

**EVERY DAY COUNTS**  
**CALENDAR MATH © 2005**  
**Grades K-5**  
correlated to  
**Louisiana**  
**Mathematics Comprehensive**  
**Curriculum**



**YOUR LOUISIANA GREAT SOURCE REPRESENTATIVE**

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# Every Day Counts Calendar Math © 2005

## correlated to Louisiana Mathematics Comprehensive Curriculum Kindergarten

### Unit 1

#### Where Are You? What Did You Say? Return to Classification

| GLE Text and Benchmarks, Kindergarten  | Every Day Counts Calendar Math, Kindergarten  |
|--|---|
| <p><b>Number and Number Relations</b></p> <p>2. Count a set of 20 or fewer objects by establishing a 1-to-1 correspondence between number names and objects (N-1-E) (N-3-E) (A-1-E)</p>                      | <p><b>Teacher's Guide:</b> 18, 19, 20, 21, 22, 23, 24, 25, 26, 34, 35, 36, 37, 38, 39, 40, 41, 46, 47, 48, 49, 50, 51, 52, 55, 62, 63, 64, 65, 66, 74, 75, 77, 78, 79, 89, 90, 91, 92, 93, 94, 103, 104, 124, 125, 132, 133</p> |
| <p>4. Identify the numerals for the numbers 0 through 20 (N-1-E) (N-3-E)</p>   | <p><b>Teacher's Guide:</b> 19, 20, 21, 22, 23, 35, 37, 38, 50, 62, 63, 76, 77, 90, 104, 118, 120, 131</p>   |
| <p>8. Compare sets containing 20 or fewer objects using the words <i>same/different</i> and <i>more/less/greater/fewer</i> (N-3-E) (N-1-E)</p>   | <p><b>Teacher's Guide:</b> 23, 33, 36, 51, 52, 60, 61, 65, 77, 81, 103, 108, 110, 111, 116, 122, 123, 133, 135</p>  |
| <p><b>Algebra</b></p> <p>11. Use the words <i>same, different, equal, not equal, greater than,</i> and <i>less than</i> while using concrete objects for comparative models (A-1-E)</p>                      | <p><b>Teacher's Guide:</b> 23, 33, 36, 51, 52, 60, 61, 65, 77, 81, 103, 108, 110, 111, 116, 122, 123, 133, 135</p>  |
| <p><b>Measurement</b></p> <p>15. Use comparative and superlative vocabulary in measurement settings (e.g., <i>longest, shortest, most, hottest, heaviest, biggest</i>) (M-3-E) (M-1-E) (M-2-E)</p>           | <p><b>Teacher's Guide:</b> 36, 43, 56, 57, 64, 69, 70, 71, 98, 99, 102, 103</p>   |
| <p><b>Geometry</b></p> <p>16. Name and identify basic shapes using concrete models (e.g., circles, squares, triangles, rectangles, rhombuses, balls, boxes, cans, cones) (G-2-E) (G-1-E) (G-4-E) (G-5-E)</p> | <p><b>Teacher's Guide:</b> 20, 21, 23, 27, 29, 46, 47, 51, 60, 61, 108</p>  |

| <b>GLE Text and Benchmarks, Kindergarten</b>   | <b>Every Day Counts Calendar Math, Kindergarten</b>   |
|--|---|
| 17. Compare, contrast, and sort objects or shapes according to two attributes (e.g., shape and size, shape and color, thickness and color) (G-2-E)                 | <b>Teacher's Guide:</b> 19, 23, 29, 34, 36, 40, 46, 47, 49, 60, 61, 68, 86, 88, 119, 134, 135 |
| 18. Use words that indicate direction and position of objects and arrange an object in a specified position and orientation (e.g., between, behind, above) (G-3-E) | <b>Teacher's Guide:</b> 47, 48, 50, 51, 63, 76, 78, 79, 105                                   |
| 20. Draw circles, squares, rectangles, and triangles (G-4-E)   | <b>Teacher's Guide:</b> 20, 29, 46, 47, 60, 61, 133-135                                       |

## Unit 2

### Here It Goes Again: Seeing and Extending Patterns

| <b>GLE Text and Benchmarks, Kindergarten</b>   | <b>Every Day Counts Calendar Math, Kindergarten</b>  |
|--|--|
| <b>Number and Number Relations</b>   | <b>Teacher's Guide:</b> 18, 19, 20, 21, 22, 23, 24, 25, 26, 34, 35, 36, 37, 38, 39, 40, 41, 46, 47, 48, 49, 50, 51, 52, 55, 62, 63, 64, 65, 66, 74, 75, 77, 78, 79, 89, 90, 91, 92, 93, 94, 103, 104, 124, 125, 132, 133 |
| 2. Count a set of 20 or fewer objects by establishing a 1-to-1 correspondence between number names and objects (N-1-E) (N-3-E) (A-1-E)   |  |
| 3. Use the ordinal numerals 1st through 10th to discuss positions in ordered lists (N-1-E)   | <b>Teacher's Guide:</b> 28, 33, 50, 105, 116, 117  |
| 4. Identify the numerals for the numbers 0 through 20 (N-1-E) (N-3-E)  | <b>Teacher's Guide:</b> 19, 20, 21, 22, 23, 35, 37, 38, 50, 62, 63, 76, 77, 90, 104, 118, 120, 131   |
| 8. Compare sets containing 20 or fewer objects using the words <i>same/different</i> and <i>more/less/greater/fewer</i> (N-3-E) (N-1-E)  | <b>Teacher's Guide:</b> 23, 33, 36, 51, 52, 60, 61, 65, 77, 81, 103, 108, 110, 111, 116, 122, 123, 133, 135  |
| <b>Measurement</b>   | <b>Teacher's Guide:</b> 36, 43, 56, 57, 64, 69, 70, 71, 98, 99, 102, 103   |
| 15. Use comparative and superlative vocabulary in measurement settings (e.g., <i>longest, shortest, most, hottest, heaviest, biggest</i> ) (M-3-E) (M-1-E) (M-2-E)             |  |
| <b>Geometry</b>  | <b>Teacher's Guide:</b> 20, 21, 23, 27, 29, 46, 47, 51, 60, 61, 108  |
| 16. Name and identify basic shapes using concrete models (e.g., circles, squares, triangles, rectangles, rhombuses, balls, boxes, cans, cones) (G-2-E) (G-1-E) (G-4-E) (G-5-E) |  |

| <b>GLE Text and Benchmarks, Kindergarten</b>   | <b>Every Day Counts Calendar Math, Kindergarten</b>   |
|--|---|
| 17. Compare, contrast, and sort objects or shapes according to two attributes (e.g., shape and size, shape and color, thickness and color) (G-2-E)                 | <b>Teacher's Guide:</b> 19, 23, 29, 34, 36, 40, 46, 47, 49, 60, 61, 68, 86, 88, 119, 134, 135           |
| 18. Use words that indicate direction and position of objects and arrange an object in a specified position and orientation (e.g., between, behind, above) (G-3-E) | <b>Teacher's Guide:</b> 47, 48, 50, 51, 63, 76, 78, 79, 105   |
| <b>Data Analysis, Probability, and Discrete Math</b>   | <b>Teacher's Guide:</b> 81, 82, 83, 89, 90  |
| 21. Collect and organize concrete data using tally mark charts (D-1-E)   |   |
| 22. Collect and organize data in a simple bar graph using pictures or objects (D-1-E) (D-2-E)  | <b>Teacher's Guide:</b> 41, 42, 43, 67, 68, 69, 80, 81, 122, 123  |
| 23. Sort, represent, and use information in simple tables and bar/picture graphs (D-2-E) (D-3-E)   | <b>Teacher's Guide:</b> 41, 42, 43, 67, 68, 69, 80, 81, 122, 123  |
| <b>Patterns, Relations, and Functions</b>  | <b>Teacher's Guide:</b> 18, 19, 21, 23, 32, 33, 34, 46, 47, 60, 61, 75, 77, 88, 103, 116, 117, 129, 132 |
| 24. Recognize, copy, name, create, and extend repeating patterns (e.g., ABAB, AABB, ABBA) using concrete objects, shapes, pictures, numbers, and sounds (P-1-E)    |   |

## Unit 3

### How Many: Numbers and Numerals to 10

| <b>GLE Text and Benchmarks, Kindergarten</b>   | <b>Every Day Counts Calendar Math, Kindergarten</b>  |
|--|--|
| <b>Number and Number Relations</b>   | <b>Teacher's Guide:</b> 18, 19, 20, 21, 22, 25, 26, 35, 49, 76, 89, 90, 104, 119   |
| 1. Count by ones to 20 (N-1-E) (N-3-E)   |  |
| 2. Count a set of 20 or fewer objects by establishing a 1-to-1 correspondence between number names and objects (N-1-E) (N-3-E) (A-1-E) | <b>Teacher's Guide:</b> 18, 19, 20, 21, 22, 23, 24, 25, 26, 34, 35, 36, 37, 38, 39, 40, 41, 46, 47, 48, 49, 50, 51, 52, 55, 62, 63, 64, 65, 66, 74, 75, 77, 78, 79, 89, 90, 91, 92, 93, 94, 103, 104, 124, 125, 132, 133 |
| 3. Use the ordinal numerals 1st through 10th to discuss positions in ordered lists (N-1-E)   | <b>Teacher's Guide:</b> 28, 33, 50, 105, 116, 117  |
| 4. Identify the numerals for the numbers 0 through 20 (N-1-E) (N-3-E)  | <b>Teacher's Guide:</b> 19, 20, 21, 22, 23, 35, 37, 38, 50, 62, 63, 76, 77, 90, 104, 118, 120, 131   |

| <b>GLE Text and Benchmarks, Kindergarten</b>  | <b>Every Day Counts Calendar Math, Kindergarten</b>   |
|---|---|
| 5. Using a number line or chart, identify the numbers coming before/after a given number and between 2 given numbers (N-1-E) (N-3-E) (A-1-E)                          | <b>Teacher's Guide:</b> 21, 23, 40, 52, 53, 66, 67, 92, 93, 108   |
| 7. Count forward and backward from a given number between 1 and 10 (N-3-E)  | <b>Teacher's Guide:</b> 23, 53  |
| 8. Compare sets containing 20 or fewer objects using the words <i>same/different</i> and <i>more/less/greater/fewer</i> (N-3-E) (N-1-E)                               | <b>Teacher's Guide:</b> 23, 33, 36, 51, 52, 60, 61, 65, 77, 81, 103, 108, 110, 111, 116, 122, 123, 133, 135 |
| <b>Algebra</b><br>11. Use the words <i>same, different, equal, not equal, greater than, and less than</i> while using concrete objects for comparative models (A-1-E) | <b>Teacher's Guide:</b> 23, 33, 36, 51, 52, 60, 61, 65, 77, 81, 103, 108, 110, 111, 116, 122, 123, 133, 135 |
| <b>Measurement</b><br>14. Measure and estimate length and capacity using non-standard units (e.g., sticks, paper clips, blocks, beans) (M-2-E) (M-3-E)                | <b>Teacher's Guide:</b> 56, 57, 69, 82, 83, 124, 125, 135   |
| <b>Data Analysis, Probability, and Discrete Math</b><br>22. Collect and organize data in a simple bar graph using pictures or objects (D-1-E) (D-2-E)                 | <b>Teacher's Guide:</b> 41, 42, 43, 67, 68, 69, 80, 81, 122, 123  |

## Unit 4

### Numbers and Numerals 10 to 20

| <b>GLE Text and Benchmarks, Kindergarten</b>   | <b>Every Day Counts Calendar Math, Kindergarten</b>  |
|--|--|
| <b>Number and Number Relations</b><br>1. Count by ones to 20 (N-1-E) (N-3-E)   | <b>Teacher's Guide:</b> 18, 19, 20, 21, 22, 25, 26, 35, 49, 76, 89, 90, 104, 119   |
| 2. Count a set of 20 or fewer objects by establishing a 1-to-1 correspondence between number names and objects (N-1-E) (N-3-E) (A-1-E) | <b>Teacher's Guide:</b> 18, 19, 20, 21, 22, 23, 24, 25, 26, 34, 35, 36, 37, 38, 39, 40, 41, 46, 47, 48, 49, 50, 51, 52, 55, 62, 63, 64, 65, 66, 74, 75, 77, 78, 79, 89, 90, 91, 92, 93, 94, 103, 104, 124, 125, 132, 133 |
| 3. Use the ordinal numerals 1st through 10th to discuss positions in ordered lists (N-1-E)   | <b>Teacher's Guide:</b> 28, 33, 50, 105, 116, 117  |

| <b>GLE Text and Benchmarks, Kindergarten</b>  | <b>Every Day Counts Calendar Math, Kindergarten</b>   |
|---|---|
| 4. Identify the numerals for the numbers 0 through 20 (N-1-E) (N-3-E)   | <b>Teacher's Guide:</b> 19, 20, 21, 22, 23, 35, 37, 38, 50, 62, 63, 76, 77, 90, 104, 118, 120, 131          |
| 5. Using a number line or chart, identify the numbers coming before/after a given number and between 2 given numbers (N-1-E) (N-3-E) (A-1-E)                          | <b>Teacher's Guide:</b> 21, 23, 40, 52, 53, 66, 67, 92, 93, 108   |
| 7. Count forward and backward from a given number between 1 and 10 (N-3-E)  | <b>Teacher's Guide:</b> 23, 53  |
| 8. Compare sets containing 20 or fewer objects using the words <i>same/different</i> and <i>more/less/greater/fewer</i> (N-3-E) (N-1-E)                               | <b>Teacher's Guide:</b> 23, 33, 36, 51, 52, 60, 61, 65, 77, 81, 103, 108, 110, 111, 116, 122, 123, 133, 135 |
| 10. Use operational vocabulary ( <i>add, subtract, join, remove, take away, put together</i> ) to explore sets of objects (N-5-E)                                     | <b>Teacher's Guide:</b> 37, 39, 65, 68, 69, 77, 88, 93, 108, 113, 121, 135                                  |
| <b>Algebra</b><br>11. Use the words <i>same, different, equal, not equal, greater than, and less than</i> while using concrete objects for comparative models (A-1-E) | <b>Teacher's Guide:</b> 23, 33, 36, 51, 52, 60, 61, 65, 77, 81, 103, 108, 110, 111, 116, 122, 123, 133, 135 |
| <b>Measurement</b><br>14. Measure and estimate length and capacity using non-standard units (e.g., sticks, paper clips, blocks, beans) (M-2-E) (M-3-E)                | <b>Teacher's Guide:</b> 56, 57, 69, 82, 83, 124, 125, 135   |

## Unit 5

### Measurement and Comparisons

| <b>GLE Text and Benchmarks, Kindergarten</b>   | <b>Every Day Counts Calendar Math, Kindergarten</b>  |
|--|--|
| <b>Number and Number Relations</b><br>2. Count a set of 20 or fewer objects by establishing a 1-to-1 correspondence between number names and objects (N-1-E) (N-3-E) (A-1-E) | <b>Teacher's Guide:</b> 18, 19, 20, 21, 22, 23, 24, 25, 26, 34, 35, 36, 37, 38, 39, 40, 41, 46, 47, 48, 49, 50, 51, 52, 55, 62, 63, 64, 65, 66, 74, 75, 77, 78, 79, 89, 90, 91, 92, 93, 94, 103, 104, 124, 125, 132, 133 |
| <b>Algebra</b><br>11. Use the words <i>same, different, equal, not equal, greater than, and less than</i> while using concrete objects for comparative models (A-1-E)        | <b>Teacher's Guide:</b> 23, 33, 36, 51, 52, 60, 61, 65, 77, 81, 103, 108, 110, 111, 116, 122, 123, 133, 135  |

| GLE Text and Benchmarks, Kindergarten   | Every Day Counts Calendar Math, Kindergarten  |
|---|---|
| <p><b>Measurement</b></p> <p>13. Use vocabulary such as: <i>yesterday, today, tomorrow, hours, weeks</i>, names of days, names of months; sequence events; and identify calendars and clocks as objects that measure time (M-1-E) (M-2-E) (M-5-E)</p> | <p><b>Teacher's Guide:</b> 18, 19, 20, 21, 32, 33, 34, 46, 47, 60, 61, 62, 74, 75, 87, 88, 89, 90, 102, 103, 116, 117, 128, 129</p> |
| <p>14. Measure and estimate length and capacity using non-standard units (e.g., sticks, paper clips, blocks, beans) (M-2-E) (M-3-E)</p>   | <p><b>Teacher's Guide:</b> 56, 57, 69, 82, 83, 124, 125, 135</p>  |
| <p>15. Use comparative and superlative vocabulary in measurement settings (e.g., <i>longest, shortest, most, hottest, heaviest, biggest</i>) (M-3-E) (M-1-E) (M-2-E)</p>  | <p><b>Teacher's Guide:</b> 36, 43, 56, 57, 64, 69, 70, 71, 98, 99, 102, 103</p>   |
| <p><b>Geometry</b></p> <p>16. Name and identify basic shapes using concrete models (e.g., circles, squares, triangles, rectangles, rhombuses, balls, boxes, cans, cones) (G-2-E) (G-1-E) (G-4-E) (G-5-E)</p>  | <p><b>Teacher's Guide:</b> 20, 21, 23, 27, 29, 46, 47, 51, 60, 61, 108</p>  |
| <p>17. Compare, contrast, and sort objects or shapes according to two attributes (e.g., shape and size, shape and color, thickness and color) (G-2-E)</p>   | <p><b>Teacher's Guide:</b> 19, 23, 29, 34, 36, 40, 46, 47, 49, 60, 61, 68, 86, 88, 119, 134, 135</p>                                |
| <p>18. Use words that indicate direction and position of objects and arrange an object in a specified position and orientation (e.g., between, behind, above) (G-3-E)</p>   | <p><b>Teacher's Guide:</b> 47, 48, 50, 51, 63, 76, 78, 79, 105</p>  |

