

**EVERY DAY COUNTS
CALENDAR MATH © 2005**

Grades K-5

correlated to

**Wisconsin's
Model Academic Standards for
Mathematics**



EDUCATION GROUP



A Houghton Mifflin Company

YOUR WISCONSIN GREAT SOURCE REPRESENTATIVE

JANICE BRATEL
800-289-4490, option 4
Janice_Bratel@hmco.com

Every Day Counts Calendar Math © 2005, Kindergarten correlated to Wisconsin's Model Academic Standards for Mathematics Grade 4

Standard A: Mathematical Processes

Students in Wisconsin will draw on a broad body of mathematical knowledge and apply a variety of mathematical skills and strategies, including reasoning, oral and written communication, and the use of appropriate technology, when solving mathematical, real-world* and non-routine* problems.

Performance Standards, Grade 4	Every Day Counts Calendar Math, Kindergarten
<p>By the end of grade four, students will:</p> <p>A.4.1 Use reasoning abilities to</p> <ul style="list-style-type: none"> • perceive patterns 	<p>Teacher's Guide: 20, 21, 22, 23, 32, 33, 34, 40, 46, 47, 52, 60, 61, 66, 67, 74, 75, 80, 87, 88, 102, 103, 116, 117, 128, 129, 132</p>
<ul style="list-style-type: none"> • identify relationships 	<p>Teacher's Guide: 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 128, 129, 130, 131, 132, 133, 134, 135</p>
<ul style="list-style-type: none"> • justify strategies 	<p>Teacher's Guide: 23, 65, 77, 83</p>
<ul style="list-style-type: none"> • test reasonableness of results 	<p>Teacher's Guide: 28, 29, 42, 43, 51, 53, 61, 80, 81, 83, 112, 113, 122, 123, 134, 135</p>
<p>A.4.2 Communicate mathematical ideas in a variety of ways, including words, numbers, symbols, pictures, charts, graphs, tables, diagrams, and models.</p>	<p>Teacher's Guide: 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 128, 129, 130, 131, 132, 133, 134, 135</p>

Performance Standards, Grade 4	Every Day Counts Calendar Math, Kindergarten
<p>A.4.3 Connect mathematical learning with other subjects, personal experiences, current events, and personal interests</p> <ul style="list-style-type: none"> • see relationships between various kinds of problems and actual events 	<p>Teacher’s Guide: 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 128, 129, 130, 131, 132, 133, 134, 135</p>
<p>A.4.4 Use appropriate mathematical vocabulary, symbols, and notation with understanding based on prior conceptual work</p>	<p>Teacher’s Guide: 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 128, 129, 130, 131, 132, 133, 134, 135</p>
<p>A.4.5 Explain solutions to problems clearly and logically in oral and written work and support solutions with evidence</p>	<p>Teacher’s Guide: 51, 53, 61, 83, 112, 113</p>

Standard B: Number Operations and Relationships

Students in Wisconsin will use numbers effectively for various purposes, such as counting, measuring, estimating, and problem solving.

Performance Standards, Grade 4	Every Day Counts Calendar Math, Kindergarten
<p>By the end of grade four, students will:</p> <p>B.4.1 Represent and explain whole numbers, decimals, and fractions with</p> <ul style="list-style-type: none"> • physical materials 	<p>Teacher’s Guide: 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 128, 129, 130, 131, 132, 133, 134, 135</p>
<ul style="list-style-type: none"> • number lines and other pictorial models 	<p>Teacher’s Guide: 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 128, 129, 130, 131, 132, 133, 134, 135</p>

Performance Standards, Grade 4	Every Day Counts Calendar Math, Kindergarten
<ul style="list-style-type: none"> verbal descriptions 	Teacher's Guide: 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 128, 129, 130, 131, 132, 133, 134, 135
<ul style="list-style-type: none"> place-value concepts and notation 	Teacher's Guide: 23, 24, 25, 26, 39, 40, 52, 53, 62, 63, 67, 75, 76, 77, 80, 89, 90, 93, 104, 107, 118, 119, 122, 130, 133
<ul style="list-style-type: none"> symbolic renaming (e.g., $43 = 40 + 3 = 30 + 13$) 	Teacher's Guide: 105, 120, 121
B.4.2 Determine the number of things in a set by <ul style="list-style-type: none"> grouping and counting (e.g., by threes, fives, hundreds) 	Teacher's Guide: 23, 24, 25, 26, 39, 40, 48, 49, 52, 53, 62, 63, 67, 75, 76, 77, 80, 89, 90, 91, 93, 104, 107, 111, 118, 119, 122, 130, 131, 132, 133
<ul style="list-style-type: none"> combining and arranging (e.g., all possible coin combinations amounting to thirty cents) 	Teacher's Guide: 109, 111, 118, 119, 130, 131
<ul style="list-style-type: none"> estimation, including rounding 	Teacher's Guide: 22, 56, 57, 69, 70, 71, 82, 83, 98, 99, 124, 125
B.4.3 Read, write, and order whole numbers, simple fractions (e.g., halves, fourths, tenths, unit fractions) and commonly-used decimals (monetary units)	Teacher's Guide: 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 128, 129, 130, 131, 132, 133, 134, 135
B.4.5 In problem-solving situations involving whole numbers, select and efficiently use appropriate computational procedures such as <ul style="list-style-type: none"> recalling the basic facts of addition, subtraction, multiplication, and division 	Teacher's Guide: 23, 26, 39, 40, 48, 49, 63, 64, 65, 66, 78, 79, 90, 91, 105, 106, 131, 132
<ul style="list-style-type: none"> using mental math (e.g., $37 + 25$, 40×7) 	Teacher's Guide: 22, 23, 32, 33, 34, 39, 40, 41, 46, 47, 52, 53, 66, 67, 74, 75, 79, 80, 92, 93, 94, 106, 107, 108, 132, 133

Performance Standards, Grade 4	Every Day Counts Calendar Math, Kindergarten
<ul style="list-style-type: none"> estimation 	Teacher's Guide: 22, 56, 57, 69, 70, 71, 82, 83, 98, 99, 124, 125
<ul style="list-style-type: none"> selecting and applying algorithms for addition, subtraction, multiplication, and division 	Teacher's Guide: 105, 120, 121

S t a n d a r d C : G e o m e t r y

Students in Wisconsin will be able to use geometric concepts, relationships and procedures to interpret, represent, and solve problems.

Performance Standards, Grade 4	Every Day Counts Calendar Math, Kindergarten
<p>By the end of grade four, students will:</p> <p>C.4.1 Describe two- and three-dimensional figures (e.g., circles, polygons, trapezoids, prisms, spheres) by</p> <ul style="list-style-type: none"> naming them 	Teacher's Guide: 18, 19, 20, 21, 23, 27, 28, 29, 46, 47, 60, 61, 68, 69, 74, 75, 116, 117, 133, 134, 135
<ul style="list-style-type: none"> comparing, sorting, and classifying them 	Teacher's Guide: 36, 68, 69, 119, 134, 135
<ul style="list-style-type: none"> drawing and constructing physical models to specifications 	Teacher's Guide: 116
<ul style="list-style-type: none"> identifying their properties (e.g., number of sides or faces, two- or three-dimensionality, equal sides, number of right angles) 	Teacher's Guide: 28, 29, 46, 47, 60, 61, 75, 117, 134, 135
<ul style="list-style-type: none"> explaining how these figures are related to objects in the environment 	Teacher's Guide: 27, 28, 29, 68, 69, 75, 117, 133, 134, 135
<p>C.4.2 Use physical materials and motion geometry (such as slides, flips, and turns) to identify properties and relationships, including but not limited to</p> <ul style="list-style-type: none"> symmetry 	Teacher's Guide: 29, 46, 47

Standard D: Measurement

Students in Wisconsin will select and use appropriate tools (including technology) and techniques to measure things to a specified degree of accuracy. They will use measurements in problem-solving situations.

Performance Standards, Grade 4	Every Day Counts Calendar Math, Kindergarten
<p>By the end of grade four, students will:</p> <p>D.4.1 Recognize and describe measurable attributes, such as length, liquid capacity, time, weight (mass), temperature, volume, monetary value, and angle size, and identify the appropriate units to measure them.</p>	<p>Teacher's Guide: 86, 96, 109, 111, 112, 113, 118, 119, 130, 135</p>
<p>D.4.2 Demonstrate understanding of basic facts, principles, and techniques of measurement, including</p> <ul style="list-style-type: none"> • judging the reasonableness of an obtained measurement as it relates to prior experience and familiar benchmarks 	<p>Teacher's Guide: 56, 57, 70, 71, 86, 98, 99, 109, 111, 112, 113, 118, 119, 124, 125, 130</p>
<p>D.4.4 Determine measurements directly by using standard tools to these suggested degrees of accuracy</p> <ul style="list-style-type: none"> • monetary value to dollars and cents 	<p>Teacher's Guide: 109, 111, 118, 119, 130, 131</p>

Standard E: Statistics and Probability

Students in Wisconsin will use data collection and analysis, statistics and probability in problem-solving situations, employing technology where appropriate.

Performance Standards, Grade 4	Every Day Counts Calendar Math, Kindergarten
<p>By the end of grade four, students will:</p> <p>E.4.1 Work with data in the context of real-world situations by</p> <ul style="list-style-type: none"> • determining what data to collect and when and how to collect them 	<p>Teacher's Guide: 27, 28, 41, 42, 43, 54, 55, 56, 57, 67, 68, 69, 80, 81, 82, 83, 95, 96, 97, 110, 111, 122, 123, 133, 134</p>
<ul style="list-style-type: none"> • collecting, organizing, and displaying data 	<p>Teacher's Guide: 27, 28, 54, 55, 56, 57, 67, 68, 69, 81, 82, 83, 95, 96, 97, 108, 110, 111, 122, 123, 133, 134</p>
<ul style="list-style-type: none"> • drawing reasonable conclusions based on data 	<p>Teacher's Guide: 28, 55, 68, 69, 70, 71, 81, 88, 95, 96, 97, 108, 109, 110, 111, 122, 123, 134</p>
<p>E.4.3 In problem-solving situations, read, extract, and use information presented in graphs, tables, or charts</p>	<p>Teacher's Guide: 54, 55, 68, 69, 80, 81, 122, 123, 133, 134, 135</p>
<p>E.4.4 Determine if future events are more, less, or equally likely, impossible, or certain to occur</p>	<p>Teacher's Guide: 95, 96, 97, 108, 109, 110, 111</p>
<p>E.4.5 Predict outcomes of future events and test predictions using data from a variety of sources</p>	<p>Teacher's Guide: 95, 96, 97, 108, 109, 110, 111</p>

Standard F: Algebraic Relationships

Students in Wisconsin will discover, describe, and generalize simple and complex patterns and relationships. In the context of real-world problem situations, the student will use algebraic techniques to define and describe the problem to determine and justify appropriate solutions.

Performance Standards, Grade 4	Every Day Counts Calendar Math, Kindergarten
By the end of grade four, students will:	Teacher's Guide: 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 128, 129, 130, 131, 132, 133, 134, 135
F.4.1 Use letters, boxes, or other symbols to stand for any number, measured quantity, or object in simple situations (e.g., $N + 0 = N$ is true for any number)	
F.4.2 Use the vocabulary, symbols, and notation of algebra accurately (e.g., correct use of the symbol "="; effective use of the associative property of multiplication)	Teacher's Guide: 105, 106, 121
F.4.3 Work with simple linear patterns and relationships in a variety of ways, including	Teacher's Guide: 21, 22, 23, 24, 37, 38, 40, 64, 65, 66, 92, 93, 94, 106, 107, 108, 121, 122, 132, 133
<ul style="list-style-type: none"> • recognizing and extending number patterns 	
<ul style="list-style-type: none"> • describing them verbally 	Teacher's Guide: 11, 18, 19, 20, 21, 22, 23, 32, 33, 34, 37, 38, 46, 47, 60, 61, 65, 66, 74, 75, 87, 88, 92, 93, 102, 103, 106, 107, 108, 116, 121, 122, 128, 129, 132, 133
<ul style="list-style-type: none"> • representing them with pictures, tables, charts, graphs 	Teacher's Guide: 11, 18, 19, 20, 21, 22, 23, 32, 33, 34, 37, 38, 39, 40, 46, 47, 60, 61, 64, 65, 66, 67, 74, 75, 87, 88, 92, 93, 94, 102, 103, 106, 107, 108, 116, 117, 121, 122, 128, 129, 132, 133
<ul style="list-style-type: none"> • recognizing that different models can represent the same pattern or relationship 	Teacher's Guide: 39, 40, 41, 52, 53, 66, 67, 92, 93, 94, 106, 107, 108, 121, 122, 132, 133
<ul style="list-style-type: none"> • using them to describe real-world phenomena 	Teacher's Guide: 21, 22, 23, 24, 39, 40, 66, 92, 93, 94, 106, 107, 108, 121, 122, 132, 133
F.4.4 Recognize variability in simple functional relationships by describing how a change in one quantity can produce a change in another (e.g., number of bicycles and the total number of wheels)	Teacher's Guide: 26, 39, 53, 122, 133

Performance Standards, Grade 4	Every Day Counts Calendar Math, Kindergarten
F.4.5 Use simple equations and inequalities in a variety of ways, including <ul style="list-style-type: none"> • using them to represent problem situations 	Teacher's Guide: 105, 106, 120, 121
<ul style="list-style-type: none"> • solving them by different methods (e.g., use of manipulatives, guess and check strategies, recall of number facts) 	Teacher's Guide: 105, 106, 120, 121
F.4.6 Recognize and use generalized properties and relationships of arithmetic (e.g., commutativity of addition, inverse relationship of multiplication and division)	Teacher's Guide: 105, 106, 120, 121

Every Day Counts Calendar Math © 2005, Grade 1
correlated to
Wisconsin's Model Academic Standards for Mathematics
Grade 4

Standard A: Mathematical Processes

Students in Wisconsin will draw on a broad body of mathematical knowledge and apply a variety of mathematical skills and strategies, including reasoning, oral and written communication, and the use of appropriate technology, when solving mathematical, real-world* and non-routine* problems.

