

EVERY DAY COUNTS  
CALENDAR MATH © 2005

correlated to

**Michigan**  
**Mathematics Grade Level**  
**Content Expectations**  
**Grades K-5**



**YOUR MICHIGAN GREAT SOURCE REPRESENTATIVES**

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# Every Day Counts Calendar Math © 2005

## correlated to

# Michigan Mathematics Grade Level Content Expectations Kindergarten

## NUMBER AND OPERATIONS

### Count, write, and order numbers

| Grade Level Content Expectations, Kindergarten   | Every Day Counts, Kindergarten   |
|--|--|
| <p><b>N.ME.00.01</b><br/>Count whole numbers and recognize how many objects are in sets to 30.</p>   | <p><b>Teacher's Guide:</b> 24, 25, 26, 35, 36, 39, 48, 49, 53, 63, 67, 76, 77, 80, 86, 92, 93, 107, 108, 118, 119, 122, 130, 133</p> |
| <p><b>N.ME.00.02</b><br/>Use one-to-one correspondence to compare and order sets of objects to 30 using such phrases as "same number", "more than", or "less than"; use counting and matching.</p> | <p><b>Teacher's Guide:</b> 21, 23, 53, 60, 61, 65, 66, 68, 69, 81, 82, 83, 125</p>   |
| <p><b>N.ME.00.03</b><br/>Compare and order numbers to 30 using phrases such as "more than" or "less than."</p>   | <p><b>Teacher's Guide:</b> 21, 23, 53, 60, 61, 64, 65, 66, 67, 68, 69, 81, 82, 83, 110, 111, 116, 125</p>                            |
| <p><b>N.ME.00.04</b><br/>Read and write numerals to 30 and connect them to the quantities they represent.</p>  | <p><b>Teacher's Guide:</b> 36, 76, 78, 79, 106, 121</p>  |
| <p><b>N.ME.00.05</b><br/>Count orally to 100 by ones. Count to 30 by 2s, 5s and 10s using grouped objects as needed.</p>   | <p><b>Teacher's Guide:</b> 24, 25, 26, 35, 36, 40, 48, 49, 62, 63, 75, 76, 77, 79, 104, 106, 107, 111, 113, 119, 133</p>             |

### Compose and decompose numbers

| Grade Level Content Expectations, Kindergarten  | Every Day Counts, Kindergarten   |
|---|--|
| <p><b>N.ME.00.06</b><br/>Understand the numbers 1 to 30 as having one, or two, or three groups of ten and some ones. Also count by tens with objects in ten-groups to 100.</p>                                      | <p><b>Teacher's Guide:</b> 24, 25, 26, 35, 36, 39, 48, 49, 53, 63, 67, 76, 77, 80, 86, 92, 93, 107, 108, 118, 119, 122, 130, 133</p> |
| <p><b>N.MR.00.07</b><br/>Compose and decompose numbers from 2 to 10, e.g., <math>5 = 4 + 1 = 2 + 3</math>, with attention to the additive structure of numbers, e.g., 6 is 1 more than 5, 7 is one more than 6.</p> | <p><b>Teacher's Guide:</b> 26, 40, 49, 51, 63, 64, 65, 76, 77, 78, 79, 90, 91, 105, 106, 121, 131, 132</p>                           |

| <b>Grade Level Content Expectations, Kindergarten</b>  | <b>Every Day Counts, Kindergarten</b>   |
|--|---|
| <b>N.MR.00.08</b><br>Describe and make drawings to represent situations/stories involving putting together and taking apart for totals up to 10; use finger and object counting. | <b>Teacher's Guide:</b> 49, 63, 64, 65, 78, 79, 90, 91, 105, 106, 121, 131, 132 |

**A d d   a n d   s u b t r a c t   n u m b e r s**

| <b>Grade Level Content Expectations, Kindergarten</b>  | <b>Every Day Counts, Kindergarten</b> |
|--|---------------------------------------|
| <b>N.MR.00.09</b><br>Record mathematical thinking by writing simple addition and subtraction sentences, e.g., $7 + 2 = 9$ , $10 - 8 = 2$ . | <b>Teacher's Guide:</b> 105, 121      |

**E x p l o r e   n u m b e r   p a t t e r n s**

| <b>Grade Level Content Expectations, Kindergarten</b>                     | <b>Every Day Counts, Kindergarten</b>  |
|---|--|
| <b>N.MR.00.10</b><br>Create, describe, and extend simple number patterns. | <b>Teacher's Guide:</b> 21, 22, 23, 24, 40, 66, 78, 92, 93, 94, 106, 107, 108, 121 |

**M E A S U R E M E N T**

**E x p l o r e   c o n c e p t s   o f   t i m e**

| <b>Grade Level Content Expectations, Kindergarten</b>  | <b>Every Day Counts, Kindergarten</b>  |
|--|--|
| <b>M.UN.00.01</b><br>Know and use the common words for the parts of the day (morning, afternoon, evening, night) and relative time (yesterday, today, tomorrow, last week, next year). | <b>Teacher's Guide:</b> 18, 19, 20, 32, 33, 46, 74, 75, 87, 90, 116, 117, 128                                    |
| <b>M.TE.00.02</b><br>Identify tools that measure time (clocks measure hours and minutes; calendars measure days, weeks, and months).   | <b>Teacher's Guide:</b> 18, 19, 20, 21, 32, 33, 34, 46, 47, 60, 61, 74, 75, 87, 88, 102, 103, 116, 117, 128, 129 |

## Explore other measurement attributes

| Grade Level Content Expectations, Kindergarten  | Every Day Counts, Kindergarten  |
|---|---|
| <b>M.UN.00.04</b><br>Compare two or more objects by length, weight and capacity, e.g., which is shorter, longer, taller?                                      | <b>Teacher's Guide:</b> 43, 56, 57, 69, 70, 71, 83, 98, 99                |
| <b>M.PS.00.05</b><br>Compare length and weight of objects by comparing to reference objects, and use terms such as shorter, longer, taller, lighter, heavier. | <b>Teacher's Guide:</b> 56, 57, 69, 70, 71, 82, 83, 98, 99, 112, 113, 124 |

## GEOMETRY

### Create, explore, and describe shapes

| Grade Level Content Expectations, Kindergarten  | Every Day Counts, Kindergarten   |
|---|--|
| <b>G.GS.00.01</b><br>Relate familiar three-dimensional objects inside and outside the classroom to their geometric name, e.g., ball/sphere, box/cube, soup can/cylinder, ice cream cone/cone, refrigerator/prism. | <b>Teacher's Guide:</b> 27, 28, 29, 60, 61, 74, 75, 102, 103, 116, 117, 134, 135 |
| <b>G.GS.00.02</b><br>Identify, sort and classify objects by attribute and identify objects that do not belong in a particular group.  | <b>Teacher's Guide:</b> 35, 36, 49, 68, 69, 134, 135                             |

### Explore geometric patterns

| Grade Level Content Expectations, Kindergarten                               | Every Day Counts, Kindergarten         |
|--|--|
| <b>G.GS.00.03</b><br>Create, describe, and extend simple geometric patterns. | <b>Teacher's Guide:</b> 46, 47, 60, 61 |



**Every Day Counts Calendar Math © 2005**  
**correlated to**  
**Michigan Mathematics Grade Level Content Expectations**  
**First Grade**

**NUMBER AND OPERATIONS**

**Count, write, and order numbers**

| Grade Level Content Expectations, First Grade  | Every Day Counts, Grade 1   |
|--|---|
| <p><b>N.ME.01.01</b><br/>           Count to 110 by 1's, 2's, 5's, and 10's, starting from any number in the sequence; count to 500 by 100s and 10s; use ordinals to identify position in a sequence, e.g., 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>.</p>                          | <p><b>Teacher's Guide:</b> 24, 25, 26, 27, 28, 29, 40, 41, 42, 43, 55, 56, 57, 58, 59, 68, 69, 79, 80, 81, 82, 92, 93, 94, 96, 97, 107, 108, 109, 110, 132, 133</p> |
| <p><b>N.ME.01.02</b><br/>           Read and write numbers to 110 and relate them to the quantities they represent.</p>  | <p><b>Teacher's Guide:</b> 77, 92</p>   |
| <p><b>N.ME.01.03</b><br/>           Order numbers to 110; compare using the phrases: same as, more than, greater than, fewer than; use = symbol. Arrange small sets of numbers in increasing or decreasing order, e.g., write the following from smallest to largest: 21, 16, 35, 8.</p> | <p><b>Teacher's Guide:</b> 24, 25, 26, 27, 40, 41, 42, 53, 55, 56, 68, 78, 79, 121</p>  |
| <p><b>N.ME.01.04</b><br/>           Identify one more than, one less than, 10 more than, and 10 less than for any number up to 100.</p>  | <p><b>Teacher's Guide:</b> 24, 25, 26, 27, 40, 41, 42, 53, 55, 56, 68, 79, 91, 92, 107, 121, 131, 132</p>   |
| <p><b>N.ME.01.05</b><br/>           Understand that a number to the right of another number on the number line is bigger and that a number to the left is smaller.</p>   | <p><b>Teacher's Guide:</b> 24, 25, 27, 41, 64, 68, 79, 92, 121</p>  |
| <p><b>N.ME.01.06</b><br/>           Count backward by 1's starting from any number between 1 and 100.</p>  | <p><b>Teacher's Guide:</b> 27, 56, 64, 108, 116, 121</p>  |