# Unit 6

## Shapes, Sizes, and Solids

| GLE Text and Benchmarks, Kindergarten  | Every Day Counts Calendar Math, Kindergarten  |
|--|---|
| <p><b>Number and Number Relations</b></p> <p>2. Count a set of 20 or fewer objects by establishing a 1-to-1 correspondence between number names and objects (N-1-E) (N-3-E) (A-1-E)</p>                      | <p><b>Teacher's Guide:</b> 18, 19, 20, 21, 22, 23, 24, 25, 26, 34, 35, 36, 37, 38, 39, 40, 41, 46, 47, 48, 49, 50, 51, 52, 55, 62, 63, 64, 65, 66, 74, 75, 77, 78, 79, 89, 90, 91, 92, 93, 94, 103, 104, 124, 125, 132, 133</p> |
| <p><b>Geometry</b></p> <p>16. Name and identify basic shapes using concrete models (e.g., circles, squares, triangles, rectangles, rhombuses, balls, boxes, cans, cones) (G-2-E) (G-1-E) (G-4-E) (G-5-E)</p> | <p><b>Teacher's Guide:</b> 20, 21, 23, 27, 29, 46, 47, 51, 60, 61, 108</p>  |
| <p>17. Compare, contrast, and sort objects or shapes according to two attributes (e.g., shape and size, shape and color, thickness and color) (G-2-E)</p>  | <p><b>Teacher's Guide:</b> 19, 23, 29, 34, 36, 40, 46, 47, 49, 60, 61, 68, 86, 88, 119, 134, 135</p>  |
| <p>18. Use words that indicate direction and position of objects and arrange an object in a specified position and orientation (e.g., between, behind, above) (G-3-E)</p>                                    | <p><b>Teacher's Guide:</b> 47, 48, 50, 51, 63, 76, 78, 79, 105</p>  |
| <p>19. Investigate the results of combining shapes (using paper shapes, pattern blocks, tangrams, etc.) (G-3-E) (G-1-E)</p>  | <p><b>Teacher's Guide:</b> 29, 75</p>   |
| <p>20. Draw circles, squares, rectangles, and triangles (G-4-E)</p>  | <p><b>Teacher's Guide:</b> 20, 29, 46, 47, 60, 61, 133-135</p>  |
| <p><b>Data Analysis</b></p> <p>22. Collect and organize data in a simple bar graph using pictures or objects (D-1-E) (D-2-E)</p>   | <p><b>Teacher's Guide:</b> 41, 42, 43, 67, 68, 69, 80, 81, 122, 123</p>   |

# Unit 7

## Exploring Numbers: Numbers and Number Operations

| GLE Text and Benchmarks, Kindergarten   | Every Day Counts Calendar Math, Kindergarten   |
|---|--|
| <b>Number and Number Relations</b><br>6. Identify pennies, nickels, and dimes and their values using the cent sign ( $\text{¢}$ ) (N-1-E) (N-2-E) (N-6-E) (M-1-E) | <b>Teacher's Guide:</b> 95, 96, 108, 109, 110, 111, 118, 119, 130, 131   |
| 9. Use concrete objects to model simple real-life addition and subtraction problems (N-4-E)   | <b>Teacher's Guide:</b> 23, 26, 37, 38, 41, 50, 51, 64, 65, 66, 69, 77, 78, 79, 81, 88, 90, 91, 93, 103, 104, 105, 108, 116, 121, 131, 135 |
| 10. Use operational vocabulary ( <i>add, subtract, join, remove, take away, put together</i> ) to explore sets of objects (N-5-E)                                 | <b>Teacher's Guide:</b> 37, 39, 65, 68, 69, 77, 88, 93, 108, 113, 121, 135   |
| <b>Algebra</b><br>12. Model and act out story problems, physically or with objects, to solve whole number sentences with sums less than or equal to 6 (A-2-E)     | <b>Teacher's Guide:</b> 22, 32, 33, 34, 47, 62, 111, 112, 113, 119, 128  |

# Every Day Counts Calendar Math © 2005

## correlated to

# Louisiana Mathematics Comprehensive Curriculum

## Grade 1

### Unit 1

#### Graphs and Numbers to 31

| GLE Text and Benchmarks, Grade 1   | Every Day Counts Calendar Math, Grade 1   |
|--|---|
| <b>Number and Number Relations</b><br><br>1. Count to 100 by 1s, 5s, 10s, and 25s (N-1-E) (N-3-E) (N-4-E)  | <b>Teacher's Guide:</b> 24, 25, 26, 27, 28, 29, 30, 40, 41, 42, 43, 48, 49, 54, 55, 56, 59, 66, 67, 68, 77, 78, 79, 91, 92, 107, 108, 109, 110, 121, 122, 131, 132, 133 |
| 2. Read and write numerals to 100 (N-1-E)  | <b>Teacher's Guide:</b> 30, 31, 48, 49, 62, 63, 64, 66, 67, 74, 75, 77, 78, 87, 88, 91, 92, 102, 103, 116, 117, 128, 129, 130   |
| 3. Write number words for 0 to 19 (N-1-E) (N-3-E)  | <b>Teacher's Guide:</b> 37, 49, 103, 104, 117   |
| 4. Use ordinal numbers through 31st as they relate to the calendar (N-1-E)   | <b>Teacher's Guide:</b> 20, 39, 48, 62, 74, 87, 128   |
| 9. Apply estimation strategies to estimate the size of groups up to 20 (N-2-E) (N-8-E)   | <b>Teacher's Guide:</b> 86  |
| 10. Using a number line or chart, locate, compare, and order whole numbers less than 100 and identify the numbers coming before/after a given number and between 2 given numbers (N-3-E) (A-1-E) | <b>Teacher's Guide:</b> 26, 41, 56, 68, 79, 92, 121, 122  |
| 11. From a given number between 1 and 100, count forward and backward (N-3-E)  | <b>Teacher's Guide:</b> 26, 41, 56, 68, 79, 92, 121, 122  |
| <b>Data Analysis, Probability, and Discrete Math</b><br><br>32. Given a set of data, construct and read information from bar graphs and charts (D-1-E) (D-2-E)                                   | <b>Teacher's Guide:</b> 83, 98, 99, 111, 112, 123, 124, 125, 134, 135   |
| 33. Determine whether an object satisfies a simple logical classification rule (e.g., belongs and does not belong) (D-1-E)   | <b>Teacher's Guide:</b> 51, 63, 134, 135  |

| <b>GLE Text and Benchmarks, Grade 1</b>  | <b>Every Day Counts Calendar Math, Grade 1</b>  |
|--|---|
| <p><b>Patterns, Relations, and Functions</b></p> <p>35. Identify, describe, and explain the patterns in repeating situations (adding the same number, e.g., 2, 5, 8, 11, or skip-counting) (P-1-E)</p> | <p><b>Teacher's Guide:</b> 18, 19, 20, 24, 25, 26, 27, 34, 35, 40, 41, 42, 48, 49, 62, 63, 74, 75, 79, 87, 88, 98, 99, 102, 103, 116, 117, 128, 129, 130, 132</p> |
| <p>36. Explain patterns created with concrete objects, numbers, shapes, and colors (P-2-E)</p>   | <p><b>Teacher's Guide:</b> 18, 19, 20, 24, 25, 26, 27, 34, 35, 40, 41, 42, 48, 49, 62, 63, 74, 75, 79, 87, 88, 98, 99, 102, 103, 116, 117, 128, 129, 130, 132</p> |

## Unit 2

### Exploring Addition and Subtraction – Ways to Make Numbers Through 10

| <b>GLE Text and Benchmarks, Grade 1</b>   | <b>Every Day Counts Calendar Math, Grade 1</b>                               |
|---|--|
| <p><b>Number and Number Relations</b></p> <p>10. Using a number line or chart, locate, compare, and order whole numbers less than 100 and identify the numbers coming before/after a given number and between 2 given numbers (N-3-E) (A-1-E)</p> | <p><b>Teacher's Guide:</b> 26, 41, 56, 68, 79, 92, 121, 122</p>              |
| <p>11. From a given number between 1 and 100, count forward and backward (N-3-E)</p>  | <p><b>Teacher's Guide:</b> 26, 41, 56, 68, 79, 92, 121, 122</p>              |
| <p>13. Recognize and apply addition and subtraction as inverse operations (N-4-E)</p>   | <p><b>Teacher's Guide:</b> 37, 65, 67, 76, 90, 104, 131</p>                  |
| <p>15. Recognize real-life situations as addition or subtraction problems (N-5-E) (N-4-E)</p>   | <p><b>Teacher's Guide:</b> 22, 37, 51, 65, 67, 90, 104, 119, 130, 131</p>    |
| <p><b>Algebra</b></p> <p>17. Use the equal sign (=) to express the relationship of equality (A-1-E)</p>   | <p><b>Teacher's Guide:</b> 22, 37, 51, 65, 67, 90, 104, 118, 130, 131</p>    |
| <p>18. Use objects, pictures, and number sentences to represent real-life problem situations involving addition and subtraction (A-1-E) (A-3-E) (N-7-E)</p>   | <p><b>Teacher's Guide:</b> 22, 37, 51, 65, 67, 90, 104, 119, 130, 131</p>    |
| <p><b>Data Analysis, Probability, and Discrete Math</b></p> <p>32. Given a set of data, construct and read information from bar graphs and charts (D-1-E) (D-2-E)</p>   | <p><b>Teacher's Guide:</b> 83, 98, 99, 111, 112, 123, 124, 125, 134, 135</p> |

| GLE Text and Benchmarks, Grade 1  | Every Day Counts Calendar Math, Grade 1  |
|---|--|
| 34. Appropriately use basic probability vocabulary (e.g., <i>more likely to happen/less likely to happen, always/never, same as</i> ) (D-5-E)   | <b>Teacher's Guide:</b> 36, 89   |
| <b>Patterns, Relations, and Functions</b><br>35. Identify, describe, and explain the patterns in repeating situations (adding the same number, e.g., 2, 5, 8, 11, or skip-counting) (P-1-E) | <b>Teacher's Guide:</b> 18, 19, 20, 24, 25, 26, 27, 34, 35, 40, 41, 42, 48, 49, 62, 63, 74, 75, 79, 87, 88, 98, 99, 102, 103, 116, 117, 128, 129, 130, 132 |
| 36. Explain patterns created with concrete objects, numbers, shapes, and colors (P-2-E)   | <b>Teacher's Guide:</b> 18, 19, 20, 24, 25, 26, 27, 34, 35, 40, 41, 42, 48, 49, 62, 63, 74, 75, 79, 87, 88, 98, 99, 102, 103, 116, 117, 128, 129, 130, 132 |

## Unit 3

### Doubles, Near Doubles, Turn Arounds, and Friends

| GLE Text and Benchmarks, Grade 1   | Every Day Counts Calendar Math, Grade 1   |
|--|---|
| <b>Number and Number Relations</b><br>1. Count to 100 by 1s, 5s, 10s, and 25s (N-1-E) (N-3-E) (N-4-E)  | <b>Teacher's Guide:</b> 24, 25, 26, 27, 28, 29, 30, 40, 41, 42, 43, 48, 49, 54, 55, 56, 59, 66, 67, 68, 77, 78, 79, 91, 92, 107, 108, 109, 110, 121, 122, 131, 132, 133 |
| 2. Read and write numerals to 100 (N-1-E)  | <b>Teacher's Guide:</b> 30, 31, 48, 49, 62, 63, 64, 66, 67, 74, 75, 77, 78, 87, 88, 91, 92, 102, 103, 116, 117, 128, 129, 130   |
| 5. Model and read place value in word, standard, and expanded form for numbers through 99 (N-1-E)  | <b>Teacher's Guide:</b> 25, 26, 27, 40, 41, 42, 52, 53, 55, 56, 66, 67, 68, 69, 91, 92, 93, 94, 107, 108, 121, 122, 131, 132  |
| 12. Know the basic facts for addition and subtraction [0s, 1s, counting on and back 2s, doubles, doubles $\pm 1$ , then 10s facts, and related turn-around (commutative) pairs] and use them to solve real-life problems (N-4-E) (N-6-E) (N-8-E) | <b>Teacher's Guide:</b> 22, 37, 51, 65, 67, 75, 76, 77, 119, 130, 131   |
| 13. Recognize and apply addition and subtraction as inverse operations (N-4-E)   | <b>Teacher's Guide:</b> 37, 65, 67, 76, 90, 104, 131  |
| <b>Algebra</b><br>17. Use the equal sign (=) to express the relationship of equality (A-1-E)   | <b>Teacher's Guide:</b> 22, 37, 51, 65, 67, 90, 104, 130, 131   |

| GLE Text and Benchmarks, Grade 1  | Every Day Counts Calendar Math, Grade 1  |
|---|--|
| 18. Use objects, pictures, and number sentences to represent real-life problem situations involving addition and subtraction (A-1-E) (A-3-E) (N-7-E)  | <b>Teacher's Guide:</b> 22, 23, 37, 51, 65, 67, 90, 104, 130, 131  |
| <b>Patterns, Relations, and Functions</b><br>35. Identify, describe, and explain the patterns in repeating situations (adding the same number, e.g., 2, 5, 8, 11, or skip-counting) (P-1-E) | <b>Teacher's Guide:</b> 18, 19, 20, 24, 25, 26, 27, 34, 35, 40, 41, 42, 48, 49, 62, 63, 74, 75, 79, 87, 88, 98, 99, 102, 103, 116, 117, 128, 129, 130, 132 |

## Unit 4

### Shapes, Sizes, Comparing, and Fractions

| GLE Text and Benchmarks, Grade 1  | Every Day Counts Calendar Math, Grade 1                      |
|---|--|
| <b>Number and Number Relations</b><br>6. Use region models and sets of objects to demonstrate understanding of the concept of halves (N-1-E)  | <b>Teacher's Guide:</b> 43, 56, 103                          |
| <b>Geometry</b><br>26. Compare, contrast, name, and describe attributes (e.g., corner, side, straight, curved, number of sides) of shapes using concrete models [circle, rectangle (including square), rhombus, triangle] (G-1-E) (G-2-E) (G-4-E) | <b>Teacher's Guide:</b> 20, 34, 35, 48, 49, 87, 88, 116, 117 |
| 27. Connect the informal language used for 3-dimensional shapes to their proper mathematical name (e.g., a ball is a sphere, a box is a rectangular prism, a can is a cylinder) (G-2-E)   | <b>Teacher's Guide:</b> 129, 134, 135                        |
| 28. Determine if a shape has a line of symmetry by folding (G-2-E)  | <b>Teacher's Guide:</b> 89                                   |
| 29. Visualize, predict, and create new shapes by cutting apart and combining existing 2- and 3-dimensional shapes (G-3-E) (G-1-E)   | <b>Teacher's Guide:</b> 63, 89, 129, 135                     |
| 30. Identify congruent shapes (i.e., same size and shape) in a variety of positions and orientations (G-3-E) (G-2-E)  | <b>Teacher's Guide:</b> 34, 89, 116                          |

| <b>GLE Text and Benchmarks, Grade 1</b>   | <b>Every Day Counts Calendar Math, Grade 1</b>  |
|---|---|
| <p><b>Data Analysis, Probability, and Discrete Math</b></p> <p>34. Appropriately use basic probability vocabulary (e.g., <i>more likely to happen/less likely to happen, always/never, same as</i>) (D-5-E)</p> | <p><b>Teacher's Guide:</b> 36, 89</p>   |
| <p><b>Patterns, Relations, and Functions</b></p> <p>35. Identify, describe, and explain the patterns in repeating situations (adding the same number, e.g., 2, 5, 8, 11, or skip-counting) (P-1-E)</p>          | <p><b>Teacher's Guide:</b> 18, 19, 20, 24, 25, 26, 27, 34, 35, 40, 41, 42, 48, 49, 62, 63, 74, 75, 79, 87, 88, 98, 99, 102, 103, 116, 117, 128, 129, 130, 132</p> |
| <p>36. Explain patterns created with concrete objects, numbers, shapes, and colors (P-2-E)</p>  | <p><b>Teacher's Guide:</b> 18, 19, 20, 24, 25, 26, 27, 34, 35, 40, 41, 42, 48, 49, 62, 63, 74, 75, 79, 87, 88, 98, 99, 102, 103, 116, 117, 128, 129, 130, 132</p> |

