, and volume.

Grade Level Expectations, Grade 4	Every Day Counts Calendar Math, Grade 4
The student: 1. knows how to determine whether an accurate or estimated measurement is needed for a solution.	Teacher's Guide: 36, 37, 52, 54, 81, 82
2. using real-world settings, objects, graph paper, or charts, solves problems involving estimated measurements, including the following: <ul style="list-style-type: none">• length to nearest half-inch, centimeter• weight to nearest ounce, gram• time to nearest 5-minute interval• temperature to the nearest 5-degree interval• money to the nearest \$ 1.00 (combination of coin and currency)	Teacher's Guide: 36, 37, 52, 54, 81, 82
3. knows how to estimate the area and perimeter of regular and irregular polygons using graph paper, geoboard, or other objects.	Teacher's Guide: 95, 96, 124, 125, 126

Standard 4

The student selects and uses appropriate units and instruments for measurement to achieve the degree of precision and accuracy required in real-world situations.

Benchmark MA.B.4.2.1

The student determines which units of measurement, such as seconds, square inches, dollars per thankful, to use with answers to real-world problems.

Grade Level Expectations, Grade 4	Every Day Counts Calendar Math, Grade 4
The student: 1. selects an appropriate measurement unit for labeling the solution to real-world problems.	Teacher's Guide: 44, 45, 72, 73, 113, 114, 115, 116, 117, 131

Benchmark MA.B.4.2.2

The student selects and uses appropriate instruments and technology, including scales, rulers, thermometer, measuring cups, protractors, and gauges, to measure in real-world situations.

Grade Level Expectations, Grade 4	Every Day Counts Calendar Math, Grade 4
The student: 1. selects and uses the appropriate tool for situational measures (for example, measuring sticks, scales and balances, thermometers, measuring cups, gauges).	Teacher's Guide: 36, 37, 43, 44, 45, 49, 52, 53, 54, 59, 72, 73, 81, 82, 92, 93, 94, 95, 96, 97, 100, 101, 107, 109, 110, 111, 113, 114, 115, 124, 125, 126, 130, 131

Strand C: Geometry and Spatial Sense

Standard 1

The student describes, draws, identifies, and analyzes two- and three-dimensional shapes.

Benchmark MA.C.1.2.1

The student given a verbal description, draws and/or models two- and three-dimensional shapes and uses appropriate geometric vocabulary to write a description of a figure or a picture composed of geometric figures.

Grade Level Expectations, Grade 4	Every Day Counts Calendar Math, Grade 4
The student: 1. uses appropriate geometric vocabulary to describe properties and attributes of two- and three-dimensional figures (for example, faces, edges, vertices, diameter).	Teacher's Guide: 32, 33, 76, 77, 78, 106, 107, 108, 134, 135, 136
2. draws and classifies two-dimensional figures having up to 8 or more sides.	Teacher's Guide: 18, 19, 32, 33, 48, 49, 106, 107, 108, 124, 126, 134, 136

Standard 2

The student visualizes and illustrates ways in which shapes can be combined, subdivided, and changed.

Benchmark MA.C.2.2.1

The student understands basic concepts of spatial relationships, symmetry, reflections, congruency, and similarity.

Grade Level Expectations, Grade 4	Every Day Counts Calendar Math, Grade 4
The student: 1. uses manipulatives to solve problems requiring spatial visualization.	Teacher's Guide: 18, 19, 32, 33, 34, 48, 49, 76, 77, 78, 92, 93, 96
2. knows symmetry, congruency, and reflections in geometric figures using drawings and concrete materials (for example, pattern blocks, mirrors).	Teacher's Guide: 32, 33, 34, 49, 96, 106, 107, 125
3. knows congruent and similar figures.	Teacher's Guide: 18, 19, 48, 49, 96, 124, 125, 126

Benchmark MA.C.2.2.2

The student predicts, illustrates, and verifies which figures could result from a flip, slide, or turn of a given figure.

Grade Level Expectations, Grade 4	Every Day Counts Calendar Math, Grade 4
The student: 1. identifies and performs flips, slides, and turns given angle (90° , 180°) and direction (clockwise counterclockwise) of turn, using concrete and graphic materials (for example, pattern blocks, geoboards, grid paper).	Teacher's Guide: 18, 19, 32, 33, 34, 48, 49, 92, 93, 94
2. knows the effect of a flip, slide, or turn (90° , 180°) on a geometric figure.	Teacher's Guide: 18, 19, 32, 33, 34, 48, 49, 92, 93, 94

Standard 3

The student uses coordinate geometry to locate objects in both two and three dimensions and to describe objects algebraically.

Benchmark MA.C.3.2.1

The student represents and applies a variety of strategies and geometric properties and formulas for two- and three-dimensional shapes to solve real-world and mathematical problems.

Grade Level Expectations, Grade 4	Every Day Counts Calendar Math, Grade 4
The student: 1. compares the concepts of area, perimeter, and volume using concrete materials (for example, geoboards, grid paper) and real-world situations (for example, carpeting a floor, fencing a yard).	Teacher's Guide: 95, 96, 97, 124, 125, 126
2. applies the concepts of area and perimeter to solve real-world and mathematical problems.	Teacher's Guide: 95, 96, 97, 124, 125, 126
3. knows how area and perimeter are affected when geometric figures are combined.	Teacher's Guide: 95, 96, 97, 124, 125, 126

Strand D: Algebraic Thinking

Standard 1

The student describes, analyzes, and generalizes a wide variety of patterns, relations, and functions.