## Explore place value

| Grade Level Content Expectations, First Grade  | Every Day Counts, Grade 1  |
|--|--|
| <p><b>N.ME.01.07</b><br/>Compose and decompose numbers to 30 including using bundles of tens and units, e.g., recognize 24 as 2 tens and 4 ones, 10 and 10 and 4, 20 and 4, and 24 ones.</p> | <p><b>Teacher's Guide:</b> 25, 26, 27, 36, 37, 38, 40, 41, 42, 50, 51, 53, 65, 66, 67, 75, 76, 77, 78, 89, 90, 91, 92, 104, 105, 108, 118, 119, 130, 131</p> |

## Add and subtract whole numbers

| Grade Level Content Expectations, First Grade   | Every Day Counts, Grade 1   |
|---|---|
| <p><b>N.ME.01.08</b><br/>List number facts (partners inside of numbers) for 2 through 10; e.g., <math>8 = 7 + 1 = 6 + 2 = 5 + 3 = 4 + 4</math>; <math>10 = 8 + 2 = 2 + 8</math>.</p>  | <p><b>Teacher's Guide:</b> 21, 22, 23, 25, 36, 37, 50, 51, 65, 66, 76, 89, 90, 104, 105, 108, 118, 131</p>                              |
| <p><b>N.MR.01.09</b><br/>Compare two or more sets in terms of the difference in number of elements.</p>   | <p><b>Teacher's Guide:</b> 21, 25, 27, 41, 50, 65, 66, 67, 75, 77, 90</p>   |
| <p><b>N.MR.01.10</b><br/>Model addition and subtraction for numbers less than 20 for a given contextual situation using objects or pictures; explain in words; record using numbers and symbols; solve.</p>   | <p><b>Teacher's Guide:</b> 21, 22, 23, 25, 26, 27, 36, 40, 41, 42, 50, 51, 65, 66, 67, 75, 76, 77, 90, 104, 108, 118, 119, 130, 131</p> |
| <p><b>N.MR.01.11</b><br/>Understand the inverse relationship between addition and subtraction, e.g., subtraction “undoes” addition: if <math>3 + 5 = 8</math>, we know that <math>8 - 3 = 5</math> and <math>8 - 5 = 3</math>; recognize that some problems involving combining, “taking away,” or comparing can be solved by either operation.</p> | <p><b>Teacher's Guide:</b> 26, 27, 37, 41, 51, 65, 67, 90, 104, 105, 131</p>  |
| <p><b>N.FL.01.12</b><br/>Know all the addition facts up to <math>10 + 10</math>, and solve the related subtraction problems fluently.</p>   | <p><b>Teacher's Guide:</b> 41, 66, 77, 78, 118, 119</p>   |
| <p><b>N.MR.01.13</b><br/>Apply knowledge of fact families to solve simple open sentences for addition and subtraction, such as: <math>\quad + 2 = 7</math> and <math>10 - \quad = 6</math>.</p>   | <p><b>Teacher's Guide:</b> 21, 26, 27, 37, 41, 42, 64, 90, 104, 109, 117, 131</p>   |
| <p><b>N.FL.01.14</b><br/>Add three one-digit numbers.</p>   | <p><b>Teacher's Guide:</b> 75, 76, 77</p>   |

| Grade Level Content Expectations, First Grade  | Every Day Counts, Grade 1  |
|--|--|
| <p><b>N.FL.01.15</b><br/>Calculate mentally sums and differences involving: a two-digit number and a one-digit number without regrouping; a two-digit number and a multiple of 10.</p> | <p><b>Teacher's Guide:</b> 25, 26, 27, 40, 41, 42, 66, 67, 77, 104, 105, 118, 119, 131</p>   |
| <p><b>N.FL.01.16</b><br/>Compute sums and differences up to two-digit numbers using number facts and strategies, but no formal algorithm.</p>  | <p><b>Teacher's Guide:</b> 21, 22, 23, 25, 26, 27, 40, 41, 42, 50, 51, 64, 65, 66, 67, 75, 76, 89, 90, 104, 105, 117, 118, 119, 130, 131</p> |

## M E A S U R E M E N T

### E s t i m a t e a n d m e a s u r e l e n g t h

| Grade Level Content Expectations, First Grade  | Every Day Counts, Grade 1                              |
|--|--|
| <p><b>M.UN.01.01</b><br/>Measure the lengths of objects in non-standard units, (e.g., pencil lengths, shoe lengths) to the nearest whole unit.</p> | <p><b>Teacher's Guide:</b> 38, 39, 40, 54</p>          |
| <p><b>M.UN.01.02</b><br/>Compare measured lengths using the words shorter, shortest, longer, longest, taller, tallest, etc.</p>                    | <p><b>Teacher's Guide:</b> 38, 39, 40, 54, 55, 106</p> |

### T e l l t i m e

| Grade Level Content Expectations, First Grade   | Every Day Counts, Grade 1  |
|---|--|
| <p><b>M.UN.01.03</b><br/>Tell time on a twelve-hour clock face to the hour and half-hour.</p> | <p><b>Teacher's Guide:</b> 29, 43, 70, 71, 81, 82, 97, 98, 110</p> |

### W o r k w i t h m o n e y

| Grade Level Content Expectations, First Grade   | Every Day Counts, Grade 1  |
|---|--|
| <p><b>M.UN.01.04</b><br/>Identify the different denominations of coins and bills.</p>   | <p><b>Teacher's Guide:</b> 57, 58, 69, 70, 80, 81, 95, 96, 109, 133</p>  |
| <p><b>M.UN.01.05</b><br/>Match one coin or bill of one denomination to an equivalent set of coins/bills of other denominations, e.g., 1 quarter = 2 dimes and 1 nickel.</p> | <p><b>Teacher's Guide:</b> 57, 58, 69, 80, 81, 95, 96, 108, 109, 133</p> |

| Grade Level Content Expectations, First Grade  | Every Day Counts, Grade 1   |
|--|---|
| <b>M.UN.01.06</b><br>Tell the amount of money: in cents up to \$1, in dollars up to \$100. Use the symbols \$ and ¢. | <b>Teacher's Guide:</b> 57, 58, 69, 80, 81, 95, 96, 108, 109, 133     |
| <b>M.PS.01.07</b><br>Add and subtract money in dollars only or in cents only.  | <b>Teacher's Guide:</b> 57, 58, 69, 70, 80, 81, 95, 96, 108, 109, 133 |

## Solve problems

| Grade Level Content Expectations, First Grade   | Every Day Counts, Grade 1  |
|---|--|
| <b>M.PS.01.08</b><br>Solve one-step word problems using addition and subtraction of length, money and time, including “how much more/less”, without mixing units. | <b>Teacher's Guide:</b> 29, 39, 40, 54, 55, 58, 69, 81, 82, 95, 96, 97, 98, 108, 109, 110, 133 |

## G E O M E T R Y

### Create and describe shapes

| Grade Level Content Expectations, First Grade   | Every Day Counts, Grade 1  |
|---|--|
| <b>G.GS.01.01</b><br>Create common two-dimensional and three-dimensional shapes, and describe their physical and geometric attributes, such as color and shape. | <b>Teacher's Guide:</b> 18, 19, 34, 35, 48, 49, 62, 63, 64, 116, 117, 128, 129, 134, 135 |
| <b>G.LO.01.02</b><br>Describe relative position of objects on a plane and in space, using words such as above, below, behind, in front of.                      | <b>Teacher's Guide:</b> 74, 75, 128, 129   |

### Create and describe patterns involving geometric objects

| Grade Level Content Expectations, First Grade  | Every Day Counts, Grade 1  |
|--|--|
| <b>G.SR.01.03</b><br>Create and describe patterns, such as repeating patterns, and growing patterns using number, shape, and size. | <b>Teacher's Guide:</b> 18, 19, 24, 34, 35, 42, 48, 49, 62, 63, 64, 74, 116, 117, 128, 129 |
| <b>G.SR.01.04</b><br>Distinguish between repeating and growing patterns.   | <b>Teacher's Guide:</b> 103  |
| <b>G.SR.01.05</b><br>Predict the next element in a simple repeating pattern.   | <b>Teacher's Guide:</b> 18, 19, 20, 34, 35, 42, 48, 62, 63, 64, 116, 117, 128, 129         |

| Grade Level Content Expectations, First Grade   | Every Day Counts, Grade 1  |
|---|--|
| <p><b>G.SR.01.06</b><br/>Describe ways to get to the next element in simple repeating patterns.</p> | <p><b>Teacher's Guide:</b> 18, 19, 20, 35, 42, 48, 49, 64, 103, 117, 129</p> |

## DATA AND PROBABILITY

### Use pictographs

| Grade Level Content Expectations, First Grade   | Every Day Counts, Grade 1   |
|---|---|
| <p><b>D.RE.01.01</b><br/>Collect and organize data to use in pictographs.</p>   | <p><b>Teacher's Guide:</b> 44, 45, 83, 98, 99, 111, 112, 124, 134, 135</p>  |
| <p><b>D.RE.01.02</b><br/>Read and interpret pictographs.</p>  | <p><b>Teacher's Guide:</b> 44, 45, 83, 99, 111, 112, 124, 125, 134, 135</p> |
| <p><b>D.RE.01.03</b><br/>Make pictographs of given data using both horizontal and vertical forms of graphs; scale should be in units of one and include symbolic representations, e.g., _ represents one child.</p> | <p><b>Teacher's Guide:</b> 44, 83, 98, 111, 112, 124, 134, 135</p>          |