## Unit 5

### Grabbing 10s and Getting Numbers to 99

| <b>GLE Text and Benchmarks, Grade 1</b>   | <b>Every Day Counts Calendar Math, Grade 1</b>   |
|---|--|
| <p><b>Number and Number Relations</b></p> <p>1. Count to 100 by 1s, 5s, 10s, and 25s (N-1-E) (N-3-E) (N-4-E)</p>  | <p><b>Teacher's Guide:</b> 24, 25, 26, 27, 28, 29, 30, 40, 41, 42, 43, 48, 49, 54, 55, 56, 59, 66, 67, 68, 77, 78, 79, 91, 92, 107, 108, 109, 110, 121, 122, 131, 132, 133</p> |
| <p>2. Read and write numerals to 100 (N-1-E)</p>  | <p><b>Teacher's Guide:</b> 30, 31, 48, 49, 62, 63, 64, 66, 67, 74, 75, 77, 78, 87, 88, 91, 92, 102, 103, 116, 117, 128, 129, 130</p>   |
| <p>5. Model and read place value in word, standard, and expanded form for numbers through 99 (N-1-E)</p>  | <p><b>Teacher's Guide:</b> 25, 26, 27, 40, 41, 42, 52, 53, 55, 56, 66, 67, 68, 69, 91, 92, 93, 94, 107, 108, 121, 122, 131, 132</p>  |
| <p>8. Find the value of a set of coins up to \$1.00, using one denomination of coin (N-2-E) (N-6-E) (M-1-E) (M-5-E)</p>   | <p><b>Teacher's Guide:</b> 57, 109</p>   |
| <p>9. Apply estimation strategies to estimate the size of groups up to 20 (N-2-E) (N-8-E)</p>   | <p><b>Teacher's Guide:</b> 86</p>  |
| <p>10. Using a number line or chart, locate, compare, and order whole numbers less than 100 and identify the numbers coming before/after a given number and between 2 given numbers (N-3-E) (A-1-E)</p> | <p><b>Teacher's Guide:</b> 26, 41, 56, 68, 79, 92, 121, 122</p>  |

| <b>GLE Text and Benchmarks, Grade 1</b>   | <b>Every Day Counts Calendar Math, Grade 1</b>   |
|---|--|
| 11. From a given number between 1 and 100, count forward and backward (N-3-E)   | <b>Teacher's Guide:</b> 26, 41, 56, 68, 79, 92, 121, 122   |
| 16. Given a number and number line/hundreds chart, identify the nearest ten (N-7-E)   | <b>Teacher's Guide:</b> 25, 27, 41, 55, 68, 79, 91, 92, 132  |
| <b>Algebra</b><br>18. Use objects, pictures, and number sentences to represent real-life problem situations involving addition and subtraction (A-1-E) (A-3-E) (N-7-E)                      | <b>Teacher's Guide:</b> 22, 23, 37, 51, 65, 67, 90, 104, 119, 130, 131   |
| <b>Patterns, Relations, and Functions</b><br>35. Identify, describe, and explain the patterns in repeating situations (adding the same number, e.g., 2, 5, 8, 11, or skip-counting) (P-1-E) | <b>Teacher's Guide:</b> 18, 19, 20, 24, 25, 26, 27, 34, 35, 40, 41, 42, 48, 49, 62, 63, 74, 75, 79, 87, 88, 98, 99, 102, 103, 116, 117, 128, 129, 130, 132 |
| 36. Explain patterns created with concrete objects, numbers, shapes, and colors (P-2-E)   | <b>Teacher's Guide:</b> 18, 19, 20, 24, 25, 26, 27, 34, 35, 40, 41, 42, 48, 49, 62, 63, 74, 75, 79, 87, 88, 98, 99, 102, 103, 116, 117, 128, 129, 130, 132 |

## Unit 6

### Nickels and Dimes, As Well As Time

| <b>GLE Text and Benchmarks, Grade 1</b>  | <b>Every Day Counts Calendar Math, Grade 1</b>   |
|--|--|
| <b>Number and Number Relations</b><br>7. Identify quarters, half-dollars, and their values (N-1-E) (N-2-E) (M-1-E)                                 | <b>Teacher's Guide:</b> 95, 96, 108, 109, 133  |
| 8. Find the value of a set of coins up to \$1.00, using one denomination of coin (N-2-E) (N-6-E) (M-1-E) (M-5-E)                                   | <b>Teacher's Guide:</b> 57, 109  |
| <b>Measurement</b><br>21. Tell time to the hour and half-hour, and identify date, day, week, month, and year on a calendar (M-1-E) (M-2-E) (M-5-E) | <b>Teacher's Guide:</b> 18, 19, 20, 28, 29, 30, 31, 34, 35, 43, 48, 49, 57, 58, 59, 62, 63, 70, 71, 74, 75, 81, 82, 87, 88, 97, 98, 102, 103, 110, 111, 116, 117, 128, 129 |

## Unit 7

### Meaningful Measurement

| GLE Text and Benchmarks, Grade 1   | Every Day Counts Calendar Math, Grade 1                                      |
|--|--|
| <p><b>Measurement</b></p> <p>20. Measure length to the nearest inch and centimeter using appropriate tools (M-1-E) (M-2-E)</p>   | <p><b>Teacher's Guide:</b> 54, 55</p>  |
| <p>22. Select appropriate non-standard units for linear measurement situations (e.g., sticks, blocks, paper clips) (M-2-E)</p>   | <p><b>Teacher's Guide:</b> 38, 39, 40, 86</p>                                |
| <p>23. Compare the measure of objects to benchmarks (e.g., the width of a child's thumb is about a centimeter, the weight of a loaf of bread is about a pound, and the mass of a textbook is about a kilogram) (M-2-E)</p> | <p><b>Teacher's Guide:</b> 55</p>  |
| <p>24. Measure capacity using cups (M-2-E) (M-3-E) (M-1-E)</p>   | <p><b>Teacher's Guide:</b> 105, 106</p>                                      |
| <p><b>Data Analysis, Probability, and Discrete Math</b></p> <p>32. Given a set of data, construct and read information from bar graphs and charts (D-1-E) (D-2-E)</p>  | <p><b>Teacher's Guide:</b> 83, 98, 99, 111, 112, 123, 124, 125, 134, 135</p> |

## Unit 8

### Rounding Off Numbers: Facts to 18, Place Value, and Numbers to 100

| GLE Text and Benchmarks, Grade 1   | Every Day Counts Calendar Math, Grade 1  |
|--|--|
| <p><b>Number and Number Relations</b></p> <p>1. Count to 100 by 1s, 5s, 10s, and 25s (N-1-E) (N-3-E) (N-4-E)</p> | <p><b>Teacher's Guide:</b> 24, 25, 26, 27, 28, 29, 30, 40, 41, 42, 43, 48, 49, 54, 55, 56, 59, 66, 67, 68, 77, 78, 79, 91, 92, 107, 108, 109, 110, 121, 122, 131, 132, 133</p> |
| <p>2. Read and write numerals to 100 (N-1-E)</p>   | <p><b>Teacher's Guide:</b> 30, 31, 48, 49, 62, 63, 64, 66, 67, 74, 75, 77, 78, 87, 88, 91, 92, 102, 103, 116, 117, 128, 129, 130</p>   |
| <p>3. Write number words for 0 to 19 (N-1-E) (N-3-E)</p>   | <p><b>Teacher's Guide:</b> 37, 49, 103, 104, 117</p>   |
| <p>5. Model and read place value in word, standard, and expanded form for numbers through 99 (N-1-E)</p>         | <p><b>Teacher's Guide:</b> 25, 26, 27, 40, 41, 42, 52, 53, 55, 56, 66, 67, 68, 69, 91, 92, 93, 94, 107, 108, 121, 122, 131, 132</p>  |

| GLE Text and Benchmarks, Grade 1   | Every Day Counts Calendar Math, Grade 1  |
|--|--|
| 12. Know the basic facts for addition and subtraction [0s, 1s, counting on and back 2s, doubles, doubles $\pm 1$ , then 10s facts, and related turn-around (commutative) pairs] and use them to solve real-life problems (N-4-E) (N-6-E) (N-8-E) | <b>Teacher's Guide:</b> 22, 37, 51, 65, 67, 75, 76, 77, 119, 130, 131  |
| 14. Add and subtract 2-digit numbers using manipulatives (N-4-E) (N-7-E)   | <b>Teacher's Guide:</b> 21, 22, 23, 24, 25, 26, 27, 36, 37, 38, 40, 41, 42, 50, 51, 55, 56, 57, 64, 65, 66, 67, 75, 76, 77, 89, 90, 104, 105, 107, 108, 117, 118, 130, 131 |
| 15. Recognize real-life situations as addition or subtraction problems (N-5-E) (N-4-E)   | <b>Teacher's Guide:</b> 22, 37, 51, 65, 67, 90, 104, 119, 130, 131   |
| 16. Given a number and number line/hundreds chart, identify the nearest ten (N-7-E)  | <b>Teacher's Guide:</b> 25, 27, 41, 55, 68, 79, 91, 92, 132  |
| <b>Algebra</b><br>17. Use the equal sign (=) to express the relationship of equality (A-1-E)   | <b>Teacher's Guide:</b> 22, 37, 51, 65, 67, 90, 104, 130, 131  |
| 18. Use objects, pictures, and number sentences to represent real-life problem situations involving addition and subtraction (A-1-E) (A-3-E) (N-7-E)   | <b>Teacher's Guide:</b> 22, 23, 37, 51, 65, 67, 90, 104, 130, 131  |
| 19. Use objects, pictures, and verbal information to solve for missing numbers (A-2-E) (N-7-E)   | <b>Teacher's Guide:</b> 27, 41, 65, 68, 88, 91, 104, 131   |
| <b>Patterns, Relations, and Functions</b><br>35. Identify, describe, and explain the patterns in repeating situations (adding the same number, e.g., 2, 5, 8, 11, or skip-counting) (P-1-E)  | <b>Teacher's Guide:</b> 18, 19, 20, 24, 25, 26, 27, 34, 35, 40, 41, 42, 48, 49, 62, 63, 74, 75, 79, 87, 88, 98, 99, 102, 103, 116, 117, 128, 129, 130, 132                 |
| 36. Explain patterns created with concrete objects, numbers, shapes, and colors (P-2-E)  | <b>Teacher's Guide:</b> 18, 19, 20, 24, 25, 26, 27, 34, 35, 40, 41, 42, 48, 49, 62, 63, 74, 75, 79, 87, 88, 98, 99, 102, 103, 116, 117, 128, 129, 130, 132                 |

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### correlated to

# Louisiana Mathematics Comprehensive Curriculum

## Grade 2

### Unit 1

#### Numbers, Numerals, and Data

| GLE Text and Benchmarks, Grade 2  | Every Day Counts Calendar Math, Grade 2  |
|---|--|
| <b>Number and Number Relations</b><br><br>1. Model, read, and write place values for numbers through 999 in word, standard, and expanded form (N-1-E) | <b>Teacher's Guide:</b> 23, 24, 25, 36, 37, 53, 54, 64, 65, 66, 67, 75, 76, 77, 80, 81, 89, 90, 94, 95, 96, 109, 110, 121, 122, 127, 128 |
| 3. Make reasonable estimates of the number of objects in a collection with fewer than 100 objects (N-2-E)   | <b>Teacher's Guide:</b> 64, 65, 66   |
| 5. Read, write, compare, and order whole numbers through 999 using words, number lines, and models (N-3-E) (N-1-E)                                    | <b>Teacher's Guide:</b> 18, 19, 20, 23, 24, 25, 32, 33, 34, 46, 47, 48, 66, 67, 68, 72, 73, 109, 110                                     |
| 6. From a given number, count forward and backward and count to 100 by 2s (N-3-E) (N-1-E) (N-4-E)   | <b>Teacher's Guide:</b> 23, 24, 33, 36, 37, 53, 54, 67, 80, 109, 110, 121, 122, 127, 128   |
| 10. Round numbers to the nearest 10 or 100 and identify situations in which rounding is appropriate (N-7-E) (N-9-E)                                   | <b>Teacher's Guide:</b> 53, 54, 55, 66, 67, 77, 80, 81, 94, 95, 96, 109, 110   |
| <b>Data Analysis, Probability, and Discrete Math</b><br><br>25. Collect and organize data using observations, surveys, and experiments (D-1-E)        | <b>Teacher's Guide:</b> 27, 28, 29, 41, 42, 43, 52, 58, 59, 78, 79, 80, 82, 83, 86, 91, 92, 98, 99, 111, 112, 113, 121, 122              |
| 26. Construct and read line plots and tables (D-2-E)  | <b>Teacher's Guide:</b> 28, 41, 42, 43, 52, 55, 56, 58, 78, 79, 80, 83, 92, 97, 98, 127, 130   |
| 27. Interpret pictographs in which each picture represents more than one object (D-2-E)   | <b>Teacher's Guide:</b> 27, 28, 29, 98, 99   |

| GLE Text and Benchmarks, Grade 2   | Every Day Counts Calendar Math, Grade 2       |
|--|---|
| 29. Solve logic problems involving two sets by using elementary set logic (i.e., <i>and</i> , <i>or</i> , and <i>is/is not</i> statements) (D-3-E) | <b>Teacher's Guide:</b> 55, 56, 119, 120, 121 |

## Unit 2

### Extending Facts and Operations

| GLE Text and Benchmarks, Grade 2   | Every Day Counts Calendar Math, Grade 2  |
|--|--|
| <b>Number and Number Relations</b>   | <b>Teacher's Guide:</b> 23, 24, 25, 36, 37, 53, 54, 64, 65, 66, 67, 75, 76, 77, 80, 81, 89, 90, 94, 95, 96, 109, 110, 121, 122, 127, 128 |
| 1. Model, read, and write place values for numbers through 999 in word, standard, and expanded form (N-1-E)  |  |
| 5. Read, write, compare, and order whole numbers through 999 using words, number lines, and models (N-3-E) (N-1-E)   | <b>Teacher's Guide:</b> 18, 19, 20, 23, 24, 25, 32, 33, 34, 46, 47, 48, 66, 67, 68, 72, 73, 109, 110                                     |
| 7. Know all basic facts for addition and subtraction and use them to solve real-life problems (N-5-E) (N-6-E) (N-7-E) (N-8-E) (N-9-E)  | <b>Teacher's Guide:</b> 20, 21, 22, 34, 35, 36, 48, 49, 50, 53, 54, 55, 63, 64, 65, 66, 74, 75, 76, 77, 81, 88, 90, 91, 109, 110, 128    |
| 8. Recognize, select, connect, and use operations, operational words and symbols (+, -) for addition (join, part/part/whole) or subtraction (take away, comparison, missing addend, and set/subset) situations (N-6-E) (N-5-E) | <b>Teacher's Guide:</b> 20, 21, 22, 34, 35, 36, 48, 49, 50, 53, 54, 55, 63, 64, 65, 66, 74, 75, 76, 77, 81, 88, 90, 91, 109, 110, 128    |
| 9. Add and subtract 1- and 2-digit numbers (N-6-E) (N-7-E)   | <b>Teacher's Guide:</b> 20, 21, 22, 34, 35, 36, 48, 49, 50, 53, 54, 55, 63, 64, 65, 66, 74, 75, 76, 77, 81, 88, 90, 91, 109, 110, 128    |
| 10. Round numbers to the nearest 10 or 100 and identify situations in which rounding is appropriate (N-7-E) (N-9-E)  | <b>Teacher's Guide:</b> 53, 54, 55, 66, 67, 77, 80, 81, 94, 95, 96, 109, 110   |
| <b>Algebra</b>   | <b>Teacher's Guide:</b> 20, 21, 22, 34, 35, 36, 48, 49, 50, 53, 54, 55, 63, 64, 65, 66, 74, 75, 76, 77, 81, 88, 90, 91, 109, 110, 128    |
| 12. Use number sentences to represent real-life problems involving addition and subtraction (A-1-E) (A-2-E)  |  |
| 13. Find the missing number in an equation involving addition or subtraction (e.g., $\# + 4 = 7$ , $8 - \# = 3$ ) (A-2-E) (N-4-E)  | <b>Teacher's Guide:</b> 36, 67   |

| GLE Text and Benchmarks, Grade 2   | Every Day Counts Calendar Math, Grade 2  |
|--|--|
| <p><b>Data Analysis, Probability, and Discrete Math</b></p> <p>25. Collect and organize data using observations, surveys, and experiments (D-1-E)</p>  | <p><b>Teacher's Guide:</b> 27, 28, 29, 41, 42, 43, 52, 58, 59, 78, 79, 80, 82, 83, 86, 91, 92, 98, 99, 111, 112, 113, 121, 122</p> |
| <p><b>Patterns, Relations, and Functions</b></p> <p>30. Recognize, extend, create, and explain patterns of addition and subtraction as represented in charts and tables and in varied forms of skip-counting (P-1-E) (P-2-E)</p> | <p><b>Teacher's Guide:</b> 19, 20, 23, 32, 33, 37, 47, 53, 63, 67, 80, 109</p>   |