Benchmark MA.D.1.2.1

The student describes a wide variety of patterns and relationships through models, such as manipulatives, tables, graphs, rules using algebraic symbols.

Grade Level Expectations, Grade 4	Every Day Counts Calendar Math, Grade 4
The student: 1. describes, extends, and creates, numerical and geometric patterns using a variety of models (for example, lists, tables, charts).	Teacher's Guide: 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, 123, 124, 134, 135, 136
2. poses solves, and explains problems by identifying a predictable visual or numeric pattern.	Teacher's Guide: 32, 33, 34, 76, 77, 78, 106, 107, 108

Benchmark M.A.D.1.2.2

The student generalizes a pattern, relation, or function to explain how a change in one quantity results in a change in another.

Grade Level Expectations, Grade 4	Every Day Counts Calendar Math, Grade 4
<p>The student:</p> <p>1. knows mathematical relationships in patterns (for example, the second shape is the first shape turned 90°).</p>	<p>Teacher's Guide: 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, 123, 124, 134, 135, 136</p>
<p>2. analyzes number patterns and states rules for relationships (for example, 2, 4, 7, 9, 12, ...; the rule is +2, +3, +2, +3, ...).</p>	<p>Teacher's Guide: 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, 123, 124, 134, 135, 136</p>
<p>3. discusses, explains, and analyzes the rule that applies to the pattern.</p>	<p>Teacher's Guide: 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, 123, 124, 134, 135, 136</p>
<p>4. applies the appropriate rule to complete a table or chart.</p>	<p>Teacher's Guide: 32, 33, 34, 76, 77, 78, 106, 107, 108</p>

Standard 2

The student uses expressions, equations, inequalities, graphs, and formulas to represent and interpret situations.

Benchmark M.A.D.2.2.2

The student uses informal methods, such as physical models and graphs to solve real-world problems involving equations and inequalities.

Grade Level Expectations, Grade 4	Every Day Counts Calendar Math, Grade 4
<p>The student:</p> <p>2. uses information from physical models, graphs, or tables to solve problems.</p>	<p>Teacher's Guide: 32, 33, 34, 76, 77, 78, 106, 107, 108</p>

Strand E: Data Analysis and Probability

Standard 1

The student understands and uses the tools of data analysis for managing information.

Benchmark MA.E.1.2.1

The student solves problems by generating, collecting, organizing, displaying, and analyzing data using histograms, bar graphs, circle graphs, line graphs, pictographs, and charts.

Grade Level Expectations, Grade 4	Every Day Counts Calendar Math, Grade 4
The student:	Teacher's Guide: 28, 29, 44, 45, 88, 89, 115, 116, 117
1. knows the purpose of different parts of a graph (for example, titles, labels, intervals, key).	
2. chooses reasonable titles and labels for graphs.	Teacher's Guide: 28, 29, 44, 45, 88, 89, 115, 116, 117
3. interprets and compares information from different types of graphs including graphs from content-area materials and periodicals.	Teacher's Guide: 28, 29, 44, 45, 88, 89, 115, 116, 117
4. generates questions, collects responses, and displays data on a pictograph, circle graph, bar, double bar, or line graph.	Teacher's Guide: 28, 29, 44, 45, 88, 89, 115, 116, 117
6. analyzes and explains orally or in writing the implications of data displays.	Teacher's Guide: 28, 29, 44, 45, 88, 89, 115, 116, 117

Benchmark MA.E.1.2.2

The student determines range, median, and mode from sets of data.

Grade Level Expectations, Grade 4	Every Day Counts Calendar Math, Grade 4
The student:	Teacher's Guide: 88, 115, 116, 117
1. identifies the mean, median, and mode from a set of data.	
2. identifies the range on a line graph.	Teacher's Guide: 115, 116

Benchmark MA.E.1.2.3

The student analyzes real-world data to recognize patterns and relationships of the measures of central tendency using tables, charts, histograms, bar graphs, line graphs, pictographs, and circle graphs generated by appropriate technology, including calculators and computers.

Grade Level Expectations, Grade 4	Every Day Counts Calendar Math, Grade 4
The student: 1. uses a calculator to determine the range and mean of a set of data.	Teacher's Guide: 115, 116, 117

Standard 2

The student identifies patterns and makes predictions from an orderly display of data using concepts of probability and statistics.

Benchmark MA.E.2.2.1

The student uses models, such as tree diagrams, to display possible outcomes and to predict events.

Grade Level Expectations, Grade 4	Every Day Counts Calendar Math, Grade 4
The student: 2. represents all possible outcomes for a simple probability situation or event using models such as organized lists, charts, or tree diagrams.	Teacher's Guide: 28, 29, 101, 102, 103
3. calculates the probability of a particular event occurring from a set of all possible outcomes.	Teacher's Guide: 28, 29, 101, 102, 103

Benchmark MA.E.2.2.2

The student predicts the likelihood of simple events occurring.