Performance Standards, Grade 4	Every Day Counts Calendar Math, Grade 1
<p>By the end of grade four, students will:</p> <p>A.4.1 Use reasoning abilities to</p> <ul style="list-style-type: none"> • perceive patterns 	<p>Teacher's Guide: 18, 19, 20, 24, 25, 26, 27, 34, 35, 40, 41, 42, 48, 49, 55, 56, 57, 62, 63, 74, 75, 79, 87, 88, 102, 103, 116, 117, 128, 129</p>
<ul style="list-style-type: none"> • identify relationships 	<p>Teacher's Guide: 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 34, 35, 36, 37, 38, 40, 41, 42, 43, 44, 45, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 128, 129, 130, 131, 132, 133, 134, 135</p>
<ul style="list-style-type: none"> • justify strategies 	<p>Teacher's Guide: 27, 35, 42, 49, 67, 133</p>
<ul style="list-style-type: none"> • test reasonableness of results 	<p>Teacher's Guide: 44, 45, 83, 111, 112, 124, 125</p>
<p>A.4.2 Communicate mathematical ideas in a variety of ways, including words, numbers, symbols, pictures, charts, graphs, tables, diagrams, and models.</p>	<p>Teacher's Guide: 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 34, 35, 36, 37, 38, 40, 41, 42, 43, 44, 45, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 128, 129, 130, 131, 132, 133, 134, 135</p>

Performance Standards, Grade 4	Every Day Counts Calendar Math, Grade 1
<p>A.4.3 Connect mathematical learning with other subjects, personal experiences, current events, and personal interests</p> <ul style="list-style-type: none"> • see relationships between various kinds of problems and actual events 	<p>Teacher's Guide: 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 34, 35, 36, 37, 38, 40, 41, 42, 43, 44, 45, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 128, 129, 130, 131, 132, 133, 134, 135</p>
<p>A.4.4 Use appropriate mathematical vocabulary, symbols, and notation with understanding based on prior conceptual work</p>	<p>Teacher's Guide: 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 34, 35, 36, 37, 38, 40, 41, 42, 43, 44, 45, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 128, 129, 130, 131, 132, 133, 134, 135</p>
<p>A.4.5 Explain solutions to problems clearly and logically in oral and written work and support solutions with evidence</p>	<p>Teacher's Guide: 24, 25, 26, 27, 34, 35, 36, 40, 41, 42, 48, 49, 62, 63, 64, 66, 67, 95, 96, 133</p>

Standard B: Number Operations and Relationships

Students in Wisconsin will use numbers effectively for various purposes, such as counting, measuring, estimating, and problem solving.

Performance Standards, Grade 4	Every Day Counts Calendar Math, Grade 1
<p>By the end of grade four, students will:</p> <p>B.4.1 Represent and explain whole numbers, decimals, and fractions with</p> <ul style="list-style-type: none"> • physical materials 	<p>Teacher's Guide: 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 34, 35, 36, 37, 38, 40, 41, 42, 43, 44, 45, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 128, 129, 130, 131, 132, 133, 134, 135</p>
<ul style="list-style-type: none"> • number lines and other pictorial models 	<p>Teacher's Guide: 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 34, 35, 36, 37, 38, 40, 41, 42, 43, 44, 45, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 128, 129, 130, 131, 132, 133, 134, 135</p>

Performance Standards, Grade 4	Every Day Counts Calendar Math, Grade 1
<ul style="list-style-type: none"> verbal descriptions 	Teacher's Guide: 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 34, 35, 36, 37, 38, 40, 41, 42, 43, 44, 45, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 128, 129, 130, 131, 132, 133, 134, 135
<ul style="list-style-type: none"> place-value concepts and notation 	Teacher's Guide: 25, 26, 27, 40, 41, 42, 52, 53, 55, 56, 66, 67, 68, 69, 91, 92, 93, 94, 107, 108, 121, 122, 131, 132
<ul style="list-style-type: none"> symbolic renaming (e.g., $43 = 40 + 3 = 30 + 13$) 	Teacher's Guide: 21, 22, 37, 42, 51, 65, 67, 75, 76, 90, 104, 105, 117, 118, 119, 130, 131
B.4.2 Determine the number of things in a set by <ul style="list-style-type: none"> grouping and counting (e.g., by threes, fives, hundreds) 	Teacher's Guide: 25, 26, 27, 28, 41, 42, 43, 56, 59, 68, 80, 81, 82, 110
<ul style="list-style-type: none"> combining and arranging (e.g., all possible coin combinations amounting to thirty cents) 	Teacher's Guide: 55, 56, 57, 58, 59, 69, 70, 80, 81, 95, 96, 102, 103, 108, 109, 133
<ul style="list-style-type: none"> estimation, including rounding 	Teacher's Guide: 38, 39, 40, 54, 55, 86, 105, 106, 119, 120
B.4.3 Read, write, and order whole numbers, simple fractions (e.g., halves, fourths, tenths, unit fractions) and commonly-used decimals (monetary units)	Teacher's Guide: 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 34, 35, 36, 37, 38, 40, 41, 42, 43, 44, 45, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 128, 129, 130, 131, 132, 133, 134, 135
B.4.5 In problem-solving situations involving whole numbers, select and efficiently use appropriate computational procedures such as <ul style="list-style-type: none"> recalling the basic facts of addition, subtraction, multiplication, and division 	Teacher's Guide: 21, 22, 37, 42, 51, 65, 67, 75, 76, 90, 104, 105, 117, 118, 119, 130, 131
<ul style="list-style-type: none"> using mental math (e.g., $37 + 25$, 40×7) 	Teacher's Guide: 26, 27, 31, 40, 41, 42, 49, 58, 63, 64, 68, 69, 88, 90, 96, 103, 104, 105, 109, 118, 119, 129, 130, 133

Performance Standards, Grade 4	Every Day Counts Calendar Math, Grade 1
<ul style="list-style-type: none"> estimation 	Teacher's Guide: 38, 39, 40, 54, 55, 86, 105, 106, 119, 120
<ul style="list-style-type: none"> selecting and applying algorithms for addition, subtraction, multiplication, and division 	Teacher's Guide: 21, 22, 37, 42, 51, 65, 67, 75, 76, 90, 104, 105, 117, 118, 119, 130, 131
<ul style="list-style-type: none"> using a calculator 	Teacher's Guide: 57, 81, 110, 123, 133

Standard C: Geometry

Students in Wisconsin will be able to use geometric concepts, relationships and procedures to interpret, represent, and solve problems.

Performance Standards, Grade 4	Every Day Counts Calendar Math, Grade 1
<p>By the end of grade four, students will:</p> <p>C.4.1 Describe two-and three-dimensional figures (e.g., circles, polygons, trapezoids, prisms, spheres) by</p> <ul style="list-style-type: none"> naming them 	Teacher's Guide: 18, 19, 20, 34, 35, 36, 48, 49, 62, 63, 64, 116, 117, 128, 129, 134, 135
<ul style="list-style-type: none"> comparing, sorting, and classifying them 	Teacher's Guide: 18, 19, 20, 34, 35, 36, 48, 49, 62, 63, 64, 116, 117, 134, 135
<ul style="list-style-type: none"> identifying their properties (e.g., number of sides or faces, two- or three-dimensionality, equal sides, number of right angles) 	Teacher's Guide: 18, 19, 20, 34, 35, 36, 48, 49, 62, 63, 64, 116, 117, 128, 129, 134, 135
<ul style="list-style-type: none"> explaining how these figures are related to objects in the environment 	Teacher's Guide: 63, 64, 129, 134, 135
<p>C.4.2 Use physical materials and motion geometry (such as slides, flips, and turns) to identify properties and relationships, including but not limited to</p> <ul style="list-style-type: none"> symmetry 	Teacher's Guide: 89
<p>C.4.3 Identify and use relationships among figures, including but not limited to</p> <ul style="list-style-type: none"> location (e.g., between, adjacent to, interior of) 	Teacher's Guide: 74, 128, 129

Standard D: Measurement

Students in Wisconsin will select and use appropriate tools (including technology) and techniques to measure things to a specified degree of accuracy. They will use measurements in problem-solving situations.

Performance Standards, Grade 4	Every Day Counts Calendar Math, Grade 1
<p>By the end of grade four, students will:</p> <p>D.4.1 Recognize and describe measurable attributes, such as length, liquid capacity, time, weight (mass), temperature, volume, monetary value, and angle size, and identify the appropriate units to measure them.</p>	<p>Teacher's Guide: 28, 29, 30, 43, 54, 55, 56, 57, 58, 59, 69, 70, 71, 80, 81, 82, 86, 95, 96, 97, 98, 108, 109, 110, 133</p>
<p>D.4.2 Demonstrate understanding of basic facts, principles, and techniques of measurement, including</p> <ul style="list-style-type: none"> • appropriate use of arbitrary and standard units (metric and US Customary) 	<p>Teacher's Guide: 54, 55, 56</p>
<ul style="list-style-type: none"> • appropriate use and conversion of units within a system (such as yards, feet, and inches; kilograms and grams; gallons, quarts, pints, and cups) 	<p>Teacher's Guide: 55</p>
<ul style="list-style-type: none"> • judging the reasonableness of an obtained measurement as it relates to prior experience and familiar benchmarks 	<p>Teacher's Guide: 28, 29, 38, 39, 40, 43, 54, 55, 56, 69, 70, 71, 80, 81, 82, 97, 98, 108, 109, 110, 133</p>
<p>D.4.3 Read and interpret measuring instruments (e.g., rulers, clocks, thermometers)</p>	<p>Teacher's Guide: 28, 29, 30, 43, 59, 70, 81, 82, 97, 98, 110</p>
<p>D.4.4 Determine measurements directly by using standard tools to these suggested degrees of accuracy</p> <ul style="list-style-type: none"> • length to the nearest half-inch or nearest cm 	<p>Teacher's Guide: 54, 55</p>
<ul style="list-style-type: none"> • time to the nearest minute 	<p>Teacher's Guide: 28, 29, 30, 43, 59, 70, 81, 82, 97, 98, 110</p>
<ul style="list-style-type: none"> • monetary value to dollars and cents 	<p>Teacher's Guide: 57, 58, 69, 71, 80, 81, 108, 109, 133</p>

Standard E: Statistics and Probability

Students in Wisconsin will use data collection and analysis, statistics and probability in problem-solving situations, employing technology where appropriate.

