

# *Every Day Counts<sup>®</sup> Partner Games © 2005*

**correlated to  
Georgia's Mathematics Performance Standards**

**Kindergarten – Grade 6**



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**FORMAT FOR CORRELATION TO THE GEORGIA PERFORMANCE STANDARDS**

**Subject Area:** Mathematics

**State-Funded Course:** 27.01100 Mathematics/Grade K

**Textbook Title:** Partner Games ©05

**Publisher:** Great Source Education Group

*The Georgia Performance Standards for grades K-8 Mathematics may be accessed on-line at: <http://www.georgiastandards.org/>.*

<b><u>Standard</u></b> (Cite Number)	<b><u>Standard</u></b> (Cite specific standard)	<b><u>Where Taught</u></b> (If print component, cite page number; if non-print, cite appropriate location.)
<b>MKN</b>	<b><u>Numbers and Operations</u></b> Students will correctly represent the number and order of objects using numbers and understand the representations.	Game 1, Game 2, Game 3, Game 4, Game 5, Game 6, Game 7, Game 8, Game 9, Game 10, Game 11, Game 12, Game 13, Game 14, Game 16, Game 17, Game 18, Game 19, Game 20
<b>MKN1</b>	Students will connect numerals to the quantities they represent.	TG pp. 14-15, 16-17, 18-19, 20-21, 22-23, 24-25, 26-27, 28-29, 30-31, 32-33, 34-35, 36-37, 38-39, 40-41, 44-45, 46-47, 48-49, 50-51, 52-53
<b>MKN2</b>	Students will use representations to model addition and subtraction.	TG pp. 30-31, 32-33, 34-35, 36-37, 38-39, 40-41, 46-47, 50-51
<b>MKM</b>	<b><u>Measurement</u></b> Students will explore quantitative situations involving distance, length, capacity, weight, time, and temperature.	This objective falls outside the scope of Great Source <i>Every Day Counts® Partner Games</i> .
<b>MKM1</b>	Students will group objects according to common properties such as color, shape, texture, or number.	This objective falls outside the scope of Great Source <i>Every Day Counts® Partner Games</i> .
<b>MKM2</b>	Students will understand the measurement of calendar time.	This objective falls outside the scope of Great Source <i>Every Day Counts® Partner Games</i> .
<b>MKM3</b>	Students will tell time as it relates to a daily schedule.	This objective falls outside the scope of Great Source <i>Every Day Counts® Partner Games</i> .

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<b>MKG</b>	<b><u>Geometry</u></b> Students will recognize and name basic geometric shapes and spatial relationships.	Game 6, Game 8
<b>MKG1</b>	Students will correctly name simple two and three-dimensional figures, and recognize them in the environment.	TG pp. 24-25
<b>MKG2</b>	Students will understand basic positional relationships.	TG pp. 24-25, 28-29
<b>MKG3</b>	Students will identify, create, extend, and transfer patterns from one representation to another using actions, objects, and geometric shapes.	This objective falls outside the scope of Great Source <i>Every Day Counts</i> ® <i>Partner Games</i> .
<b>MKD</b>	<b><u>Data Analysis and Probability</u></b> Students will pose questions and gather data about themselves and their surroundings.	This objective falls outside the scope of Great Source <i>Every Day Counts</i> ® <i>Partner Games</i> .
<b>MKD1</b>	Students will pose questions, collect data, organize, and record results using objects, pictures, and picture graphs.	This objective falls outside the scope of Great Source <i>Every Day Counts</i> ® <i>Partner Games</i> .
<b>MKP</b>	<b><u>Process Skills</u></b> Students will apply mathematical concepts and skills in the context of authentic problems and will understand concepts rather than merely follow a sequence of procedures. The students will use the process standards as a way of acquiring and using content knowledge.	Game 1, Game 2, Game 3, Game 4, Game 5, Game 6, Game 7, Game 8, Game 9, Game 10, Game 11, Game 12, Game 13, Game 14, Game 15, Game 16, Game 17, Game 18, Game 19, Game 20
<b>MKP1</b>	Students will solve problems that arise in mathematics and in other contexts.	TG pp. 14-15, 16-17, 18-19, 20-21, 22-23, 24-25, 26-27, 28-29, 30-31, 32-33, 34-35, 36-37, 38-39, 40-41, 42-43, 44-45, 46-47, 48-49, 50-51, 52-53
<b>MKP2</b>	Students will investigate, develop, and evaluate mathematical arguments.	This objective falls outside the scope of Great Source <i>Every Day Counts</i> ® <i>Partner Games</i> .
<b>MKP3</b>	Students will use the language of mathematics to express ideas precisely.	TG pp. 14-15, 16-17, 18-19, 20-21, 22-23, 24-25, 26-27, 28-29, 30-31, 32-33, 34-35, 36-37, 38-39, 40-41, 42-43, 44-45, 46-47, 48-49, 50-51, 52-53

<b><u>Standard</u></b> (Cite Number)	<b><u>Standard</u></b> (Cite specific standard)	<b><u>Where Taught</u></b> (If print component, cite page number; if non-print, cite appropriate location.)
<b>MKP4</b>	Students will understand how mathematical ideas interconnect and build on one another and will apply mathematics in other content areas.	This objective falls outside the scope of Great Source <i>Every Day Counts</i> ® <i>Partner Games</i> .
<b>MKP5</b>	Students will create and use pictures, manipulatives, models, and symbols to organize, record, and communicate mathematical ideas.	TG pp. 14-15, 16-17, 18-19, 20-21, 22-23, 24-25, 26-27, 28-29, 30-31, 32-33, 34-35, 36-37, 38-39, 40-41, 42-43, 44-45, 46-47, 48-49, 50-51, 52-53