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### correlated to

# Michigan Mathematics Grade Level Content Expectations

## Second Grade

### NUMBER AND OPERATIONS

#### Count, write, and order whole numbers

| Grade Level Content Expectations, Second Grade   | Every Day Counts, Grade 2  |
|--|--|
| <b>N.ME.02.01</b><br>Count to 1000 by 1's, 10's and 100's starting from any number in the sequence.                          | <b>Teacher's Guide:</b> 86   |
| <b>N.ME.02.02</b><br>Read and write numbers to 1000 in numerals and words, and relate them to the quantities they represent. | <b>Teacher's Guide:</b> 18, 19, 20, 32, 33, 46   |
| <b>N.ME.02.03</b><br>Compare and order numbers to 1000; use the symbols > and <.   | <b>Teacher's Guide:</b> 67, 80, 81, 109, 121, 122, 127                                   |
| <b>N.ME.02.04</b><br>Count orally by 3's and 4's starting with 0, and by 2's, 5's and 10's starting from any number.         | <b>Teacher's Guide:</b> 20, 23, 24, 35, 50, 51, 52, 67, 69, 81, 90, 91, 95, 96, 109, 110 |

#### Understand place value

| Grade Level Content Expectations, Second Grade   | Every Day Counts, Grade 2  |
|--|--|
| <b>N.ME.02.05</b><br>Express numbers up to 1000 using place value, e.g., 137 is 1 hundred, 3 tens, and 7 ones; use concrete materials. | <b>Teacher's Guide:</b> 23, 24, 25, 36, 37, 53, 54, 55, 65, 66, 75, 76, 77, 80, 89, 90, 95, 96, 109, 110 |

#### Add and subtract whole numbers

| Grade Level Content Expectations, Second Grade  | Every Day Counts, Grade 2  |
|---|--|
| <b>N.FL.02.06</b><br>Decompose 100 into addition pairs, e.g., $100 = 99 + 1 = 98 + 2 \dots$ | <b>Teacher's Guide:</b> 21, 22, 35, 66, 67, 76, 77, 80, 81, 109, 110 |

| Grade Level Content Expectations, Second Grade   | Every Day Counts, Grade 2   |
|--|---|
| <p><b>N.MR.02.07</b><br/>Find the distance between numbers on the number line, e.g., how far is 79 from 26?</p>  | <p><b>Teacher's Guide:</b> 24, 37, 53, 66, 67, 80, 95, 109, 110, 121, 128</p>   |
| <p><b>N.MR.02.08</b><br/>Find missing values in open sentences, e.g., <math>42 + \_ = 57</math>; use relationship between addition and subtraction.</p>  | <p><b>Teacher's Guide:</b> 34, 35, 36, 48, 53, 54, 63, 65, 66, 67, 88, 89, 90</p>   |
| <p><b>N.MR.02.09</b><br/>Given a contextual situation that involves addition and subtraction for numbers up to two digits, model using objects or pictures, explain in words, record using numbers and symbols; solve.</p> | <p><b>Teacher's Guide:</b> 21, 22, 35, 36, 48, 49, 53, 64, 66, 67, 74, 75, 76, 77, 80, 81, 82, 88, 89, 90, 96, 97, 109, 110</p> |
| <p><b>N.FL.02.10</b><br/>Add fluently two numbers up to two digits each, using strategies including formal algorithms; subtract fluently two numbers up to two digits each.</p>  | <p><b>Teacher's Guide:</b> 20, 21, 22, 34, 35, 36, 48, 49, 53, 54, 63, 64, 66, 67, 74, 75, 80, 81, 82, 88, 89, 90, 109, 110</p> |
| <p><b>N.FL.02.12</b><br/>Calculate mentally sums and differences involving: three-digit numbers and ones; three-digit numbers and tens; three-digit numbers and hundreds.</p>  | <p><b>Teacher's Guide:</b> 75, 76, 77, 109, 110</p>   |

## Understand meaning of multiplication and division

| Grade Level Content Expectations, Second Grade  | Every Day Counts, Grade 2                                   |
|---|---|
| <p><b>N.MR.02.13</b><br/>Understand multiplication as the result of counting the total number of objects in a set of equal groups, e.g., <math>3 \times 5</math> gives the number of objects in 3 groups of 5 objects, or <math>3 \times 5 = 5 + 5 + 5 = 15</math>.</p>   | <p><b>Teacher's Guide:</b> 103, 104, 105</p>                |
| <p><b>N.MR.02.14</b><br/>Represent multiplication using area and array models.</p>  | <p><b>Teacher's Guide:</b> 103, 104, 105</p>                |
| <p><b>N.MR.02.15</b><br/>Understand division (<math>\div</math>) as another way of expressing multiplication, using fact families within the <math>5 \times 5</math> multiplication table; emphasize that division "undoes" multiplication, e.g., <math>2 \times 3 = 6</math> can be rewritten as <math>6 \div 2 = 3</math> or <math>6 \div 3 = 2</math>.</p> | <p><b>Teacher's Guide:</b> 117, 118, 119</p>                |
| <p><b>N.MR.02.16</b><br/>Given a simple situation involving groups of equal size or of sharing equally, represent with objects, words, and symbols; solve.</p>  | <p><b>Teacher's Guide:</b> 103, 104, 105, 117, 118, 119</p> |

| Grade Level Content Expectations, Second Grade  | Every Day Counts, Grade 2        |
|---|----------------------------------|
| <b>N.FL.02.17</b><br>Develop strategies for fluently multiplying numbers up to $5 \times 5$ . | <b>Teacher's Guide:</b> 104, 105 |

### Work with unit fractions

| Grade Level Content Expectations, Second Grade  | Every Day Counts, Grade 2                                  |
|---|--|
| <b>N.ME.02.18</b><br>Recognize, name, and represent commonly used unit fractions with denominators 12 or less; model $\frac{1}{2}$ , $\frac{1}{3}$ , and $\frac{1}{4}$ by folding strips.   | <b>Teacher's Guide:</b> 28, 29, 58, 87, 105, 106, 107, 108 |
| <b>N.ME.02.19</b><br>Recognize, name, and write commonly used fractions: $\frac{1}{2}$ , $\frac{1}{3}$ , $\frac{2}{3}$ , $\frac{1}{4}$ , $\frac{2}{4}$ , $\frac{3}{4}$ .  | <b>Teacher's Guide:</b> 29, 58, 87, 105, 106, 107, 108     |
| <b>N.ME.02.21</b><br>For unit fractions from $\frac{1}{12}$ to $\frac{1}{2}$ , understand the inverse relationship between the size of a unit fraction and the size of the denominator; compare unit fractions from $\frac{1}{12}$ to $\frac{1}{2}$ . | <b>Teacher's Guide:</b> 58, 107, 108                       |
| <b>N.ME.02.22</b><br>Recognize that fractions such as $\frac{2}{2}$ , $\frac{3}{3}$ and $\frac{4}{4}$ are equal to the whole (one).   | <b>Teacher's Guide:</b> 106                                |

## MEASUREMENT

### Measure, add, and subtract length

| Grade Level Content Expectations, Second Grade   | Every Day Counts, Grade 2                      |
|--|--|
| <b>M.UN.02.01</b><br>Measure lengths in meters, centimeters, inches, feet, and yards approximating to the nearest whole unit using abbreviations: cm, m, in, ft, yd. | <b>Teacher's Guide:</b> 50, 51, 52, 92, 93, 94 |
| <b>M.PS.02.02</b><br>Compare lengths; add and subtract lengths (no conversion of units).   | <b>Teacher's Guide:</b> 52, 86, 92, 93, 94     |

## Understand the concept of area

| Grade Level Content Expectations, Second Grade  | Every Day Counts, Grade 2         |
|---|-----------------------------------|
| <p><b>M.UN.02.03</b><br/>Measure area using non-standard units to the nearest whole unit.</p> | <p><b>Teacher's Guide:</b> 86</p> |

## Tell time and solve time problems

| Grade Level Content Expectations, Second Grade   | Every Day Counts, Grade 2                                       |
|--|---|
| <p><b>M.UN.02.05</b><br/>Using both A.M. and P.M., tell and write time from the clock face in 5 minute intervals and from digital clocks to the minute; include reading time: 9:15 as nine-fifteen and 9:50 as nine-fifty. Interpret time both as minutes after the hour and minutes before the next hour, e.g., 8:50 as eight-fifty and ten to nine. Show times by drawing hands on clock face.</p> | <p><b>Teacher's Guide:</b> 83, 91, 92</p>                       |
| <p><b>M.UN.02.06</b><br/>Use the concept of duration of time, e.g., determine what time it will be half an hour from 10:15.</p>  | <p><b>Teacher's Guide:</b> 40, 41, 57, 69, 91, 92, 105, 106</p> |

## Record, add and subtract money

| Grade Level Content Expectations, Second Grade   | Every Day Counts, Grade 2   |
|--|---|
| <p><b>M.UN.02.07</b><br/>Read and write amounts of money using decimal notations, e.g., \$1.15.</p>                                    | <p><b>Teacher's Guide:</b> 25, 26, 38, 55, 68, 82, 97, 111, 123</p> |
| <p><b>M.PS.02.08</b><br/>Add and subtract money in mixed units, e.g., \$2.50 + 60 cents and \$5.75 - \$3, but not \$2.50 + \$3.10.</p> | <p><b>Teacher's Guide:</b> 111, 123</p>                             |

## Read thermometers

| Grade Level Content Expectations, Second Grade  | Every Day Counts, Grade 2             |
|---|---------------------------------------|
| <p><b>M.UN.02.09</b><br/>Read temperature using the scale on a thermometer in degrees Fahrenheit.</p> | <p><b>Teacher's Guide:</b> 78, 79</p> |