Performance Standards, Grade 4	Every Day Counts Calendar Math, Grade 1
<p>By the end of grade four, students will:</p> <p>E.4.1 Work with data in the context of real-world situations by</p> <ul style="list-style-type: none"> • determining what data to collect and when and how to collect them 	<p>Teacher’s Guide: 30, 31, 35, 36, 44, 45, 62, 63, 81, 82, 83, 95, 96, 98, 99, 111, 112, 123, 124, 125</p>
<ul style="list-style-type: none"> • collecting, organizing, and displaying data 	<p>Teacher’s Guide: 30, 31, 35, 36, 44, 45, 62, 63, 81, 82, 83, 95, 96, 98, 99, 111, 112, 123, 124, 125</p>
<ul style="list-style-type: none"> • drawing reasonable conclusions based on data 	<p>Teacher’s Guide: 30, 31, 35, 36, 44, 45, 62, 63, 81, 82, 83, 95, 96, 98, 99, 111, 112, 123, 124, 125</p>
<p>E.4.2 Describe a set of data using</p> <ul style="list-style-type: none"> • high and low values, and range 	<p>Teacher’s Guide: 45, 83, 124, 125, 135</p>
<p>E.4.3 In problem-solving situations, read, extract, and use information presented in graphs, tables, or charts</p>	<p>Teacher’s Guide: 30, 31, 44, 45, 83, 98, 99, 111, 112, 123, 124, 125, 134, 135</p>
<p>E.4.4 Determine if future events are more, less, or equally likely, impossible, or certain to occur</p>	<p>Teacher’s Guide: 35, 36, 87, 88, 112</p>
<p>E.4.5 Predict outcomes of future events and test predictions using data from a variety of sources</p>	<p>Teacher’s Guide: 35, 36, 87, 88, 112</p>

Standard F: Algebraic Relationships

Students in Wisconsin will discover, describe, and generalize simple and complex patterns and relationships. In the context of real-world problem situations, the student will use algebraic techniques to define and describe the problem to determine and justify appropriate solutions.

Performance Standards, Grade 4	Every Day Counts Calendar Math, Grade 1
By the end of grade four, students will:	Teacher's Guide: 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 34, 35, 36, 37, 38, 40, 41, 42, 43, 44, 45, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 128, 129, 130, 131, 132, 133, 134, 135
F.4.1 Use letters, boxes, or other symbols to stand for any number, measured quantity, or object in simple situations (e.g., $N + 0 = N$ is true for any number)	
F.4.2 Use the vocabulary, symbols, and notation of algebra accurately (e.g., correct use of the symbol "="; effective use of the associative property of multiplication)	Teacher's Guide: 21, 22, 23, 36, 37, 38, 50, 51, 64, 65, 75, 76, 89, 90, 104, 105, 117, 118, 130, 131
F.4.3 Work with simple linear patterns and relationships in a variety of ways, including	Teacher's Guide: 18, 19, 20, 24, 25, 26, 27, 34, 35, 40, 41, 42, 48, 49, 62, 63, 74, 79, 87, 88, 98, 99, 102, 103, 116, 117, 128, 129, 130, 132
<ul style="list-style-type: none"> • recognizing and extending number patterns 	
<ul style="list-style-type: none"> • describing them verbally 	Teacher's Guide: 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
<ul style="list-style-type: none"> • representing them with pictures, tables, charts, graphs 	Teacher's Guide: 18, 19, 20, 24, 25, 26, 27, 34, 35, 40, 41, 42, 48, 49, 62, 63, 74, 79, 87, 88, 98, 99, 102, 103, 116, 117, 128, 129, 130, 132
<ul style="list-style-type: none"> • recognizing that different models can represent the same pattern or relationship 	Teacher's Guide: 24, 25, 40, 41, 42, 79, 98, 99, 132
<ul style="list-style-type: none"> • using them to describe real-world phenomena 	Teacher's Guide: 18, 19, 20, 24, 25, 26, 27, 34, 35, 40, 41, 42, 48, 49, 62, 63, 74, 79, 87, 88, 98, 99, 102, 103, 116, 117, 128, 129, 130, 132
F.4.4 Recognize variability in simple functional relationships by describing how a change in one quantity can produce a change in another (e.g., number of bicycles and the total number of wheels)	Teacher's Guide: 103, 130

Performance Standards, Grade 4	Every Day Counts Calendar Math, Grade 1
F.4.5 Use simple equations and inequalities in a variety of ways, including <ul style="list-style-type: none"> • using them to represent problem situations 	Teacher's Guide: 21, 22, 23, 36, 37, 38, 50, 51, 64, 65, 75, 76, 89, 90, 104, 105, 117, 118, 130, 131
<ul style="list-style-type: none"> • solving them by different methods (e.g., use of manipulatives, guess and check strategies, recall of number facts) 	Teacher's Guide: 21, 22, 23, 36, 37, 38, 50, 51, 64, 65, 75, 76, 90, 104, 105, 117, 118, 130, 131
<ul style="list-style-type: none"> • recording and describing solution strategies 	Teacher's Guide: 21, 22, 23, 36, 37, 38, 50, 51, 64, 65, 75, 76, 90, 104, 105, 117, 118, 130, 131
F.4.6 Recognize and use generalized properties and relationships of arithmetic (e.g., commutativity of addition, inverse relationship of multiplication and division)	Teacher's Guide: 21, 22, 23, 36, 37, 38, 50, 51, 64, 65, 75, 76, 89, 90, 104, 105, 117, 118, 130, 131

Every Day Counts Calendar Math © 2005, Grade 2
correlated to
Wisconsin’s Model Academic Standards for Mathematics
Grade 4

S t a n d a r d A : M a t h e m a t i c a l P r o c e s s e s

Students in Wisconsin will draw on a broad body of mathematical knowledge and apply a variety of mathematical skills and strategies, including reasoning, oral and written communication, and the use of appropriate technology, when solving mathematical, real-world* and non-routine* problems.

Performance Standards, Grade 4	Every Day Counts Calendar Math, Grade 2
By the end of grade four, students will: A.4.1 Use reasoning abilities to <ul style="list-style-type: none"> • perceive patterns 	Teacher’s Guide: 18, 19, 20, 23, 24, 25, 32, 33, 34, 36, 37, 46, 47, 53, 54, 62, 63, 67, 72, 73, 87, 95, 102, 103, 109, 116, 126, 127
<ul style="list-style-type: none"> • identify relationships 	Teacher’s Guide: 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 62, 63, 64, 65, 66, 67, 68, 69, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 116, 117, 118, 119, 120, 121, 122, 123, 126, 127, 128, 129, 130, 131
<ul style="list-style-type: none"> • justify strategies 	Teacher’s Guide: 48, 63, 64, 65, 66, 89, 90, 91
<ul style="list-style-type: none"> • test reasonableness of results 	Teacher’s Guide: 27, 28, 29, 41, 42, 43, 58, 59, 78, 79, 98, 99
A.4.2 Communicate mathematical ideas in a variety of ways, including words, numbers, symbols, pictures, charts, graphs, tables, diagrams, and models.	Teacher’s Guide: 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 62, 63, 64, 65, 66, 67, 68, 69, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 116, 117, 118, 119, 120, 121, 122, 123, 126, 127, 128, 129, 130, 131

Performance Standards, Grade 4	Every Day Counts Calendar Math, Grade 2
<p>A.4.3 Connect mathematical learning with other subjects, personal experiences, current events, and personal interests</p> <ul style="list-style-type: none"> • see relationships between various kinds of problems and actual events 	<p>Teacher’s Guide: 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 62, 63, 64, 65, 66, 67, 68, 69, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 116, 117, 118, 119, 120, 121, 122, 123, 126, 127, 128, 129, 130, 131</p>
<ul style="list-style-type: none"> • use mathematics as a way to understand other areas of the curriculum (e.g., measurement in science, map skills in social studies) 	<p>Teacher’s Guide: 50</p>
<p>A.4.4 Use appropriate mathematical vocabulary, symbols, and notation with understanding based on prior conceptual work</p>	<p>Teacher’s Guide: 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 62, 63, 64, 65, 66, 67, 68, 69, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 116, 117, 118, 119, 120, 121, 122, 123, 126, 127, 128, 129, 130, 131</p>
<p>A.4.5 Explain solutions to problems clearly and logically in oral and written work and support solutions with evidence</p>	<p>Teacher’s Guide: 48, 50, 51, 52, 63, 64, 65, 66, 89, 90, 91, 92, 93, 94, 107, 108, 119, 120</p>

Standard B: Number Operations and Relationships

Students in Wisconsin will use numbers effectively for various purposes, such as counting, measuring, estimating, and problem solving.

Performance Standards, Grade 4	Every Day Counts Calendar Math, Grade 2
<p>By the end of grade four, students will:</p> <p>B.4.1 Represent and explain whole numbers, decimals, and fractions with</p> <ul style="list-style-type: none"> • physical materials 	<p>Teacher’s Guide: 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 62, 63, 64, 65, 66, 67, 68, 69, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 116, 117, 118, 119, 120, 121, 122, 123, 126, 127, 128, 129, 130, 131</p>

Performance Standards, Grade 4	Every Day Counts Calendar Math, Grade 2
<ul style="list-style-type: none"> number lines and other pictorial models 	Teacher's Guide: 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 62, 63, 64, 65, 66, 67, 68, 69, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 116, 117, 118, 119, 120, 121, 122, 123, 126, 127, 128, 129, 130, 131
<ul style="list-style-type: none"> verbal descriptions 	Teacher's Guide: 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 62, 63, 64, 65, 66, 67, 68, 69, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 116, 117, 118, 119, 120, 121, 122, 123, 126, 127, 128, 129, 130, 131
<ul style="list-style-type: none"> place-value concepts and notation 	Teacher's Guide: 23, 24, 25, 36, 37, 53, 54, 64, 65, 66, 67, 75, 76, 77, 80, 81, 89, 90, 95, 96, 121, 122, 127, 128
<ul style="list-style-type: none"> symbolic renaming (e.g., $43 = 40 + 3 = 30 + 13$) 	Teacher's Guide: 21, 22, 35, 36, 48, 49, 53, 63, 64, 65, 67, 74, 75, 76, 77, 81, 88, 89, 90, 103, 104, 105, 109, 117, 118, 119, 122
B.4.2 Determine the number of things in a set by <ul style="list-style-type: none"> grouping and counting (e.g., by threes, fives, hundreds) 	Teacher's Guide: 23, 24, 25, 34, 35, 36, 51, 66, 67, 68, 81, 89, 90, 95, 96, 109, 110
<ul style="list-style-type: none"> combining and arranging (e.g., all possible coin combinations amounting to thirty cents) 	Teacher's Guide: 25, 26, 37, 38, 55, 56, 68, 81, 82, 96, 97, 110, 111, 122, 123
<ul style="list-style-type: none"> estimation, including rounding 	Teacher's Guide: 50, 51, 52, 65, 92, 93, 94, 107, 108, 119, 120
B.4.3 Read, write, and order whole numbers, simple fractions (e.g., halves, fourths, tenths, unit fractions) and commonly-used decimals (monetary units)	Teacher's Guide: 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 62, 63, 64, 65, 66, 67, 68, 69, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 116, 117, 118, 119, 120, 121, 122, 123, 126, 127, 128, 129, 130, 131
B.4.4 Identify and represent equivalent fractions for halves, fourths, eighths, tenths, sixteenths	Teacher's Guide: 105, 106

Performance Standards, Grade 4	Every Day Counts Calendar Math, Grade 2
<p>B.4.5 In problem-solving situations involving whole numbers, select and efficiently use appropriate computational procedures such as</p> <ul style="list-style-type: none"> recalling the basic facts of addition, subtraction, multiplication, and division 	Teacher's Guide: 21, 22, 34, 35, 36, 48, 49, 51, 52, 63, 64, 65, 67, 74, 75, 76, 77, 81, 88, 89, 90, 103, 104, 105, 106, 109, 117, 118, 119, 122
<ul style="list-style-type: none"> using mental math (e.g., $37 + 25$, 40×7) 	Teacher's Guide: 24, 26, 36, 37, 38, 56, 65, 68, 80, 81, 89, 90, 91, 95, 109, 110, 111
<ul style="list-style-type: none"> estimation 	Teacher's Guide: 50, 51, 52, 65, 92, 93, 94, 107, 108, 119, 120
<ul style="list-style-type: none"> selecting and applying algorithms for addition, subtraction, multiplication, and division 	Teacher's Guide: 21, 22, 34, 35, 36, 48, 49, 51, 52, 63, 64, 65, 67, 74, 75, 76, 77, 81, 88, 89, 90, 103, 104, 105, 106, 109, 117, 118, 119, 122
<ul style="list-style-type: none"> using a calculator 	Teacher's Guide: 56, 73, 111
<p>B.4.7 In problem-solving situations involving money, add and subtract decimals</p>	Teacher's Guide: 26, 38, 55, 68, 82, 97, 111, 123, 129

Standard C: Geometry

Students in Wisconsin will be able to use geometric concepts, relationships and procedures to interpret, represent, and solve problems.