## Unit 3

### Money, Time, and Estimation

| GLE Text and Benchmarks, Grade 2   | Every Day Counts Calendar Math, Grade 2  |
|--|--|
| <p><b>Number and Number Relations</b></p> <p>2. Model the concepts of thirds, fourths, fifths and sixths using regions, sets, and fraction words (e.g., one-third, three-fourths, five-sixths) (N-1-E)</p> | <p><b>Teacher's Guide:</b> 105, 106, 107, 108</p>  |
| <p>4. Count and write the value of amounts of money up to \$1.00 using ¢ and \$ (N-2-E) (N-6-E) (M-1-E) (M-5-E)</p>  | <p><b>Teacher's Guide:</b> 25, 26, 37, 38, 55, 56, 68, 81, 82, 96, 97, 109, 110, 111, 122, 123</p>                                 |
| <p><b>Measurement</b></p> <p>16. Tell time to the nearest 5 minutes, and identify the time one hour before or after a given time (M-1-E) (M-3-E)</p>   | <p><b>Teacher's Guide:</b> 39, 40, 41, 57, 68, 69, 82, 83, 91, 92, 105, 106</p>  |
| <p><b>Data Analysis, Probability, and Discrete Math</b></p> <p>25. Collect and organize data using observations, surveys, and experiments (D-1-E)</p>  | <p><b>Teacher's Guide:</b> 27, 28, 29, 41, 42, 43, 52, 58, 59, 78, 79, 80, 82, 83, 86, 91, 92, 98, 99, 111, 112, 113, 121, 122</p> |
| <p>26. Construct and read line plots and tables (D-2-E)</p>  | <p><b>Teacher's Guide:</b> 28, 41, 42, 43, 52, 55, 56, 58, 78, 79, 80, 83, 92, 97, 98, 127, 130</p>                                |
| <p>29. Solve logic problems involving two sets by using elementary set logic (i.e., <i>and</i>, <i>or</i>, and <i>is/is not</i> statements) (D-3-E)</p>  | <p><b>Teacher's Guide:</b> 55, 56, 119, 120, 121</p>   |

| GLE Text and Benchmarks, Grade 2   | Every Day Counts Calendar Math, Grade 2  |
|--|--|
| <p><b>Patterns, Relations, and Functions</b></p> <p>30. Recognize, extend, create, and explain patterns of addition and subtraction as represented in charts and tables and in varied forms of skip-counting (P-1-E) (P-2-E)</p> | <p><b>Teacher's Guide:</b> 19, 20, 23, 32, 33, 37, 47, 53, 63, 67, 80, 109</p> |

## Unit 4

### Place Value and 2-Digit Addition

| GLE Text and Benchmarks, Grade 2  | Every Day Counts Calendar Math, Grade 2   |
|---|---|
| <p><b>Number and Number Relations</b></p> <p>1. Model, read, and write place values for numbers through 999 in word, standard, and expanded form (N-1-E)</p>  | <p><b>Teacher's Guide:</b> 23, 24, 25, 36, 37, 53, 54, 64, 65, 66, 67, 75, 76, 77, 80, 81, 89, 90, 94, 95, 96, 109, 110, 121, 122, 127, 128</p> |
| <p>3. Make reasonable estimates of the number of objects in a collection with fewer than 100 objects (N-2-E)</p>  | <p><b>Teacher's Guide:</b> 64, 65, 66</p>   |
| <p>5. Read, write, compare, and order whole numbers through 999 using words, number lines, and models (N-3-E) (N-1-E)</p>   | <p><b>Teacher's Guide:</b> 18, 19, 20, 23, 24, 25, 32, 33, 34, 46, 47, 48, 66, 67, 68, 72, 73, 109, 110</p>                                     |
| <p>8. Recognize, select, connect, and use operations, operational words and symbols (+, -) for addition (join, part/part/whole) or subtraction (take away, comparison, missing addend, and set/subset) situations (N-6-E) (N-5-E)</p> | <p><b>Teacher's Guide:</b> 20, 21, 22, 34, 35, 36, 48, 49, 50, 53, 54, 55, 63, 64, 65, 66, 74, 75, 76, 77, 81, 88, 90, 91, 109, 110, 128</p>    |
| <p>9. Add and subtract 1- and 2-digit numbers (N-6-E) (N-7-E)</p>   | <p><b>Teacher's Guide:</b> 20, 21, 22, 34, 35, 36, 48, 49, 50, 53, 54, 55, 63, 64, 65, 66, 74, 75, 76, 77, 81, 88, 90, 91, 109, 110, 128</p>    |
| <p>10. Round numbers to the nearest 10 or 100 and identify situations in which rounding is appropriate (N-7-E) (N-9-E)</p>  | <p><b>Teacher's Guide:</b> 53, 54, 55, 66, 67, 77, 80, 81, 94, 95, 96, 109, 110</p>   |
| <p><b>Patterns, Relations, and Functions</b></p> <p>30. Recognize, extend, create, and explain patterns of addition and subtraction as represented in charts and tables and in varied forms of skip-counting (P-1-E) (P-2-E)</p>      | <p><b>Teacher's Guide:</b> 19, 20, 23, 32, 33, 37, 47, 53, 63, 67, 80, 109</p>  |

## Unit 5

### Place Value and 2-Digit Subtraction

| GLE Text and Benchmarks, Grade 2  | Every Day Counts Calendar Math, Grade 2  |
|---|--|
| <p><b>Number and Number Relations</b></p> <p>8. Recognize, select, connect, and use operations, operational words and symbols (+, -) for addition (join, part/part/whole) or subtraction (take away, comparison, missing addend, and set/subset) situations (N-6-E) (N-5-E)</p> | <p><b>Teacher's Guide:</b> 20, 21, 22, 34, 35, 36, 48, 49, 50, 53, 54, 55, 63, 64, 65, 66, 74, 75, 76, 77, 81, 88, 90, 91, 109, 110, 128</p> |
| <p>9. Add and subtract 1- and 2-digit numbers (N-6-E) (N-7-E)</p>   | <p><b>Teacher's Guide:</b> 20, 21, 22, 34, 35, 36, 48, 49, 50, 53, 54, 55, 63, 64, 65, 66, 74, 75, 76, 77, 81, 88, 90, 91, 109, 110, 128</p> |

## Unit 6

### Shaping Up and Dividing Mathematics

| GLE Text and Benchmarks, Grade 2   | Every Day Counts Calendar Math, Grade 2                               |
|--|---|
| <p><b>Number and Number Relations</b></p> <p>2. Model the concepts of thirds, fourths, fifths and sixths using regions, sets, and fraction words (e.g., one-third, three-fourths, five-sixths) (N-1-E)</p>     | <p><b>Teacher's Guide:</b> 27, 28, 29, 58, 59, 105, 106, 107, 108</p> |
| <p><b>Geometry</b></p> <p>21. Compare and contrast 3-dimensional shapes (i.e., sphere, cube, cylinder, cone, prism, pyramid) according to their attributes (e.g., number of faces, shape of faces) (G-2-E)</p> | <p><b>Teacher's Guide:</b> 46, 47, 48, 102, 103, 130, 131</p>         |
| <p>23. Identify congruent 3-dimensional solids in a variety of positions and orientations (G-3-E) (G-4-E) (G-2-E)</p>  | <p><b>Teacher's Guide:</b> 32, 33, 34, 72, 73, 87, 116</p>            |
| <p>24. Identify and draw horizontal and vertical line segments (G-5-E)</p>   | <p><b>Teacher's Guide:</b> 72, 73</p>                                 |
| <p><b>Patterns, Relations, and Functions</b></p> <p>31. Recognize, extend, create, and explain patterns that involve simple rotations or size changes with geometric objects (P-1-E) (P-2-E)</p>               | <p><b>Teacher's Guide:</b> 32, 33, 34, 39, 40, 41, 116</p>            |

| <b>GLE Text and Benchmarks, Grade 2</b>   | <b>Every Day Counts Calendar Math, Grade 2</b> |
|---|--|
| 32. Recognize and apply patterns in problem-solving in other content areas and real-life situations (P-3-E) (N-9-E) | <b>Teacher's Guide:</b> 37, 38, 55, 56, 96, 97 |

## Unit 7

### Measurement in Our World

| <b>GLE Text and Benchmarks, Grade 2</b>   | <b>Every Day Counts Calendar Math, Grade 2</b>  |
|---|---|
| <b>Measurement</b><br>14. Measure and appropriately label measures of length and perimeter (i.e., inch, centimeter, foot), capacity (i.e., cup, quart, liter), and weight/mass (i.e., pound, kilogram) (M-1-E)                    | <b>Teacher's Guide:</b> 50, 51, 52, 58, 59, 86, 92, 93, 94, 107, 108, 119, 120, 121, 130, 131 |
| 15. Read a thermometer in degrees Fahrenheit and Celsius and interpret the temperature (M-1-E)  | <b>Teacher's Guide:</b> 78, 79, 80  |
| 17. Select and use appropriate tools and units to measure length, time, capacity, and weight (e.g., scales for pounds and kilograms; rulers for inches and centimeters; measuring containers for cup, quarts, and liters) (M-2-E) | <b>Teacher's Guide:</b> 50, 51, 52, 58, 59, 86, 92, 93, 94, 107, 108, 119, 120, 121, 130, 131 |
| 18. Use non-standard units to cover a given region (M-2-E)  | <b>Teacher's Guide:</b> 86  |
| 19. Estimate length in standard units (inch, foot, and centimeter) (M-3-E)  | <b>Teacher's Guide:</b> 50, 51, 52, 92, 93  |
| 20. Compare units within the <b>same</b> system (inch is shorter than a foot, minute is shorter than an hour, day is shorter than a month, cup holds less than a quart) (M-3-E)   | <b>Teacher's Guide:</b> 19, 40, 41, 50, 51, 52, 58, 107, 108, 119                             |
| <b>Data Analysis, Probability, and Discrete Math</b><br>28. Generate questions that can be answered by collecting and analyzing data (D-3-E)  | <b>Teacher's Guide:</b> 42  |

# Unit 8

## Extending Number Patterns through 100s and 3-Digit

| GLE Text and Benchmarks, Grade 2  | Every Day Counts Calendar Math, Grade 2   |
|---|---|
| <p><b>Number and Number Relations</b></p> <p>1. Model, read, and write place values for numbers through 999 in word, standard, and expanded form (N-1-E)</p>  | <p><b>Teacher's Guide:</b> 23, 24, 25, 36, 37, 53, 54, 64, 65, 66, 67, 75, 76, 77, 80, 81, 89, 90, 94, 95, 96, 109, 110, 121, 122, 127, 128</p> |
| <p>3. Make reasonable estimates of the number of objects in a collection with fewer than 100 objects (N-2-E)</p>  | <p><b>Teacher's Guide:</b> 64, 65, 66</p>   |
| <p>5. Read, write, compare, and order whole numbers through 999 using words, number lines, and models (N-3-E) (N-1-E)</p>   | <p><b>Teacher's Guide:</b> 18, 19, 20, 23, 24, 25, 32, 33, 34, 46, 47, 48, 66, 67, 68, 72, 73, 109, 110</p>                                     |
| <p>8. Recognize, select, connect, and use operations, operational words and symbols (+, -) for addition (join, part/part/whole) or subtraction (take away, comparison, missing addend, and set/subset) situations (N-6-E) (N-5-E)</p> | <p><b>Teacher's Guide:</b> 20, 21, 22, 34, 35, 36, 48, 49, 50, 53, 54, 55, 63, 64, 65, 66, 74, 75, 76, 77, 81, 88, 90, 91, 109, 110, 128</p>    |
| <p>10. Round numbers to the nearest 10 or 100 and identify situations in which rounding is appropriate (N-7-E) (N-9-E)</p>  | <p><b>Teacher's Guide:</b> 53, 54, 55, 66, 67, 77, 80, 81, 94, 95, 96, 109, 110</p>   |
| <p>11. Use the concept of one-to-several correspondence to trade single items for a greater quantity of items with unequal value (1 nickel for 5 pennies, 1 dime for 2 nickels) (N-9-E)</p>   | <p><b>Teacher's Guide:</b> 26, 38, 56, 96, 97, 110, 111, 122, 123</p>   |
| <p><b>Algebra</b></p> <p>12. Use number sentences to represent real-life problems involving addition and subtraction (A-1-E) (A-2-E)</p>  | <p><b>Teacher's Guide:</b> 20, 21, 22, 34, 35, 36, 48, 49, 50, 53, 54, 55, 63, 64, 65, 66, 74, 75, 76, 77, 81, 88, 90, 91, 109, 110, 128</p>    |
| <p>13. Find the missing number in an equation involving addition or subtraction (e.g., <math>\# + 4 = 7</math>, <math>8 - \# = 3</math>) (A-2-E) (N-4-E)</p>  | <p><b>Teacher's Guide:</b> 36, 67</p>   |

| GLE Text and Benchmarks, Grade 2   | Every Day Counts Calendar Math, Grade 2  |
|--|--|
| <p><b>Patterns, Relations, and Functions</b></p> <p>30. Recognize, extend, create, and explain patterns of addition and subtraction as represented in charts and tables and in varied forms of skip-counting (P-1-E) (P-2-E)</p> | <p><b>Teacher's Guide:</b> 19, 20, 23, 32, 33, 37, 47, 53, 63, 67, 80, 109</p> |
| <p>32. Recognize and apply patterns in problem-solving in other content areas and real-life situations (P-3-E) (N-9-E)</p>   | <p><b>Teacher's Guide:</b> 37, 38, 55, 56, 96, 97</p>                          |

## Every Day Counts Calendar Math © 2005

### correlated to

# Louisiana Mathematics Comprehensive Curriculum

## Grade 3

### Unit 1

#### Graphs, Growth, and Patterns

| GLE Text and Benchmarks, Grade 3  | Every Day Counts Calendar Math, Grade 3   |
|---|---|
| <p><b>Data Analysis, Probability, and Discrete Math</b></p> <p>39. Identify categories and sort objects based on qualitative (categorical) and quantitative (numerical) characteristics (D-1-E)</p> | <p><b>Teacher’s Guide:</b> 29, 44, 45, 112, 113, 135</p>  |
| <p>41. Explain the word <i>average</i> and use it appropriately in discussing what is “typical” of a data set (D-1-E)</p>   | <p><b>Teacher’s Guide:</b> 82, 83</p>   |
| <p>42. Match a data set to a graph, table, or chart and vice versa (D-2-E)</p>  | <p><b>Teacher’s Guide:</b> 28, 29, 44, 45, 84, 85, 112, 113, 134, 135</p>   |
| <p>43. Represent and solve problems using data from a variety of sources (e.g., tables, graphs, maps, advertisements) (D-3-E)</p>   | <p><b>Teacher’s Guide:</b> 18, 19, 20, 28, 29, 41, 42, 44, 45, 48, 49, 84, 85, 98, 99, 112, 113, 134, 135</p>   |
| <p>44. Discuss chance situations in terms of <i>certain/impossible</i> and <i>equally likely</i> (D-5-E)</p>  | <p><b>Teacher’s Guide:</b> 28, 29, 42, 48, 49, 98, 99, 117</p>  |
| <p>45. Use manipulatives to discuss the probability of an event (e.g., number cubes, spinners to determine what is most likely or least likely) (D-5-E)</p>   | <p><b>Teacher’s Guide:</b> 28, 29, 48, 49, 98, 99, 117</p>  |
| <p><b>Patterns, Relations, and Functions</b></p> <p>46. Identify and model even and odd numbers with objects, pictures, and words (P-1-E)</p>   | <p><b>Teacher’s Guide:</b> 18, 19, 20, 23, 24, 25, 39, 40, 48, 49, 55, 56, 57</p>   |
| <p>47. Find patterns to complete tables, state the rule governing the shift between successive terms, and continue the pattern (including growing patterns) (P-1-E) (P-2-E)</p>                     | <p><b>Teacher’s Guide:</b> 18, 19, 20, 23, 24, 25, 32, 33, 39, 40, 48, 49, 55, 56, 57, 64, 65, 69, 74, 75, 76, 81, 88, 89, 94, 95, 102, 103, 108, 109, 116, 117, 121, 122, 123, 128, 129, 132</p> |