Grade Level Expectations, Grade 4	Every Day Counts Calendar Math, Grade 4
The student: 1. identifies and records using common fractions, the possible outcomes of simple experiments using concrete materials (for example, spinners, number cubes, coin toss).	Teacher's Guide: 101, 102, 103
2. determines and predicts which outcomes are likely to occur and expresses those expected outcomes as fractions.	Teacher's Guide: 101, 102, 103

Grade Level Expectations, Grade 4	Every Day Counts Calendar Math, Grade 4
3. conducts experiments to test predictions.	Teacher's Guide: 28, 29, 101, 102, 103

Standard 3

The student uses statistical methods to make inferences and valid arguments about real-world situations.

Benchmark M.A.E.3.2.1

The student designs experiments to answer class or personal questions, collects information, and interprets the results using statistics (range, mean, median, and mode) and pictographs, charts, bar graphs, circle graphs, and line graphs.

Grade Level Expectations, Grade 4	Every Day Counts Calendar Math, Grade 4
The student: 1. designs a class survey to collect data.	Teacher's Guide: 88, 89, 139
2. creates an appropriate graph to display data (for example, pictographs, bar graphs, line graphs, circle graphs).	Teacher's Guide: 28, 29, 44, 45, 88, 89, 115, 116, 117
3. determines appropriate statistical measures for data (range, mean, median, mode).	Teacher's Guide: 88, 115, 116, 117
4. explains the results using statistics (range and measures of central tendency).	Teacher's Guide: 88, 115, 116, 117

Benchmark M.A.E.3.2.2

The student uses statistical data about life situations to make predictions and justifies reasoning.

Grade Level Expectations, Grade 4	Every Day Counts Calendar Math, Grade 4
The student: 1. uses statistical data to identify trends.	Teacher's Guide: 88, 115, 116, 117
2. applies statistical data to make generalizations.	Teacher's Guide: 88, 115, 116, 117
3. justifies and explains generalizations.	Teacher's Guide: 88, 115, 116, 117



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 correlated to
Florida Grade Level Expectations for the
Sunshine State Standards
Mathematics
Grade 5

Strand A: Number Sense, Concepts and Operations

Standard 1

The student understands the different ways numbers are represented and used in the real world.

Benchmark MA.A.1.2.1

The student names whole numbers containing 3-digit numeration (hundreds, tens, ones) and the use of number periods, such as ones, thousands, and millions and associates verbal names, written word names, and standard numeral with whole numbers, commonly-used fractions, decimals, and percents.

Grade Level Expectations, Grade 5	Every Day Counts Calendar Math, Grade 5
The student: 1. reads, writes, and identifies whole numbers, fractions, and mixed numbers.	Teacher's Guide: 25, 26, 27, 28, 44, 45, 56, 70, 71, 81, 98, 99, 110, 121, 133
2. reads, writes, and identifies decimals through thousandths.	Teacher's Guide: 25, 26, 27, 28, 44, 45, 56, 70, 71, 81, 98, 99, 110, 118, 119, 120, 121, 124, 133
3. reads writes, and identifies common percents including 10%, 20%, 25%, 30%, 40%, 50%, 60%, 70%, 75%, 80%, 90%, and 100%.	Teacher's Guide: 25, 26, 27, 28, 44, 45, 56, 70, 71, 81, 98, 99, 110, 121, 133

Benchmark M.A.A.1.2.2

The student understands the relative size of whole numbers, commonly used fractions, decimals, and percents.

Grade Level Expectations, Grade 5	Every Day Counts Calendar Math, Grade 5
The student: 1. uses symbols ($>$, $<$, $=$) to compare numbers in the same and different forms such as $0.5 < 3/4$.	Teacher's Guide: 44, 45, 121
3. compares and orders commonly used fractions, percents, and decimals to thousandths using concrete materials, number lines, drawings and numerals.	Teacher's Guide: 25, 26, 27, 28, 44, 45, 56, 70, 71, 81, 98, 99, 110, 121, 133
4. locates whole numbers, fractions, mixed numbers, and decimals on the same number line.	Teacher's Guide: 25, 26, 27, 28, 44, 45, 56, 70, 71, 81, 98, 99, 110, 121, 133

Benchmark M.A.A.1.2.3

The student understands concrete and symbolic representations of whole numbers, fractions, decimals, and percents in real-word situations.

Grade Level Expectations, Grade 5	Every Day Counts Calendar Math, Grade 5
The student: 1. translates problem situations into diagrams, models, and numerals using whole numbers, fractions, mixed numbers, decimals, and percents.	Teacher's Guide: 20, 21, 24, 26, 27, 28, 30, 31, 35, 39, 40, 41, 42, 43, 45, 48, 49, 51, 52, 53, 54, 55, 56, 58, 64, 65, 66, 67, 68, 71, 75, 78, 79, 80, 81, 82, 83, 86, 90, 91, 92, 93, 99, 104, 105, 110, 117, 121, 122, 128, 129, 130, 131, 133

Benchmark M.A.A.1.2.4

The student understands that numbers can be represented in a variety of equivalent forms using whole numbers, decimals, fractions, and percents.