## Solve measurement problems

| Grade Level Content Expectations, Second Grade                                      | Every Day Counts, Grade 2   |
|---|---|
| <p><b>M.PS.02.10</b><br/>Solve simple word problems involving length and money.</p> | <p><b>Teacher's Guide:</b> 26, 38, 52, 56, 82, 93, 94, 111, 123</p> |

## G E O M E T R Y

### Identify and describe shapes

| Grade Level Content Expectations, Second Grade   | Every Day Counts, Grade 2  |
|--|--|
| <p><b>G.GS.02.01</b><br/>Identify, describe, and compare familiar two-dimensional and three-dimensional shapes such as triangles, rectangles, squares, circles, semi-circles, spheres and rectangular prisms.</p>  | <p><b>Teacher's Guide:</b> 18, 19, 20, 32, 33, 34, 46, 47, 62, 63, 72, 73, 102, 103, 116, 130, 131</p> |
| <p><b>G.GS.02.02</b><br/>Explore and predict the results of putting together and taking apart two-dimensional and three-dimensional shapes.</p>  | <p><b>Teacher's Guide:</b> 20, 34, 47, 62, 72, 73, 102, 103, 116, 130, 131</p>                         |
| <p><b>G.GS.02.04</b><br/>Distinguish between curves and straight lines and between curved surfaces and flat surfaces.</p>  | <p><b>Teacher's Guide:</b> 32, 46, 47, 116, 130, 131</p>   |
| <p><b>G.SR.02.05</b><br/>Classify familiar plane and solid objects, e.g., square, rectangle, rhombus, cube, pyramid, prism, cone, cylinder, and sphere, by common attributes such as shape, size, color, roundness, or number of corners and explain which attributes are being used for classification.</p> | <p><b>Teacher's Guide:</b> 18, 19, 20, 32, 33, 34, 46, 47, 62, 63, 72, 73, 102, 103, 116, 130, 131</p> |
| <p><b>G.TR.02.06</b><br/>Recognize that shapes that have been slid, turned or flipped are the same shape, e.g., a square rotated <math>45^\circ</math> is still a square.</p>  | <p><b>Teacher's Guide:</b> 19, 32, 33, 34, 73, 116</p>   |

# DATA AND PROBABILITY

## Create, interpret, and solve problems involving pictographs

| Grade Level Content Expectations, Second Grade   | Every Day Counts, Grade 2              |
|--|--|
| <b>D.RE.02.01</b><br>Make pictographs using a scale representation, using scales where symbols equal more than one.      | <b>Teacher's Guide:</b> 28, 98         |
| <b>D.RE.02.03</b><br>Solve problems using information in pictographs; include scales such as each _ represents 2 apples. | <b>Teacher's Guide:</b> 28, 29, 98, 99 |

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# Michigan Mathematics Grade Level Content Expectations Third Grade

### NUMBER AND OPERATIONS

#### Understand and use number notation and place value

| Grade Level Content Expectations, Third Grade  | Every Day Counts, Grade 3   |
|--|---|
| <p><b>N.ME.03.01</b><br/>Read and write numbers to 10,000 in both numerals and words, and relate them to the quantities they represent, e.g., relate numeral or written word to a display of dots or objects.</p>  | <p><b>Teacher's Guide:</b> 57, 58, 70, 82, 95, 96, 97, 123, 124, 133, 134</p>                     |
| <p><b>N.ME.03.02</b><br/>Recognize and use expanded notation for numbers using place value to 10,000s place, e.g., 2,517 is 2 thousands, 5 hundreds, 1 ten, and 7 ones; 4 hundreds and 2 ones is 402. Identify the place value of a digit in a number, e.g., in 3,241, 2 is in the hundreds place.</p> | <p><b>Teacher's Guide:</b> 26, 27, 39, 41, 42, 57, 58, 70, 82, 95, 96, 97, 118, 119, 123, 124</p> |
| <p><b>N.ME.03.03</b><br/>Compare and order numbers up to 10,000.</p>   | <p><b>Teacher's Guide:</b> 41, 42, 55, 56, 69, 70, 80, 81, 82</p>                                 |

#### Count in steps, and understand even and odd numbers

| Grade Level Content Expectations, Third Grade  | Every Day Counts, Grade 3   |
|--|---|
| <p><b>N.ME.03.04</b><br/>Count orally by 6's, 7's, 8's and 9's starting with 0, making the connection between repeated addition and multiplication.</p>  | <p><b>Teacher's Guide:</b> 132</p>  |
| <p><b>N.ME.03.05</b><br/>Know that even numbers end in 0, 2, 4, 6, or 8; name a whole number quantity that can be shared in two equal groups or grouped into pairs with no remainders; recognize even numbers as multiples of 2. Know that odd numbers end in 1, 3, 5, 7, or 9, and work with patterns involving even and odd numbers.</p> | <p><b>Teacher's Guide:</b> 18, 19, 20, 23, 24, 25, 39, 40, 48, 49, 56</p> |

## Add and subtract whole numbers

| Grade Level Content Expectations, Third Grade  | Every Day Counts, Grade 3  |
|--|--|
| <p><b>N.FL.03.06</b><br/>Add and subtract fluently two numbers: up to and including two-digit numbers with regrouping and up to four-digit numbers without regrouping.</p> | <p><b>Teacher's Guide:</b> 21, 22, 23, 24, 25, 26, 27, 33, 34, 35, 49, 50, 51, 57, 58, 64, 69, 70, 71, 80, 81, 82, 83, 108, 109, 110</p> |
| <p><b>N.FL.03.07</b><br/>Estimate the sum and difference of two numbers with three digits (sums up to 1,000), and judge reasonableness of estimates.</p>                   | <p><b>Teacher's Guide:</b> 24, 26, 27, 41, 42, 58, 70, 71, 82, 83, 109, 110, 121, 123, 124, 134</p>                                      |
| <p><b>N.FL.03.08</b><br/>Use mental strategies to fluently add and subtract two-digit numbers.</p>   | <p><b>Teacher's Guide:</b> 23, 24, 25, 26, 27, 39, 41, 55, 56, 58, 71, 82, 84, 111, 123, 124, 125</p>                                    |

## Multiply and divide whole numbers

| Grade Level Content Expectations, Third Grade   | Every Day Counts, Grade 3  |
|---|--|
| <p><b>N.MR.03.09</b><br/>Use multiplication and division fact families to understand the inverse relationship of these two operations, e.g., because <math>3 \times 8 = 24</math>, we know that <math>24 \div 8 = 3</math> or <math>24 \div 3 = 8</math>. Express a multiplication statement as an equivalent division statement.</p> | <p><b>Teacher's Guide:</b> 122</p>   |
| <p><b>N.MR.03.10</b><br/>Recognize situations that can be solved using multiplication and division including finding "How many groups?" and "How many in a group?" and write mathematical statements for those situations.</p>  | <p><b>Teacher's Guide:</b> 66, 67, 77, 78, 90, 91, 94, 95, 109, 119, 122, 123</p>          |
| <p><b>N.FL.03.11</b><br/>Find products fluently up to <math>10 \times 10</math>; find related quotients using multiplication and division relationships.</p>  | <p><b>Teacher's Guide:</b> 66, 67, 76, 77, 90, 91, 93, 94, 95, 109, 118, 119, 122, 123</p> |
| <p><b>N.MR.03.12</b><br/>Find solutions to open sentences such as <math>7 \times \_ = 42</math> or <math>12 \div \_ = 4</math>, using the inverse relationship between multiplication and division.</p>   | <p><b>Teacher's Guide:</b> 67, 76, 77, 93, 94, 95, 109, 119, 122</p>                       |
| <p><b>N.FL.03.13</b><br/>Mentally calculate simple products and quotients up to a three-digit number by a one-digit number involving multiples of 10, e.g., <math>500 \times 6</math>, or <math>400 \div 8</math>.</p>  | <p><b>Teacher's Guide:</b> 39, 40, 88, 94, 95, 118, 119</p>                                |

| Grade Level Content Expectations, Third Grade  | Every Day Counts, Grade 3                    |
|--|--|
| <p><b>N.MR.03.14</b><br/>Solve simple division problems involving remainders, viewing remainder as the “number left over” (less than the divisor), e.g., 4 children per group; we have 25 children; there are 6 groups with 1 child left over; interpret based on problem context.</p> | <p><b>Teacher’s Guide:</b> 103, 104, 105</p> |

**P r o b l e m - s o l v i n g   w i t h   w h o l e   n u m b e r s**

| Grade Level Content Expectations, Third Grade   | Every Day Counts, Grade 3  |
|---|--|
| <p><b>N.MR.03.15</b><br/>Given problems that use any one of the four operations with appropriate numbers, represent with objects, words (including “product” and “quotient”), and mathematical statements; solve.</p> | <p><b>Teacher’s Guide:</b> 21, 22, 23, 24, 25, 26, 27, 33, 34, 35, 49, 50, 51, 57, 58, 64, 69, 70, 71, 80, 81, 82, 83, 108, 109, 110</p> |