**FORMAT FOR CORRELATION TO THE GEORGIA PERFORMANCE STANDARDS**

**Subject Area:** Mathematics

**State-Funded Course:** 27.01200 Mathematics/Grade 1

**Textbook Title:** Partner Games ©05

**Publisher:** Great Source Education Group

*The Georgia Performance Standards for grades K-8 Mathematics may be accessed on-line at: <http://www.georgiastandards.org/>.*

<b><u>Standard</u></b> (Cite Number)	<b><u>Standard</u></b> (Cite specific standard)	<b><u>Where Taught</u></b> (If print component, cite page number; if non-print, cite appropriate location.)
<b>M1N</b>	<b><u>Numbers and Operations</u></b> Students will understand how to represent numbers, and will be able to add and subtract small numbers.	Game 1, Game 2, Game 3, Game 4, Game 5, Game 6, Game 7, Game 8, Game 9, Game 10, Game 11, Game 12, Game 13, Game 14, Game 15, Game 16, Game 17, Game 18, Game 19, Game 20
<b>M1N1</b>	Students will estimate, model, compare, order, and represent whole numbers up to 100.	TG pp. 14-15, 16-17, 18-19, 20-21, 22-23, 24-25, 26-27, 28-29, 30-31, 32-33, 34-35, 36-37, 38-39, 40-41, 42-43, 44-45, 46-47, 48-49, 50-51, 52-53
<b>M1N2</b>	Understand place value notation for the numbers between 1 and 100. (Discussions may allude to 3-digit numbers to assist in understanding place value.)	TG pp. 24-25, 34-35, 46-47, 48-49, 50-51, 52-53
<b>M1N3</b>	Students will add and subtract numbers less than 100 as well as understand and use the inverse relationship between addition and subtraction.	TG pp. 20-21, 22-23, 24-25, 28-29, 30-31, 32-33, 34-35, 36-37, 38-39, 40-41, 42-43, 44-45, 48-49, 52-53
<b>M1N4</b>	Students will count collections of up to 100 objects by dividing them into equal parts and represent the results using words, pictures, or diagrams.	TG pp. 14-15, 16-17, 24-25, 34-35, 36-37, 44-45, 50-51, 52-53
<b>M1M</b>	<b><u>Measurement</u></b> Students will measure basic quantitative attributes of concrete objects.	This objective falls outside the scope of Great Source <i>Every Day Counts</i> ® <i>Partner Games</i> .
<b>M1M1</b>	Students will compare and/or order the length, weight, or capacity of two or more objects by using direct comparison or a nonstandard unit.	This objective falls outside the scope of Great Source <i>Every Day Counts</i> ® <i>Partner Games</i> .

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<b>M1M2</b>	Students will develop an understanding of the measurement of time.	This objective falls outside the scope of Great Source <i>Every Day Counts</i> ® <i>Partner Games</i> .
<b>M1G</b>	<b>Geometry</b> Students will understand the concepts of basic geometric shapes and spatial relationships of concrete objects.	This objective falls outside the scope of Great Source <i>Every Day Counts</i> ® <i>Partner Games</i> .
<b>M1G1</b>	Students will study and create various two and three-dimensional figures and identify basic figures (squares, circles, triangles, and rectangles) within them.	This objective falls outside the scope of Great Source <i>Every Day Counts</i> ® <i>Partner Games</i> .
<b>M1G2</b>	Students will compare, contrast, and/or classify geometric shapes by the common attributes of position, shape, size, number of sides, and number of corners.	This objective falls outside the scope of Great Source <i>Every Day Counts</i> ® <i>Partner Games</i> .
<b>M1G3</b>	Students will arrange and describe objects in space by proximity, position, and direction (near, far, below, above, up, down, behind, in front of, next to, and left or right of).	This objective falls outside the scope of Great Source <i>Every Day Counts</i> ® <i>Partner Games</i> .
<b>M1D</b>	<b>Data Analysis and Probability</b> Students will pose questions, collect, organize, and interpret data about themselves and their surroundings.	This objective falls outside the scope of Great Source <i>Every Day Counts</i> ® <i>Partner Games</i> .
<b>M1D1</b>	Students will create simple tables and graphs, and interpret them.	This objective falls outside the scope of Great Source <i>Every Day Counts</i> ® <i>Partner Games</i> .
<b>M1P</b>	<b>Process Skills</b> Students will apply mathematical concepts and skills in the context of authentic problems and will understand concepts rather than merely following a sequence of procedures. The student will use the process standards as a way of acquiring and using content knowledge.	Game 1, Game 2, Game 3, Game 4, Game 5, Game 6, Game 7, Game 8, Game 9, Game 10, Game 11, Game 12, Game 13, Game 14, Game 15, Game 16, Game 17, Game 18, Game 19, Game 20
<b>M1P1</b>	Students will solve problems that arise in mathematics and in other contexts.	TG pp. 14-15, 16-17, 18-19, 20-21, 22-23, 24-25, 26-27, 28-29, 30-31, 32-33, 34-35, 36-37, 38-39, 40-41, 42-43, 44-45, 46-47, 48-49, 50-51, 52-53