## Unit 2

### Place Value through 10,000 and Number Meaning

| GLE Text and Benchmarks, Grade 3   | Every Day Counts Calendar Math, Grade 3  |
|--|--|
| <p><b>Number and Number Relations</b></p> <p>1. Model, read, and write place value in word, standard, and expanded form for numbers through 9999 (N-1-E)</p>                           | <p><b>Teacher's Guide:</b> 23, 24, 25, 26, 27, 39, 40, 41, 42, 57, 58, 64, 70, 82, 83, 95, 96, 97, 118, 119, 121, 122, 123, 124, 133, 134</p>  |
| <p>2. Read, write, compare, and order whole numbers through 9999 using symbols (i.e., <math>&lt;</math>, <math>=</math>, <math>&gt;</math>) and models (N-1-E) (N-3-E)</p>             | <p><b>Teacher's Guide:</b> 41, 42, 55, 56, 57, 69, 70, 80, 81, 82, 108, 109</p>  |
| <p>3. Use region and set models and symbols to represent, estimate, read, write, and show understanding of fractions through tenths (N-1-E) (N-2-E)</p>                                | <p><b>Teacher's Guide:</b> 51, 52, 53, 88, 89, 91, 92, 93, 116, 117</p>  |
| <p>11. Add and subtract numbers of 3 digits or less (N-6-E) (N-7-E)</p>  | <p><b>Teacher's Guide:</b> 23, 24, 25, 33, 34, 35, 48, 49, 50, 51, 55, 56, 57, 58, 80, 81, 82, 93, 94, 95, 96, 97, 108, 109, 121, 122, 125</p> |
| <p>13. Determine when and how to estimate, and when and how to use mental math, calculators, or paper/pencil strategies to solve addition and subtraction problems (N-8-E) (N-9-E)</p> | <p><b>Teacher's Guide:</b> 26, 27, 41, 42, 69, 70, 71, 82, 83, 109, 110, 120, 121, 123, 124, 133, 134</p>                                      |
| <p><b>Algebra</b></p> <p>14. Use the symbols <math>&lt;</math>, <math>&gt;</math>, and <math>\neq</math> to express inequalities (A-1-E)</p>   | <p><b>Teacher's Guide:</b> 69, 70, 80, 81, 82, 108, 109</p>  |

## Unit 3

### Time Is Money

| GLE Text and Benchmarks, Grade 3  | Every Day Counts Calendar Math, Grade 3   |
|---|---|
| <p><b>Number and Number Relations</b></p> <p>10. Calculate the value of a combination of bills and coins and make change up to \$5.00 (N-6-E) (M-1-E) (M-5-E)</p> | <p><b>Teacher's Guide:</b> 26, 27, 41, 42, 43, 44, 57, 58, 59, 60, 70, 71, 95, 96, 97, 98, 109, 110, 111, 123, 124, 125, 133, 134</p> |
| <p>12. Round to the nearest 1000 and identify situations in which such rounding is appropriate (N-7-E) (N-9-E)</p>  | <p><b>Teacher's Guide:</b> 122, 123, 124</p>  |

| <b>GLE Text and Benchmarks, Grade 3</b>   | <b>Every Day Counts Calendar Math, Grade 3</b>                        |
|---|---|
| <p><b>Algebra</b></p> <p>17. Analyze and describe situations where proportional trades or correspondences are required (e.g., trade 2 pieces of candy for 3 pieces of gum, make equivalent actions on pans to keep balance scale in equilibrium, plan for the number of pieces of bread needed for <math>x</math> sandwiches) (A-1-E)</p> | <p><b>Teacher's Guide:</b> 102, 103</p>                               |
| <p><b>Measurement</b></p> <p>24. Find elapsed time involving hours and minutes, without regrouping, and tell time to the nearest minute (M-1-E) (M-5-E)</p>   | <p><b>Teacher's Guide:</b> 37, 38, 39, 53, 54, 68, 107, 108</p>       |
| <p>26. Order a set of measures within the <b>same</b> system (M-3-E)</p>  | <p><b>Teacher's Guide:</b> 35, 36, 37, 38, 51, 52, 53, 91, 92, 93</p> |

## Unit 4

### Arrays, Multiplication, and Easy Multiplication Facts

| <b>GLE Text and Benchmarks, Grade 3</b>   | <b>Every Day Counts Calendar Math, Grade 3</b>   |
|---|--|
| <p><b>Number and Number Relations</b></p> <p>4. Use the concepts of associative and commutative properties of multiplication to simplify computations (N-4-E) (N-7-E)</p> | <p><b>Teacher's Guide:</b> 76, 77, 78, 90, 91</p>  |
| <p>5. Recognize and model multiplication as a rectangular array or as repeated addition (N-4-E) (N-7-E)</p>   | <p><b>Teacher's Guide:</b> 66, 67, 70, 76, 77</p>  |
| <p>7. Recognize and apply multiplication and division as inverse operations (N-4-E)</p>   | <p><b>Teacher's Guide:</b> 68, 78, 130, 131</p>  |
| <p>9. Know basic multiplication and division facts [0s, 1s, 2s, 5s, 9s, and turn-arounds (commutative facts), including multiplying by 10s] (N-6-E) (N-4-E)</p>           | <p><b>Teacher's Guide:</b> 66, 67, 68, 70, 76, 77, 78, 80, 81, 82, 90, 91, 93, 94, 95, 121, 122, 123</p> |
| <p><b>Algebra</b></p> <p>15. Use objects, pictures, numbers, symbols, and words to represent multiplication and division problem situations (A-1-E)</p>                   | <p><b>Teacher's Guide:</b> 66, 67, 68, 70, 76, 77, 78, 80, 81, 82, 90, 91, 93, 94, 95, 121, 122, 123</p> |

| <b>GLE Text and Benchmarks, Grade 3</b>   | <b>Every Day Counts Calendar Math, Grade 3</b>   |
|---|--|
| 16. Use number sentences to represent real-life problems involving multiplication and division (A-1-E) (N-4-E)  | <b>Teacher's Guide:</b> 66, 67, 68, 77, 91, 104, 105, 119, 130, 131  |
| <b>Measurement</b><br>22. Find the perimeter of a geometric shape given the length of its sides (M-1-E)   | <b>Teacher's Guide:</b> 78, 79, 80   |
| 23. Find the area in square units of a given rectangle (including squares) drawn on a grid or by covering the region with square tiles (M-1-E)  | <b>Teacher's Guide:</b> 78, 79, 80, TR28   |
| <b>Patterns, Relations, and Functions</b><br>47. Find patterns to complete tables, state the rule governing the shift between successive terms, and continue the pattern (including growing patterns) (P-1-E) (P-2-E) | <b>Teacher's Guide:</b> 18, 19, 20, 23, 24, 25, 32, 33, 39, 40, 48, 49, 55, 56, 57, 64, 65, 69, 74, 75, 76, 81, 88, 89, 94, 95, 102, 103, 108, 109, 116, 117, 121, 122, 123, 128, 129, 132 |

## Unit 5

### Sharing and Dividing

| <b>GLE Text and Benchmarks, Grade 3</b>  | <b>Every Day Counts Calendar Math, Grade 3</b>   |
|--|--|
| <b>Number and Number Relations</b><br>6. Recognize and model division as separating quantities into equal subsets (fair shares) or as repeated subtraction (N-4-E) (N-7-E) | <b>Teacher's Guide:</b> 56, 130, 131   |
| 7. Recognize and apply multiplication and division as inverse operations (N-4-E)   | <b>Teacher's Guide:</b> 68, 78, 130, 131   |
| 8. Recognize, select, connect, and use operations, operational words, and symbols (i.e., +, -, x, ÷) to solve real-life situations (N-5-E) (N-6-E) (N-9-E)                 | <b>Teacher's Guide:</b> 23, 24, 25, 26, 27, 33, 34, 35, 48, 49, 50, 51, 55, 56, 57, 58, 64, 66, 67, 68, 69, 70, 71, 76, 77, 78, 80, 81, 82, 83, 90, 91, 93, 94, 95, 96, 97, 108, 109, 110, 111, 121, 122, 123, 125 |
| 9. Know basic multiplication and division facts [0s, 1s, 2s, 5s, 9s, and turn-arounds (commutative facts), including multiplying by 10s] (N-6-E) (N-4-E)                   | <b>Teacher's Guide:</b> 66, 67, 68, 70, 76, 77, 78, 80, 81, 82, 90, 91, 93, 94, 95, 121, 122, 123  |

| <b>GLE Text and Benchmarks, Grade 3</b>  | <b>Every Day Counts Calendar Math, Grade 3</b>  |
|--|---|
| <p><b>Algebra</b></p> <p>15. Use objects, pictures, numbers, symbols, and words to represent multiplication and division problem situations (A-1-E)</p>  | <p><b>Teacher's Guide:</b> 66, 67, 68, 70, 76, 77, 78, 80, 81, 82, 90, 91, 93, 94, 95, 121, 122, 123</p>  |
| <p>16. Use number sentences to represent real-life problems involving multiplication and division (A-1-E) (N-4-E)</p>  | <p><b>Teacher's Guide:</b> 66, 67, 68, 77, 91, 104, 105, 119, 130, 131</p>  |
| <p><b>Patterns, Relations, and Functions</b></p> <p>47. Find patterns to complete tables, state the rule governing the shift between successive terms, and continue the pattern (including growing patterns) (P-1-E) (P-2-E)</p> | <p><b>Teacher's Guide:</b> 18, 19, 20, 23, 24, 25, 32, 33, 39, 40, 48, 49, 55, 56, 57, 64, 65, 69, 74, 75, 76, 81, 88, 89, 94, 95, 102, 103, 108, 109, 116, 117, 121, 122, 123, 128, 129, 132</p> |

## Unit 6

### Shapes and Geometry

| <b>GLE Text and Benchmarks, Grade 3</b>   | <b>Every Day Counts Calendar Math, Grade 3</b>  |
|---|---|
| <p><b>Measurement</b></p> <p>19. Measure length to the nearest yard, meter, and half-inch (M-1-E)</p>   | <p><b>Teacher's Guide:</b> 35, 36, 37, 51, 52, 53, 78, 79, 80</p>   |
| <p>25. Select and use the appropriate standard units of measure, abbreviations, and tools to measure length and perimeter (i.e., in., cm, ft., yd., m), area (square inch, square centimeter), capacity (i.e., cup, pint, quart, gallon, liter), and weight/mass (i.e., oz., lb., g, kg, ton) (M-2-E)</p> | <p><b>Teacher's Guide:</b> 26, 27, 35, 36, 37, 38, 39, 41, 42, 43, 44, 51, 52, 53, 54, 55, 57, 58, 59, 60, 68, 70, 71, 91, 92, 93, 95, 96, 97, 98, 105, 106, 107, 108, 109, 110, 111, 120, 121, 123, 124, 125, 133, 134</p> |
| <p><b>Geometry</b></p> <p>29. Classify and describe 2- and 3-dimensional objects according to given attributes (triangle vs. quadrilateral, parallelogram vs. prism) (G-2-E) (G-1-E) (G-4-E)</p>  | <p><b>Teacher's Guide:</b> 65, 74, 75, 116, 128, 129</p>  |
| <p>30. Apply concepts of congruence, similarity, and symmetry in real-life situations (G-2-E)</p>   | <p><b>Teacher's Guide:</b> 48, 49, 64, 65, 78, 79, 80</p>   |
| <p>31. Draw or reconstruct figures from visual memory or verbal descriptions (G-3-E)</p>  | <p><b>Teacher's Guide:</b> 19, 32, 33, 48, 49, 64, 65, 102, 103, 116, 117, 122</p>  |

| <b>GLE Text and Benchmarks, Grade 3</b>   | <b>Every Day Counts Calendar Math, Grade 3</b>       |
|---|--|
| 32. Recognize and execute specified flips, turns, and slides of geometric figures using manipulatives and correct terminology (including <i>clockwise</i> and <i>counterclockwise</i> ) (G-3-E) | <b>Teacher's Guide:</b> 64, 65, 79                   |
| 33. Construct and draw rectangles (including squares) with given dimensions (e.g., grid paper, square tiles) (G-4-E)  | <b>Teacher's Guide:</b> 78, 79, 80                   |
| 34. Fold a 2-dimensional net into a 3-dimensional object (G-4-E) (G-1-E)  | <b>Teacher's Guide:</b> 74, 75, 76, 128, 129         |
| 35. Identify, give properties of, and distinguish among points, lines, line segments, planes, rays, and angles (G-5-E)  | <b>Teacher's Guide:</b> 19, 48, 116, 117             |
| 36. Identify and draw segments, rays, and lines that are perpendicular, parallel, and intersecting (G-5-E)  | <b>Teacher's Guide:</b> 19                           |
| 37. Identify, describe, and draw intersecting, horizontal, vertical, parallel, diagonal, and perpendicular lines, rays, and right angles in the real world (G-5-E) (G-6-E)                      | <b>Teacher's Guide:</b> 18, 19, 20, 48, 49, 116, 117 |

## Unit 7

### Measurement and Geometry

| <b>GLE Text and Benchmarks, Grade 3</b>  | <b>Every Day Counts Calendar Math, Grade 3</b>             |
|--|--|
| <b>Measurement</b>   | <b>Teacher's Guide:</b> 35, 36, 37, 51, 52, 53, 78, 79, 80 |
| 19. Measure length to the nearest yard, meter, and half-inch (M-1-E)   |  |
| 20. Measure capacity using pints and gallons (M-1-E)   | <b>Teacher's Guide:</b> 91, 92, 93, 120, 121               |
| 21. Measure weight using grams and ounces (M-1-E)  | <b>Teacher's Guide:</b> 105, 106                           |
| 22. Find the perimeter of a geometric shape given the length of its sides (M-1-E)  | <b>Teacher's Guide:</b> 78, 79, 80                         |
| 23. Find the area in square units of a given rectangle (including squares) drawn on a grid or by covering the region with square tiles (M-1-E) | <b>Teacher's Guide:</b> 78, 79, 80                         |

| <b>GLE Text and Benchmarks, Grade 3</b>  | <b>Every Day Counts Calendar Math, Grade 3</b>   |
|--|--|
| 25. Select and use the appropriate standard units of measure, abbreviations, and tools to measure length and perimeter (i.e., in., cm, ft., yd., m), area (square inch, square centimeter), capacity (i.e., cup, pint, quart, gallon, liter), and weight/mass (i.e., oz., lb., g, kg, ton) (M-2-E) | <b>Teacher's Guide:</b> 26, 27, 35, 36, 37, 38, 39, 41, 42, 43, 44, 51, 52, 53, 54, 55, 57, 58, 59, 60, 68, 70, 71, 91, 92, 93, 95, 96, 97, 98, 105, 106, 107, 108, 109, 110, 111, 120, 121, 123, 124, 125, 133, 134 |
| 26. Order a set of measures within the <b>same</b> system (M-3-E)  | <b>Teacher's Guide:</b> 35, 36, 37, 38, 51, 52, 53, 91, 92, 93   |
| 28. Estimate length, weight/mass, and capacity (M-3-E)   | <b>Teacher's Guide:</b> 35, 36, 37, 51, 52, 53   |

## Unit 8

### Multiplication and Division: Moving to Algorithms

| <b>GLE Text and Benchmarks, Grade 3</b>  | <b>Every Day Counts Calendar Math, Grade 3</b>   |
|--|--|
| <b>Number and Number Relations</b>   | <b>Teacher's Guide:</b> 66, 67, 70, 76, 77   |
| 5. Recognize and model multiplication as a rectangular array or as repeated addition (N-4-E) (N-7-E)   |  |
| 6. Recognize and model division as separating quantities into equal subsets (fair shares) or as repeated subtraction (N-4-E) (N-7-E)                       | <b>Teacher's Guide:</b> 56, 130, 131   |
| 8. Recognize, select, connect, and use operations, operational words, and symbols (i.e., +, -, x, ÷) to solve real-life situations (N-5-E) (N-6-E) (N-9-E) | <b>Teacher's Guide:</b> 23, 24, 25, 26, 27, 33, 34, 35, 48, 49, 50, 51, 55, 56, 57, 58, 64, 66, 67, 68, 69, 70, 71, 76, 77, 78, 80, 81, 82, 83, 90, 91, 93, 94, 95, 96, 97, 108, 109, 110, 111, 121, 122, 123, 125 |
| 9. Know basic multiplication and division facts [0s, 1s, 2s, 5s, 9s, and turn-arounds (commutative facts), including multiplying by 10s] (N-6-E) (N-4-E)   | <b>Teacher's Guide:</b> 66, 67, 68, 70, 76, 77, 78, 80, 81, 82, 90, 91, 93, 94, 95, 121, 122, 123  |
| 11. Add and subtract numbers of 3 digits or less (N-6-E) (N-7-E)   | <b>Teacher's Guide:</b> 23, 24, 25, 33, 34, 35, 48, 49, 50, 51, 55, 56, 57, 58, 80, 81, 82, 93, 94, 95, 96, 97, 108, 109, 121, 122, 125  |