**U n d e r s t a n d   s i m p l e   f r a c t i o n s ,   r e l a t i o n   t o   t h e   w h o l e ,   a n d   a d d i t i o n   a n d   s u b t r a c t i o n   o f   f r a c t i o n s**

| Grade Level Content Expectations, Third Grade   | Every Day Counts, Grade 3                      |
|---|--|
| <p><b>N.ME.03.16</b><br/>Understand that fractions may represent a portion of a whole unit that has been partitioned into parts of equal area or length; use the terms “numerator” and “denominator.”</p>   | <p><b>Teacher’s Guide:</b> 53, 88, 93, 117</p> |
| <p><b>N.ME.03.17</b><br/>Recognize, name and use equivalent fractions with denominators 2, 4, and 8, using strips as area models.</p>   | <p><b>Teacher’s Guide:</b> 53, 89, 117</p>     |
| <p><b>N.ME.03.18</b><br/>Place fractions with denominators of 2, 4, and 8 on the number line; relate the number line to a ruler; compare and order up to three fractions with denominators 2, 4, and 8.</p> | <p><b>Teacher’s Guide:</b> 53, 117</p>         |
| <p><b>N.ME.03.19</b><br/>Understand that any fraction can be written as a sum of unit fractions, e.g., <math>3/4 = 1/4 + 1/4 + 1/4</math>.</p>  | <p><b>Teacher’s Guide:</b> 93</p>              |
| <p><b>N.MR.03.20</b><br/>Recognize that addition and subtraction of fractions with equal denominators can be modeled by joining and taking away segments on the number line.</p>                            | <p><b>Teacher’s Guide:</b> 53</p>              |

## Understand simple decimal fractions in relation to money

| Grade Level Content Expectations, Third Grade   | Every Day Counts, Grade 3  |
|---|--|
| <p><b>N.ME.03.21</b><br/>Understand the meaning of \$0.50 and \$0.25 related to money, e.g., \$1.00 shared by two people means <math>\\$1.00 \div 2 = 1/2</math> dollar = \$0.50.</p> | <p><b>Teacher's Guide:</b> 42, 43, 44, 59, 71, 97, 98, 111, 125, 134</p> |

## MEASUREMENT

### Measure and use units for length, weight, temperature and time

| Grade Level Content Expectations, Third Grade  | Every Day Counts, Grade 3   |
|--|---|
| <p><b>M.UN.03.01</b><br/>Know and use common units of measurements in length, weight and time.</p>   | <p><b>Teacher's Guide:</b> 35, 36, 37, 38, 39, 51, 52, 53, 54, 78, 79, 80, 105, 106, 107, 108</p>           |
| <p><b>M.UN.03.02</b><br/>Measure in mixed units within the same measurement system for length, weight and time: feet and inches, meters and centimeters, kilograms and grams, pounds and ounces, liters and milliliters, hours and minutes, minutes and seconds, years and months.</p> | <p><b>Teacher's Guide:</b> 35, 36, 37, 38, 39, 51, 52, 53, 54, 91, 92, 93, 105, 106, 107, 108, 120, 121</p> |
| <p><b>M.UN.03.03</b><br/>Understand relationships between sizes of standard units, e.g., feet and inches, meters and centimeters.</p>  | <p><b>Teacher's Guide:</b> 35, 36, 37, 38, 39, 51, 52, 53, 54, 91, 92, 93, 105, 106, 107, 108, 120, 121</p> |

### Understand meaning of area and perimeter and apply in problems

| Grade Level Content Expectations, Third Grade   | Every Day Counts, Grade 3                 |
|---|---|
| <p><b>M.UN.03.05</b><br/>Know the definition of area and perimeter and calculate the perimeter of a square and rectangle given whole number side lengths.</p> | <p><b>Teacher's Guide:</b> 78, 79, 80</p> |
| <p><b>M.UN.03.06</b><br/>Use square units in calculating area by covering the region and counting the number of square units.</p>                             | <p><b>Teacher's Guide:</b> 78, 79, 80</p> |
| <p><b>M.UN.03.07</b><br/>Distinguish between units of length and area and choose a unit appropriate in the context.</p>                                       | <p><b>Teacher's Guide:</b> 79, 80</p>     |

## Solve measurement problems

| Grade Level Content Expectations, Third Grade  | Every Day Counts, Grade 3   |
|--|---|
| <b>M.PS.03.10</b><br>Add and subtract lengths, weights and times using mixed units within the same measurement system. | <b>Teacher's Guide:</b> 36, 37, 39, 51, 52, 53, 54, 78, 79, 80, 105, 106, 107, 108                                  |
| <b>M.PS.03.11</b><br>Add and subtract money in dollars and cents.  | <b>Teacher's Guide:</b> 42, 43, 44, 59, 71, 97, 98, 111, 125, 134   |
| <b>M.PS.03.12</b><br>Solve applied problems involving money, length and time.  | <b>Teacher's Guide:</b> 36, 37, 39, 42, 43, 44, 51, 52, 53, 54, 59, 71, 78, 79, 80, 97, 98, 107, 108, 111, 125, 134 |
| <b>M.PS.03.13</b><br>Solve contextual problems about perimeters of rectangles and areas of rectangular regions.        | <b>Teacher's Guide:</b> 79, 80  |

## G E O M E T R Y

### Recognize the basic elements of geometric objects

| Grade Level Content Expectations, Third Grade  | Every Day Counts, Grade 3  |
|--|----------------------------|
| <b>G.GS.03.03</b><br>Identify parallel faces of rectangular prisms, in familiar shapes and in the classroom. | <b>Teacher's Guide:</b> 74 |

### Name and explore properties of shapes

| Grade Level Content Expectations, Third Grade   | Every Day Counts, Grade 3                                  |
|---|--|
| <b>G.GS.03.04</b><br>Identify, describe, compare and classify two-dimensional shapes, e.g., parallelogram, trapezoid, circle, rectangle, square and rhombus, based on their component parts (angles, sides, vertices, line segment) and the number of sides and vertices. | <b>Teacher's Guide:</b> 18, 19, 20, 32, 33, 48, 49, 64, 65 |
| <b>G.SR.03.05</b><br>Compose and decompose triangles and rectangles to form other familiar two-dimensional shapes, e.g., form a rectangle using two congruent right triangles, or decompose a parallelogram into a rectangle and two right triangles.                     | <b>Teacher's Guide:</b> 33, 49, 65                         |

## Explore and name three-dimensional solids

| Grade Level Content Expectations, Third Grade  | Every Day Counts, Grade 3                         |
|--|---|
| <b>G.GS.03.06</b><br>Identify, describe, build and classify familiar three-dimensional solids, e.g., cube, rectangular prism, sphere, pyramid, cone, based on their component parts (faces, surfaces, bases, edges, vertices). | <b>Teacher's Guide:</b> 74, 75, 76, 121, 128, 129 |
| <b>G.SR.03.07</b><br>Represent front, top, and side views of solids built with cubes.  | <b>Teacher's Guide:</b> 74, 75, 76                |

## DATA AND PROBABILITY

### Use bar graphs

| Grade Level Content Expectations, Third Grade   | Every Day Counts, Grade 3                                     |
|---|---|
| <b>D.RE.03.01</b><br>Read and interpret bar graphs in both horizontal and vertical forms.                           | <b>Teacher's Guide:</b> 28, 29, 44, 45, 84, 85, 112, 113, 135 |
| <b>D.RE.03.02</b><br>Read scales on the axes and identify the maximum, minimum, and range of values in a bar graph. | <b>Teacher's Guide:</b> 44, 45, 84, 85, 112, 113, 135         |
| <b>D.RE.03.03</b><br>Solve problems using information in bar graphs including comparison of bar graphs.             | <b>Teacher's Guide:</b> 28, 29, 44, 45, 84, 85, 112, 113, 135 |

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# Michigan Mathematics Grade Level Content Expectations

## Fourth Grade

### NUMBER AND OPERATIONS

#### Understand and use number notation and place value

| Grade Level Content Expectations, Fourth Grade   | Every Day Counts, Grade 4  |
|--|--|
| <p><b>N.ME.04.01</b><br/>Read and write numbers to 1,000,000; relate them to the quantities they represent; compare and order.</p>   | <p><b>Teacher's Guide:</b> 21, 22, 23, 34, 35, 50, 51, 52, 64, 65, 66, 79, 80, 94, 95, 108, 109, 123, 136, 137</p>           |
| <p><b>N.ME.04.02</b><br/>Compose and decompose numbers using place value to 1,000,000's, e.g., 25,068 is 2 ten thousands, 5 thousands, 0 hundreds, 6 tens, and 8 ones.</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><b>N.ME.04.03</b><br/>Understand the magnitude of numbers up to 1,000,000; recognize the place values of numbers, and the relationship of each place value to the place to its right, e.g., 1,000 is 10 hundreds.</p> | <p><b>Teacher's Guide:</b> 21, 22, 23, 34, 35, 50, 51, 52, 64, 65, 66, 79, 80, 94, 95, 108, 109, 113, 123, 129, 136, 137</p> |

#### Use factors and multiples

| Grade Level Content Expectations, Fourth Grade  | Every Day Counts, Grade 4  |
|---|--|
| <p><b>N.ME.04.04</b><br/>Find all factors of a whole number up to 50, and list factor pairs.</p>  | <p><b>Teacher's Guide:</b> 18, 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><b>N.ME.04.05</b><br/>List the first ten multiples of a given one-digit whole number; determine if a whole number is a multiple of a given one-digit whole number and if a one-digit number is a factor of a given whole number.</p> | <p><b>Teacher's Guide:</b> 18, 20, 23, 24, 25, 32, 33, 40, 41, 48, 51, 56, 57, 70, 71, 84, 85, 86, 97, 98, 106, 107, 111, 112, 128, 129, 130, 137, 138</p> |
| <p><b>N.MR.04.06</b><br/>Know that some numbers including 2, 3, 5, 7, and 11 have exactly two factors (1 and the number itself) and are called prime numbers.</p>   | <p><b>Teacher's Guide:</b> 98, 137, 138</p>  |

| Grade Level Content Expectations, Fourth Grade  | Every Day Counts, Grade 4  |
|---|--|
| <p><b>N.MR.04.07</b><br/>Solve problems about factors and multiples, e.g., since <math>100 = 4 \times 25</math>, and <math>200 = 2 \times 100</math>, then <math>200 = 2 \times 4 \times 25 = 8 \times 25</math>.</p> | <p><b>Teacher's Guide:</b> 18, 20, 23, 24, 25, 41, 50, 51, 57, 70, 71, 79, 80, 85, 86, 97, 98, 106, 107, 111, 112, 129, 137, 138</p> |