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<b>M1P2</b>	Students will investigate, develop, and evaluate mathematical arguments.	TG pp. 18-19, 20-21, 22-23, 24-25, 28-29, 30-31, 44-45, 50-51
<b>M1P3</b>	Students will use the language of mathematics to express ideas precisely.	TG pp. 14-15, 16-17, 18-19, 20-21, 22-23, 24-25, 26-27, 28-29, 30-31, 32-33, 34-35, 36-37, 38-39, 40-41, 42-43, 44-45, 46-47, 48-49, 50-51, 52-53
<b>M1P4</b>	Students will understand how mathematical ideas interconnect and build on one another and will apply mathematics in other content areas.	TG pp. 24-25, 42-43
<b>M1P5</b>	Students will create and use pictures, manipulatives, models, and symbols to organize, record, and communicate mathematical ideas.	TG pp. 14-15, 16-17, 18-19, 20-21, 22-23, 24-25, 26-27, 28-29, 30-31, 32-33, 34-35, 36-37, 38-39, 40-41, 42-43, 44-45, 46-47, 48-49, 50-51, 52-53

**FORMAT FOR CORRELATION TO THE GEORGIA PERFORMANCE STANDARDS**

**Subject Area:** Mathematics

**State-Funded Course:** 27.01300 Mathematics/Grade 2

**Textbook Title:** Partner Games ©05

**Publisher:** Great Source Education Group

*The Georgia Performance Standards for grades K-8 Mathematics may be accessed on-line at: <http://www.georgiastandards.org/>.*

<b><u>Standard</u></b> (Cite Number)	<b><u>Standard</u></b> (Cite specific standard)	<b><u>Where Taught</u></b> (If print component, cite page number; if non-print, cite appropriate location.)
<b>M2N</b>	<b><u>Numbers and Operations</u></b> Students will further develop their understanding of numbers - including fractions - and how to represent them. The students will understand and apply addition, subtraction and multiplication through concrete manipulation and perform basic calculations.	Game 1, Game 2, Game 3, Game 4, Game 5, Game 6, Game 7, Game 8, Game 9, Game 10, Game 11, Game 12, Game 13, Game 14, Game 15, Game 16, Game 17, Game 18, Game 19, Game 20
<b>M2N1</b>	Students will understand the place value representation of whole numbers through four digits.	TG pp. 14-15, 18-19, 28-29, 30-31, 32-33, 34-35, 36-37, 38-39, 40-41, 42-43, 44-45, 46-47
<b>M2N2</b>	Students will build fluency with multi-digit addition and subtraction.	TG pp. 14-15, 38-39, 40-41, 42-43, 44-45
<b>M2N3</b>	Students will understand multiplication, multiply numbers, and verify results.	TG pp. 48-49
<b>M2N4</b>	Students will understand and compare common fractions with small denominators.	TG pp. 50-51
<b>M2N5</b>	Students will represent and interpret quantities and relationships using mathematical expressions including equality and inequality signs (=, <, >).	TG pp. 16-17, 20-21, 26-27, 30-31, 32-33, 40-41, 42-43, 46-47, 48-49
<b>M2M</b>	<b><u>Measurement</u></b> Students will understand length, time, and temperature and choose an appropriate tool to measure them.	This objective falls outside the scope of Great Source <i>Every Day Counts</i> ® <i>Partner Games</i> .

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M2M1	Students will know the standard units of inch, foot, yard, and metric units of centimeter and meter and measure length to the nearest inch or centimeter.	This objective falls outside the scope of Great Source <i>Every Day Counts</i> ® <i>Partner Games</i> .
M2M2	Students will tell time to the nearest five minutes and know relationships of time such as the number of minutes in an hour and hours in a day.	This objective falls outside the scope of Great Source <i>Every Day Counts</i> ® <i>Partner Games</i> .
M2M3	Students will estimate, then measure, temperature (Fahrenheit) and determine if estimations were reasonable.	This objective falls outside the scope of Great Source <i>Every Day Counts</i> ® <i>Partner Games</i> .
M2G	<b><u>Geometry</u></b> Students will understand basic and compound geometric shapes together with the elements from which they are composed.	This objective falls outside the scope of Great Source <i>Every Day Counts</i> ® <i>Partner Games</i> .
M2G1	Students will describe and classify plane figures (triangles, square, rectangle, trapezoid, quadrilateral, pentagon, hexagon, and irregular polygonal shapes) according to the number of edges and vertices and the sizes of angles (right angle, obtuse, acute).	This objective falls outside the scope of Great Source <i>Every Day Counts</i> ® <i>Partner Games</i> .
M2G2	Students will describe and classify solid geometric figures (prisms, cylinders, cones, and spheres) according to such things as the number of edges and vertices and the number and shape of faces and angles.	This objective falls outside the scope of Great Source <i>Every Day Counts</i> ® <i>Partner Games</i> .
M2G3	Students will describe the change in attributes as two and three-dimensional shapes are cut and rearranged.	This objective falls outside the scope of Great Source <i>Every Day Counts</i> ® <i>Partner Games</i> .
M2D	<b><u>Data Analysis and Probability</u></b> Students will pose questions, collect, organize, and interpret data about themselves and their surroundings.	Games 2, 13, 16
M2D1	Students will create simple tables and graphs and interpret their meaning.	TG pp. 16-17, 38-39, 44-45