Grade Level Expectations, Grade 5	Every Day Counts Calendar Math, Grade 5
The student: 1. knows that numbers in different forms are equivalent or nonequivalent, using whole numbers, decimals, fractions, mixed numbers, and percents.	Teacher's Guide: 25, 26, 27, 28, 44, 45, 56, 70, 71, 81, 98, 99, 110, 121, 133

Standard 2

The student understands number systems.

Benchmark M.A.A.2.2.1

The student uses place-value concepts of grouping based upon powers of ten (thousandths, hundredths, tenths, ones, tens, hundreds, thousands) within the decimal number system.

Grade Level Expectations, Grade 5	Every Day Counts Calendar Math, Grade 5
The student: 1. knows that place value relates to powers of ten.	Teacher's Guide: 38
2. expresses numbers to millions or more in expanded form using powers of ten, with or without exponential notation.	Teacher's Guide: 38

Standard 3

The student understands the effects of operations on numbers, and the relationships among these operations, selects appropriate operations, and computes for problem solving.

Benchmark M.A.A.3.2.1

The student understands and explains the effects of addition, subtraction, and multiplication on whole numbers, decimals, and fractions, including mixed numbers, and the effects of division on whole numbers, including the inverse relationship of multiplication and division.

Grade Level Expectations, Grade 5	Every Day Counts Calendar Math, Grade 5
The student: 1. explains and demonstrates the multiplication of common fractions using concrete materials, drawings, story problems, symbols, and algorithms.	Teacher's Guide: 39, 40, 41, 44, 45, 56, 80, 81, 104, 105, 106, 121
2. explains and demonstrates the multiplication of decimals to hundredths using concrete materials, drawings, story problems, symbols, and algorithms.	Teacher's Guide: 44, 45, 81, 124
3. predicts the relative size of solutions in the following: <ul style="list-style-type: none">• addition, subtraction, multiplication and division of whole numbers• addition, subtraction and multiplication of fractions, decimals, and mixed numbers, with particular attention given to fraction and decimal multiplication (for example, when two numbers less than one are multiplied, the result is a number less than either factor)	Teacher's Guide: 39, 40, 41, 44, 45, 81, 104, 105, 124

Grade Level Expectations, Grade 5	Every Day Counts Calendar Math, Grade 5
4. explains and demonstrates the inverse nature of multiplication and division, with particular attention to multiplication by a fraction (for example, multiplying by $\frac{1}{4}$ yields the same result as dividing by 4).	Teacher's Guide: 35, 39, 40, 41, 44, 45, 53, 54, 55, 56, 80, 81, 104, 105
5. explains and demonstrates the commutative, associative, and distributive properties of multiplication.	Teacher's Guide: 62, 82, 83, 91, 117

Benchmark M.A.A.3.2.2

The student selects the appropriate operation to solve specific problems involving addition, subtraction, and multiplication of whole numbers, decimals, and fractions, and division of whole numbers.

Grade Level Expectations, Grade 5	Every Day Counts Calendar Math, Grade 5
The student: 1. uses problem-solving strategies to determine the operation(s) needed to solve one- and two-step problems involving addition, subtraction, multiplication, and division of whole numbers, and addition, subtraction, and multiplication of decimals and fractions.	Teacher's Guide: 21, 22, 23, 24, 25, 37, 38, 39, 40, 41, 44, 45, 48, 49, 50, 51, 54, 55, 58, 59, 62, 64, 65, 70, 71, 79, 82, 83, 86, 97, 104, 105, 106, 111, 112, 118, 124, 129, 130, 131, 132, 133

Benchmark M.A.A.3.2.3

The student adds, subtracts, and multiplies whole numbers, decimals, and fractions, including mixed numbers, and divides whole numbers to solve real-world problems, using appropriate methods of computing, such as mental mathematics, paper and pencil, and calculator.

Grade Level Expectations, Grade 5	Every Day Counts Calendar Math, Grade 5
<p>The student:</p> <ol style="list-style-type: none">solves real-world problems involving addition, subtraction, multiplication, and division of whole numbers, and addition, subtraction, and multiplication of decimals, fractions, and mixed numbers using an appropriate method (for example, mental math, paper and pencil, calculator).	<p>Teacher's Guide: 21, 22, 23, 24, 25, 37, 38, 39, 40, 41, 44, 45, 48, 49, 50, 51, 54, 55, 58, 59, 62, 64, 65, 70, 71, 79, 82, 83, 86, 97, 104, 105, 106, 111, 112, 118, 124, 129, 130, 131, 132, 133</p>

Standard 4

The student uses estimation in problem solving and computation.

Benchmark M.A.A.4.2.1

The student uses and justifies different estimation strategies in a real-world problem situation and determines the reasonableness of results of calculations in a given problem situations.

Grade Level Expectations, Grade 5	Every Day Counts Calendar Math, Grade 5
<p>The student:</p> <ol style="list-style-type: none">chooses, describes, and explains estimation strategies used to determine the reasonableness of solutions to real-world problems.	<p>Teacher's Guide: 22, 23, 24, 37, 38, 50, 51, 95</p>
<ol style="list-style-type: none">estimates quantities of objects to 1000 or more and justifies and explains the reasoning for the estimate (for example, using benchmark numbers, unitizing).	<p>Teacher's Guide: 22, 23, 24, 37, 38, 50, 51, 95</p>

Standard 5

The student understands and applies theories related to numbers

Benchmark M.A.A.5.2.1

The student understands and applies basic number theory concepts, including primes, composites, factors, and multiples.