### Add and subtract whole numbers

| Grade Level Content Expectations, Fourth Grade                        | Every Day Counts, Grade 4   |
|---|---|
| <p><b>N.FL.04.08</b><br/>Add and subtract whole numbers fluently.</p> | <p><b>Teacher's Guide:</b> 21, 22, 23, 34, 35, 50, 51, 52, 58, 64, 65, 66, 72, 79, 80, 94, 95, 108, 109, 123, 124, 136, 137</p> |

### Multiply and divide whole numbers

| Grade Level Content Expectations, Fourth Grade  | Every Day Counts, Grade 4   |
|---|---|
| <p><b>N.ME.04.09</b><br/>Multiply two-digit numbers by 2, 3, 4, and 5, using the distributive property, e.g., <math>21 \times 3 = (1 + 20) \times 3 = (1 \times 3) + (20 \times 3) = 3 + 60 = 63</math></p>   | <p><b>Teacher's Guide:</b> 25, 40, 62, 71, 86, 98, 112</p>  |
| <p><b>N.FL.04.10</b><br/>Multiply fluently any whole number by a one-digit number, and a three-digit number by a two-digit number; for a two-digit by one-digit multiplication, use distributive property to develop meaning for the algorithm.</p> | <p><b>Teacher's Guide:</b> 25, 26, 33, 40, 50, 56, 62, 63, 70, 71, 78, 84, 85, 86, 98, 112, 129</p> |
| <p><b>N.FL.04.11</b><br/>Divide numbers up to four digits by one-digit numbers and by 10.</p>   | <p><b>Teacher's Guide:</b> 41, 71, 85, 86, 98, 112</p>  |
| <p><b>N.FL.04.12</b><br/>Find unknowns in equations such as <math>a \div 10 = 25</math>; <math>125 \div b = 25</math>.</p>  | <p><b>Teacher's Guide:</b> 62, 70, 71, 85, 86, 98, 112</p>  |
| <p><b>N.MR.04.13</b><br/>Use the relationship between multiplication and division to simplify computations and check results, e.g., <math>6840 \div 20 = (6840 \div 10) \div 2 = 684 \div 2 = 342</math>.</p>                                       | <p><b>Teacher's Guide:</b> 41, 71, 85, 98</p>   |
| <p><b>N.FL.04.14</b><br/>Solve applied problems involving whole number multiplication and division.</p>   | <p><b>Teacher's Guide:</b> 25, 26, 33, 40, 41, 57, 62, 63, 70, 71, 78, 84, 85, 86, 98, 112, 129</p> |

## Read, interpret and compare decimal fractions

| Grade Level Content Expectations, Fourth Grade   | Every Day Counts, Grade 4  |
|--|--|
| <p><b>N.ME.04.15</b><br/>Read and interpret decimals up to two decimal places; relate to money and place value decomposition.</p>                            | <p><b>Teacher's Guide:</b> 26, 27, 42, 57, 58, 59, 72, 99, 100, 113</p>                        |
| <p><b>N.ME.04.16</b><br/>Know that terminating decimals represents fractions whose denominators are 10, 10 x 10, 10 x 10 x 10, etc., e.g., powers of 10.</p> | <p><b>Teacher's Guide:</b> 27, 42, 58, 66, 67, 72, 99</p>                                      |
| <p><b>N.ME.04.17</b><br/>Locate tenths and hundredths on a number line.</p>  | <p><b>Teacher's Guide:</b> 26, 27, 42, 58, 66, 67, 72, 99, 100, 113</p>                        |
| <p><b>N.ME.04.18</b><br/>Read, write, interpret, and compare decimals up to two decimal places.</p>  | <p><b>Teacher's Guide:</b> 26, 27, 42, 57, 58, 59, 66, 67, 72, 99, 100, 102, 103, 110, 113</p> |
| <p><b>N.MR.04.19</b><br/>Write tenths and hundredths in decimal and fraction forms, and know the decimal equivalents for halves and fourths.</p>             | <p><b>Teacher's Guide:</b> 42, 59, 66, 67, 87, 102, 103, 110</p>                               |

## Understand fractions

| Grade Level Content Expectations, Fourth Grade  | Every Day Counts, Grade 4  |
|---|--|
| <p><b>N.ME.04.20</b><br/>Understand fractions as parts of a set of objects.</p>   | <p><b>Teacher's Guide:</b> 38, 39, 40, 52, 53, 54, 55, 56, 68, 69, 70, 81, 82, 83, 84, 101, 102, 103, 110, 126, 127, 128</p> |
| <p><b>N.MR.04.21</b><br/>Explain why equivalent fractions are equal, using models such as fraction strips or the number line, for fractions with denominators of 12 or less, or equal to 100.</p> | <p><b>Teacher's Guide:</b> 38, 39, 55, 66, 67, 68, 83, 84, 127, 128</p>  |
| <p><b>N.MR.04.22</b><br/>Locate and compare fractions on the number line, including improper fractions and mixed numbers with denominators of 12 or less.</p>                                     | <p><b>Teacher's Guide:</b> 37, 55, 68, 69</p>  |
| <p><b>N.MR.04.23</b><br/>Understand the relationships among halves, fourths and eighths and among thirds, sixths and twelfths.</p>  | <p><b>Teacher's Guide:</b> 37, 38, 39, 40, 54, 55, 56, 83, 84, 126, 127, 128</p>   |

| Grade Level Content Expectations, Fourth Grade  | Every Day Counts, Grade 4  |
|---|--|
| <p><b>N.MR.04.24</b><br/>           Know that fractions of the form where <math>m/n</math> is greater than <math>n</math> are greater than 1 and are called improper fractions; locate improper fractions on the number line; express as mixed numbers.</p> | <p><b>Teacher's Guide:</b> 37, 39, 55, 69, 70, 82, 83, 84, 126</p>   |
| <p><b>N.MR.04.25</b><br/>           Write improper fractions as mixed numbers, and understand that a mixed number represents the number of "wholes" and the part of a whole remaining, e.g., <math>5/4 = 1 + 1/4 = 1 \frac{1}{4}</math>.</p>                | <p><b>Teacher's Guide:</b> 37, 39, 55, 69, 70, 82, 83, 84, 126</p>   |
| <p><b>N.MR.04.26</b><br/>           Compare and order up to three fractions with denominators 2, 4, and 8, and 3, 6, and 12, including improper fractions and mixed numbers.</p>  | <p><b>Teacher's Guide:</b> 37, 39, 55, 56, 83, 84, 126, 127, 128</p> |

### Add and subtract fractions

| Grade Level Content Expectations, Fourth Grade  | Every Day Counts, Grade 4                           |
|---|---|
| <p><b>N.MR.04.27</b><br/>           Add and subtract fractions less than 1 with denominators 12 or less and including 100, in cases where the denominators are equal or when one denominator is a multiple of the other, e.g., <math>1/12 + 5/12 = 6/12</math>; <math>1/6 + 5/12 = 7/12</math>; <math>3/10 - 23/100 = 7/100</math>.</p> | <p><b>Teacher's Guide:</b> 68, 69, 84</p>           |
| <p><b>N.MR.04.29</b><br/>           Solve for the unknown in equations such as: <math>1/8 + x = 5/8</math> or <math>3/4 - y = 1/2</math>.</p>   | <p><b>Teacher's Guide:</b> 68, 69, 84, 127, 128</p> |

### Multiply fractions by whole numbers

| Grade Level Content Expectations, Fourth Grade   | Every Day Counts, Grade 4             |
|--|---------------------------------------|
| <p><b>N.MR.04.30</b><br/>           Multiply fractions by whole numbers, using repeated addition and area or array models.</p> | <p><b>Teacher's Guide:</b> 70, 71</p> |

### Add and subtract decimal fractions

| Grade Level Content Expectations, Fourth Grade  | Every Day Counts, Grade 4   |
|---|---|
| <p><b>N.MR.04.31</b><br/>           Use mathematical statements to represent problems that use addition and subtraction of decimals with up to two-digits; solve.</p> | <p><b>Teacher's Guide:</b> 26, 27, 42, 57, 58, 66, 67, 72, 99, 100, 113</p> |

| Grade Level Content Expectations, Fourth Grade                           | Every Day Counts, Grade 4  |
|--|--|
| <b>N.FL.04.32</b><br>Add and subtract decimals up to two decimal places. | <b>Teacher's Guide:</b> 26, 27, 42, 57, 58, 66, 67, 72, 99, 100, 113 |

### Multiply and divide decimal fractions

| Grade Level Content Expectations, Fourth Grade   | Every Day Counts, Grade 4   |
|--|-----------------------------|
| <b>N.FL.04.33</b><br>Multiply and divide decimals up to two decimal places by a one-digit whole number where the result is a terminating decimal, e.g., $0.42 \div 3 = 0.14$ , but not $5 \div 3 = 1.666\dots$ | <b>Teacher's Guide:</b> 100 |