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<b>M2P</b>	<b>Process Skills</b> Students will apply mathematical concepts and skills in the context of authentic problems and will understand concepts rather than merely following a sequence of procedures. The students will use the process standards as a way of acquiring and using content knowledge.	Game 1, Game 2, Game 3, Game 4, Game 5, Game 6, Game 7, Game 8, Game 9, Game 10, Game 11, Game 12, Game 13, Game 14, Game 15, Game 16, Game 17, Game 18, Game 19, Game 20
<b>M2P1</b>	Students will solve problems that arise in mathematics and in other contexts.	TG pp. 14-15, 16-17, 18-19, 20-21, 22-23, 24-25, 26-27, 28-29, 30-31, 32-33, 34-35, 36-37, 38-39, 40-41, 42-43, 44-45, 46-47, 48-49, 50-51, 52-53
<b>M2P2</b>	Students will be able to investigate, develop, and evaluate mathematical arguments.	TG pp. 16-17
<b>M2P3</b>	Students will be able to use the language of mathematics to express ideas precisely.	TG pp. 14-15, 16-17, 18-19, 20-21, 22-23, 24-25, 26-27, 28-29, 30-31, 32-33, 34-35, 36-37, 38-39, 40-41, 42-43, 44-45, 46-47, 48-49, 50-51, 52-53
<b>M2P4</b>	Students understand how mathematical ideas interconnect and build on one another and apply mathematics in other content areas.	TG pp. 16-17, 22-23, 26-27, 40-41
<b>M2P5</b>	Students will be able to create and use pictures, manipulatives, models, and symbols to organize, record, and communicate mathematical ideas.	TG pp. 14-15, 16-17, 18-19, 20-21, 22-23, 24-25, 26-27, 28-29, 30-31, 32-33, 34-35, 36-37, 38-39, 40-41, 42-43, 44-45, 46-47, 48-49, 50-51, 52-53

**FORMAT FOR CORRELATION TO THE GEORGIA PERFORMANCE STANDARDS**

**Subject Area:** Mathematics

**State-Funded Course:** 27.01400 Mathematics/Grade 3

**Textbook Title:** Partner Games ©05

**Publisher:** Great Source Education Group

*The Georgia Performance Standards for grades K-8 Mathematics may be accessed on-line at: <http://www.georgiastandards.org/>.*

<b><u>Standard</u></b> (Cite Number)	<b><u>Standard</u></b> (Cite specific standard)	<b><u>Where Taught</u></b> (If print component, cite page number; if non-print, cite appropriate location.)
<b>M3N</b>	<b><u>Numbers and Operations</u></b> Students will use decimal fractions and common fractions to represent parts of a whole. They will also understand the four arithmetic operations for whole numbers and use them in basic calculations, and apply them in problem solving situations.	Game 1, Game 2, Game 3, Game 4, Game 5, Game 6, Game 8, Game 9, Game 10, Game 11, Game 12, Game 13, Game 14, Game 15, Game 16, Game 18, Game 20
<b>M3N1</b>	Students will further develop their understanding of whole numbers and ways of representing them.	TG pp. 14-15, 16-17, 18-19, 20-21, 22-23, 24-25, 26-27, 28-29, 30-31, 32-33, 34-35, 36-37, 38-39, 40-41, 42-43, 46-47, 48-49, 50-51, 52-53
<b>M3N2</b>	Students will further develop their skills of addition and subtraction and apply them in problem solving.	TG pp. 14-15, 16-17, 18-19, 20-21, 22-23, 24-25, 30-31, 32-33, 34-35, 38-39, 48-49, 52-53
<b>M3N3</b>	Students will further develop their understanding of multiplication of whole numbers and develop the ability to apply it in problem solving.	TG pp. 28-29, 32-33, 36-37, 38-39, 40-41, 42-43, 52-53
<b>M3N4</b>	Students will understand the meaning of division and develop the ability to apply it in problem solving.	TG pp. 42-43
<b>M3N5</b>	Students will understand the meaning of decimal fractions and common fractions in simple cases and apply them in problem-solving situations.	TG pp. 44-45, 48-49

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M3M	<b><u>Measurement</u></b> Students will understand and measure time and length. They will also model and calculate perimeter and area of simple geometric figures.	Game 12
M3M1	Students will further develop their understanding of the concept of time by determining elapsed time of a full, half and quarter-hour.	This objective falls outside the scope of Great Source <i>Every Day Counts</i> ® <i>Partner Games</i> .
M3M2	Students will measure length choosing appropriate units and tools.	This objective falls outside the scope of Great Source <i>Every Day Counts</i> ® <i>Partner Games</i> .
M3M3	Students will understand and measure the perimeter of simple geometric figures (squares and rectangles).	The opportunity to address this objective is available. See the following: TG pp. 36-37
M3M4	Students will understand and measure the area of simple geometric figures (squares and rectangles).	TG pp. 36-37
M3G	<b><u>Geometry</u></b> Students will further develop their understanding of characteristics of previously studied geometric figures.	The opportunity to address this objective is available. See the following: Game 12
M3G1	Students will further develop their understanding of geometric figures by drawing them. They will also state and explain their properties.	The opportunity to address this objective is available. See the following: TG pp. 36-37
M3A	<b><u>Algebra</u></b> Students will understand how to express relationships as mathematical expressions.	Game 2, Game 3, Game 5, Game 8, Game 10, Game 12, Game 13, Game 14, Game 15, Game 17, Game 19, Game 20
M3A1	Students will use mathematical expressions to represent relationships between quantities and interpret given expressions.	TG pp. 16-17, 18-19, 22-23, 28-29, 32-33, 36-37, 38-39, 40-41, 42-43, 46-47, 50-51, 52-53
M3D	<b><u>Data Analysis</u></b> Students will gather, organize, and display data and interpret graphs.	Game 1, Game 6, Game 8, Game 11, Game 17
M3D1	Students will create and interpret simple tables and graphs.	TG pp. 14-25, 24-25, 28-29, 34-35, 46-47