Performance Standards, Grade 4	Every Day Counts Calendar Math, Grade 2
<p>By the end of grade four, students will:</p> <p>C.4.1 Describe two-and three-dimensional figures (e.g., circles, polygons, trapezoids, prisms, spheres) by</p> <ul style="list-style-type: none"> naming them 	Teacher's Guide: 18, 19, 20, 32, 33, 34, 46, 47, 62, 63, 72, 73, 87, 102, 103, 116, 130, 131
<ul style="list-style-type: none"> comparing, sorting, and classifying them 	Teacher's Guide: 18, 19, 20, 32, 33, 34, 46, 47, 62, 63, 72, 73, 87, 102, 103, 116, 130, 131
<ul style="list-style-type: none"> drawing and constructing physical models to specifications 	Teacher's Guide: 20, 33, 34, 63, 72, 73, 87, 116
<ul style="list-style-type: none"> identifying their properties (e.g., number of sides or faces, two- or three-dimensionality, equal sides, number of right angles) 	Teacher's Guide: 18, 19, 20, 32, 33, 34, 46, 47, 62, 63, 72, 73, 87, 102, 103, 116, 130, 131

Performance Standards, Grade 4	Every Day Counts Calendar Math, Grade 2
<ul style="list-style-type: none"> predicting the results of combining or subdividing two-dimensional figures 	Teacher's Guide: 72, 73, 87, 116
<ul style="list-style-type: none"> explaining how these figures are related to objects in the environment 	Teacher's Guide: 46, 47, 103, 130, 131
C.4.2 Use physical materials and motion geometry (such as slides, flips, and turns) to identify properties and relationships, including but not limited to <ul style="list-style-type: none"> symmetry 	Teacher's Guide: 72, 73, 87, 116
<ul style="list-style-type: none"> congruence 	Teacher's Guide: 32, 33, 34, 72, 73, 87, 116

Standard D: Measurement

Students in Wisconsin will select and use appropriate tools (including technology) and techniques to measure things to a specified degree of accuracy. They will use measurements in problem-solving situations.

Performance Standards, Grade 4	Every Day Counts Calendar Math, Grade 2
By the end of grade four, students will:	Teacher's Guide: 27, 37, 38, 39, 40, 41, 50, 51, 52, 55, 56, 57, 58, 59, 68, 69, 78, 79, 80, 81, 82, 86, 91, 92, 93, 94, 96, 97, 103, 104, 105, 106, 107, 108, 109, 110, 111, 119, 120, 122, 123, 130, 131
D.4.1 Recognize and describe measurable attributes, such as length, liquid capacity, time, weight (mass), temperature, volume, monetary value, and angle size, and identify the appropriate units to measure them.	
D.4.2 Demonstrate understanding of basic facts, principles, and techniques of measurement, including <ul style="list-style-type: none"> appropriate use of arbitrary and standard units (metric and US Customary) 	Teacher's Guide: 50, 51, 52, 58, 59, 86, 92, 93, 94, 107, 108, 119, 120, 121
<ul style="list-style-type: none"> appropriate use and conversion of units within a system (such as yards, feet, and inches; kilograms and grams; gallons, quarts, pints, and cups) 	Teacher's Guide: 50, 51, 52, 58, 59, 92, 93, 94, 107, 108, 119, 120
<ul style="list-style-type: none"> judging the reasonableness of an obtained measurement as it relates to prior experience and familiar benchmarks 	Teacher's Guide: 25, 26, 27, 37, 38, 39, 40, 41, 50, 51, 52, 55, 56, 57, 68, 69, 78, 79, 83, 91, 92, 93, 94, 96, 97, 105, 106, 107, 108, 110, 111, 119, 120, 122, 123, 128, 129

Performance Standards, Grade 4	Every Day Counts Calendar Math, Grade 2
D.4.3 Read and interpret measuring instruments (e.g., rulers, clocks, thermometers)	Teacher’s Guide: 39, 40, 41, 50, 51, 52, 57, 69, 78, 79, 81, 82, 83, 91, 92, 93, 105, 106
D.4.4 Determine measurements directly by using standard tools to these suggested degrees of accuracy <ul style="list-style-type: none"> length to the nearest half-inch or nearest cm 	Teacher’s Guide: 50, 51, 52, 92, 93, 94
<ul style="list-style-type: none"> weight (mass) to the nearest ounce or nearest 5 grams 	Teacher’s Guide: 58, 59
<ul style="list-style-type: none"> temperature to the nearest 5 degrees 	Teacher’s Guide: 78, 79
<ul style="list-style-type: none"> time to the nearest minute 	Teacher’s Guide: 39, 40, 41, 57, 69, 83, 91, 92, 105, 106
<ul style="list-style-type: none"> monetary value to dollars and cents 	Teacher’s Guide: 25, 26, 27, 37, 38, 55, 56, 68, 81, 82, 96, 97, 110, 111, 122, 123, 128, 129
<ul style="list-style-type: none"> liquid capacity to the nearest fluid ounce 	Teacher’s Guide: 58, 59, 107, 108
D.4.5 Determine measurements by using basic relationships (such as perimeter and area) and approximate measurements by using estimation techniques	Teacher’s Guide: 50, 51, 52, 58, 59, 86, 92, 93, 107, 108, 119, 120, 121

Standard E: Statistics and Probability
Students in Wisconsin will use data collection and analysis, statistics and probability in problem-solving situations, employing technology where appropriate.

Performance Standards, Grade 4	Every Day Counts Calendar Math, Grade 2
By the end of grade four, students will:	Teacher’s Guide: 27, 28, 29, 41, 42, 43, 58, 59, 78, 79, 98, 99, 111, 112, 113
E.4.1 Work with data in the context of real-world situations by <ul style="list-style-type: none"> determining what data to collect and when and how to collect them 	
<ul style="list-style-type: none"> collecting, organizing, and displaying data 	Teacher’s Guide: 27, 28, 29, 41, 42, 43, 58, 59, 78, 79, 98, 99, 111, 112, 113

Performance Standards, Grade 4	Every Day Counts Calendar Math, Grade 2
<ul style="list-style-type: none"> drawing reasonable conclusions based on data 	Teacher's Guide: 27, 28, 29, 41, 42, 43, 58, 59, 78, 79, 98, 99, 111, 112, 113
E.4.2 Describe a set of data using <ul style="list-style-type: none"> high and low values, and range 	Teacher's Guide: 52
<ul style="list-style-type: none"> most frequent value (mode) 	Teacher's Guide: 52
<ul style="list-style-type: none"> middle value of a set of ordered data (median) 	Teacher's Guide: 52
E.4.3 In problem-solving situations, read, extract, and use information presented in graphs, tables, or charts	Teacher's Guide: 27, 28, 29, 41, 42, 43, 58, 59, 78, 79, 80, 98, 99, 112, 113, 130, 131
E.4.4 Determine if future events are more, less, or equally likely, impossible, or certain to occur	Teacher's Guide: 86, 98, 99, 111, 112, 113
E.4.5 Predict outcomes of future events and test predictions using data from a variety of sources	Teacher's Guide: 86, 98, 99, 111, 112, 113

Standard F: Algebraic Relationships

Students in Wisconsin will discover, describe, and generalize simple and complex patterns and relationships. In the context of real-world problem situations, the student will use algebraic techniques to define and describe the problem to determine and justify appropriate solutions.

Performance Standards, Grade 4	Every Day Counts Calendar Math, Grade 2
By the end of grade four, students will:	Teacher's Guide: 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 62, 63, 64, 65, 66, 67, 68, 69, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 116, 117, 118, 119, 120, 121, 122, 123, 126, 127, 128, 129, 130, 131
F.4.1 Use letters, boxes, or other symbols to stand for any number, measured quantity, or object in simple situations (e.g., $N + 0 = N$ is true for any number)	
F.4.2 Use the vocabulary, symbols, and notation of algebra accurately (e.g., correct use of the symbol "="; effective use of the associative property of multiplication)	Teacher's Guide: 21, 22, 35, 36, 48, 49, 53, 63, 64, 65, 67, 74, 75, 76, 77, 81, 88, 89, 90, 103, 104, 105, 109, 117, 118, 119, 122

Performance Standards, Grade 4	Every Day Counts Calendar Math, Grade 2
F.4.3 Work with simple linear patterns and relationships in a variety of ways, including <ul style="list-style-type: none"> • recognizing and extending number patterns 	Teacher's Guide: 18, 19, 20, 23, 24, 25, 32, 33, 34, 36, 37, 46, 47, 53, 54, 62, 63, 66, 67, 68, 72, 73, 80, 87, 95, 96, 102, 103, 109, 110, 116, 126, 127, 128
<ul style="list-style-type: none"> • describing them verbally 	Teacher's Guide: 18, 19, 20, 23, 24, 25, 32, 33, 34, 36, 37, 46, 47, 53, 54, 62, 63, 66, 67, 68, 72, 73, 80, 87, 95, 96, 102, 103, 109, 110, 116, 126, 127, 128
<ul style="list-style-type: none"> • representing them with pictures, tables, charts, graphs 	Teacher's Guide: 18, 19, 20, 23, 24, 25, 32, 33, 34, 36, 37, 46, 47, 53, 54, 62, 63, 66, 67, 68, 72, 73, 80, 87, 95, 96, 102, 103, 109, 110, 116, 126, 127, 128
<ul style="list-style-type: none"> • recognizing that different models can represent the same pattern or relationship 	Teacher's Guide: 23, 24, 25, 36, 37, 53, 54, 66, 67, 80, 95, 109, 110, 128
<ul style="list-style-type: none"> • using them to describe real-world phenomena 	Teacher's Guide: 18, 19, 20, 23, 24, 25, 32, 33, 34, 36, 37, 46, 47, 53, 54, 62, 63, 66, 67, 68, 72, 73, 80, 87, 95, 96, 102, 103, 109, 110, 116, 126, 127, 128
F.4.4 Recognize variability in simple functional relationships by describing how a change in one quantity can produce a change in another (e.g., number of bicycles and the total number of wheels)	Teacher's Guide: 126, 127
F.4.5 Use simple equations and inequalities in a variety of ways, including <ul style="list-style-type: none"> • using them to represent problem situations 	Teacher's Guide: 21, 22, 35, 36, 48, 49, 63, 64, 65, 66, 67, 74, 75, 76, 77, 81, 88, 89, 90, 91, 103, 104, 105, 109, 110, 117, 118, 119, 122
<ul style="list-style-type: none"> • solving them by different methods (e.g., use of manipulatives, guess and check strategies, recall of number facts) 	Teacher's Guide: 21, 22, 35, 36, 48, 49, 63, 64, 65, 66, 67, 74, 75, 76, 77, 81, 91, 103, 104, 105, 109, 110, 117, 118, 119
<ul style="list-style-type: none"> • recording and describing solution strategies 	Teacher's Guide: 48, 63, 64, 91
F.4.6 Recognize and use generalized properties and relationships of arithmetic (e.g., commutativity of addition, inverse relationship of multiplication and division)	Teacher's Guide: 21, 22, 34, 35, 36, 48, 49, 51, 52, 63, 64, 65, 67, 74, 75, 76, 77, 81, 88, 89, 90, 103, 104, 105, 106, 109, 117, 118, 119, 122

Every Day Counts Calendar Math © 2005, Grade 3
correlated to
Wisconsin’s Model Academic Standards for Mathematics
Grade 4

S t a n d a r d A : M a t h e m a t i c a l P r o c e s s e s

Students in Wisconsin will draw on a broad body of mathematical knowledge and apply a variety of mathematical skills and strategies, including reasoning, oral and written communication, and the use of appropriate technology, when solving mathematical, real-world* and non-routine* problems.

Performance Standards, Grade 4	Every Day Counts Calendar Math, Grade 3
By the end of grade four, students will: A.4.1 Use reasoning abilities to <ul style="list-style-type: none"> • perceive patterns 	Teacher’s Guide: 18, 19, 20, 23, 24, 25, 32, 33, 48, 49, 55, 56, 64, 65, 74, 75, 76, 88, 89, 102, 108, 109, 116, 117, 122, 128, 129
<ul style="list-style-type: none"> • identify relationships 	Teacher’s Guide: 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 64, 65, 66, 67, 68, 69, 70, 71, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 128, 129, 130, 131, 132, 133, 134, 135
<ul style="list-style-type: none"> • justify strategies 	Teacher’s Guide: 20, 21, 22, 39, 49, 50, 51, 55, 56, 64, 69, 70, 124
<ul style="list-style-type: none"> • test reasonableness of results 	Teacher’s Guide: 28, 29, 44, 45, 84, 85, 112, 113, 134, 135
A.4.2 Communicate mathematical ideas in a variety of ways, including words, numbers, symbols, pictures, charts, graphs, tables, diagrams, and models.	Teacher’s Guide: 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 64, 65, 66, 67, 68, 69, 70, 71, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 128, 129, 130, 131, 132, 133, 134, 135

Performance Standards, Grade 4	Every Day Counts Calendar Math, Grade 3
<p>A.4.3 Connect mathematical learning with other subjects, personal experiences, current events, and personal interests</p> <ul style="list-style-type: none"> • see relationships between various kinds of problems and actual events 	<p>Teacher's Guide: 18, 19, 20, 26, 27, 28, 29, 32, 33, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 48, 49, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 64, 65, 66, 67, 68, 69, 70, 71, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 128, 129, 130, 131, 132, 133, 134, 135</p>
<p>A.4.4 Use appropriate mathematical vocabulary, symbols, and notation with understanding based on prior conceptual work</p>	<p>Teacher's Guide: 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 64, 65, 66, 67, 68, 69, 70, 71, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 128, 129, 130, 131, 132, 133, 134, 135</p>
<p>A.4.5 Explain solutions to problems clearly and logically in oral and written work and support solutions with evidence</p>	<p>Teacher's Guide: 20, 21, 22, 28, 29, 39, 44, 45, 49, 50, 51, 55, 56, 64, 69, 70, 84, 85, 112, 113, 124, 134, 135</p>

Standard B: Number Operations and Relationships

Students in Wisconsin will use numbers effectively for various purposes, such as counting, measuring, estimating, and problem solving.