### Estimate

| Grade Level Content Expectations, Fourth Grade   | Every Day Counts, Grade 4  |
|--|--|
| <b>N.FL.04.34</b><br>Estimate the answers to calculations involving addition, subtraction, or multiplication.  | <b>Teacher's Guide:</b> 21, 34, 50, 64, 72, 81, 82, 110, 122, 123, 136 |
| <b>N.FL.04.35</b><br>Know when approximation is appropriate and use it to check the reasonableness of answers; be familiar with common place-value errors in calculations. | <b>Teacher's Guide:</b> 22, 63, 82, 94, 108, 109, 136                  |
| <b>N.FL.04.36</b><br>Make appropriate estimations and calculations fluently with whole numbers using mental math strategies.   | <b>Teacher's Guide:</b> 21, 34, 50, 64, 72, 81, 82, 110, 122, 123, 136 |

### Problem - solving

| Grade Level Content Expectations, Fourth Grade   | Every Day Counts, Grade 4   |
|--|---|
| <b>N.MR.04.37</b><br>Solve applied problems using the four basic arithmetic operations for appropriate fractions, decimals, and whole numbers. | <b>Teacher's Guide:</b> 21, 22, 23, 25, 26, 27, 33, 34, 35, 40, 42, 50, 51, 52, 56, 57, 58, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 78, 79, 80, 84, 85, 86, 94, 95, 98, 99, 108, 109, 112, 123, 124, 136, 137 |

## MEASUREMENT

### Measure using common tools and appropriate units

| Grade Level Content Expectations, Fourth Grade  | Every Day Counts, Grade 4   |
|---|---|
| <p><b>M.UN.04.01</b><br/>Measure using common tools and select appropriate units of measure.</p>                              | <p><b>Teacher's Guide:</b> 36, 37, 43, 44, 45, 52, 53, 54, 55, 59, 66, 67, 81, 82, 92, 93, 94, 100, 101, 109, 110, 111, 113, 114, 117</p> |
| <p><b>M.PS.04.02</b><br/>Give answers to a reasonable degree of precision in the context of a given problem.</p>              | <p><b>Teacher's Guide:</b> 36, 37, 43, 44, 45, 52, 53, 54, 55, 59, 66, 67, 81, 82, 92, 93, 94, 100, 101, 109, 110, 111, 113, 114, 117</p> |
| <p><b>M.UN.04.03</b><br/>Measure and compare integer temperatures in degrees.</p>   | <p><b>Teacher's Guide:</b> 44, 45</p>   |
| <p><b>M.TE.04.04</b><br/>Measure surface area of cubes and rectangular prisms by covering and counting area of the faces.</p> | <p><b>Teacher's Guide:</b> 95, 96, 97, 124, 125, 126</p>  |

### Convert measurement units

| Grade Level Content Expectations, Fourth Grade  | Every Day Counts, Grade 4  |
|---|--|
| <p><b>M.TE.04.05</b><br/>Carry out the following conversions from one unit of measure to a larger or smaller unit of measure: meters to centimeters, kilograms to grams, liters to milliliters, hours to minutes, minutes to seconds, years to months, weeks to days, feet to inches, ounces to pounds (using numbers that involve only simple calculations).</p> | <p><b>Teacher's Guide:</b> 36, 37, 43, 44, 52, 53, 54, 59, 66, 67, 81, 82, 100, 101, 109, 110, 111, 113, 114</p> |

### Use perimeter and area formulas

| Grade Level Content Expectations, Fourth Grade  | Every Day Counts, Grade 4                                |
|---|--|
| <p><b>M.TE.04.06</b><br/>Know and understand the formulas for perimeter and area of a square and a rectangle; calculate the perimeters and areas of these shapes and combinations of these shapes using the formulas.</p> | <p><b>Teacher's Guide:</b> 95, 96, 97, 124, 125, 126</p> |
| <p><b>M.TE.04.07</b><br/>Find one dimension of a rectangle given the other dimension and its perimeter or area.</p>   | <p><b>Teacher's Guide:</b> 95, 124, 125, 126</p>         |
| <p><b>M.TE.04.08</b><br/>Find the side of a square given its perimeter or area.</p>   | <p><b>Teacher's Guide:</b> 95, 96, 97, 124, 125, 126</p> |

| Grade Level Content Expectations, Fourth Grade  | Every Day Counts, Grade 4                 |
|---|---|
| <b>M.PS.04.09</b><br>Solve contextual problems about perimeter and area of squares and rectangles in compound shapes. | <b>Teacher's Guide:</b> 97, 124, 125, 126 |

### Understand right angles

| Grade Level Content Expectations, Fourth Grade                                 | Every Day Counts, Grade 4               |
|--|---|
| <b>M.TE.04.10</b><br>Identify right angles and compare angles to right angles. | <b>Teacher's Guide:</b> 92, 93, 94, 107 |

### Problem - solving

| Grade Level Content Expectations, Fourth Grade                     | Every Day Counts, Grade 4                 |
|--|---|
| <b>M.PS.04.11</b><br>Solve contextual problems about surface area. | <b>Teacher's Guide:</b> 97, 124, 125, 126 |

## G E O M E T R Y

### Understand perpendicular, parallel, and intersecting lines

| Grade Level Content Expectations, Fourth Grade  | Every Day Counts, Grade 4      |
|---|--------------------------------|
| <b>G.GS.04.01</b><br>Identify and draw perpendicular, parallel, and intersecting lines using a ruler and a tool or object with a square (90°) corner. | <b>Teacher's Guide:</b> 62, 63 |

### Identify basic geometric shapes and their components, and solve problems

| Grade Level Content Expectations, Fourth Grade   | Every Day Counts, Grade 4  |
|--|--|
| <b>G.GS.04.02</b><br>Identify basic geometric shapes including isosceles, equilateral and right triangles, and use their properties to solve problems.   | <b>Teacher's Guide:</b> 32, 33, 34, 106, 107, 108, 134, 135, 136 |
| <b>G.SR.04.03</b><br>Identify and count the faces, edges, and vertices of basic three-dimensional geometric solids including cubes, rectangular prisms, and pyramids; describe the shape of their faces. | <b>Teacher's Guide:</b> 76, 77, 78                               |

## Recognize symmetry and transformations

| Grade Level Content Expectations, Fourth Grade  | Every Day Counts, Grade 4                    |
|---|--|
| <b>G.TR.04.04</b><br>Recognize plane figures that have line symmetry.   | <b>Teacher's Guide:</b> 32, 34, 49, 106, 107 |
| <b>G.TR.04.05</b><br>Recognize rigid motion transformations (flips, slides, turns) of a two-dimensional object. | <b>Teacher's Guide:</b> 18, 19, 32, 49, 93   |

## DATA AND PROBABILITY

### Represent and solve problems for given data

| Grade Level Content Expectations, Fourth Grade   | Every Day Counts, Grade 4   |
|--|---|
| <b>D.RE.04.01</b><br>Construct tables and bar graphs from given data.  | <b>Teacher's Guide:</b> 23, 24, 25, 33, 35, 44, 45, 52, 71, 77, 78, 87, 88, 89, 137 |
| <b>D.RE.04.02</b><br>Order a given set of data, find the median, and specify the range of values.  | <b>Teacher's Guide:</b> 115, 116, 117   |
| <b>D.RE.04.03</b><br>Solve problems using data presented in tables and bar graphs, e.g., compare data represented in two bar graphs and read bar graphs showing two data sets. | <b>Teacher's Guide:</b> 23, 24, 25, 33, 35, 44, 45, 52, 71, 77, 78, 87, 88, 89, 137 |

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correlated to

# Michigan Mathematics Grade Level Content Expectations Fifth Grade

### NUMBER AND OPERATIONS

#### Understand division of whole numbers

| Grade Level Content Expectations, Fifth Grade   | Every Day Counts, Grade 5                              |
|---|--|
| <p><b>N.MR.05.01</b><br/>Understand the meaning of division of whole numbers, with and without remainders; relate division to fractions and to repeated subtraction.</p>  | <p><b>Teacher's Guide:</b> 38, 41, 55, 62, 95, 124</p> |
| <p><b>N.MR.05.02</b><br/>Relate division of whole numbers with remainders to the form <math>a = bq + r</math>, e.g., <math>34 \div 5 = 6 \text{ r } 4</math>, so <math>5 \times 6 + 4 = 34</math>; note remainder (4) is less than divisor (6).</p> | <p><b>Teacher's Guide:</b> 62, 124</p>                 |
| <p><b>N.MR.05.03</b><br/>Write mathematical statements involving division for given situations.</p>   | <p><b>Teacher's Guide:</b> 38, 62, 124</p>             |

#### Multiply and divide whole numbers

| Grade Level Content Expectations, Fifth Grade  | Every Day Counts, Grade 5  |
|--|--|
| <p><b>N.FL.05.04</b><br/>Multiply a multi-digit number by a two-digit number; recognize and be able to explain common computational errors such as not accounting for place value.</p> | <p><b>Teacher's Guide:</b> 38, 45, 48, 49, 54, 55, 56, 62, 66, 67, 78, 83, 90, 91, 104, 105, 106, 117, 130, 131</p>                  |
| <p><b>N.MR.05.05</b><br/>Solve applied problems involving multiplication and division of whole numbers.</p>  | <p><b>Teacher's Guide:</b> 37, 38, 41, 45, 48, 49, 54, 55, 56, 62, 66, 67, 78, 83, 90, 91, 95, 104, 105, 106, 117, 124, 130, 131</p> |
| <p><b>N.FL.05.06</b><br/>Divide fluently up to a four-digit number by a two-digit number.</p>  | <p><b>Teacher's Guide:</b> 38, 124</p>   |