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<b>M3P</b>	<b><u>Process Skills</u></b> Students will apply mathematical concepts and skills in the context of authentic problems and will understand concepts rather than merely following a sequence of procedures. The students will use the process standards as a way of acquiring and using content knowledge.	Game 1, Game 2, Game 3, Game 4, Game 5, Game 6, Game 7, Game 8, Game 9, Game 10, Game 11, Game 12, Game 13, Game 14, Game 15, Game 16, Game 17, Game 18, Game 19, Game 20
<b>M3P1</b>	Students will solve problems that arise in mathematics and in other contexts.	TG pp. 14-15, 16-17, 18-19, 20-21, 22-23, 24-25, 26-27, 28-29, 30-31, 32-33, 34-35, 36-37, 38-39, 40-41, 42-43, 44-45, 46-47, 48-49, 50-51, 52-53
<b>M3P2</b>	Students will investigate, develop, and evaluate mathematical arguments.	TG pp. 38-39, 40-41, 42-43, 50-51
<b>M3P3</b>	Students will use the language of mathematics to express ideas precisely.	TG pp. 14-15, 16-17, 18-19, 20-21, 22-23, 24-25, 26-27, 28-29, 30-31, 32-33, 34-35, 36-37, 38-39, 40-41, 42-43, 44-45, 46-47, 48-49, 50-51, 52-53
<b>M3P4</b>	Students will understand how mathematical ideas interconnect and build on one another and apply mathematics in other content areas.	TG pp. 16-17, 36-37, 38-39, 40-41, 42-43, 44-45, 48-49
<b>M3P5</b>	Students will create and use pictures, manipulatives, models, and symbols to organize, record, and communicate mathematical ideas.	TG pp. 14-15, 16-17, 18-19, 20-21, 22-23, 24-25, 26-27, 28-29, 30-31, 32-33, 34-35, 36-37, 38-39, 40-41, 42-43, 44-45, 46-47, 48-49, 52-53

**FORMAT FOR CORRELATION TO THE GEORGIA PERFORMANCE STANDARDS**

**Subject Area:** Mathematics

**State-Funded Course:** 27.01500 Mathematics/Grade 4

**Textbook Title:** Partner Games ©05

**Publisher:** Great Source Education Group

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<b><u>Standard</u></b> (Cite Number)	<b><u>Standard</u></b> (Cite specific standard)	<b><u>Where Taught</u></b> (If print component, cite page number; if non-print, cite appropriate location.)
<b>M4N</b>	<b><u>Numbers and Operations</u></b> Students will further develop their understanding of whole numbers and master the four basic operations with whole numbers by solving problems. They will also understand rounding and when to appropriately use it. Students will add and subtract decimal fractions and common fractions with common denominators.	Game 1, Game 2, Game 3, Game 4, Game 5, Game 6, Game 7, Game 8, Game 9, Game 11, Game 12, Game 13, Game 14, Game 15, Game 16, Game 17, Game 18, Game 19, Game 20
<b>M4N1</b>	Students will further develop their understanding of how whole numbers are represented in the base-ten numeration system.	TG pp. 14-15, 16-17, 18-19, 20-21, 26-27, 34-35, 38-39, 42-43, 46-47
<b>M4N2</b>	Students will understand and apply the concept of rounding numbers.	TG pp. 18-19, 38-39, 51
<b>M4N3</b>	Students will solve problems involving multiplication of 2-3 digit numbers by 1-2 digit numbers.	TG pp. 26-27, 28-29, 50-51
<b>M4N4</b>	Students will further develop their understanding of division of whole numbers and divide in problem solving situations without calculators.	TG pp. 16-17, 24-25, 26-27
<b>M4N5</b>	Students will further develop their understanding of the meaning of decimal fractions and use them in computations.	The opportunity to address this objective is available. See the following: TG pp. 42-43, 46-47, 48-49

<b>Standard</b> (Cite Number)	<b>Standard</b> (Cite specific standard)	<b>Where Taught</b> (If print component, cite page number; if non-print, cite appropriate location.)
<b>M4N6</b>	Students will further develop their understanding of the meaning of common fractions and use them in computations.	TG pp. 32-33, 36-37, 42-43, 48-49, 52-53
<b>M4N7</b>	Students will explain and use properties of the four arithmetic operations to solve and check problems.	TG pp. 14-15, 16-17, 18-19, 20-21, 22-23, 24-25, 26-27, 28-29, 30-31, 34-35, 36-37, 40-41, 42-43, 44-45, 50-51, 52-53
<b>M4M</b>	<b>Measurement</b> Students will measure weight in appropriate metric and standard units. They will also measure angles.	The opportunity to address this objective is available. See the following: Game 12
<b>M4M1</b>	Students will understand the concept of weight and how to measure it.	The opportunity to address this objective is available. See the following: TG pp. 36-37
<b>M4M2</b>	Students will understand the concept of angles and how to measure it.	This objective falls outside the scope of Great Source <i>Every Day Counts</i> ® <i>Partner Games</i> .
<b>M4G</b>	<b>Geometry</b> Students will understand and construct plane and solid geometric figures. They will also graph points on the coordinate plane.	The opportunity to address this objective is available. See the following: Game 5, Game 9
<b>M4G1</b>	Students will define and identify the characteristics of geometric figures through examination and construction.	The opportunity to address this objective is available. See the following: TG pp. 22-23, 30-31
<b>M4G2</b>	Students will understand fundamental solid figures.	This objective falls outside the scope of Great Source <i>Every Day Counts</i> ® <i>Partner Games</i> .
<b>M4G3</b>	Students will use the coordinate system.	This objective falls outside the scope of Great Source <i>Every Day Counts</i> ® <i>Partner Games</i> .
<b>M4A</b>	<b>Algebra</b> Students will investigate and represent mathematical relationships between quantities using mathematical expressions in problem-solving situations.	Game 2, Game 3, Game 4, Game 5, Game 6, Game 7, Game 8, Game 9, Game 14, Game 16, Game 17, Game 18, Game 19, Game 20