Performance Standards, Grade 4	Every Day Counts Calendar Math, Grade 3
<p>By the end of grade four, students will:</p> <p>B.4.1 Represent and explain whole numbers, decimals, and fractions with</p> <ul style="list-style-type: none"> • physical materials 	<p>Teacher's Guide: 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 64, 65, 66, 67, 68, 69, 70, 71, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 128, 129, 130, 131, 132, 133, 134, 135</p>
<ul style="list-style-type: none"> • number lines and other pictorial models 	<p>Teacher's Guide: 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 64, 65, 66, 67, 68, 69, 70, 71, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 128, 129, 130, 131, 132, 133, 134, 135</p>

Performance Standards, Grade 4	Every Day Counts Calendar Math, Grade 3
<ul style="list-style-type: none"> verbal descriptions 	Teacher's Guide: 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 64, 65, 66, 67, 68, 69, 70, 71, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 128, 129, 130, 131, 132, 133, 134, 135
<ul style="list-style-type: none"> place-value concepts and notation 	Teacher's Guide: 24, 25, 26, 27, 39, 40, 41, 42, 57, 58, 70, 82, 96, 118, 119, 121, 122, 133
<ul style="list-style-type: none"> symbolic renaming (e.g., $43 = 40 + 3 = 30 + 13$) 	Teacher's Guide: 20, 21, 22, 23, 25, 26, 27, 33, 34, 35, 41, 49, 50, 51, 57, 58, 67, 70, 76, 77, 78, 82, 83, 90, 91, 104, 105, 118, 119, 122, 123, 130, 131
B.4.2 Determine the number of things in a set by <ul style="list-style-type: none"> grouping and counting (e.g., by threes, fives, hundreds) 	Teacher's Guide: 19, 20, 21, 22, 23, 24, 34, 35, 40, 50, 51, 66, 67, 69, 70, 77, 78, 79, 80, 83, 90, 91, 104, 105, 118, 119, 122, 130, 131
<ul style="list-style-type: none"> combining and arranging (e.g., all possible coin combinations amounting to thirty cents) 	Teacher's Guide: 42, 43, 44, 58, 59, 60, 71, 97, 98, 110, 111, 125, 134
<ul style="list-style-type: none"> estimation, including rounding 	Teacher's Guide: 26, 27, 41, 42, 69, 70, 72, 82, 83, 109, 110, 121, 123, 124, 133, 134
B.4.3 Read, write, and order whole numbers, simple fractions (e.g., halves, fourths, tenths, unit fractions) and commonly-used decimals (monetary units)	Teacher's Guide: 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 64, 65, 66, 67, 68, 69, 70, 71, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 128, 129, 130, 131, 132, 133, 134, 135
B.4.4 Identify and represent equivalent fractions for halves, fourths, eighths, tenths, sixteenths	Teacher's Guide: 36, 37, 93
B.4.5 In problem-solving situations involving whole numbers, select and efficiently use appropriate computational procedures such as <ul style="list-style-type: none"> recalling the basic facts of addition, subtraction, multiplication, and division 	Teacher's Guide: 20, 21, 22, 23, 24, 25, 26, 27, 33, 34, 35, 41, 49, 50, 51, 57, 58, 67, 70, 71, 77, 78, 82, 83, 90, 91, 104, 105, 118, 119, 122, 123, 130, 131

Performance Standards, Grade 4	Every Day Counts Calendar Math, Grade 3
<ul style="list-style-type: none"> using mental math (e.g., $37 + 25$, 40×7) 	Teacher's Guide: 23, 24, 25, 26, 27, 39, 40, 41, 42, 43, 55, 56, 57, 58, 59, 71, 82, 83, 84, 93, 94, 95, 96, 97, 109, 110, 111, 121, 122, 123, 124, 125, 132, 133
<ul style="list-style-type: none"> estimation 	Teacher's Guide: 26, 27, 41, 42, 69, 70, 72, 82, 83, 109, 110, 121, 123, 124, 133, 134
<ul style="list-style-type: none"> selecting and applying algorithms for addition, subtraction, multiplication, and division 	Teacher's Guide: 20, 21, 22, 23, 25, 26, 27, 33, 34, 35, 41, 49, 50, 51, 57, 58, 67, 70, 76, 77, 78, 82, 83, 90, 91, 104, 105, 118, 119, 122, 123, 130, 131
<ul style="list-style-type: none"> using a calculator 	Teacher's Guide: 27
B.4.6 Add and subtract fractions with like denominators	Teacher's Guide: 93
B.4.7 In problem-solving situations involving money, add and subtract decimals	Teacher's Guide: 42, 43, 44, 58, 59, 60, 71, 97, 98, 110, 111, 125, 134

Standard C: Geometry

Students in Wisconsin will be able to use geometric concepts, relationships and procedures to interpret, represent, and solve problems.

Performance Standards, Grade 4	Every Day Counts Calendar Math, Grade 3
By the end of grade four, students will:	Teacher's Guide: 18, 19, 20, 32, 33, 48, 49, 64, 65, 74, 75, 76, 128, 129
C.4.1 Describe two-and three-dimensional figures (e.g., circles, polygons, trapezoids, prisms, spheres) by <ul style="list-style-type: none"> naming them 	
<ul style="list-style-type: none"> comparing, sorting, and classifying them 	Teacher's Guide: 18, 19, 20, 32, 33, 48, 49, 64, 65, 74, 75, 76, 128, 129
<ul style="list-style-type: none"> drawing and constructing physical models to specifications 	Teacher's Guide: 33, 49, 74, 75, 128, 129
<ul style="list-style-type: none"> identifying their properties (e.g., number of sides or faces, two- or three-dimensionality, equal sides, number of right angles) 	Teacher's Guide: 18, 19, 20, 32, 33, 48, 49, 64, 65, 74, 75, 76, 128, 129

Performance Standards, Grade 4	Every Day Counts Calendar Math, Grade 3
<ul style="list-style-type: none"> • predicting the results of combining or subdividing two-dimensional figures 	Teacher's Guide: 64
<ul style="list-style-type: none"> • explaining how these figures are related to objects in the environment 	Teacher's Guide: 48, 74, 75, 76, 128, 129
<p>C.4.2 Use physical materials and motion geometry (such as slides, flips, and turns) to identify properties and relationships, including but not limited to</p> <ul style="list-style-type: none"> • symmetry 	Teacher's Guide: 116, 117
<ul style="list-style-type: none"> • congruence 	Teacher's Guide: 48, 49, 64, 65, 78, 79
<p>C.4.4 Use simple two-dimensional coordinate systems to find locations on maps and to represent points and simple figures.</p>	Teacher's Guide: 60, 61

S t a n d a r d D : M e a s u r e m e n t

Students in Wisconsin will select and use appropriate tools (including technology) and techniques to measure things to a specified degree of accuracy. They will use measurements in problem-solving situations.

Performance Standards, Grade 4	Every Day Counts Calendar Math, Grade 3
<p>By the end of grade four, students will:</p> <p>D.4.1 Recognize and describe measurable attributes, such as length, liquid capacity, time, weight (mass), temperature, volume, monetary value, and angle size, and identify the appropriate units to measure them.</p>	Teacher's Guide: 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>D.4.2 Demonstrate understanding of basic facts, principles, and techniques of measurement, including</p> <ul style="list-style-type: none"> • appropriate use of arbitrary and standard units (metric and US Customary) 	Teacher's Guide: 35, 36, 37, 51, 52, 53, 78, 79, 80, 91, 92, 93, 105, 106, 120, 121
<ul style="list-style-type: none"> • appropriate use and conversion of units within a system (such as yards, feet, and inches; kilograms and grams; gallons, quarts, pints, and cups) 	Teacher's Guide: 35, 36, 37, 51, 52, 53, 91, 92, 93

Performance Standards, Grade 4	Every Day Counts Calendar Math, Grade 3
<ul style="list-style-type: none"> judging the reasonableness of an obtained measurement as it relates to prior experience and familiar benchmarks 	Teacher's Guide: 26, 27, 36, 37, 38, 39, 41, 42, 43, 44, 51, 52, 53, 54, 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
D.4.3 Read and interpret measuring instruments (e.g., rulers, clocks, thermometers)	Teacher's Guide: 35, 36, 37, 38, 39, 51, 52, 53, 54, 68, 91, 92, 93, 105, 106, 107, 108, 120, 121
D.4.4 Determine measurements directly by using standard tools to these suggested degrees of accuracy <ul style="list-style-type: none"> length to the nearest half-inch or nearest cm 	Teacher's Guide: 35, 36, 37, 51, 52, 53
<ul style="list-style-type: none"> weight (mass) to the nearest ounce or nearest 5 grams 	Teacher's Guide: 105, 106
<ul style="list-style-type: none"> time to the nearest minute 	Teacher's Guide: 37, 38, 39, 53, 54, 68, 107, 108
<ul style="list-style-type: none"> monetary value to dollars and cents 	Teacher's Guide: 26, 27, 41, 42, 43, 44, 58, 59, 60, 70, 71, 109, 110, 111, 123, 124, 125, 133, 134
<ul style="list-style-type: none"> liquid capacity to the nearest fluid ounce 	Teacher's Guide: 91, 92, 93, 120, 121
D.4.5 Determine measurements by using basic relationships (such as perimeter and area) and approximate measurements by using estimation techniques	Teacher's Guide: 78, 79, 80

Standard E: Statistics and Probability

Students in Wisconsin will use data collection and analysis, statistics and probability in problem-solving situations, employing technology where appropriate.

Performance Standards, Grade 4	Every Day Counts Calendar Math, Grade 3
<p>By the end of grade four, students will:</p> <p>E.4.1 Work with data in the context of real-world situations by</p> <ul style="list-style-type: none"> • determining what data to collect and when and how to collect them 	<p>Teacher's Guide: 28, 29, 37, 38, 39, 44, 45, 58, 59, 84, 85, 91, 92, 93, 98, 99, 112, 113, 135</p>
<ul style="list-style-type: none"> • collecting, organizing, and displaying data 	<p>Teacher's Guide: 28, 29, 37, 38, 39, 44, 45, 58, 59, 84, 85, 91, 92, 93, 98, 99, 112, 113, 135</p>
<ul style="list-style-type: none"> • drawing reasonable conclusions based on data 	<p>Teacher's Guide: 28, 29, 37, 38, 39, 44, 45, 58, 59, 84, 85, 91, 92, 93, 98, 99, 112, 113, 135</p>
<p>E.4.2 Describe a set of data using</p> <ul style="list-style-type: none"> • high and low values, and range 	<p>Teacher's Guide: 82, 83</p>
<p>E.4.3 In problem-solving situations, read, extract, and use information presented in graphs, tables, or charts</p>	<p>Teacher's Guide: 28, 29, 44, 45, 60, 62, 84, 85, 112, 113, 135</p>
<p>E.4.4 Determine if future events are more, less, or equally likely, impossible, or certain to occur</p>	<p>Teacher's Guide: 28, 29, 48, 49, 98, 99</p>
<p>E.4.5 Predict outcomes of future events and test predictions using data from a variety of sources</p>	<p>Teacher's Guide: 28, 29, 48, 49, 98, 99</p>

Standard F: Algebraic Relationships

Students in Wisconsin will discover, describe, and generalize simple and complex patterns and relationships. In the context of real-world problem situations, the student will use algebraic techniques to define and describe the problem to determine and justify appropriate solutions.