# Every Day Counts Calendar Math © 2005

## correlated to

# Louisiana Mathematics Comprehensive Curriculum

## Grade 4

### Unit 1

#### Data, Graphs, and Numbers

| GLE Text and Benchmarks, Grade 4   | Every Day Counts Calendar Math, Grade 4   |
|--|---|
| <p><b>Number and Number Relations</b></p> <p>2. Read, write, compare, and order whole numbers using place value concepts, standard notation, and models through 1,000,000 (N-1-E) (N-3-E) (A-1-E)</p>          | <p><b>Teacher's Guide:</b> 21, 22, 34, 35, 50, 51, 52, 64, 65, 79, 94, 95, 108, 109, 123, 129, 136, 137</p>   |
| <p>4. Know all basic facts for multiplication and division through <math>12 \times 12</math> and <math>144 \div 12</math>, and recognize factors of composite numbers less than 50 (N-1-E) (N-6-E) (N-7-E)</p> | <p><b>Teacher's Guide:</b> 20, 23, 24, 25, 32, 33, 40, 41, 48, 51, 56, 57, 70, 71, 84, 85, 86, 97, 98, 106, 111, 112, 128, 129, 130, 137, 138</p>   |
| <p>12. Count money, determine change, and solve simple word problems involving money amounts using decimal notation (N-6-E) (N-9-E) (M-1-E) (M-5-E)</p>  | <p><b>Teacher's Guide:</b> 21, 22, 23, 34, 35, 36, 42, 50, 51, 52, 57, 58, 59, 63, 64, 65, 66, 68, 69, 70, 72, 79, 80, 87, 88, 94, 95, 99, 100, 108, 109, 113, 122, 123, 124, 136, 137</p>  |
| <p>13. Determine when and how to estimate, and when and how to use mental math, calculators, or paper/pencil strategies to solve multiplication and division problems (N-8-E)</p>                              | <p><b>Teacher's Guide:</b> 21, 22, 34, 35, 50, 51, 52, 53, 63, 64, 65, 66, 67, 72, 79, 80, 81, 82, 94, 95, 108, 109, 110, 111, 113, 122, 123, 136, 137</p>  |
| <p>14. Solve real-life problems, including those in which some information is not given (N-9-E)</p>  | <p><b>Teacher's Guide:</b> 18, 21, 23, 26, 28, 32, 34, 36, 38, 40, 42, 43, 44, 48, 50, 52, 54, 56, 57, 59, 62, 63, 66, 68, 70, 72, 76, 79, 81, 82, 84, 87, 88, 92, 94, 95, 97, 99, 100, 101, 106, 108, 109, 111, 113, 115, 120, 122, 124, 126, 128, 130, 134, 136, 137, 139</p> |
| <p><b>Data Analysis, Probability, and Discrete Math</b></p> <p>34. Summarize information and relationships revealed by patterns or trends in a graph, and use the information to make predictions (D-1-E)</p>  | <p><b>Teacher's Guide:</b> 28, 29, 88, 89, 115, 116, 117</p>  |

| GLE Text and Benchmarks, Grade 4  | Every Day Counts Calendar Math, Grade 4   |
|---|---|
| 35. Find and interpret the meaning of mean, mode, and median of a small set of numbers (using concrete objects) when the answer is a whole number (D-1-E)   | <b>Teacher's Guide:</b> 115, 116, 117   |
| 36. Analyze, describe, interpret, and construct various types of charts and graphs using appropriate titles, axis labels, scales, and legends (D-2-E) (D-1-E)   | <b>Teacher's Guide:</b> 28, 29, 44, 45, 88, 89, 101, 102, 103, 115, 116, 117, 139 |
| 37. Determine which type of graph best represents a given set of discrete data (D-2-E) (D-1-E)  | <b>Teacher's Guide:</b> 29, 45, 139   |
| 39. Use lists, tables, and tree diagrams to generate and record all possible combinations for 2 sets of 3 or fewer objects (e.g., combinations of pants and shirts, days and games) and for given experiments (D-3-E) (D-4-E) | <b>Teacher's Guide:</b> 28, 29, 101, 102, 103                                     |
| 40. Determine the total number of possible outcomes for a given experiment using lists, tables, and tree diagrams (e.g., spinning a spinner, tossing 2 coins) (D-4-E) (D-5-E)   | <b>Teacher's Guide:</b> 28, 29, 101, 102, 103                                     |
| 41. Apply appropriate probabilistic reasoning in real-life contexts using games and other activities (e.g., examining fair and unfair situations) (D-5-E) (D-6-E)   | <b>Teacher's Guide:</b> 28, 29, 101, 102, 103                                     |
| <p><b>Patterns, Relations, and Functions</b></p> <p>42. Find and describe patterns resulting from operations involving even and odd numbers (such as even + even = even) (P-1-E)</p>  | <b>Teacher's Guide:</b> 20, 23, 122   |
| 43. Identify missing elements in a number pattern (P-1-E)   | <b>Teacher's Guide:</b> 18, 20, 33, 49, 63, 78, 108, 121                          |
| 44. Represent the relationship in an input-output situation using a simple equation, graph, table, or word description (P-2-E)  | <b>Teacher's Guide:</b> 33, 34, 78, 108   |

## Unit 2

### Place Value, Number Sense and Measurement

| GLE Text and Benchmarks, Grade 4  | Every Day Counts Calendar Math, Grade 4   |
|---|---|
| <p><b>Number and Number Relations</b></p> <p>1. Read and write place value in word, standard, and expanded form through 1,000,000 (N-1-E)</p>                                     | <p><b>Teacher's Guide:</b> 21, 22, 34, 35, 50, 51, 52, 64, 65, 79, 94, 95, 108, 109, 123, 129, 136, 137</p>   |
| <p>2. Read, write, compare, and order whole numbers using place value concepts, standard notation, and models through 1,000,000 (N-1-E) (N-3-E) (A-1-E)</p>                       | <p><b>Teacher's Guide:</b> 21, 22, 34, 35, 50, 51, 52, 64, 65, 79, 94, 95, 108, 109, 123, 129, 136, 137</p>   |
| <p>7. Give decimal equivalents of halves, fourths, and tenths (N-2-E) (N-1-E)</p>   | <p><b>Teacher's Guide:</b> 58, 66, 67, 102, 103</p>   |
| <p>8. Use common equivalent reference points for percents (i.e., <math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>, <math>\frac{3}{4}</math>, and 1 whole) (N-2-E)</p>           | <p><b>Teacher's Guide:</b> 58, 59, 66, 67, 87, 102, 103</p>   |
| <p>12. Count money, determine change, and solve simple word problems involving money amounts using decimal notation (N-6-E) (N-9-E) (M-1-E) (M-5-E)</p>                           | <p><b>Teacher's Guide:</b> 21, 22, 23, 34, 35, 36, 42, 50, 51, 52, 57, 58, 59, 63, 64, 65, 66, 68, 69, 70, 72, 79, 80, 87, 88, 94, 95, 99, 100, 108, 109, 113, 122, 123, 124, 136, 137</p>  |
| <p>13. Determine when and how to estimate, and when and how to use mental math, calculators, or paper/pencil strategies to solve multiplication and division problems (N-8-E)</p> | <p><b>Teacher's Guide:</b> 21, 22, 34, 35, 50, 51, 52, 53, 63, 64, 65, 66, 67, 72, 79, 80, 81, 82, 94, 95, 108, 109, 110, 111, 113, 122, 123, 136, 137</p>  |
| <p>14. Solve real-life problems, including those in which some information is not given (N-9-E)</p>   | <p><b>Teacher's Guide:</b> 18, 21, 23, 26, 28, 32, 34, 36, 38, 40, 42, 43, 44, 48, 50, 52, 54, 56, 57, 59, 62, 63, 66, 68, 70, 72, 76, 79, 81, 82, 84, 87, 88, 92, 94, 95, 97, 99, 100, 101, 106, 108, 109, 111, 113, 115, 120, 122, 124, 126, 128, 130, 134, 136, 137, 139</p> |
| <p><b>Algebra</b></p> <p>15. Write number sentences or formulas containing a variable to represent real-life problems (A-1-E)</p>   | <p><b>Teacher's Guide:</b> 41, 100, 108</p>   |
| <p><b>Measurement</b></p> <p>23. Set up, solve, and interpret elapsed time problems (M-2-E) (M-5-E)</p>   | <p><b>Teacher's Guide:</b> 43, 44, 59, 73, 100, 101, 114, 130, 131</p>  |

| GLE Text and Benchmarks, Grade 4   | Every Day Counts Calendar Math, Grade 4              |
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| <p><b>Data Analysis, Probability, and Discrete Math</b></p> <p>40. Determine the total number of possible outcomes for a given experiment using lists, tables, and tree diagrams (e.g., spinning a spinner, tossing 2 coins) (D-4-E) (D-5-E)</p> | <p><b>Teacher's Guide:</b> 28, 29, 101, 102, 103</p> |

## Unit 3

### Developing Multiplication and Division – Concepts, Facts, and Models

| GLE Text and Benchmarks, Grade 4   | Every Day Counts Calendar Math, Grade 4   |
|--|---|
| <p><b>Number and Number Relations</b></p> <p>3. Illustrate with manipulatives when a number is divisible by 2, 3, 5, or 10 (N-1-E)</p>   | <p><b>Teacher's Guide:</b> 23, 24, 25, 40, 54, 55, 70, 71, 112, 129, 138</p>  |
| <p>4. Know all basic facts for multiplication and division through <math>12 \times 12</math> and <math>144 \div 12</math>, and recognize factors of composite numbers less than 50 (N-1-E) (N-6-E) (N-7-E)</p> | <p><b>Teacher's Guide:</b> 20, 23, 24, 25, 32, 33, 40, 41, 48, 51, 56, 57, 70, 71, 84, 85, 86, 97, 98, 106, 111, 112, 128, 129, 130, 137, 138</p>   |
| <p>10. Solve multiplication and division number sentences including interpreting remainders (N-4-E) (A-3-E)</p>  | <p><b>Teacher's Guide:</b> 23, 24, 25, 40, 41, 51, 56, 57, 70, 71, 80, 85, 86, 98, 112, 121</p>   |
| <p>13. Determine when and how to estimate, and when and how to use mental math, calculators, or paper/pencil strategies to solve multiplication and division problems (N-8-E)</p>                              | <p><b>Teacher's Guide:</b> 21, 22, 34, 35, 50, 51, 52, 53, 63, 64, 65, 66, 67, 72, 79, 80, 81, 82, 94, 95, 108, 109, 110, 111, 113, 122, 123, 136, 137</p>  |
| <p>14. Solve real-life problems, including those in which some information is not given (N-9-E)</p>  | <p><b>Teacher's Guide:</b> 18, 21, 23, 26, 28, 32, 34, 36, 38, 40, 42, 43, 44, 48, 50, 52, 54, 56, 57, 59, 62, 63, 66, 68, 70, 72, 76, 79, 81, 82, 84, 87, 88, 92, 94, 95, 97, 99, 100, 101, 106, 108, 109, 111, 113, 115, 120, 122, 124, 126, 128, 130, 134, 136, 137, 139</p> |
| <p><b>Algebra</b></p> <p>15. Write number sentences or formulas containing a variable to represent real-life problems (A-1-E)</p>  | <p><b>Teacher's Guide:</b> 41, 100, 108</p>   |
| <p>19. Solve one-step equations with whole number solutions (A-2-E) (N-4-E)</p>  | <p><b>Teacher's Guide:</b> 33, 41, 42, 57, 65, 85, 89, 103, 112</p>   |

| GLE Text and Benchmarks, Grade 4   | Every Day Counts Calendar Math, Grade 4    |
|--|--|
| <p><b>Patterns, Relations, and Functions</b></p> <p>42. Find and describe patterns resulting from operations involving even and odd numbers (such as even + even = even) (P-1-E)</p> | <p><b>Teacher's Guide:</b> 20, 23, 122</p> |

**Unit 4**

**The Multiplication Algorithm**

| GLE Text and Benchmarks, Grade 4   | Every Day Counts Calendar Math, Grade 4   |
|--|---|
| <p><b>Number and Number Relations</b></p> <p>4. Know all basic facts for multiplication and division through <math>12 \times 12</math> and <math>144 \div 12</math>, and recognize factors of composite numbers less than 50 (N-1-E) (N-6-E) (N-7-E)</p> | <p><b>Teacher's Guide:</b> 20, 23, 24, 25, 32, 33, 40, 41, 48, 51, 56, 57, 70, 71, 84, 85, 86, 97, 98, 106, 111, 112, 128, 129, 130, 137, 138</p>   |
| <p>10. Solve multiplication and division number sentences including interpreting remainders (N-4-E) (A-3-E)</p>  | <p><b>Teacher's Guide:</b> 23, 24, 25, 40, 41, 51, 56, 57, 70, 71, 80, 85, 86, 98, 112, 121</p>   |
| <p>11. Multiply 3-digit by 1-digit numbers, 2-digit by 2-digit numbers, and divide 3-digit numbers by 1-digit numbers, with and without remainders (N-6-E) (N-7-E)</p>   | <p><b>Teacher's Guide:</b> 51, 92, 98</p>   |
| <p>13. Determine when and how to estimate, and when and how to use mental math, calculators, or paper/pencil strategies to solve multiplication and division problems (N-8-E)</p>  | <p><b>Teacher's Guide:</b> 21, 22, 34, 35, 50, 51, 52, 53, 63, 64, 65, 66, 67, 72, 79, 80, 81, 82, 94, 95, 108, 109, 110, 111, 113, 122, 123, 136, 137</p>  |
| <p>14. Solve real-life problems, including those in which some information is not given (N-9-E)</p>  | <p><b>Teacher's Guide:</b> 18, 21, 23, 26, 28, 32, 34, 36, 38, 40, 42, 43, 44, 48, 50, 52, 54, 56, 57, 59, 62, 63, 66, 68, 70, 72, 76, 79, 81, 82, 84, 87, 88, 92, 94, 95, 97, 99, 100, 101, 106, 108, 109, 111, 113, 115, 120, 122, 124, 126, 128, 130, 134, 136, 137, 139</p> |
| <p><b>Algebra</b></p> <p>15. Write number sentences or formulas containing a variable to represent real-life problems (A-1-E)</p>  | <p><b>Teacher's Guide:</b> 41, 100, 108</p>   |
| <p>16. Write a related story problem for a given algebraic sentence (A-1-E)</p>  | <p><b>Teacher's Guide:</b> 25, 41, 85</p>   |

| <b>GLE Text and Benchmarks, Grade 4</b>   | <b>Every Day Counts Calendar Math, Grade 4</b> |
|---|--|
| 17. Use manipulatives to represent the distributive property of multiplication over addition to explain multiplying numbers (A-1-E) (A-2-E)                               | <b>Teacher's Guide:</b> 24, 25, 85, 86, 112    |
| <b>Patterns, Relations, and Functions</b><br>42. Find and describe patterns resulting from operations involving even and odd numbers (such as even + even = even) (P-1-E) | <b>Teacher's Guide:</b> 20, 23, 122            |