<b><u>Standard</u></b> (Cite Number)	<b><u>Standard</u></b> (Cite specific standard)	<b><u>Where Taught</u></b> (If print component, cite page number; if non-print, cite appropriate location.)
<b>M4A1</b>	Students will represent and interpret mathematical relationships in quantitative expressions.	TG pp. 16-17, 18-19, 20-21, 22-23, 24-25, 26-27, 28-29, 30-31, 40-41, 44-45, 46-47, 48-49, 50-51, 52-53
<b>M4D</b>	<b><u>Data Analysis</u></b> Students will gather, organize, and display data. They will also compare features of graphs.	Game 2, Game 4, Game 11, Game 13, Game 14, Game 15, Game 16
<b>M4D1</b>	Students will gather, organize, and display data according to the situation and compare related features.	TG pp. 16-17, 20-21, 34-35, 38-39, 40-41, 42-43, 44-45
<b>M4P</b>	<b><u>Process Skills</u></b> Students will apply mathematical concepts and skills in the context of authentic problems and will understand concepts rather than merely following a sequence of procedures. Students will use the process standards as a way of acquiring and using content knowledge.	Game 1, Game 2, Game 3, Game 4, Game 5, Game 6, Game 7, Game 8, Game 9, Game 10, Game 11, Game 12, Game 13, Game 14, Game 15, Game 16, Game 17, Game 18, Game 19, Game 20
<b>M4P1</b>	Using the appropriate technology, students will solve problems that arise in mathematics and in other contexts.	The opportunity to address this objective is available. See the following: TG pp. 26-27, 28-29, 40-41
<b>M4P2</b>	Students will investigate, develop, and evaluate mathematical arguments.	The opportunity to address this objective is available. See the following: TG pp. 23, 26-27, 32-33, 40-41, 44-45, 48-49, 51
<b>M4P3</b>	Students will use the language of mathematics to express ideas precisely.	TG pp. 14-15, 16-17, 18-19, 20-21, 22-23, 24-25, 26-27, 28-29, 30-31, 32-33, 34-35, 36-37, 38-39, 40-41, 42-43, 44-45, 46-47, 48-49, 50-51, 52-53
<b>M4P4</b>	Students will understand how mathematical ideas interconnect and build on one another and apply mathematics in other content areas.	TG pp. 22-23, 26-27, 36-37, 40-41, 43, 48-49
<b>M4P5</b>	Students will create and use pictures, manipulatives, models, and symbols to organize, record, and communicate mathematical ideas.	TG pp. 14-15, 16-17, 18-19, 20-21, 22-23, 24-25, 26-27, 28-29, 30-31, 32-33, 34-35, 36-37, 38-39, 40-41, 42-43, 44-45, 46-47, 48-49, 50-51, 52-53

**FORMAT FOR CORRELATION TO THE GEORGIA PERFORMANCE STANDARDS**

**Subject Area:** Mathematics

**State-Funded Course:** 27.01600 Mathematics/Grade 5

**Textbook Title:** Partner Games ©05

**Publisher:** Great Source Education Group

*The Georgia Performance Standards for grades K-8 Mathematics may be accessed on-line at: <http://www.georgiastandards.org/>.*

<b><u>Standard</u></b> (Cite Number)	<b><u>Standard</u></b> (Cite specific standard)	<b><u>Where Taught</u></b> (If print component, cite page number; if non-print, cite appropriate location.)
<b>M5N</b>	<b><u>Numbers and Operations</u></b> Students will further develop their understanding of the concept of whole numbers. They will also understand the meanings of multiplication and division of decimal fractions and use decimal fractions and common fractions in computation, as well as in problem solving situations.	Game 1, Game 2, Game 3, Game 4, Game 5, Game 6, Game 7, Game 8, Game 9, Game 10, Game 11, Game 12, Game 13, Game 14, Game 15, Game 16, Game 17, Game 18, Game 19, Game 20
<b>M5N1</b>	Students will further develop their understanding of whole numbers.	TG pp. 14-15, 16-17, 18-19, 22-23, 24-25, 26-27, 32-33, 34-35, 36-37, 40-41, 42-43
<b>M5N2</b>	Students will further develop their understanding of decimal fractions as part of the base-ten number system.	TG pp. 14-15, 20-21, 24-25, 28-29, 30-31, 36-37, 38-39, 44-45, 46-47
<b>M5N3</b>	Students will further develop their understanding of the meaning of multiplication and division with decimal fractions and use them.	This objective falls outside the scope of Great Source <i>Every Day Counts</i> ® <i>Partner Games</i> .
<b>M5N4</b>	Students will continue to develop their understanding of the meaning of common fractions and compute with them.	TG pp. 14-15, 22-23, 38-39, 44-45, 48-49, 50-51, 52-53
<b>M5N5</b>	Students will understand the meaning of percentage.	TG pp. 48-49, 50-51