Grade Level Expectations, Grade 5	Every Day Counts Calendar Math, Grade 5
The student: 1. finds factors of numbers to 100 to determine if they are prime or composite.	Teacher's Guide: 42, 43, 54, 55, 63, 64, 74, 76, 83, 130, 131, 132
2. expresses a whole number as a product of its prime factors.	Teacher's Guide: 130, 131, 132
3. determines the greatest common factor of two numbers.	Teacher's Guide: 53, 78, 90, 91
4. determines the least common multiple of two numbers up to 100 or more.	Teacher's Guide: 66, 67, 90, 91
5. multiplies by powers of 10 (100, 1,000, and 10,000) demonstrating patterns.	Teacher's Guide: 38
6. identifies and applies rules of divisibility for 2, 3, 4, 5, 6, 9, and 10.	Teacher's Guide: 42, 43, 66, 86
7. uses models to identify perfect squares to 144.	Teacher's Guide: 54, 55, 63, 64, 75, 76, 77, 78

Strand B: Measurement

Standard 1

The student measures quantities in the real world and uses the measures to solve problems.

Benchmark M.A.B.1.2.1

The student uses concrete and graphic models to develop procedures for solving problems related to measurement including length, weight, time, temperature, perimeter, area, volume, and angle.

Grade Level Expectations, Grade 5	Every Day Counts Calendar Math, Grade 5
The student: 1. knows measurement concepts and can use oral and written language to communicate them.	Teacher's Guide: 35, 36, 55, 57, 58, 59, 69, 70, 79, 80, 86, 91, 92, 93, 94, 95, 96, 97, 98, 106, 107, 108, 109, 118, 119, 120
2. extends conceptual experiences into patterns to develop formulas for determining perimeter, area, and volume.	Teacher's Guide: 55, 82, 83, 91, 109
3. knows varied units of time that include centuries and seconds.	Teacher's Guide: 69, 70, 86
4. classifies angle measures as acute, right, or straight.	Teacher's Guide: 18, 19, 20, 35, 36, 43, 74, 75, 106, 107, 108, 109, 116, 117, 118
5. investigates measures of circumference using concrete materials (for example, uses string or measuring tape to measure the circumference of cans or bottles).	Teacher's Guide: 31, 106, 107, 108, 109

Benchmark MA.B.1.2.2

The student solves real-world problems involving length, weight, perimeter, area, capacity, volume, time, temperature, and angles.

Grade Level Expectations, Grade 5	Every Day Counts Calendar Math, Grade 5
<p>The student:</p> <p>1. solves real-world problems involving measurement of the following:</p> <ul style="list-style-type: none"> • length (for example, eighth-inch, kilometer, mile) • weight or mass (for example, milligram, ton) • temperature (comparing temperature changes within the same scale using either a Fahrenheit or Celsius thermometer) • angles (acute, obtuse, straight) 	<p>Teacher’s Guide: 55, 94, 96</p>
<p>2. solves real-world problems involving perimeter, area, capacity, and volume using concrete, graphic or pictorial models.</p>	<p>Teacher’s Guide: 55, 94, 96</p>
<p>3. uses schedules, calendars, and elapsed time to solve real-world problems.</p>	<p>Teacher’s Guide: 53, 69, 70, 86</p>

Standard 2

The student compares, contrasts, and converts within systems of measurement (both standard/nonstandard and metric/customary).

Benchmark MA.B.2.2.1

The student uses direct (measured) and indirect (not measured) measures to calculate and compare measurable characteristics.

Grade Level Expectations, Grade 5	Every Day Counts Calendar Math, Grade 5
<p>The student:</p> <p>1. finds the length or height of “hard-to-reach” objects by using the measure of a portion of the objects (for example, find the height of a room or building by finding the height of one block or floor and multiplying by the number of blocks or floors).</p>	<p>Teacher’s Guide: 79, 80, 94, 95, 96</p>
<p>3. uses multiplication and division to convert units of measure with in the customary or metric system.</p>	<p>Teacher’s Guide: 57, 58, 59, 79, 80, 93, 94, 95, 96, 97, 98, 118, 119, 120</p>

Benchmark MA.B.2.2.2

The student selects and uses appropriate standard and nonstandard units of measurement, according to type and size.

Grade Level Expectations, Grade 5	Every Day Counts Calendar Math, Grade 5
<p>The student:</p> <p>1. knows an appropriate unit of measure to determine the dimension(s) of a given object (for example, <u>standard</u> – student chooses feet or yards to measure a room; <u>nonstandard</u> – student choose a length of yarn instead of a pencil to measure a room).</p>	<p>Teacher’s Guide: 35, 36, 55, 57, 58, 59, 69, 70, 79, 80, 86, 91, 92, 93, 94, 95, 96, 97, 98, 106, 107, 108, 109, 118, 119, 120</p>
<p>2. knows an appropriate unit of measure (standard or nonstandard) to measure weight, mass, and capacity.</p>	<p>Teacher’s Guide: 94, 95, 96, 97, 98, 118, 119, 120</p>

Standard 3

The student estimates measurements in real-world problem situations.