Performance Standards, Grade 4	Every Day Counts Calendar Math, Grade 3
By the end of grade four, students will:	Teacher's Guide: 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 64, 65, 66, 67, 68, 69, 70, 71, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 128, 129, 130, 131, 132, 133, 134, 135
F.4.1 Use letters, boxes, or other symbols to stand for any number, measured quantity, or object in simple situations (e.g., $N + 0 = N$ is true for any number)	
F.4.2 Use the vocabulary, symbols, and notation of algebra accurately (e.g., correct use of the symbol "="; effective use of the associative property of multiplication)	Teacher's Guide: 20, 21, 22, 23, 25, 26, 27, 33, 34, 35, 41, 49, 50, 51, 57, 58, 67, 70, 76, 77, 78, 82, 83, 90, 91, 104, 105, 118, 119, 122, 123, 130, 131
F.4.3 Work with simple linear patterns and relationships in a variety of ways, including	Teacher's Guide: 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
<ul style="list-style-type: none"> • recognizing and extending number patterns 	
<ul style="list-style-type: none"> • describing them verbally 	Teacher's Guide: 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
<ul style="list-style-type: none"> • representing them with pictures, tables, charts, graphs 	Teacher's Guide: 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
<ul style="list-style-type: none"> • recognizing that different models can represent the same pattern or relationship 	Teacher's Guide: 24, 25, 39, 40, 55, 56, 57, 69, 81, 94, 95, 109, 122, 132
<ul style="list-style-type: none"> • using them to describe real-world phenomena 	Teacher's Guide: 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
F.4.4 Recognize variability in simple functional relationships by describing how a change in one quantity can produce a change in another (e.g., number of bicycles and the total number of wheels)	Teacher's Guide: 76, 77, 78, 90, 91, 112, 113

Performance Standards, Grade 4	Every Day Counts Calendar Math, Grade 3
F.4.5 Use simple equations and inequalities in a variety of ways, including <ul style="list-style-type: none"> • using them to represent problem situations 	Teacher's Guide: 20, 21, 22, 23, 25, 26, 27, 33, 34, 35, 41, 49, 50, 51, 57, 58, 67, 70, 76, 77, 78, 82, 83, 90, 91, 104, 105, 118, 119, 122, 123, 130, 131
<ul style="list-style-type: none"> • solving them by different methods (e.g., use of manipulatives, guess and check strategies, recall of number facts) 	Teacher's Guide: 20, 21, 22, 23, 25, 26, 27, 33, 34, 35, 41, 49, 50, 51, 57, 58, 67, 70, 76, 77, 78, 82, 83, 90, 91, 104, 105, 118, 119, 122, 123, 130, 131
<ul style="list-style-type: none"> • recording and describing solution strategies 	Teacher's Guide: 20, 21, 22, 49, 50, 51, 70
F.4.6 Recognize and use generalized properties and relationships of arithmetic (e.g., commutativity of addition, inverse relationship of multiplication and division)	Teacher's Guide: 20, 21, 22, 23, 24, 25, 26, 27, 33, 34, 35, 41, 49, 50, 51, 57, 58, 67, 70, 71, 77, 78, 82, 83, 90, 91, 104, 105, 118, 119, 122, 123, 130, 131

Every Day Counts Calendar Math © 2005, Grade 4

correlated to

Wisconsin’s Model Academic Standards for Mathematics

Grade 4

Standard A: Mathematical Processes

Students in Wisconsin will draw on a broad body of mathematical knowledge and apply a variety of mathematical skills and strategies, including reasoning, oral and written communication, and the use of appropriate technology, when solving mathematical, real-world* and non-routine* problems.

Performance Standards, Grade 4	Every Day Counts Calendar Math, Grade 4
By the end of grade four, students will: A.4.1 Use reasoning abilities to <ul style="list-style-type: none"> • perceive patterns 	Teacher’s Guide: 18, 19, 20, 23, 32, 33, 34, 48, 49, 62, 63, 70, 71, 76, 77, 78, 92, 93, 106, 107, 108, 111, 112, 120, 121, 122, 134, 135, 136
<ul style="list-style-type: none"> • identify relationships 	Teacher’s Guide: 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 134, 135, 136, 137, 138, 139
<ul style="list-style-type: none"> • justify strategies 	Teacher’s Guide: 18, 21, 112, 122, 123, 124, 131
<ul style="list-style-type: none"> • test reasonableness of results 	Teacher’s Guide: 28, 29, 44, 45, 88, 89, 101, 102, 103, 115, 116, 117, 139
A.4.2 Communicate mathematical ideas in a variety of ways, including words, numbers, symbols, pictures, charts, graphs, tables, diagrams, and models.	Teacher’s Guide: 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 134, 135, 136, 137, 138, 139

Performance Standards, Grade 4	Every Day Counts Calendar Math, Grade 4
<p>A.4.3 Connect mathematical learning with other subjects, personal experiences, current events, and personal interests</p> <ul style="list-style-type: none"> • see relationships between various kinds of problems and actual events 	<p>Teacher's Guide: 21, 22, 23, 24, 25, 26, 27, 28, 29, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 78, 79, 80, 83, 84, 85, 86, 87, 88, 89, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 109, 110, 111, 112, 113, 114, 115, 116, 117, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 136, 137, 138, 139</p>
<p>A.4.4 Use appropriate mathematical vocabulary, symbols, and notation with understanding based on prior conceptual work</p>	<p>Teacher's Guide: 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 134, 135, 136, 137, 138, 139</p>
<p>A.4.5 Explain solutions to problems clearly and logically in oral and written work and support solutions with evidence</p>	<p>Teacher's Guide: 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 62, 63, 64, 65, 66, 67, 68, 69, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 116, 117, 118, 119, 120, 121, 122, 123, 126, 127, 128, 129, 130, 131</p>

Standard B: Number Operations and Relationships

Students in Wisconsin will use numbers effectively for various purposes, such as counting, measuring, estimating, and problem solving.

Performance Standards, Grade 4	Every Day Counts Calendar Math, Grade 4
<p>By the end of grade four, students will:</p> <p>B.4.1 Represent and explain whole numbers, decimals, and fractions with</p> <ul style="list-style-type: none"> • physical materials 	<p>Teacher's Guide: 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 134, 135, 136, 137, 138, 139</p>

Performance Standards, Grade 4	Every Day Counts Calendar Math, Grade 4
<ul style="list-style-type: none"> number lines and other pictorial models 	Teacher's Guide: 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 134, 135, 136, 137, 138, 139
<ul style="list-style-type: none"> verbal descriptions 	Teacher's Guide: 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 134, 135, 136, 137, 138, 139
<ul style="list-style-type: none"> place-value concepts and notation 	Teacher's Guide: 21, 22, 34, 35, 36, 50, 51, 52, 63, 64, 65, 66, 71, 72, 79, 80, 94, 95, 108, 109, 113, 122, 123, 124, 128, 129, 180, 136, 137
<ul style="list-style-type: none"> symbolic renaming (e.g., $43 = 40 + 3 = 30 + 13$) 	Teacher's Guide: 21, 22, 23, 25, 26, 34, 35, 36, 40, 41, 50, 51, 62, 64, 67, 70, 71, 72, 80, 86, 92, 94, 97, 98, 100, 109, 111, 112, 120, 121, 122, 123, 129
B.4.2 Determine the number of things in a set by <ul style="list-style-type: none"> grouping and counting (e.g., by threes, fives, hundreds) 	Teacher's Guide: 18, 20, 24, 25, 40, 41, 56, 57, 70, 72, 84, 85, 86, 97, 98, 111, 112, 128, 129, 137, 138
<ul style="list-style-type: none"> combining and arranging (e.g., all possible coin combinations amounting to thirty cents) 	Teacher's Guide: 26, 27, 42, 57, 58, 72, 87, 99, 113
<ul style="list-style-type: none"> estimation, including rounding 	Teacher's Guide: 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.4.3 Read, write, and order whole numbers, simple fractions (e.g., halves, fourths, tenths, unit fractions) and commonly-used decimals (monetary units)	Teacher's Guide: 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 134, 135, 136, 137, 138, 139

Performance Standards, Grade 4	Every Day Counts Calendar Math, Grade 4
B.4.4 Identify and represent equivalent fractions for halves, fourths, eighths, tenths, sixteenths	Teacher's Guide: 36, 37, 38, 39, 40, 53, 54, 55, 56, 66, 67, 68, 69, 70, 82, 83, 84, 110, 111, 126, 127, 128
B.4.5 In problem-solving situations involving whole numbers, select and efficiently use appropriate computational procedures such as <ul style="list-style-type: none"> • recalling the basic facts of addition, subtraction, multiplication, and division 	Teacher's Guide: 21, 22, 23, 25, 26, 34, 35, 36, 40, 41, 50, 51, 62, 64, 67, 70, 71, 72, 80, 86, 92, 94, 97, 98, 100, 109, 111, 112, 120, 121, 122, 123, 129
<ul style="list-style-type: none"> • using mental math (e.g., $37+25$, 40×7) 	Teacher's Guide: 21, 34, 35, 50, 51, 52, 57, 58, 59, 63, 64, 65, 66, 72, 79, 80, 94, 95, 108, 109, 113, 122, 123, 124, 136, 137
<ul style="list-style-type: none"> • estimation 	Teacher's Guide: 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
<ul style="list-style-type: none"> • selecting and applying algorithms for addition, subtraction, multiplication, and division 	Teacher's Guide: 21, 22, 23, 25, 26, 34, 35, 36, 40, 41, 50, 51, 62, 64, 67, 70, 71, 72, 80, 86, 92, 94, 97, 98, 100, 109, 111, 112, 120, 121, 122, 123, 129
B.4.6 Add and subtract fractions with like denominators	Teacher's Guide: 36, 37, 52, 53, 54, 55, 56, 68, 69, 70, 81, 82, 83, 84, 110, 111, 127, 128
B.4.7 In problem-solving situations involving money, add and subtract decimals	Teacher's Guide: 26, 27, 28, 57, 58, 59, 72, 87, 99, 100, 113

Standard C: Geometry

Students in Wisconsin will be able to use geometric concepts, relationships and procedures to interpret, represent, and solve problems.

Performance Standards, Grade 4	Every Day Counts Calendar Math, Grade 4
<p>By the end of grade four, students will:</p> <p>C.4.1 Describe two-and three-dimensional figures (e.g., circles, polygons, trapezoids, prisms, spheres) by</p> <ul style="list-style-type: none"> • naming them 	<p>Teacher's Guide: 18, 19, 32, 33, 34, 48, 49, 76, 77, 78, 106, 107, 108, 120, 121, 134, 135</p>
<ul style="list-style-type: none"> • comparing, sorting, and classifying them 	<p>Teacher's Guide: 18, 19, 32, 33, 34, 76, 77, 78, 106, 107, 108, 120, 121, 134, 135</p>
<ul style="list-style-type: none"> • drawing and constructing physical models to specifications 	<p>Teacher's Guide: 33, 34, 136</p>
<ul style="list-style-type: none"> • identifying their properties (e.g., number of sides or faces, two- or three-dimensionality, equal sides, number of right angles) 	<p>Teacher's Guide: 18, 19, 32, 33, 34, 48, 49, 76, 77, 78, 106, 107, 108, 120, 121, 134, 135</p>
<ul style="list-style-type: none"> • predicting the results of combining or subdividing two-dimensional figures 	<p>Teacher's Guide: 33, 34</p>
<ul style="list-style-type: none"> • explaining how these figures are related to objects in the environment 	<p>Teacher's Guide: 76, 77</p>
<p>C.4.2 Use physical materials and motion geometry (such as slides, flips, and turns) to identify properties and relationships, including but not limited to</p> <ul style="list-style-type: none"> • symmetry 	<p>Teacher's Guide: 32, 33, 34, 49, 106, 107</p>
<ul style="list-style-type: none"> • congruence 	<p>Teacher's Guide: 19, 32, 106, 107, 135</p>
<p>C.4.3 Identify and use relationships among figures, including but not limited to</p> <ul style="list-style-type: none"> • position (e.g., parallel, perpendicular) 	<p>Teacher's Guide: 19, 48, 49, 62, 63</p>
<ul style="list-style-type: none"> • intersection (of two-dimensional figures) 	<p>Teacher's Guide: 62, 63</p>

Standard D: Measurement

Students in Wisconsin will select and use appropriate tools (including technology) and techniques to measure things to a specified degree of accuracy. They will use measurements in problem-solving situations.