<u>Standard</u> (Cite Number)	<u>Standard</u> (Cite specific standard)	<u>Where Taught</u> (If print component, cite page number; if non-print, cite appropriate location.)
<b>M5M</b>	<b>Measurement</b> Students will compute the area of geometric plane figures. They will also understand the concept of volume and compute the volume of simple geometric solids and measure capacity. Students will convert from one unit to another within one system of measurement	This objective falls outside the scope of Great Source <i>Every Day Counts</i> ® <i>Partner Games</i> .
<b>M5M1</b>	Students will extend their understanding of area of fundamental geometric plane figures.	This objective falls outside the scope of Great Source <i>Every Day Counts</i> ® <i>Partner Games</i> .
<b>M5M3</b>	Students will measure capacity with appropriately chosen units and tools.	This objective falls outside the scope of Great Source <i>Every Day Counts</i> ® <i>Partner Games</i> .
<b>M5M4</b>	Students will understand and compute the volume of a simple geometric solid.	This objective falls outside the scope of Great Source <i>Every Day Counts</i> ® <i>Partner Games</i> .
<b>M5G</b>	<b>Geometry</b> Students will further develop their understanding of geometric figures.	This objective falls outside the scope of Great Source <i>Every Day Counts</i> ® <i>Partner Games</i> .
<b>M5G1</b>	Students will understand congruence of geometric figures and the correspondence of their vertices, sides, and angles.	This objective falls outside the scope of Great Source <i>Every Day Counts</i> ® <i>Partner Games</i> .
<b>M5G2</b>	Students will understand the relationship of the circumference of a circle to its diameter is pi ( $\pi \approx 3.14$ ).	This objective falls outside the scope of Great Source <i>Every Day Counts</i> ® <i>Partner Games</i> .
<b>M5A</b>	<b>Algebra</b> Students will represent and investigate mathematical expressions algebraically by using variables.	Game 1, Game 6, Game 8, Game 17
<b>M5A1</b>	Students will represent and interpret the relationships between quantities algebraically.	TG pp. 14-15, 24-25, 28-29, 46-47

<u>Standard</u> (Cite Number)	<u>Standard</u> (Cite specific standard)	<u>Where Taught</u> (If print component, cite page number; if non-print, cite appropriate location.)
<b>M5D</b>	<b>Data Analysis</b> Students will gather, organize, and display data and interpret graphs.	Game 3, Game 10, Game 11, Game 12, Game 14, Game 17, Game 19, Game 20
<b>M5D1</b>	Students will analyze graphs.	This objective falls outside the scope of Great Source <i>Every Day Counts® Partner Games</i> .
<b>M5D2</b>	Students will collect, organize, and display data using the most appropriate graph.	TG pp. 18-19, 32-33, 34-35, 36-37, 40-41, 46-47, 50-51, 52-53
<b>M5P</b>	<b>Process Skills</b> Students will apply mathematical concepts and skills in the context of authentic problems and will understand concepts rather than merely following a sequence of procedures. Students will use the process standards as a way of acquiring and using content knowledge.	Game 1, Game 2, Game 3, Game 4, Game 5, Game 6, Game 7, Game 8, Game 9, Game 10, Game 11, Game 12, Game 13, Game 14, Game 15, Game 16, Game 17, Game 18, Game 19, Game 20
<b>M5P1</b>	Using the appropriate technology, students will solve problems that arise in mathematics and in other contexts.	TG pp. 42-43
<b>M5P2</b>	Students will investigate, develop, and evaluate mathematical arguments.	TG pp. 16-17, 22-23, 24-25, 30-31, 34-35, 40-41, 42-43
<b>M5P3</b>	Students will use the language of mathematics to express ideas precisely.	TG pp. 14-15, 16-17, 18-19, 20-21, 22-23, 24-25, 26-27, 28-29, 30-31, 32-33, 34-35, 36-37, 38-39, 40-41, 42-43, 44-45, 46-47, 48-49, 50-51, 52-53
<b>M5P4</b>	Students will understand how mathematical ideas interconnect and build on one another and apply mathematics in other content areas.	TG pp. 16-17, 24-25, 34-35, 40-41, 50-51, 52-53
<b>M5P5</b>	Students will create and use pictures, manipulatives, models, and symbols to organize, record, and communicate mathematical ideas.	TG pp. 14-15, 16-17, 18-19, 20-21, 22-23, 24-25, 26-27, 28-29, 30-31, 32-33, 34-35, 36-37, 38-39, 40-41, 42-43, 44-45, 46-47, 48-49, 50-51, 52-53

**FORMAT FOR CORRELATION TO THE GEORGIA PERFORMANCE STANDARDS**

**Subject Area:** Mathematics

**State-Funded Course:** 27.02100 Mathematics/Grade 6

**Textbook Title:** Partner Games ©05

**Publisher:** Great Source Education Group

*The Georgia Performance Standards for grades K-8 Mathematics may be accessed on-line at: <http://www.georgiastandards.org/>.*

<u>Standard</u> (Cite Number)	<u>Standard</u> (Cite specific standard)	<u>Where Taught</u> (If print component, cite page number; if non-print, cite appropriate location.)
M6N	<b><u>Numbers and Operations</u></b> Students will understand the meaning of the four arithmetic operations as related to positive rational numbers and will apply these concepts and associated skills in real world situations.	Game 2, Game 3, Game 4, Game 6, Game 9, Game 10, Game 11, Game 13, Game 14, Game 16, Game 17, Game 19, Game 20
M6N1	Students will understand the meaning of the four arithmetic operations as related to positive rational numbers and will use these concepts to solve problems.	TG pp. 16-17, 18-19, 20-21, 24-25, 30-31, 32-33, 38-39, 40-41, 44-45, 46-47, 50-51, 52-53
M6M	<b><u>Measurement</u></b> Students will understand how to determine the volume and surface area of solid figures. They will understand and use the customary and metric systems of measurement to measure quantities efficiently and to represent volume and surface area appropriately.	This objective falls outside the scope of Great Source <i>Every Day Counts® Partner Games</i> .
M6M1	Students will convert from one unit to another within one system of measurement (customary or metric) by using proportional relationships.	This objective falls outside the scope of Great Source <i>Every Day Counts® Partner Games</i> .
M6M2	Students will use appropriate units of measure for finding length, perimeter, area and volume and will express each quantity using the appropriate unit.	This objective falls outside the scope of Great Source <i>Every Day Counts® Partner Games</i> .