Benchmark MA.B.3.2.1

The student solves real-world problems involving estimates of measurements, including length, time, weight, temperature, money, perimeter, area, and volume.

Grade Level Expectations, Grade 5	Every Day Counts Calendar Math, Grade 5
<p>The student:</p> <p>1. knows how to determine whether an accurate or estimated measurement is needed for a solution.</p>	<p>Teacher’s Guide: 37, 38, 96, 97, 98, 124</p>
<p>2. solves real-world problems involving estimated measurements, including the following:</p> <ul style="list-style-type: none"> • length to nearest quarter-inch, centimeter • weight to nearest ounce, gram • time to nearest one-minute interval • temperature to nearest five-degree interval • money to nearest \$1.00 	<p>Teacher’s Guide: 37, 38, 54, 57, 58, 59, 94, 96, 124</p>
<p>3. knows how to estimate the area and perimeter of regular and irregular polygons.</p>	<p>Teacher’s Guide: 55, 82, 91</p>

Standard 4

The student selects and uses appropriate units and instruments for measurement to achieve the degree of precision and accuracy required in real-world situations.

Benchmark M.A.B.4.2.1

The student determines which units of measurement, such as seconds, square inches, dollars per tankful, to use with answers to real-world problems.

Grade Level Expectations, Grade 5	Every Day Counts Calendar Math, Grade 5
The student: 1. selects an appropriate measurement unit for labeling the solution to real-world problems.	Teacher's Guide: 35, 36, 55, 57, 58, 59, 69, 70, 79, 80, 86, 91, 92, 93, 94, 95, 96, 97, 98, 106, 107, 108, 109, 118, 119, 120

Benchmark M.A.B.4.2.2

The student selects and uses appropriate instruments and technology, including scales, rulers, thermometer, measuring cups, protractors, and gauges, to measure in real-world situations.

Grade Level Expectations, Grade 5	Every Day Counts Calendar Math, Grade 5
The student: 1. selects and uses the appropriate tool for situational measures (for example, measuring sticks, scales and balances, thermometer, measuring cups, gauges, protractors).	Teacher's Guide: 57, 58, 59, 69, 70, 79, 80, 86, 92, 93, 94, 95, 96, 97, 98, 106, 107, 108, 109, 118, 119, 120

Strand C: Geometry and Spatial Sense

Standard 1

The student describes, draws, identifies, and analyzes two- and three-dimensional shapes.

Benchmark MA.C.1.2.1

The student given a verbal description, draws and/or models two- and three-dimensional shapes and uses appropriate geometric vocabulary to write a description of a figure or a picture composed of geometric figures.

Grade Level Expectations, Grade 5	Every Day Counts Calendar Math, Grade 5
<p>The student:</p> <p>1. uses appropriate geometric vocabulary to describe properties and attributes of two- and three-dimensional figures (for example, obtuse and acute angles; radius; equilateral, scalene, and isosceles triangles).</p>	<p>Teacher's Guide: 18, 19, 20, 34, 35, 36, 37, 48, 49, 74, 75, 76, 87, 88, 89, 90, 107, 108, 109, 116, 117</p>
<p>2. draws and classifies two-dimensional figures having up to ten or more sides and three-dimensional figures (for example, cubes, rectangular prisms, pyramids).</p>	<p>Teacher's Guide: 18, 19, 20, 34, 35, 36, 37, 48, 49, 74, 75, 76, 87, 88, 89, 90, 107, 108, 109, 116, 117</p>
<p>3. knows the characteristics of and relationships among points, lines, line segments, rays, and planes.</p>	<p>Teacher's Guide: 20, 102, 103, 104, 107, 108,</p>

Standard 2

The student visualizes and illustrates ways in which shapes can be combined, subdivided, and changed.

Benchmark MA.C.2.2.1

The student understands basic concepts of spatial relationships, symmetry, reflections, congruency, and similarity.

Grade Level Expectations, Grade 5	Every Day Counts Calendar Math, Grade 5
<p>The student:</p> <p>1. uses manipulatives to solve problems requiring spatial visualization.</p>	<p>Teacher's Guide: 18, 19, 20, 21, 36, 48, 49, 109</p>
<p>2. knows symmetry, congruency, and reflections in geometric figures.</p>	<p>Teacher's Guide: 18, 19, 20, 21, 48, 49, 109</p>
<p>3. knows how to justify that two figures are similar or congruent.</p>	<p>Teacher's Guide: 18, 19, 20, 21, 48, 49, 74, 75, 76</p>

Benchmark MA.C.2.2.2

The student predicts, illustrates, and verifies which figures could result from a flip, slide, or turn of a given figure.

Grade Level Expectations, Grade 5	Every Day Counts Calendar Math, Grade 5
The student: 1. identifies and performs flips, slides, and turns given an angle (90° , 180° , 270°) and direction (clockwise or counterclockwise) of turn.	Teacher's Guide: 18, 19, 20, 21, 48, 49, 109, 116, 117, 118
2. knows the effect of a flip, slide or turn (90° , 180° , 270°) on a geometric figure.	Teacher's Guide: 18, 19, 20, 21, 48, 49, 109, 116, 117, 118

Standard 3

The student uses coordinate geometry to locate objects in both two and three dimensions and to describe objects algebraically.