Performance Standards, Grade 4	Every Day Counts Calendar Math, Grade 4
<p>By the end of grade four, students will:</p> <p>D.4.1 Recognize and describe measurable attributes, such as length, liquid capacity, time, weight (mass), temperature, volume, monetary value, and angle size, and identify the appropriate units to measure them.</p>	<p>Teacher’s Guide: 21, 22, 23, 26, 27, 28, 34, 35, 36, 37, 42, 43, 44, 50, 51, 52, 53, 54, 57, 58, 59, 63, 64, 65, 66, 67, 68, 72, 73, 79, 80, 81, 82, 87, 88, 92, 93, 94, 95, 96, 97, 99, 100, 101, 106, 107, 108, 109, 110, 111, 113, 114, 115, 116, 117, 122, 123, 124, 125, 126, 130, 131, 136, 137</p>
<p>D.4.2 Demonstrate understanding of basic facts, principles, and techniques of measurement, including</p> <ul style="list-style-type: none"> • appropriate use of arbitrary and standard units (metric and US Customary) 	<p>Teacher’s Guide: 36, 37, 52, 53, 54, 66, 67, 81, 82, 95, 96, 97, 109, 110, 115, 116, 117, 124, 125, 126</p>
<ul style="list-style-type: none"> • appropriate use and conversion of units within a system (such as yards, feet, and inches; kilograms and grams; gallons, quarts, pints, and cups) 	<p>Teacher’s Guide: 36, 37, 52, 53, 54, 66, 67, 81, 82, 109, 110, 111, 115, 116, 117</p>
<ul style="list-style-type: none"> • judging the reasonableness of an obtained measurement as it relates to prior experience and familiar benchmarks 	<p>Teacher’s Guide: 36, 37, 43, 44, 45, 52, 53, 54, 66, 67, 73, 81, 82, 100, 101, 109, 110, 111, 113, 114, 115, 116, 117, 130, 131</p>
<p>D.4.3 Read and interpret measuring instruments (e.g., rulers, clocks, thermometers)</p>	<p>Teacher’s Guide: 36, 37, 43, 44, 45, 52, 53, 54, 59, 66, 67, 73, 81, 82, 100, 101, 109, 110, 111, 113, 114, 115, 116, 117, 130, 131</p>
<p>D.4.4 Determine measurements directly by using standard tools to these suggested degrees of accuracy</p> <ul style="list-style-type: none"> • length to the nearest half-inch or nearest cm 	<p>Teacher’s Guide: 36, 37, 66, 67, 115, 116, 117</p>
<ul style="list-style-type: none"> • weight (mass) to the nearest ounce or nearest 5 grams 	<p>Teacher’s Guide: 81, 82</p>
<ul style="list-style-type: none"> • temperature to the nearest 5 degrees 	<p>Teacher’s Guide: 44, 45</p>

Performance Standards, Grade 4	Every Day Counts Calendar Math, Grade 4
<ul style="list-style-type: none"> time to the nearest minute 	Teacher's Guide: 43, 44, 59, 72, 73, 100, 101, 113, 114, 115, 130, 131
<ul style="list-style-type: none"> monetary value to dollars and cents 	Teacher's Guide: 21, 22, 23, 26, 27, 28, 34, 35, 36, 42, 50, 51, 52, 57, 58, 59, 63, 64, 65, 66, 72, 79, 80, 87, 88, 94, 95, 99, 100, 108, 109, 113, 136, 137
<ul style="list-style-type: none"> liquid capacity to the nearest fluid ounce 	Teacher's Guide: 52, 53, 54, 109, 110, 111
D.4.5 Determine measurements by using basic relationships (such as perimeter and area) and approximate measurements by using estimation techniques	Teacher's Guide: 94, 95, 96, 97, 125, 126

Standard E: Statistics and Probability

Students in Wisconsin will use data collection and analysis, statistics and probability in problem-solving situations, employing technology where appropriate.

Performance Standards, Grade 4	Every Day Counts Calendar Math, Grade 4
By the end of grade four, students will:	Teacher's Guide: 28, 29, 44, 45, 88, 89, 101, 102, 103, 115, 116, 117, 139
E.4.1 Work with data in the context of real-world situations by <ul style="list-style-type: none"> determining what data to collect and when and how to collect them 	
<ul style="list-style-type: none"> collecting, organizing, and displaying data 	Teacher's Guide: 28, 29, 44, 45, 88, 89, 101, 102, 103, 115, 116, 117, 139
<ul style="list-style-type: none"> drawing reasonable conclusions based on data 	Teacher's Guide: 28, 29, 44, 45, 88, 89, 101, 102, 103, 115, 116, 117, 139
E.4.2 Describe a set of data using <ul style="list-style-type: none"> high and low values, and range 	Teacher's Guide: 115, 116, 117
<ul style="list-style-type: none"> most frequent value (mode) 	Teacher's Guide: 115, 116, 117
<ul style="list-style-type: none"> middle value of a set of ordered data (median) 	Teacher's Guide: 115, 116, 117

Performance Standards, Grade 4	Every Day Counts Calendar Math, Grade 4
E.4.3 In problem-solving situations, read, extract, and use information presented in graphs, tables, or charts	Teacher's Guide: 28, 29, 44, 45, 88, 89, 101, 102, 103, 115, 116, 117, 139
E.4.4 Determine if future events are more, less, or equally likely, impossible, or certain to occur	Teacher's Guide: 28, 29, 101, 102, 103
E.4.5 Predict outcomes of future events and test predictions using data from a variety of sources	Teacher's Guide: 28, 29, 50, 51, 52, 101, 102, 103

Standard F: Algebraic Relationships

Students in Wisconsin will discover, describe, and generalize simple and complex patterns and relationships. In the context of real-world problem situations, the student will use algebraic techniques to define and describe the problem to determine and justify appropriate solutions.

Performance Standards, Grade 4	Every Day Counts Calendar Math, Grade 4
By the end of grade four, students will:	Teacher's Guide: 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 134, 135, 136, 137, 138, 139
F.4.1 Use letters, boxes, or other symbols to stand for any number, measured quantity, or object in simple situations (e.g., $N + 0 = N$ is true for any number)	
F.4.2 Use the vocabulary, symbols, and notation of algebra accurately (e.g., correct use of the symbol "="; effective use of the associative property of multiplication)	Teacher's Guide: 21, 22, 23, 25, 26, 34, 35, 36, 40, 41, 50, 51, 62, 64, 67, 70, 71, 72, 80, 86, 92, 94, 97, 98, 100, 109, 111, 112, 120, 121, 122, 123, 129
F.4.3 Work with simple linear patterns and relationships in a variety of ways, including	Teacher's Guide: 18, 19, 20, 23, 24, 32, 33, 34, 40, 41, 48, 49, 56, 57, 62, 63, 70, 71, 76, 77, 78, 85, 86, 92, 93, 98, 106, 107, 108, 111, 112, 120, 121, 122, 129, 130, 134, 135, 136, 138, 139
<ul style="list-style-type: none"> • recognizing and extending number patterns 	
<ul style="list-style-type: none"> • describing them verbally 	Teacher's Guide: 18, 19, 20, 23, 24, 32, 33, 34, 40, 41, 48, 49, 56, 57, 62, 63, 70, 71, 76, 77, 78, 85, 86, 92, 93, 98, 106, 107, 108, 111, 112, 120, 121, 122, 129, 130, 134, 135, 136, 138, 139
<ul style="list-style-type: none"> • representing them with pictures, tables, charts, graphs 	Teacher's Guide: 18, 19, 20, 23, 24, 32, 33, 34, 40, 41, 48, 49, 56, 57, 62, 63, 70, 71, 76, 77, 78, 85, 86, 92, 93, 98, 106, 107, 108, 111, 112, 120, 121, 122, 129, 130, 134, 135, 136, 138, 139

Performance Standards, Grade 4	Every Day Counts Calendar Math, Grade 4
<ul style="list-style-type: none"> recognizing that different models can represent the same pattern or relationship 	Teacher's Guide: 23, 24, 40, 41, 56, 57, 70, 71, 85, 86, 98, 111, 112, 129, 130, 138, 139
<ul style="list-style-type: none"> using them to describe real-world phenomena 	Teacher's Guide: 18, 19, 20, 23, 24, 32, 33, 34, 40, 41, 48, 49, 56, 57, 62, 63, 70, 71, 76, 77, 78, 85, 86, 92, 93, 98, 106, 107, 108, 111, 112, 120, 121, 122, 129, 130, 134, 135, 136, 138, 139
F.4.5 Use simple equations and inequalities in a variety of ways, including <ul style="list-style-type: none"> using them to represent problem situations 	Teacher's Guide: 21, 22, 23, 25, 26, 34, 35, 36, 40, 41, 50, 51, 62, 64, 67, 70, 71, 72, 80, 86, 92, 94, 97, 98, 100, 109, 111, 112, 120, 121, 122, 123, 129
<ul style="list-style-type: none"> solving them by different methods (e.g., use of manipulatives, guess and check strategies, recall of number facts) 	Teacher's Guide: 21, 22, 23, 25, 26, 34, 35, 36, 40, 41, 50, 51, 62, 64, 67, 70, 71, 72, 80, 86, 92, 94, 97, 98, 100, 109, 111, 112, 120, 121, 122, 123, 129
<ul style="list-style-type: none"> recording and describing solution strategies 	Teacher's Guide: 21, 112, 122, 123
F.4.6 Recognize and use generalized properties and relationships of arithmetic (e.g., commutativity of addition, inverse relationship of multiplication and division)	Teacher's Guide: 21, 22, 23, 25, 26, 34, 35, 36, 40, 41, 50, 51, 62, 64, 67, 70, 71, 72, 80, 86, 92, 94, 97, 98, 100, 109, 111, 112, 120, 121, 122, 123, 129

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correlated to

Wisconsin’s Model Academic Standards for Mathematics

Grade 8

Standard A: Mathematical Processes

Students in Wisconsin will draw on a broad body of mathematical knowledge and apply a variety of mathematical skills and strategies, including reasoning, oral and written communication, and the use of appropriate technology, when solving mathematical, real-world* and non-routine* problems.

Performance Standards, Grade 8	Every Day Counts Calendar Math, Grade 5
By the end of grade eight, students will: A.8.1 Use reasoning abilities to <ul style="list-style-type: none"> • evaluate information: 	Teacher’s Guide: 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 128, 129, 130, 131, 132, 133
<ul style="list-style-type: none"> • perceive patterns 	Teacher’s Guide: 18, 19, 20, 21, 34, 35, 36, 48, 49, 63, 74, 75, 76, 82, 87, 88, 89, 91, 102, 103, 116, 117, 128, 129, 130
<ul style="list-style-type: none"> • identify relationships 	Teacher’s Guide: 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 128, 129, 130, 131, 132, 133
<ul style="list-style-type: none"> • evaluate strategies 	Teacher’s Guide: 24, 70, 89, 97, 132, 133
<ul style="list-style-type: none"> • justify statements 	Teacher’s Guide: 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 128, 129, 130, 131, 132, 133

Performance Standards, Grade 8	Every Day Counts Calendar Math, Grade 5
<ul style="list-style-type: none"> test reasonableness of results 	Teacher's Guide: 29, 30, 31, 113, 119, 120
<ul style="list-style-type: none"> defend work 	Teacher's Guide: 19, 20, 28, 29, 30, 31, 112, 113, 119, 120
A.8.2 Communicate logical arguments clearly to show why a result makes sense	Teacher's Guide: 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 128, 129, 130, 131, 132, 133
A.8.3 Analyze non-routine problems by modeling, illustrating, guessing, simplifying, generalizing, shifting to another point of view, etc	Teacher's Guide: 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 128, 129, 130, 131, 132, 133
A.8.4 Develop effective oral and written presentations that include <ul style="list-style-type: none"> the conventions of mathematical discourse (e.g., symbols, definitions, labeled drawings) 	Teacher's Guide: 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 128, 129, 130, 131, 132, 133
<ul style="list-style-type: none"> mathematical language 	Teacher's Guide: 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 128, 129, 130, 131, 132, 133
<ul style="list-style-type: none"> clear organization of ideas and procedures 	Teacher's Guide: 28, 29, 30, 31, 49, 62, 83, 117
A.8.5 Explain mathematical concepts, procedures, and ideas to others who may not be familiar with them	Teacher's Guide: 24, 70, 89, 97, 132, 133

Standard B: Number Operations and Relationships

Students in Wisconsin will use numbers effectively for various purposes, such as counting, measuring, estimating, and problem solving.