## Unit 5

### Dividing by 1-Digit Divisors

| <b>GLE Text and Benchmarks, Grade 4</b>  | <b>Every Day Counts Calendar Math, Grade 4</b>   |
|--|--|
| <b>Number and Number Relations</b><br>5. Read, write, and relate decimals through hundredths and connect them with corresponding decimal fractions (N-1-E)                 | <b>Teacher's Guide:</b> 26, 27, 28, 101, 102, 103, 109, 110, 111   |
| 6. Model, read, write, compare, order, and represent fractions with denominators through twelfths using region and set models (N-1-E) (A-1-E)                              | <b>Teacher's Guide:</b> 36, 37, 38, 39, 40, 52, 53, 54, 55, 56, 57, 58, 59, 66, 67, 68, 69, 70, 81, 82, 83, 84, 101, 102, 103, 109, 110, 126, 127, 128 |
| 7. Give decimal equivalents of halves, fourths, and tenths (N-2-E) (N-1-E)   | <b>Teacher's Guide:</b> 66, 67, 68, 69, 70, 101, 102, 103  |
| 9. Estimate fractional amounts through twelfths, using pictures, models, and diagrams (N-2-E)  | <b>Teacher's Guide:</b> 53, 67   |
| 10. Solve multiplication and division number sentences including interpreting remainders (N-4-E) (A-3-E)   | <b>Teacher's Guide:</b> 23, 24, 25, 40, 41, 51, 56, 57, 70, 71, 80, 85, 86, 98, 112, 121   |
| 11. Multiply 3-digit by 1-digit numbers, 2-digit by 2-digit numbers, and divide 3-digit numbers by 1-digit numbers, with and without remainders (N-6-E) (N-7-E)            | <b>Teacher's Guide:</b> 51, 92, 98   |
| 13. Determine when and how to estimate, and when and how to use mental math, calculators, or paper/pencil strategies to solve multiplication and division problems (N-8-E) | <b>Teacher's Guide:</b> 21, 22, 34, 35, 50, 51, 52, 53, 63, 64, 65, 66, 67, 72, 79, 80, 81, 82, 94, 95, 108, 109, 110, 111, 113, 122, 123, 136, 137    |

| <b>GLE Text and Benchmarks, Grade 4</b>  | <b>Every Day Counts Calendar Math, Grade 4</b>               |
|--|--|
| <b>Algebra</b><br>15. Write number sentences or formulas containing a variable to represent real-life problems (A-1-E) | <b>Teacher's Guide:</b> 41, 100, 108                         |
| 16. Write a related story problem for a given algebraic sentence (A-1-E)   | <b>Teacher's Guide:</b> 25, 41, 85                           |
| 18. Identify and create true/false and open/closed number sentences (A-2-E)  | <b>Teacher's Guide:</b> 62                                   |
| 19. Solve one-step equations with whole number solutions (A-2-E) (N-4-E)   | <b>Teacher's Guide:</b> 33, 41, 42, 57, 65, 85, 89, 103, 112 |

## Unit 6

### Geometry and Measurement

| <b>GLE Text and Benchmarks, Grade 4</b>  | <b>Every Day Counts Calendar Math, Grade 4</b>   |
|--|--|
| <b>Number and Number Relations</b><br>14. Solve real-life problems, including those in which some information is not given (N-9-E) | <b>Teacher's Guide:</b> 18, 21, 23, 26, 28, 32, 34, 36, 38, 40, 42, 43, 44, 48, 50, 52, 54, 56, 57, 59, 62, 63, 66, 68, 70, 72, 76, 79, 81, 82, 84, 87, 88, 92, 94, 95, 97, 99, 100, 101, 106, 108, 109, 111, 113, 115, 120, 122, 124, 126, 128, 130, 134, 136, 137, 139 |
| <b>Algebra</b><br>15. Write number sentences or formulas containing a variable to represent real-life problems (A-1-E)             | <b>Teacher's Guide:</b> 41, 100, 108   |
| 16. Write a related story problem for a given algebraic sentence (A-1-E)   | <b>Teacher's Guide:</b> 25, 41, 85   |
| 18. Identify and create true/false and open/closed number sentences (A-2-E)  | <b>Teacher's Guide:</b> 62   |
| 19. Solve one-step equations with whole number solutions (A-2-E) (N-4-E)   | <b>Teacher's Guide:</b> 33, 41, 42, 57, 65, 85, 89, 103, 112   |
| <b>Measurement</b><br>20. Measure length to the nearest quarter-inch and mm (M-2-E) (M-1-E)  | <b>Teacher's Guide:</b> 36, 37, 66, 67, 115, 116, 117  |

| GLE Text and Benchmarks, Grade 4  | Every Day Counts Calendar Math, Grade 4  |
|---|--|
| 21. Describe the concept of volume, and measure volume using cubic in. and cubic cm and capacity using fl. oz. and ml (M-2-E) (M-3-E)   | <b>Teacher's Guide:</b> 52, 53, 54, 109, 110, 111  |
| 22. Select and use the appropriate standard units of measure, abbreviations, and tools to measure length and perimeter (i.e., in., cm, ft., yd., mile, m, km), area (i.e., square inch, square foot, square centimeter), capacity (i.e., fl. oz., cup, pt., qt., gal., l, ml), weight/mass (i.e., oz., lb., g, kg, ton), and volume (i.e., cubic cm, cubic in.) (M-2-E) (M-1-E) | <b>Teacher's Guide:</b> 36, 37, 52, 53, 54, 66, 67, 81, 82, 109, 110, 111, 115, 116, 117 |
| 24. Recognize the attributes to be measured in a real-life situation (M-2-E) (M-5-E)  | <b>Teacher's Guide:</b> 44, 45, 52, 53, 81, 82, 96, 97, 110, 111, 116, 117, 124, 125     |
| 25. Use estimates and measurements to calculate perimeter and area of rectangular objects (including squares) in U.S. (including square feet) and metric units (M-3-E)  | <b>Teacher's Guide:</b> 94, 95, 96, 97, 124, 125, 126                                    |
| 26. Estimate the area of an irregular shape drawn on a unit grid (M-3-E)  | <b>Teacher's Guide:</b> 95   |
| 27. Use unit conversions within the same system to solve real-life problems (e.g., 60 sec. = 1 min., 12 objects = 1 dozen, 12 in. = 1 ft., 100 cm = 1 m, 1 pt. = 2 cups) (M-4-E) (N-2-E) (M-5-E)  | <b>Teacher's Guide:</b> 36, 37, 52, 53, 54, 66, 67, 81, 82, 109, 110, 111                |
| <p><b>Geometry</b></p> <p>28. Identify the top, bottom, or side view of a given 3-dimensional object (G-1-E) (G-3-E)</p>  | <b>Teacher's Guide:</b> 76, 77   |
| 29. Identify, describe the properties of, and draw circles and polygons (triangle, quadrilateral, parallelogram, trapezoid, rectangle, square, rhombus, pentagon, hexagon, octagon, and decagon) (G-2-E)  | <b>Teacher's Guide:</b> 18, 19, 32, 33, 48, 49, 106, 107, 111, 112, 128, 129, 135, 136   |
| 30. Make and test predictions regarding transformations (i.e., slides, flips, and turns) of plane geometric shapes (G-3-E)  | <b>Teacher's Guide:</b> 18, 19, 20, 32, 49, 92, 93                                       |
| 31. Identify, manipulate, and predict the results of rotations of 90, 180, 270, and 360 degrees on a given figure (G-3-E)   | <b>Teacher's Guide:</b> 18, 19, 20, 32, 49, 92, 93                                       |

| <b>GLE Text and Benchmarks, Grade 4</b>   | <b>Every Day Counts Calendar Math, Grade 4</b>   |
|---|--|
| 32. Draw, identify, and classify angles that are acute, right, and obtuse (G-5-E) (G-1-E)   | <b>Teacher's Guide:</b> 18, 19, 48, 49, 50, 62, 63, 92, 93, 94, 134, 135, 136                    |
| 33. Specify locations of points in the first quadrant of coordinate systems and describe paths on maps (G-6-E)  | <b>Teacher's Guide:</b> 44, 45   |
| <b>Data Analysis, Probability, and Discrete Math</b><br>38. Solve problems involving simple deductive reasoning (D-3-E)   | <b>Teacher's Guide:</b> 18, 19, 20, 48, 49, 50, 87, 88, 92, 93, 94, 122, 123, 124, 134, 135, 136 |
| 40. Determine the total number of possible outcomes for a given experiment using lists, tables, and tree diagrams (e.g., spinning a spinner, tossing 2 coins) (D-4-E) (D-5-E) | <b>Teacher's Guide:</b> 28, 29, 101, 102, 103  |

## Unit 7

### Fun with Fractions and Chance

| <b>GLE Text and Benchmarks, Grade 4</b>  | <b>Every Day Counts Calendar Math, Grade 4</b>   |
|--|--|
| <b>Number and Number Relations</b><br>5. Read, write, and relate decimals through hundredths and connect them with corresponding decimal fractions (N-1-E) | <b>Teacher's Guide:</b> 26, 27, 28, 101, 102, 103, 109, 110, 111   |
| 6. Model, read, write, compare, order, and represent fractions with denominators through twelfths using region and set models (N-1-E) (A-1-E)              | <b>Teacher's Guide:</b> 36, 37, 38, 39, 40, 52, 53, 54, 55, 56, 57, 58, 59, 66, 67, 68, 69, 70, 81, 82, 83, 84, 101, 102, 103, 109, 110, 126, 127, 128 |
| 7. Give decimal equivalents of halves, fourths, and tenths (N-2-E) (N-1-E)   | <b>Teacher's Guide:</b> 66, 67, 68, 69, 70, 101, 102, 103  |
| 8. Use common equivalent reference points for percents (i.e., $\frac{1}{2}$ , $\frac{1}{4}$ , $\frac{1}{10}$ , and 1 whole) (N-2-E)                        | <b>Teacher's Guide:</b> 66, 67, 68, 69, 70, 101, 102, 103  |
| 9. Estimate fractional amounts through twelfths, using pictures, models, and diagrams (N-2-E)  | <b>Teacher's Guide:</b> 53, 67   |

| <b>GLE Text and Benchmarks, Grade 4</b>   | <b>Every Day Counts Calendar Math, Grade 4</b>                                    |
|---|---|
| <b>Data Analysis, Probability, and Discrete Math</b><br>35. Find and interpret the meaning of mean, mode, and median of a small set of numbers (using concrete objects) when the answer is a whole number (D-1-E) | <b>Teacher's Guide:</b> 115, 116, 117   |
| 36. Analyze, describe, interpret, and construct various types of charts and graphs using appropriate titles, axis labels, scales, and legends (D-2-E) (D-1-E)   | <b>Teacher's Guide:</b> 28, 29, 44, 45, 88, 89, 101, 102, 103, 115, 116, 117, 139 |
| 37. Determine which type of graph best represents a given set of discrete data (D-2-E) (D-1-E)  | <b>Teacher's Guide:</b> 29, 45, 139   |
| 41. Apply appropriate probabilistic reasoning in real-life contexts using games and other activities (e.g., examining fair and unfair situations) (D-5-E) (D-6-E)   | <b>Teacher's Guide:</b> 28, 29, 101, 102, 103                                     |

## Unit 8

### Thinking with Algebra

| <b>GLE Text and Benchmarks, Grade 4</b>  | <b>Every Day Counts Calendar Math, Grade 4</b>   |
|--|--|
| <b>Number and Number Relations</b><br>4. Know all basic facts for multiplication and division through $12 \times 12$ and $144 \div 12$ , and recognize factors of composite numbers less than 50 (N-1-E) (N-6-E) (N-7-E) | <b>Teacher's Guide:</b> 20, 23, 24, 25, 32, 33, 40, 41, 48, 51, 56, 57, 70, 71, 84, 85, 86, 97, 98, 106, 111, 112, 128, 129, 130, 137, 138             |
| 6. Model, read, write, compare, order, and represent fractions with denominators through twelfths using region and set models (N-1-E) (A-1-E)  | <b>Teacher's Guide:</b> 36, 37, 38, 39, 40, 52, 53, 54, 55, 56, 57, 58, 59, 66, 67, 68, 69, 70, 81, 82, 83, 84, 101, 102, 103, 109, 110, 126, 127, 128 |
| 10. Solve multiplication and division number sentences including interpreting remainders (N-4-E) (A-3-E)   | <b>Teacher's Guide:</b> 23, 24, 25, 40, 41, 51, 56, 57, 70, 71, 80, 85, 86, 98, 112, 121   |
| 13. Determine when and how to estimate, and when and how to use mental math, calculators, or paper/pencil strategies to solve multiplication and division problems (N-8-E)   | <b>Teacher's Guide:</b> 21, 22, 34, 35, 50, 51, 52, 53, 63, 64, 65, 66, 67, 72, 79, 80, 81, 82, 94, 95, 108, 109, 110, 111, 113, 122, 123, 136, 137    |

| <b>GLE Text and Benchmarks, Grade 4</b>   | <b>Every Day Counts Calendar Math, Grade 4</b>   |
|---|--|
| 14. Solve real-life problems, including those in which some information is not given (N-9-E)  | <b>Teacher's Guide:</b> 18, 21, 23, 26, 28, 32, 34, 36, 38, 40, 42, 43, 44, 48, 50, 52, 54, 56, 57, 59, 62, 63, 66, 68, 70, 72, 76, 79, 81, 82, 84, 87, 88, 92, 94, 95, 97, 99, 100, 101, 106, 108, 109, 111, 113, 115, 120, 122, 124, 126, 128, 130, 134, 136, 137, 139 |
| <b>Algebra</b><br>18. Identify and create true/false and open/closed number sentences (A-2-E)   | <b>Teacher's Guide:</b> 62   |
| 19. Solve one-step equations with whole number solutions (A-2-E) (N-4-E)  | <b>Teacher's Guide:</b> 33, 41, 42, 57, 65, 85, 89, 103, 112   |
| <b>Geometry</b><br>33. Specify locations of points in the first quadrant of coordinate systems and describe paths on maps (G-6-E)   | <b>Teacher's Guide:</b> 44, 45   |
| <b>Data Analysis, Probability, and Discrete Math</b><br>35. Find and interpret the meaning of mean, mode, and median of a small set of numbers (using concrete objects) when the answer is a whole number (D-1-E)             | <b>Teacher's Guide:</b> 115, 116, 117  |
| 38. Solve problems involving simple deductive reasoning (D-3-E)   | <b>Teacher's Guide:</b> 18, 19, 20, 48, 49, 50, 87, 88, 92, 93, 94, 122, 123, 124, 134, 135, 136   |
| 39. Use lists, tables, and tree diagrams to generate and record all possible combinations for 2 sets of 3 or fewer objects (e.g., combinations of pants and shirts, days and games) and for given experiments (D-3-E) (D-4-E) | <b>Teacher's Guide:</b> 28, 29, 101, 102, 103  |
| 40. Determine the total number of possible outcomes for a given experiment using lists, tables, and tree diagrams (e.g., spinning a spinner, tossing 2 coins) (D-4-E) (D-5-E)   | <b>Teacher's Guide:</b> 28, 29, 101, 102, 103  |
| <b>Patterns, Relations, and Functions</b><br>43. Identify missing elements in a number pattern (P-1-E)  | <b>Teacher's Guide:</b> 18, 20, 33, 49, 63, 78, 108, 121   |
| 44. Represent the relationship in an input-output situation using a simple equation, graph, table, or word description (P-2-E)  | <b>Teacher's Guide:</b> 33, 34, 78, 108  |

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## correlated to

# Louisiana Mathematics Comprehensive Curriculum

## Grade 5

### Unit 1

#### Whole Number Review

| GLE Text and Benchmarks, Grade 5  | Every Day Counts Calendar Math, Grade 5   |
|---|---|
| <p><b>Number and Number Relations</b></p> <p>1. Differentiate between the terms <i>factor</i> and <i>multiple</i>, and <i>prime</i> and <i>composite</i> (N-1-M)</p>  | <p><b>Teacher's Guide:</b> 18, 19, 20, 35, 41, 42, 43, 54, 55, 63, 64, 74, 75, 76, 77, 78, 90, 91, 104, 105, 106, 130, 131</p>  |
| <p>7. Select, sequence, and use appropriate operations to solve multi-step word problems with whole numbers (N-5-M) (N-4-M)</p>   | <p><b>Teacher's Guide:</b> 21, 22, 23, 24, 56, 90, 91, 132</p>  |
| <p>8. Use the whole number system (e.g., computational fluency, place value, etc.) to solve problems in real-life and other content areas (N-5-M)</p>   | <p><b>Teacher's Guide:</b> 18, 21, 25, 28, 34, 37, 39, 41, 44, 48, 50, 51, 54, 56, 57, 62, 63, 64, 66, 69, 70, 74, 76, 79, 81, 82, 86, 87, 90, 92, 94, 96, 98, 102, 104, 106, 110, 111, 112, 116, 118, 121, 122, 128, 130, 132, 133</p> |
| <p>9. Use mental math and estimation strategies to predict the results of computations (i.e., whole numbers, addition and subtraction of fractions) and to test the reasonableness of solutions (N-6-M) (N-2-M)</p>           | <p><b>Teacher's Guide:</b> 37, 38, 124</p>  |
| <p>10. Determine when an estimate is sufficient and when an exact answer is needed in real-life problems using whole numbers (N-6-M) (N-5-M)</p>  | <p><b>Teacher's Guide:</b> 37, 38, 124</p>  |
| <p><b>Algebra</b></p> <p>12. Find unknown quantities in number sentences by using mental math, backward reasoning, inverse operations (i.e., unwrapping), and manipulatives (e.g., tiles, balance scales) (A-2-M) (A-3-M)</p> | <p><b>Teacher's Guide:</b> 20, 24, 48, 49, 83, 91, 117, 118</p>   |
| <p>13. Write a number sentence from a given physical model of an equation (e.g., balance scale) (A-2-M) (A-1-M)</p>   | <p><b>Teacher's Guide:</b> 20, 48, 49, 83, 91, 117, 118</p>   |

| <b>GLE Text and Benchmarks, Grade 5</b>  | <b>Every Day Counts Calendar Math, Grade 5</b>                                 |
|--|--|
| 14. Find solutions to one-step inequalities and identify positive solutions on a number line (A-2-M) (A-3-M)   | <b>Teacher's Guide:</b> 20, 48, 49, 83, 91, 117, 118                           |
| <b>Measurement</b><br>18. Estimate time, temperature, weight/mass, and length in familiar situations and explain the reasonableness of answers (M-2-M)   | <b>Teacher's Guide:</b> 57, 58, 59, 95, 96                                     |
| <b>Data Analysis, Probability, and Discrete Math</b><br>28. Use various types of charts and graphs, including double bar graphs, to organize, display, and interpret data and discuss patterns verbally and in writing (D-1-M) (D-2-M) (P-3-M) (A-4-M) | <b>Teacher's Guide:</b> 28, 29, 30, 31, 57, 58, 59, 82, 83, 122, 123, 124, 125 |
| 29. Compare and contrast different scales and labels for bar and line graphs (D-1-M)   | <b>Teacher's Guide:</b> 30, 31, 58, 122, 125                                   |
| 31. Compare and contrast survey data from two groups relative to the same question (D-2-M)   | <b>Teacher's Guide:</b> 30   |
| <b>Patterns, Relations, and Functions</b><br>33. Fill in missing elements in sequences of designs, number patterns, positioned figures, and quantities of objects (P-1-M)  | <b>Teacher's Guide:</b> 20, 24, 49, 64, 82, 83, 89, 103, 128, 129              |