Benchmark MA.C.3.2.1

The student represents and applies a variety of strategies and geometric properties and formulas for two- and three-dimensional shapes to solve real-world and mathematical problems.

Grade Level Expectations, Grade 5	Every Day Counts Calendar Math, Grade 5
The student: 1. compares the concepts of area, perimeter, and volume using concrete materials (for example, geoboards, grid paper) and real-world situations (for example, tiling a floor, bordering a room, packing a box).	Teacher's Guide: 55, 82, 83, 91
2. applies the concepts of area, perimeter, and volume to solve real-world and mathematical problems using student-developed formulas.	Teacher's Guide: 55, 82, 83, 91,
3. knows how area and perimeter are affected when geometric figures are combined, rearranged, enlarged, or reduced (for example, What happens to the area of a square when the sides are doubled?).	Teacher's Guide: 55, 82, 83, 91

Benchmark MA.C.3.2.2

The student identifies and plots positive ordered pairs (whole numbers) in a rectangular coordinate system (graph).

Grade Level Expectations, Grade 5	Every Day Counts Calendar Math, Grade 5
The student: 1. knows how to identify, locate, and plot ordered pairs of whole numbers on a graph or on the first quadrant of a coordinate system.	Teacher's Guide: 83, 118

Strand D: Algebraic Thinking

Standard 1

The student describes, analyzes, and generalizes a wide variety of patterns, relations, and functions.

Benchmark MA.D.1.2.1

The student describes a wide variety of patterns and relationships through models, such as manipulatives, tables, graphs, rules using algebraic symbols.

Grade Level Expectations, Grade 5	Every Day Counts Calendar Math, Grade 5
The student: 1. describes, extends, creates, predicts, and generalizes numerical and geometric patterns using a variety of models (for example, lists, tables, graphs, charts, diagrams, calendar math).	Teacher's Guide: 18, 19, 20, 21, 36, 37, 48, 49, 63, 64, 66, 67, 68, 74, 75, 76, 82, 83, 87, 88, 89, 90, 102, 104, 116, 117, 118, 128, 129, 130
2. poses and solves problems by identifying a predictable visual or numerical pattern.	Teacher's Guide: 20, 36, 37, 48, 49, 116, 117, 118
3. explains and expresses numerical relationships and pattern generalizations, using algebraic symbols (for example, in the problem above, the number of calls on the n th day can be expressed as $3n + 1$).	Teacher's Guide: 20, 36, 37, 48, 49, 116, 117, 118

Benchmark M.A.D.1.2.2

The student generalizes a pattern, relation, or function to explain how a change in one quantity results in a change in another.

Grade Level Expectations, Grade 5	Every Day Counts Calendar Math, Grade 5
<p>The student:</p> <p>1. knows mathematical relationships in patterns (for example, Fibonacci numbers: 1, 1, 2, 3, 5, 8, ...).</p>	<p>Teacher’s Guide: 18, 19, 20, 21, 36, 37, 48, 49, 63, 64, 66, 67, 68, 74, 75, 76, 82, 83, 87, 88, 89, 90, 102, 104, 116, 117, 118, 128, 129, 130</p>
<p>2. analyzes and generalizes number patterns and states the rule for relationships (for example, 1, 4, 9, 16, ...; the rule: +3, +5, +7, ...; or “square of the whole numbers”).</p>	<p>Teacher’s Guide: 20, 36, 37, 48, 49, 116, 117, 118</p>
<p>3. applies the appropriate rule to complete a table or chart.</p>	<p>Teacher’s Guide: 20, 36, 37, 48, 49, 116, 117, 118</p>

Standard 2

The student uses expressions, equations, inequalities, graphs, and formulas to represent and interpret situations.

Benchmark M.A.D.2.2.1

The student represents a given simple problem situation using diagrams, models, and symbolic expressions translated from verbal phrases, or verbal phrases translated from symbolic expressions, etc.

Grade Level Expectations, Grade 5	Every Day Counts Calendar Math, Grade 5
<p>The student:</p> <p>1. solves problems involving simple equations or inequalities using diagrams or models, symbolic expressions, or written phrases.</p>	<p>Teacher’s Guide: 55, 91</p>
<p>2. uses a variable to represent a given verbal expression (for example, 5 more than a number is $n + 5$).</p>	<p>Teacher’s Guide: 20, 37, 48, 49, 83, 91, 116, 117, 118</p>
<p>3. translates equations into verbal and written problem situations.</p>	<p>Teacher’s Guide: 55, 91</p>

Benchmark M.A.D.2.2.2

The student uses informal methods, such as physical models and graphs to solve real-world problems involving equations and inequalities.

Grade Level Expectations, Grade 5	Every Day Counts Calendar Math, Grade 5
The student: 1. uses concrete or pictorial models and graphs (for example, drawings, number lines) to solve equations or inequalities.	Teacher's Guide: 24, 91, 117, 118
2. uses information from concrete or pictorial models or graphs to solve problems.	Teacher's Guide: 28, 29, 30, 31, 57, 58, 59, 83, 118, 122, 123, 124, 125

Strand E: Data Analysis and Probability

Standard 1

The student understands and uses the tools of data analysis for managing information.