## Find prime factorizations of whole numbers

| Grade Level Content Expectations, Fifth Grade   | Every Day Counts, Grade 5   |
|---|---|
| <p><b>N.MR.05.07</b><br/>Find the prime factorization of numbers between 1 and 50, express in exponential notation, e.g., <math>24 = 2 \times 3^2</math>, and understand that every whole number can be expressed as a product of primes.</p> | <p><b>Teacher's Guide:</b> 41, 42, 43, 54, 55, 63, 64, 76, 130, 131</p> |

## Understand meaning of decimal fractions and percentages

| Grade Level Content Expectations, Fifth Grade  | Every Day Counts, Grade 5  |
|--|--|
| <p><b>N.ME.05.08</b><br/>Understand the relative magnitude of ones, tenths, and hundredths and the relationship of each place value to the place to its right, e.g., 1 is 10 tenths, one tenth is 10 hundredths.</p> | <p><b>Teacher's Guide:</b> 25, 26, 27, 28, 44, 45, 56, 71, 81, 99, 110, 121, 133 (implied)</p> |
| <p><b>N.ME.05.09</b><br/>Understand percentages as parts out of 100, use % notation, and express a part of a whole as a percentage.</p>  | <p><b>Teacher's Guide:</b> 25, 26, 27, 28, 44, 45, 56, 71, 81, 99, 110, 121, 133</p>           |

## Understand fractions as division statements; find equivalent fractions

| Grade Level Content Expectations, Fifth Grade   | Every Day Counts, Grade 5  |
|---|--|
| <p><b>N.ME.05.10</b><br/>Understand a fraction as a statement of division, e.g., <math>2 \div 3 = 2/3</math> using simple fractions and pictures to represent.</p>  | <p><b>Teacher's Guide:</b> 40, 93, 94, 95, 96</p>                            |
| <p><b>N.ME.05.11</b><br/>Given two fractions, express them as equivalent fractions with a common denominator, but not necessarily a least common denominator, e.g., <math>1/2 = 4/8</math> and <math>3/4 = 6/8</math>; use denominators less than 12 or factors of 100.</p> | <p><b>Teacher's Guide:</b> 27, 44, 45, 56, 79, 80, 81, 99, 110, 121, 133</p> |

## Multiply and divide fractions

| Grade Level Content Expectations, Fifth Grade   | Every Day Counts, Grade 5  |
|---|--|
| <p><b>N.FL.05.12</b><br/>Find the product of two unit fractions with small denominators using area model.</p> | <p><b>Teacher's Guide:</b> 35, 42, 43, 54, 55, 63, 64, 66, 67, 68, 104, 105, 106, 131, 132</p> |

## Add and subtract fractions using common denominators

| Grade Level Content Expectations, Fifth Grade  | Every Day Counts, Grade 5                         |
|--|---|
| <p><b>N.FL.05.14</b><br/>Add and subtract fractions with unlike denominators of 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, and 100, using the common denominator that is the product of the denominators of the 2 fractions.</p> | <p><b>Teacher's Guide:</b> 40, 41, 53, 71, 94</p> |

## Multiply and divide by powers of ten

| Grade Level Content Expectations, Fifth Grade  | Every Day Counts, Grade 5                  |
|--|--|
| <p><b>N.MR.05.15</b><br/>Multiply a whole number by powers of 10: 0.01, 0.1, 1, 10, 100, 1,000; and identify patterns.</p> | <p><b>Teacher's Guide:</b> 23, 38, 133</p> |
| <p><b>N.FL.05.16</b><br/>Divide numbers by 10's, 100's, 1,000's, using mental strategies.</p>                              | <p><b>Teacher's Guide:</b> 23, 38, 133</p> |
| <p><b>N.MR.05.17</b><br/>Multiply one-digit whole numbers by decimals up to two decimal places.</p>                        | <p><b>Teacher's Guide:</b> 44, 45, 81</p>  |

## Solve applied problems with fractions

| Grade Level Content Expectations, Fifth Grade   | Every Day Counts, Grade 5   |
|---|---|
| <p><b>N.FL.05.18</b><br/>Given an applied situation involving addition and subtraction of fractions, write mathematical statements describing the situation.</p>          | <p><b>Teacher's Guide:</b> 40, 41, 53, 70, 71, 86</p>                     |
| <p><b>N.MR.05.19</b><br/>Solve word problems that involve finding sums and differences of fractions with unlike denominators using knowledge of equivalent fractions.</p> | <p><b>Teacher's Guide:</b> 40, 41, 53, 70, 71, 79, 80, 92, 93, 94, 95</p> |

| Grade Level Content Expectations, Fifth Grade  | Every Day Counts, Grade 5   |
|--|---|
| <p><b>N.FL.05.20</b><br/>Solve applied problems involving fractions and decimals; include rounding of answers and checking reasonableness; use examples involving money.</p> | <p><b>Teacher's Guide:</b> 62, 81, 111, 112, 123, 124, 132</p>    |
| <p><b>N.MR.05.21</b><br/>Solve for the unknown in such equations as: <math>\frac{1}{4} + x = \frac{7}{12}</math>.</p>  | <p><b>Teacher's Guide:</b> 40, 41, 53, 70, 71, 80, 86, 93, 95</p> |

**Express, interpret, and use ratios; find equivalences**

| Grade Level Content Expectations, Fifth Grade   | Every Day Counts, Grade 5  |
|---|--|
| <p><b>N.MR.05.22</b><br/>Express fractions and decimals as percentages and vice versa.</p>  | <p><b>Teacher's Guide:</b> 25, 26, 27, 44, 45, 56, 71, 81, 99, 110, 121, 133</p>     |
| <p><b>N.ME.05.23</b><br/>Express ratios in several ways given applied situations, e.g., 3 cups to 5 people, 3 : 5, 3/5; recognize and find equivalent ratios.</p> | <p><b>Teacher's Guide:</b> 25, 26, 27, 28, 44, 45, 56, 71, 81, 99, 110, 121, 133</p> |

**MEASUREMENT**

**Know, and convert among, measurement units within a given system**

| Grade Level Content Expectations, Fifth Grade   | Every Day Counts, Grade 5  |
|---|--|
| <p><b>M.UN.05.01</b><br/>Recognize the equivalence of 1 liter, 1.000 ml and 1000 cm<sup>3</sup> and include conversions among liters, milliliters, and cubic centimeters.</p> | <p><b>Teacher's Guide:</b> 118, 119, 120</p>   |
| <p><b>M.UN.05.04</b><br/>Convert measurements of length, weight, area, volume, and time within a given system using easily manipulated numbers.</p>                           | <p><b>Teacher's Guide:</b> 69, 70, 79, 80, 92, 93, 94, 95, 96, 97, 98, 118, 119, 120</p> |

# G E O M E T R Y

## K n o w t h e m e a n i n g o f a n g l e s , a n d s o l v e p r o b l e m s

| Grade Level Content Expectations, Fifth Grade   | Every Day Counts, Grade 5   |
|---|---|
| <p><b>G.TR.05.01</b><br/>Associate an angle with a certain amount of turning; know that angles are measured in degrees; understand that <math>90^\circ</math>, <math>180^\circ</math>, <math>270^\circ</math>, and <math>360^\circ</math> are associated, respectively, with <math>1/4</math>, <math>1/2</math>, and <math>3/4</math> and full turns.</p> | <p><b>Teacher's Guide:</b> 106, 107, 108, 109</p>                   |
| <p><b>G.GS.05.02</b><br/>Measure angles with a protractor, and classify them as acute, right, obtuse, or straight.</p>  | <p><b>Teacher's Guide:</b> 35, 36, 106, 107, 108, 109, 116, 117</p> |
| <p><b>G.GS.05.03</b><br/>Identify and name angles on a straight line and vertical angles.</p>   | <p><b>Teacher's Guide:</b> 107, 108, 109</p>                        |
| <p><b>G.GS.05.05</b><br/>Know that angles on a straight line add up to <math>180^\circ</math> and angles surrounding a point add up to <math>360^\circ</math>; justify informally by "surrounding" a point with angles.</p>   | <p><b>Teacher's Guide:</b> 107, 108, 109</p>                        |

# D A T A A N D P R O B A B I L I T Y

## C o n s t r u c t a n d i n t e r p r e t l i n e g r a p h s

| Grade Level Content Expectations, Fifth Grade  | Every Day Counts, Grade 5                         |
|--|---|
| <p><b>D.RE.05.01</b><br/>Read and interpret line graphs, and solve problems based on line graphs, e.g., distance-time graphs, and problems with two or three line graphs on same axes, comparing different data.</p> | <p><b>Teacher's Guide:</b> 122, 123, 124, 125</p> |
| <p><b>D.RE.05.02</b><br/>Construct line graphs from tables of data; include axis labels and scale.</p>   | <p><b>Teacher's Guide:</b> 122, 123, 124, 125</p> |

**Find and interpret mean and mode for a given set of data**

| <b>Grade Level Content Expectations, Fifth Grade</b>  | <b>Every Day Counts, Grade 5</b>   |
|---|------------------------------------|
| <b>D.AN.05.03</b><br>Given a set of data, find and interpret the mean (using the concept of fair share) and mode. | <b>Teacher's Guide:</b> 57, 58, 59 |
| <b>D.AN.05.04</b><br>Solve multi-step problems involving means.   | <b>Teacher's Guide:</b> 57, 58, 59 |



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