## Unit 2

### Measurement All Around Us

| <b>GLE Text and Benchmarks, Grade 5</b>  | <b>Every Day Counts Calendar Math, Grade 5</b>   |
|--|--|
| <b>Number and Number Relations</b><br>8. Use the whole number system (e.g., computational fluency, place value, etc.) to solve problems in real-life and other content areas (N-5-M) | <b>Teacher's Guide:</b> 18, 21, 25, 28, 34, 37, 39, 41, 44, 48, 50, 51, 54, 56, 57, 62, 63, 64, 66, 69, 70, 74, 76, 79, 81, 82, 86, 87, 90, 92, 94, 96, 98, 102, 104, 106, 110, 111, 112, 116, 118, 121, 122, 128, 130, 132, 133 |
| <b>Measurement</b><br>15. Model, measure, and use the names of all common units in the U.S. and metric systems (M-1-M)   | <b>Teacher's Guide:</b> 31, 57, 58, 59, 79, 80, 91, 92, 93, 94, 95, 96, 118, 119, 120, 124   |

| <b>GLE Text and Benchmarks, Grade 5</b>  | <b>Every Day Counts Calendar Math, Grade 5</b>                                    |
|--|---|
| 16. Apply the concepts of elapsed time in real-life situations and calculate equivalent times across time zones in real-life problems (M-1-M) (M-6-M)          | <b>Teacher's Guide:</b> 69, 70, 86  |
| 17. Distinguish among the processes of counting, calculating, and measuring and determine which is the most appropriate strategy for a given situation (M-2-M) | <b>Teacher's Guide:</b> 57, 58, 59  |
| 18. Estimate time, temperature, weight/mass, and length in familiar situations and explain the reasonableness of answers (M-2-M)                               | <b>Teacher's Guide:</b> 57, 58, 59, 95, 97  |
| 19. Compare the relative sizes of common units for time, temperature, weight, mass, and length in real-life situations (M-2-M) (M-4-M)                         | <b>Teacher's Guide:</b> 79, 80, 92, 93, 94, 95, 96, 97, 98, 118, 119, 120         |
| 20. Identify appropriate tools and units with which to measure time, mass, weight, temperature, and length (M-3-M)   | <b>Teacher's Guide:</b> 57, 58, 59, 79, 80, 92, 93, 94, 95, 96, 97, 118, 119, 120 |
| 23. Convert between units of measurement for length, weight, and time, in U.S. and metric, within the same system (M-5-M)                                      | <b>Teacher's Guide:</b> 79, 80, 92, 93, 94, 95, 96, 97, 98, 118, 119, 120         |

## Unit 3

### Properties in Geometry

| <b>GLE Text and Benchmarks, Grade 5</b>  | <b>Every Day Counts Calendar Math, Grade 5</b>   |
|--|--|
| <b>Measurement</b>   | <b>Teacher's Guide:</b> 31, 57, 58, 59, 79, 80, 91, 92, 93, 94, 95, 96, 118, 119, 120, 124 |
| 15. Model, measure, and use the names of all common units in the U.S. and metric systems (M-1-M)   |  |
| 21. Measure angles to the nearest degree (M-3-M)   | <b>Teacher's Guide:</b> 106, 107, 108, 109, 116  |
| <b>Geometry</b>  | <b>Teacher's Guide:</b> 34, 35, 36, 37, 48, 49, 74, 75, 76                                 |
| 24. Use mathematical terms to classify and describe the properties of 2-dimensional shapes, including circles, triangles, and polygons (G-2-M)   |  |
| 25. Identify and use appropriate terminology for transformations (e.g., <i>translation</i> as <i>slide</i> , <i>reflection</i> as <i>flip</i> , and <i>rotation</i> as <i>turn</i> ) (G-3-M) | <b>Teacher's Guide:</b> 18, 19, 20, 21, 48, 49, 109, 116, 117, 118                         |

| GLE Text and Benchmarks, Grade 5  | Every Day Counts Calendar Math, Grade 5 |
|---|---|
| 26. Identify shapes that have rotational symmetry (G-3-M)                       | <b>Teacher's Guide:</b> 19              |
| 27. Identify and plot points on a coordinate grid in the first quadrant (G-6-M) | <b>Teacher's Guide:</b> 83, 118         |

## Unit 4

### Number Theory and Equivalent Fractions

| GLE Text and Benchmarks, Grade 5   | Every Day Counts Calendar Math, Grade 5   |
|--|---|
| <b>Number and Number Relations</b>   | <b>Teacher's Guide:</b> 18, 19, 20, 35, 41, 42, 43, 54, 55, 63, 64, 74, 75, 76, 77, 78, 90, 91, 104, 105, 106, 130, 131 |
| 1. Differentiate between the terms <i>factor</i> and <i>multiple</i> , and <i>prime</i> and <i>composite</i> (N-1-M)   |   |
| 2. Recognize, explain, and compute equivalent fractions for common fractions (N-1-M) (N-3-M)   | <b>Teacher's Guide:</b> 27, 39, 40, 41, 45, 51, 52, 53, 56, 65, 80, 81, 92, 93, 94, 95, 96, 99, 110                     |
| 3. Add and subtract fractions with common denominators and use mental math to determine whether the answer is reasonable (N-2-M)   | <b>Teacher's Guide:</b> 40, 41, 53, 70, 71, 86, 94  |
| 4. Compare positive fractions using number sense, symbols (i.e., $<$ , $=$ , $>$ ), and number lines (N-2-M)   | <b>Teacher's Guide:</b> 25, 26, 27, 28, 44, 45, 56, 70, 71, 81, 98, 99, 110, 121, 133                                   |
| 5. Read, explain, and write a numerical representation for positive improper fractions, mixed numbers, and decimals from a pictorial representation and vice versa (N-3-M)   | <b>Teacher's Guide:</b> 41, 53, 56, 70, 71, 81, 92, 93, 96, 97, 110, 118, 121, 133                                      |
| 6. Select and discuss the correct operation for a given problem involving positive fractions using appropriate language such as <i>sum</i> , <i>difference</i> , <i>numerator</i> , and <i>denominator</i> (N-4-M) (N-5-M) | <b>Teacher's Guide:</b> 40, 41, 53, 70, 71, 86, 94  |
| <b>Measurement</b>   | <b>Teacher's Guide:</b> 31, 57, 58, 59, 79, 80, 91, 92, 93, 94, 95, 96, 118, 119, 120, 124                              |
| 15. Model, measure, and use the names of all common units in the U.S. and metric systems (M-1-M)   |   |
| 21. Measure angles to the nearest degree (M-3-M)   | <b>Teacher's Guide:</b> 106, 107, 108, 109, 116   |

# Unit 5

## Chance and Counting

| GLE Text and Benchmarks, Grade 5  | Every Day Counts Calendar Math, Grade 5   |
|---|---|
| <p><b>Number and Number Relations</b></p> <p>2. Recognize, explain, and compute equivalent fractions for common fractions (N-1-M) (N-3-M)</p>   | <p><b>Teacher's Guide:</b> 27, 39, 40, 41, 45, 51, 52, 53, 56, 65, 80, 81, 92, 93, 94, 95, 96, 99, 110</p>  |
| <p>4. Compare positive fractions using number sense, symbols (i.e., <math>&lt;</math>, <math>=</math>, <math>&gt;</math>), and number lines (N-2-M)</p>   | <p><b>Teacher's Guide:</b> 25, 26, 27, 28, 44, 45, 56, 70, 71, 81, 98, 99, 110, 121, 133</p>  |
| <p>8. Use the whole number system (e.g., computational fluency, place value, etc.) to solve problems in real-life and other content areas (N-5-M)</p>   | <p><b>Teacher's Guide:</b> 18, 21, 25, 28, 34, 37, 39, 41, 44, 48, 50, 51, 54, 56, 57, 62, 63, 64, 66, 69, 70, 74, 76, 79, 81, 82, 86, 87, 90, 92, 94, 96, 98, 102, 104, 106, 110, 111, 112, 116, 118, 121, 122, 128, 130, 132, 133</p> |
| <p>11. Explain concepts of ratios and equivalent ratios using models and pictures in real-life problems (e.g., understand that <math>\frac{2}{3}</math> means 2 divided by 3) (N-8-M) (N-5-M)</p> | <p><b>Teacher's Guide:</b> 28, 30, 113</p>  |
| <p><b>Data Analysis, Probability, and Discrete Math</b></p> <p>32. Represent probabilities as common fractions and recognize that probabilities fall between 0 and 1, inclusive (D-5-M)</p>       | <p><b>Teacher's Guide:</b> 28, 29, 30, 112, 113</p>   |
| <p><b>Patterns, Relations, and Functions</b></p> <p>33. Fill in missing elements in sequences of designs, number patterns, positioned figures, and quantities of objects (P-1-M)</p>              | <p><b>Teacher's Guide:</b> 20, 24, 49, 64, 82, 83, 89, 103, 128, 129</p>  |

# Unit 6

## Addition and Subtraction of Fractions

| GLE Text and Benchmarks, Grade 5   | Every Day Counts Calendar Math, Grade 5  |
|--|--|
| <p><b>Number and Number Relations</b></p> <p>2. Recognize, explain, and compute equivalent fractions for common fractions (N-1-M) (N-3-M)</p>  | <p><b>Teacher's Guide:</b> 27, 39, 40, 41, 45, 51, 52, 53, 56, 65, 80, 81, 92, 93, 94, 95, 96, 99, 110</p> |
| <p>3. Add and subtract fractions with common denominators and use mental math to determine whether the answer is reasonable (N-2-M)</p>  | <p><b>Teacher's Guide:</b> 40, 41, 53, 70, 71, 86, 94</p>  |
| <p>5. Read, explain, and write a numerical representation for positive improper fractions, mixed numbers, and decimals from a pictorial representation and vice versa (N-3-M)</p>  | <p><b>Teacher's Guide:</b> 41, 53, 56, 70, 71, 81, 92, 93, 96, 97, 110, 118, 121, 133</p>                  |
| <p>6. Select and discuss the correct operation for a given problem involving positive fractions using appropriate language such as <i>sum</i>, <i>difference</i>, <i>numerator</i>, and <i>denominator</i> (N-4-M) (N-5-M)</p> | <p><b>Teacher's Guide:</b> 40, 41, 53, 70, 71, 86, 94</p>  |
| <p>9. Use mental math and estimation strategies to predict the results of computations (i.e., whole numbers, addition and subtraction of fractions) and to test the reasonableness of solutions (N-6-M) (N-2-M)</p>            | <p><b>Teacher's Guide:</b> 37, 38, 124</p>   |
| <p>11. Explain concepts of ratios and equivalent ratios using models and pictures in real-life problems (e.g., understand that <math>\frac{2}{3}</math> means 2 divided by 3) (N-8-M) (N-5-M)</p>                              | <p><b>Teacher's Guide:</b> 28, 30, 113</p>   |
| <p><b>Algebra</b></p> <p>13. Write a number sentence from a given physical model of an equation (e.g., balance scale) (A-2-M) (A-1-M)</p>  | <p><b>Teacher's Guide:</b> 20, 48, 49, 83, 91, 117, 118</p>  |
| <p>14. Find solutions to one-step inequalities and identify positive solutions on a number line (A-2-M) (A-3-M)</p>  | <p><b>Teacher's Guide:</b> 20, 48, 49, 83, 91, 117, 118</p>  |

| GLE Text and Benchmarks, Grade 5   | Every Day Counts Calendar Math, Grade 5                                  |
|--|--|
| <p><b>Patterns, Relations, and Functions</b></p> <p>33. Fill in missing elements in sequences of designs, number patterns, positioned figures, and quantities of objects (P-1-M)</p> | <p><b>Teacher's Guide:</b> 20, 24, 49, 64, 82, 83, 89, 103, 128, 129</p> |

## Unit 7

### Measurement and Algebra

| GLE Text and Benchmarks, Grade 5  | Every Day Counts Calendar Math, Grade 5   |
|---|---|
| <p><b>Number and Number Relations</b></p> <p>7. Select, sequence, and use appropriate operations to solve multi-step word problems with whole numbers (N-5-M) (N-4-M)</p>   | <p><b>Teacher's Guide:</b> 21, 22, 23, 24, 56, 90, 91, 132</p>  |
| <p>8. Use the whole number system (e.g., computational fluency, place value, etc.) to solve problems in real-life and other content areas (N-5-M)</p>   | <p><b>Teacher's Guide:</b> 18, 21, 25, 28, 34, 37, 39, 41, 44, 48, 50, 51, 54, 56, 57, 62, 63, 64, 66, 69, 70, 74, 76, 79, 81, 82, 86, 87, 90, 92, 94, 96, 98, 102, 104, 106, 110, 111, 112, 116, 118, 121, 122, 128, 130, 132, 133</p> |
| <p>11. Explain concepts of ratios and equivalent ratios using models and pictures in real-life problems (e.g., understand that <math>\frac{2}{3}</math> means 2 divided by 3) (N-8-M) (N-5-M)</p>                             | <p><b>Teacher's Guide:</b> 28, 30, 113</p>  |
| <p><b>Algebra</b></p> <p>12. Find unknown quantities in number sentences by using mental math, backward reasoning, inverse operations (i.e., unwrapping), and manipulatives (e.g., tiles, balance scales) (A-2-M) (A-3-M)</p> | <p><b>Teacher's Guide:</b> 20, 24, 48, 49, 83, 91, 117, 118</p>   |
| <p>13. Write a number sentence from a given physical model of an equation (e.g., balance scale) (A-2-M) (A-1-M)</p>   | <p><b>Teacher's Guide:</b> 20, 48, 49, 83, 91, 117, 118</p>   |
| <p>14. Find solutions to one-step inequalities and identify positive solutions on a number line (A-2-M) (A-3-M)</p>   | <p><b>Teacher's Guide:</b> 20, 48, 49, 83, 91, 117, 118</p>   |
| <p><b>Measurement</b></p> <p>15. Model, measure, and use the names of all common units in the U.S. and metric systems (M-1-M)</p>   | <p><b>Teacher's Guide:</b> 31, 57, 58, 59, 79, 80, 91, 92, 93, 94, 95, 96, 118, 119, 120, 124</p>   |

| GLE Text and Benchmarks, Grade 5   | Every Day Counts Calendar Math, Grade 5                                       |
|--|---|
| 23. Convert between units of measurement for length, weight, and time, in U.S. and metric, within the same system (M-5-M)  | <b>Teacher's Guide:</b> 57, 58, 59, 79, 80, 94, 95, 96, 97, 98, 118, 119, 120 |
| <p><b>Patterns, Relations, and Functions</b></p> <p>33. Fill in missing elements in sequences of designs, number patterns, positioned figures, and quantities of objects (P-1-M)</p> | <b>Teacher's Guide:</b> 20, 24, 49, 64, 82, 83, 89, 103, 128, 129             |



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