<u>Standard</u> (Cite Number)	<u>Standard</u> (Cite specific standard)	<u>Where Taught</u> (If print component, cite page number; if non-print, cite appropriate location.)
<b>M6M3</b>	Students will determine the volume of fundamental solid figures (right rectangular prisms, cylinders, pyramids and cones).	This objective falls outside the scope of Great Source <i>Every Day Counts</i> ® <i>Partner Games</i> .
<b>M6M4</b>	Students will determine the surface area of solid figures (right rectangular prisms and cylinders).	This objective falls outside the scope of Great Source <i>Every Day Counts</i> ® <i>Partner Games</i> .
<b>M6G</b>	<b>Geometry</b> Students will further develop their understanding of plane and solid geometric figures, incorporating the use of appropriate technology and using this knowledge to solve authentic problems.	This objective falls outside the scope of Great Source <i>Every Day Counts</i> ® <i>Partner Games</i> .
<b>M6G1</b>	Students will further develop their understanding of plane figures.	This objective falls outside the scope of Great Source <i>Every Day Counts</i> ® <i>Partner Games</i> .
<b>M6G2</b>	Students will further develop their understanding of solid figures.	This objective falls outside the scope of Great Source <i>Every Day Counts</i> ® <i>Partner Games</i> .
<b>M6A</b>	<b>Algebra</b> Students will investigate relationships between two quantities. They will write and solve proportions and simple one-step equations that result from problem situations.	Game 1, Game 2, Game 4, Game 5, Game 6, Game 7, Game 8, Game 10, Game 12, Game 17, Game 19, Game 20
<b>M6A1</b>	Students will understand the concept of ratio and use it to represent quantitative relationships.	This objective falls outside the scope of Great Source <i>Every Day Counts</i> ® <i>Partner Games</i> .
<b>M6A2</b>	Students will consider relationships between varying quantities.	TG pp. 14-15, 16-17, 20-21, 22-23, 24-25, 26-27, 28-29, 32-33, 36-37
<b>M6A3</b>	Students will evaluate algebraic expressions, including those with exponents, and solve simple one-step equations using each of the four basic operations.	TG pp. 46-47, 50-51, 52-53

<u>Standard</u> (Cite Number)	<u>Standard</u> (Cite specific standard)	<u>Where Taught</u> (If print component, cite page number; if non-print, cite appropriate location.)
<b>M6D</b>	<b>Data Analysis and Probability</b> Students will demonstrate understanding of data analysis by posing questions to be answered by collecting data. They will represent, investigate, and use data to answer those questions. Students will understand experimental and theoretical probability.	Game 2, Game 4, Game 7, Game 9, Game 11, Game 14, Game 16, Game 17, Game 18
<b>M6D1</b>	Students will pose questions, collect data, represent and analyze the data, and interpret results.	TG pp. 16-17, 20-21, 26-27, 30-31, 34-35, 40-41, 44-45, 46-47
<b>M6D2</b>	Students will use experimental and simple theoretical probability and understand the nature of sampling. They will also make predictions from investigations.	The opportunity to address this objective is available. See the following: TG pp. 16-17, 20-21, 26-27, 30-31, 34-35, 40-41, 44-45, 46-47
<b>M6P</b>	<b>Process Standards</b> Each topic studied in this course should be developed with careful thought toward helping every student achieve the following process standards.	Game 1, Game 2, Game 3, Game 4, Game 5, Game 6, Game 7, Game 8, Game 9, Game 10, Game 11, Game 12, Game 13, Game 14, Game 15, Game 16, Game 17, Game 18, Game 19, Game 20
<b>M6P1</b>	Students will solve problems (using appropriate technology).	TG pp. 14-15, 16-17, 18-19, 20-21, 22-23, 24-25, 26-27, 28-29, 30-31, 32-33, 34-35, 36-37, 38-39, 40-41, 42-43, 44-45, 46-47, 48-49, 50-51, 52-53
<b>M6P2</b>	Students will reason and evaluate mathematical arguments.	TG pp. 14-15, 16-17, 18-19, 20-21, 22-23, 24-25, 26-27, 28-29, 30-31, 32-33, 34-35, 36-37, 38-39, 40-41, 42-43, 44-45, 46-47, 48-49, 50-51, 52-53
<b>M6P3</b>	Students will communicate mathematically.	TG pp. 14-15, 16-17, 18-19, 20-21, 22-23, 24-25, 26-27, 28-29, 30-31, 32-33, 34-35, 36-37, 38-39, 40-41, 42-43, 44-45, 46-47, 48-49, 50-51, 52-53
<b>M6P4</b>	Students will make connections among mathematical ideas and to other disciplines.	TG pp. 14-15, 22-23, 28-29, 34-35
<b>M6P5</b>	Students will represent mathematics in multiple ways.	TG pp. 14-15, 16-17, 18-19, 20-21, 22-23, 24-25, 26-27, 28-29, 30-31, 32-33, 34-35, 36-37, 38-39, 40-41, 42-43, 44-45, 46-47, 48-49, 50-51, 52-53



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