Benchmark M.A.E.1.2.1

The student solves problems by generating, collecting, organizing, displaying, and analyzing data using histograms, bar graphs, circle graphs, line graphs, pictographs, and charts.

Grade Level Expectations, Grade 5	Every Day Counts Calendar Math, Grade 5
The student: 1. knows which types of graphs are appropriate for different kinds of data (for example, bar graphs, line, or circle graphs).	Teacher's Guide: 28, 29, 30, 31, 57, 58, 59, 83, 118, 122, 123, 124, 125
2. interprets and compares information from different types of graphs including graphs from content-area materials and periodicals.	Teacher's Guide: 28, 29, 30, 31, 57, 58, 59, 83, 118, 122, 123, 124, 125
3. chooses reasonable titles, labels, scales, and intervals for organizing data on graphs.	Teacher's Guide: 28, 29, 30, 31, 57, 58, 59, 83, 118, 122, 123, 124, 125
4. generates questions, collects responses, and displays data on a graph.	Teacher's Guide: 28, 29, 30, 31, 57, 58, 59, 83, 118, 122, 123, 124, 125
5. interprets and completes circle graphs using common fractions or percents.	Teacher's Guide: 31, 52, 53

Grade Level Expectations, Grade 5	Every Day Counts Calendar Math, Grade 5
6. analyzes and explains orally or in writing the implications of graphed data.	Teacher's Guide: 28, 29, 30, 31, 57, 58, 59, 83, 118, 122, 123, 124, 125

Benchmark M.A.E.1.2.2

The student determines range, median, and mode from sets of data.

Grade Level Expectations, Grade 5	Every Day Counts Calendar Math, Grade 5
The student: 2. uses range and measures of central tendency in real-world situations.	Teacher's Guide: 57, 58, 59

Benchmark M.A.E.1.2.3

The student analyzes real-world data to recognize patterns and relationships of the measures of central tendency using tables, charts, histograms, bar graphs, line graphs, pictographs, and circle graphs generated by appropriate technology, including calculators and computers.

Grade Level Expectations, Grade 5	Every Day Counts Calendar Math, Grade 5
The student: 1. uses a calculator to determine the range and mean of a set of data.	Teacher's Guide: 57, 59

Standard 2

The student identifies patterns and makes predictions from an orderly display of data using concepts of probability and statistics.

Benchmark M.A.E.2.2.1

The student uses models, such as tree diagrams, to display possible outcomes and to predict events.

Grade Level Expectations, Grade 5	Every Day Counts Calendar Math, Grade 5
The student: 2. represents all possible outcomes for a simple probability situation or event using models such as organized lists, charts, or tree diagrams.	Teacher's Guide: 28, 29, 30, 95, 112, 113, 129
3. calculates the probability of a particular event occurring from a set of all possible outcomes.	Teacher's Guide: 28, 29, 30, 112, 113

Benchmark MA.E.2.2.2**The student predicts the likelihood of simple events occurring.**

Grade Level Expectations, Grade 5	Every Day Counts Calendar Math, Grade 5
The student: 1. identifies and records the possible outcomes of an experiment using concrete materials (for example, spinners, marbles, number cubes).	Teacher's Guide: 28, 29, 30, 95, 112, 113, 129
2. explains and predicts which outcomes are most likely to occur and expresses the probabilities as fractions.	Teacher's Guide: 28, 29, 30, 57, 58, 112, 113
3. conducts experiments to test predictions.	Teacher's Guide: 28, 29, 30, 112, 113

Standard 3**The student uses statistical methods to make inferences and valid arguments about real-world situations.****Benchmark MA.E.3.2.1****The student designs experiments to answer class or personal questions, collects information, and interprets the results using statistics (range, mean, median, and mode) and pictographs, charts, bar graphs, circle graphs, and line graphs.**

Grade Level Expectations, Grade 5	Every Day Counts Calendar Math, Grade 5
The student: 1. designs a survey to collect data.	Teacher's Guide: 119, 120
2. as a class project, discusses ways to choose a sample representative of a large group such as a sample representative of the entire school.	Teacher's Guide: 28, 29, 30, 31, 57, 58, 59, 82, 83, 112, 113, 122, 123, 124, 125
3. creates an appropriate graph to display data, including titles, labels, scales, and intervals.	Teacher's Guide: 28, 31, 57, 59, 83, 118, 122, 125
4. interprets the results using statistics (range and measures of central tendency).	Teacher's Guide: 57, 58, 59

Benchmark MA.E.3.2.2**The student uses statistical data about life situations to make predictions and justifies reasoning.**

Grade Level Expectations, Grade 5	Every Day Counts Calendar Math, Grade 5
The student: 1. uses statistical data to predict trends.	Teacher's Guide: 28, 29, 30, 57, 58, 112, 113
2. applies statistical data to make generalizations.	Teacher's Guide: 28, 29, 30, 57, 58, 82, 83, 112, 113, 120, 129
3. justifies and explains generalizations.	Teacher's Guide: 28, 29, 30, 57, 58, 82, 83, 112, 113, 120, 129



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