Performance Standards, Grade 8	Every Day Counts Calendar Math, Grade 5
By the end of grade eight, students will:	Teacher's Guide: 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 128, 129, 130, 131, 132, 133
B.8.1 Read, represent, and interpret various rational numbers (whole numbers, integers, decimals, fractions, and percents) with verbal descriptions, geometric models, and mathematical notation (e.g., expanded, scientific, exponential)	
B.8.2 Perform and explain operations on rational numbers (add, subtract, multiply, divide, raise to a power, extract a root, take opposites and reciprocals, determine absolute value)	Teacher's Guide: 24, 25, 48, 49, 55, 62, 67, 82, 83, 91, 106, 117, 128, 129, 130
B.8.3 Generate and explain equivalencies among fractions, decimals, and percents	Teacher's Guide: 25, 26, 27, 28, 44, 45, 56, 70, 71, 81, 98, 99, 110, 121, 133
B.8.5 Apply proportional thinking in a variety of problem situations that include, but are not limited to <ul style="list-style-type: none"> • percents, including those greater than 100 and less than one (e.g., discounts, rate of increase or decrease, sales tax) 	Teacher's Guide: 25, 26, 27, 28, 44, 45, 56, 70, 71, 81, 98, 99, 110, 121, 133
B.8.6 Model and solve problems involving number-theory concepts such as <ul style="list-style-type: none"> • prime and composite numbers 	Teacher's Guide: 41, 42, 43, 44, 54, 55, 63, 64, 74, 75, 76, 130, 131
<ul style="list-style-type: none"> • divisibility and remainders 	Teacher's Guide: 41, 42, 43, 44, 66
<ul style="list-style-type: none"> • greatest common factors 	Teacher's Guide: 65, 78, 90, 91
<ul style="list-style-type: none"> • least common multiples 	Teacher's Guide: 66, 90, 91
B.8.7 In problem-solving situations, select and use appropriate computational procedures with rational numbers such as <ul style="list-style-type: none"> • calculating mentally 	Teacher's Guide: 37, 38, 86, 105, 132, 133

Performance Standards, Grade 8	Every Day Counts Calendar Math, Grade 5
<ul style="list-style-type: none"> estimating 	Teacher's Guide: 24, 37, 38, 57, 58, 59, 95, 96, 97, 113, 133
<ul style="list-style-type: none"> creating, using, and explaining algorithms 	Teacher's Guide: 55, 62, 65, 91, 106, 116, 117, 118, 128
<ul style="list-style-type: none"> using technology (e.g., scientific calculators, spreadsheets) 	Teacher's Guide: 24, 57, 86, 122

Standard C: Geometry

Students in Wisconsin will be able to use geometric concepts, relationships and procedures to interpret, represent, and solve problems.

Performance Standards, Grade 8	Every Day Counts Calendar Math, Grade 5
<p>By the end of grade eight, students will:</p> <p>C.8.1 Describe special and complex two- and three-dimensional figures (e.g., rhombus, polyhedron, cylinder) and their component parts (e.g., base, altitude, and slant height) by</p> <ul style="list-style-type: none"> naming, defining, and giving examples 	Teacher's Guide: 18, 19, 20, 21, 34, 35, 36, 37, 48, 49, 74, 75, 76, 87, 88, 89, 90
<ul style="list-style-type: none"> comparing, sorting, and classifying them 	Teacher's Guide: 18, 19, 20, 21, 34, 35, 36, 37, 48, 49, 74, 75, 76, 87, 88, 89, 90
<ul style="list-style-type: none"> identifying and contrasting their properties (e.g., symmetrical, isosceles, regular) 	Teacher's Guide: 18, 19, 20, 21, 34, 35, 36, 37, 48, 49, 74, 75, 76, 87, 88, 89, 90
<ul style="list-style-type: none"> drawing and constructing physical models to specifications 	Teacher's Guide: 21, 37, 90
<ul style="list-style-type: none"> explaining how these figures are related to objects in the environment 	Teacher's Guide: 75, 90
<p>C.8.2 Identify and use relationships among the component parts of special and complex two- and three-dimensional figures (e.g., parallel sides, congruent faces).</p>	Teacher's Guide: 18, 19, 20, 34, 35, 36, 48, 49, 74, 75, 76, 87, 88, 89, 90
<p>C.8.3 Identify three-dimensional shapes from two-dimensional perspectives and draw two-dimensional sketches of three-dimensional objects preserving their significant features</p>	Teacher's Guide: 87, 88, 89, 90

Performance Standards, Grade 8	Every Day Counts Calendar Math, Grade 5
C.8.4 Perform transformations on two-dimensional figures and describe and analyze the effects of the transformations on the figures	Teacher's Guide: 76

Standard D: Measurement

Students in Wisconsin will select and use appropriate tools (including technology) and techniques to measure things to a specified degree of accuracy. They will use measurements in problem-solving situations.

Performance Standards, Grade 8	Every Day Counts Calendar Math, Grade 5
By the end of grade eight, students will:	Teacher's Guide: 28, 29, 30, 118, 119, 120
D.8.1 Identify and describe attributes in situations where they are not directly or easily measurable (e.g., distance, area of an irregular figure, likelihood of occurrence)	
D.8.2 Demonstrate understanding of basic measurement facts, principles, and techniques including the following <ul style="list-style-type: none"> • approximate comparisons between metric and US Customary units (e.g., a liter and a quart are about the same; a kilometer is about six-tenths of a mile) 	Teacher's Guide: 57, 58, 59, 96, 97, 98, 118, 119, 120
<ul style="list-style-type: none"> • knowledge that direct measurement produces approximate, not exact, measures 	Teacher's Guide: 57, 58, 59
<ul style="list-style-type: none"> • the use of smaller units to produce more precise measures 	Teacher's Guide: 57, 58, 59, 74, 75, 79, 80, 92, 93, 94, 95, 96, 118, 119, 120
D.8.3 Determine measurement directly using standard units (metric and US Customary) with these suggested degrees of accuracy <ul style="list-style-type: none"> • lengths to the nearest mm or 1/16 of an inch 	Teacher's Guide: 57, 58, 59, 79, 89, 92, 93, 94
<ul style="list-style-type: none"> • weight (mass) to the nearest 0.1 g or 0.5 ounce 	Teacher's Guide: 94, 95, 96
<ul style="list-style-type: none"> • liquid capacity to the nearest ml 	Teacher's Guide: 96, 97, 98, 118, 119, 120
<ul style="list-style-type: none"> • angles to the nearest degree 	Teacher's Guide: 35, 36, 106, 107, 108, 109, 116

Performance Standards, Grade 8	Every Day Counts Calendar Math, Grade 5
<ul style="list-style-type: none"> elapsed time to the nearest second 	Teacher's Guide: 69, 70, 86
D.8.4 Determine measurements indirectly using <ul style="list-style-type: none"> estimation 	Teacher's Guide: 57, 58, 59
<ul style="list-style-type: none"> conversion of units within a system (e.g., quarts to cups, millimeters to centimeters) 	Teacher's Guide: 57, 58, 59, 79, 80, 92, 93, 94, 95, 96, 97, 98, 118, 119, 120
<ul style="list-style-type: none"> geometric formulas to derive lengths, areas, volumes of common figures (e.g., perimeter, circumference, surface area) 	Teacher's Guide: 55, 82, 83, 91
<ul style="list-style-type: none"> geometric relationships and properties for angle size (e.g., parallel lines and transversals; sum of angles of a triangle; vertical angles) 	Teacher's Guide: 21, 34, 35, 36, 37, 102, 103, 104, 106, 107, 108, 109

Standard E: Statistics and Probability

Students in Wisconsin will use data collection and analysis, statistics and probability in problem-solving situations, employing technology where appropriate.

Performance Standards, Grade 8	Every Day Counts Calendar Math, Grade 5
By the end of grade eight, students will:	Teacher's Guide: 28, 29, 30, 31, 57, 58, 59, 82, 83, 120
E.8.1 Work with data in the context of real-world situations by <ul style="list-style-type: none"> designing and conducting a statistical investigation 	
E.8.2 Organize and display data from statistical investigations using <ul style="list-style-type: none"> appropriate tables, graphs, and/or charts (e.g., circle, bar or line for multiple sets of data) 	Teacher's Guide: 28, 29, 30, 31, 57, 58, 59, 82, 83, 112, 113, 118, 122, 123, 124, 125
<ul style="list-style-type: none"> appropriate plots (e.g., line, stem-and-leaf, box, scatter) 	Teacher's Guide: 59
E.8.3 Extract, interpret, and analyze information from organized and displayed data by using <ul style="list-style-type: none"> frequency and distribution, including mode and range 	Teacher's Guide: 57, 58, 59

Performance Standards, Grade 8	Every Day Counts Calendar Math, Grade 5
<ul style="list-style-type: none"> central tendencies of data (mean and median) 	Teacher's Guide: 57, 58, 59
E.8.4 Use the results of data analysis to <ul style="list-style-type: none"> make predictions 	Teacher's Guide: 28, 29, 30, 31, 112, 113, 118, 119, 120
<ul style="list-style-type: none"> develop convincing arguments 	Teacher's Guide: 28, 29, 30, 31, 112, 113, 119, 120
<ul style="list-style-type: none"> draw conclusions 	Teacher's Guide: 29, 30, 31, 113, 119, 120
E.8.5 Compare several sets of data to generate, test, and, as the data dictate, confirm or deny hypotheses	Teacher's Guide: 28, 29, 30, 31, 112, 113, 118, 119, 120
E.8.6 Evaluate presentations and statistical analyses from a variety of sources for <ul style="list-style-type: none"> techniques of collection, organization, and presentation of data 	Teacher's Guide: 28, 29, 30, 31, 57, 58, 59, 82, 83, 120
E.8.7 Determine the likelihood of occurrence of simple events by <ul style="list-style-type: none"> using a variety of strategies to identify possible outcomes (e.g., lists, tables, tree diagrams) 	Teacher's Guide: 28, 29, 30, 31, 112, 113, 118, 119, 120
<ul style="list-style-type: none"> conducting an experiment 	Teacher's Guide: 28, 29, 30, 31, 112, 113, 118, 119, 120
<ul style="list-style-type: none"> applying theoretical notions of probability (e.g., that four equally likely events have a 25% chance of happening) 	Teacher's Guide: 30, 113

Standard F: Algebraic Relationships

Students in Wisconsin will discover, describe, and generalize simple and complex patterns and relationships. In the context of real-world problem situations, the student will use algebraic techniques to define and describe the problem to determine and justify appropriate solutions.

Performance Standards, Grade 8	Every Day Counts Calendar Math, Grade 5
By the end of grade eight, students will:	Teacher's Guide: 91, 117, 118
F.8.1 Work with algebraic expressions in a variety of ways, including <ul style="list-style-type: none"> • using appropriate symbolism, including exponents and variables 	
<ul style="list-style-type: none"> • evaluating expressions through numerical substitution 	Teacher's Guide: 91, 117, 118
<ul style="list-style-type: none"> • generating equivalent expressions 	Teacher's Guide: 65, 104, 105, 106, 117, 118
<ul style="list-style-type: none"> • adding and subtracting expressions 	Teacher's Guide: 55, 62, 65, 104, 105, 106, 117, 118
F.8.2 Work with linear and nonlinear patterns* and relationships in a variety of ways, including <ul style="list-style-type: none"> • representing them with tables, with graphs, and with algebraic expressions, equations, and inequalities 	Teacher's Guide: 18, 19, 20, 21, 25, 26, 27, 28, 34, 35, 36, 37, 44, 45, 48, 49, 56, 63, 64, 71, 82, 89, 99, 102, 103, 116, 117, 121, 128, 129, 133
<ul style="list-style-type: none"> • describing and interpreting their graphical representations (e.g., slope, rate of change, intercepts) 	Teacher's Guide: 18, 19, 20, 21, 34, 35, 36, 48, 49, 71, 89, 103, 117, 129
<ul style="list-style-type: none"> • using them as models of real-world phenomena 	Teacher's Guide: 18, 19, 20, 21, 25, 26, 27, 28, 34, 35, 36, 37, 44, 45, 48, 49, 56, 63, 64, 71, 82, 89, 99, 102, 103, 116, 117, 121, 128, 129, 133
F.8.3 Recognize, describe, and analyze functional relationships* by generalizing a rule that characterizes the pattern of change among variables. These functional relationships include exponential growth and decay (e.g., cell division, depreciation)	Teacher's Guide: 62, 131, 132
F.8.4 Use linear equations and inequalities in a variety of ways, including <ul style="list-style-type: none"> • writing them to represent problem situations and to express generalizations 	Teacher's Guide: 55, 62, 65, 83, 91, 104, 105, 106, 117, 118

Performance Standards, Grade 8	Every Day Counts Calendar Math, Grade 5
<ul style="list-style-type: none"> solving them by different methods (e.g., informally, graphically, with formal properties, with technology) 	Teacher's Guide: 55, 62, 65, 83, 91, 104, 105, 106, 117, 118
<ul style="list-style-type: none"> writing and evaluating formulas (including solving for a specified variable) 	Teacher's Guide: 83, 91, 117, 118
<ul style="list-style-type: none"> using them to record and describe solution strategies 	Teacher's Guide: 55, 62, 65, 83, 91, 104, 105, 106, 117, 118
F.8.5 Recognize and use generalized properties and relations, including <ul style="list-style-type: none"> additive and multiplicative property of equations and inequalities 	Teacher's Guide: 55, 62, 65, 83, 91, 104, 105, 106, 117, 118
<ul style="list-style-type: none"> commutativity and associativity of addition and multiplication 	Teacher's Guide: 24, 42, 43
<ul style="list-style-type: none"> distributive property 	Teacher's Guide: 55, 62, 91



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