

Swift River School

Mathematics Curriculum Alignment Document

2005

Introduction

In the fall of 2003, the Swift River School adopted the **Everyday Mathematics** program developed by the University of Chicago School Mathematics Project and published by SRA/McGraw-Hill (copyright 2004) as the primary mathematics program for grades preschool through six.

*The **Everyday Mathematics** program allows students to construct an understanding of mathematics from their own experiences and includes practical routines to build arithmetic skills that are essential for building number sense, estimation skills, and flexibility in a problem rich environment. Important concepts or skills recur with variations throughout the curriculum, and concepts are introduced and revisited in a variety of formats providing considerable practice each time.*

*The focus of **Everyday Mathematics** is to have students recognize that there are many ways to accomplish a task, and to use the best tools and strategies for solving problems.*

Everyday Mathematics

At the Swift River School it is important to provide rich mathematical learning experiences as well as accommodate for a variety of learning styles. The **Everyday Mathematics** program provides an avenue to meet this goal.

The following document details how **Everyday Mathematics** implemented at the Swift River School, meets the objectives of the Massachusetts Mathematics Curriculum Frameworks 2000 for grades preschool through six.

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Mathematics Alignment Committee

Joy Brenneman, Phyllis Lawrence, Victoria Munroe, Jane Baltren, Janet Ducharme, Carolyn Croteau, Pat Convery, Chris Wings, Damon Douglas, Judith Mullin, Beth Haggerty, Sheila Hunter

Preschool Learning Guideline	Preschool Everyday Mathematics Teacher's Guide to Activities (page #)
Number Sense	
Listen to and say the names of numbers in meaningful contexts. (K.N.1)	10, 19, 23, 24, 28, 29, 35, 36, 37, 43, 44, 45, 48, 50, 64, 65, 66, 80, 88, 89, 91, 92, 93, 113, 140, 142, 143, 147, 182,
Connect many kinds/quantities of concrete objects and actions to numbers. (K.N.2)	10, 19, 23, 24, 28, 35, 36, 37, 43, 44, 48, 50, 64, 65, 66, 80, 89, 91, 92, 93, 113, 140, 144, 145,
Use positional language and ordinal numbers (first, second, third) in everyday activities. (K.N.3)	17, 68, 74, 76, 130,
Use concrete objects to solve simple addition and subtraction problems using comparative language (more than, fewer than, same number of). (K.N.4, 7)	81, 82, 94, 120, 121, 122, 156, 157, 158, 161, 162, 167, 168, 173, 177,
Observe and manipulate concrete examples of whole and half. (K.N.5)	119,
Examine, Manipulate and identify familiar U.S. coins (penny, nickel, dime, quarter) in play activities. (K.N.6)	15, 58, 59, 102, 103, 146,
Patterns and Relationships	
Explore and describe a wide variety of concrete objects by their attributes. (K.P.1)	15, 33, 51, 62, 106, 112, 136,
Sort, categorize, or classify objects by more than one attribute. (K.P.2)	15, 33, 51, 62, 106, 136,
Recognize, describe, reproduce, extend, create and compare repeating patterns of concrete materials. (K.P.3)	15, 16, 47, 52, 53, 86, 87, 110, 111, 133, 134, 135, 150, 151, 183,
Shapes and Spatial Sense	
Investigate and identify materials of various shapes using appropriate language. (K.G.1,2)	15, 19, 36, 38, 39, 42, 46, 54, 56, 57, 74, 75, 78, 79, 83, 84, 85, 96, 100, 101, 107, 108, 116, 117, 118, 152, 160, 175, 178,
Explore and identify space, direction, movement, relative position, and size using body movement and concrete objects. (K.G.4)	17, 19, 39, 42, 46, 55, 76, 77, 84, 85, 101, 114, 115, 116, 125, 133, 137, 138, 139, 163, 164, 184, 185,
Listen to and use comparative words to describe the relationship of objects to one another. (K.M.1)	11, 19, 46, 55, 60, 63, 97, 98, 99, 101, 123, 124, 132, 141, 153, 159, 165, 166, 169, 180, 181,

Measurement	
Use estimation in meaningful ways and follow up by verifying the accuracy of estimations. (K.M.2)	28
Use nonstandard units to measure length, weight, and amount of content in familiar objects. (K.M.3)	11, 12, 13, 60, 61, 119, 123, 128, 129, 141, 153, 169, 170,
Data Collection and Analysis	
Organize and draw conclusions from facts they have collected. (K.D.1)	26, 32, 104, 131, 148, 149, 172, 174,

Learning Standard	Kindergarten Teacher's Guide to Activities (page #)
Number Sense and Operations	
K.N.1 Count by ones to at least 20.	6, 7, 10, 11, 17, 26, 29-31, 33-35, 44, 74, 87, 104, 116-119, 124-130, 152, 158, 174, 176, 186, 189, 215, 222-224, 237, 263, 285, 291
K.N.2 Match quantities up to at least 10 with numerals and words.	6, 7, 10, 11, 20, 21, 23, 28-31, 35, 36, 44, 55, 80-83, 89, 104, 112, 113, 122, 123, 210-213, 221, 226, 231-233, 290, 295
K.N.3 Identify positions of objects in sequences (e.g., first, Second) up to fifth.	6, 7, 54, 208, 214-216, 222, 223
K.N.4 Compare sets of up to at least 10 concrete objects using appropriate language (e.g., none, more than, fewer than, same number of, one more than), and order numbers.	5, 50, 84-86, 104, 170, 262, 276, 289, 297
K.N.5 Understand the concepts of whole and half.	245-247, 263
K.N.6 Identify U.S. coins by name.	15, 40-42, 44, 88, 104, 142-145, 152, 172, 173, 177-182, 186, 194, 263-266, 280, 281, 292-294
K.N.7 Use objects and drawings to model and solve related addition and subtraction problems to ten.	5, 87, 90, 91, 94, 132, 133, 152, 196-203, 209, 217, 224, 227-233, 276-279, 282, 283, 297, 298
K.N.8 Estimate the number of objects in a group and verify results.	27, 171
Patterns, Relations, and Algebra	
K.P.1 Identify the attributes of objects as a foundation for sorting and classifying, e.g., a red truck, a red block, and a red ball share the attribute of being red; a square block, a square cracker, and a square book share the attribute of being square shaped.	6, 37, 99, 166
K.P.2 Sort and classify objects by color, shape, size, number, and other properties.	16, 26, 37, 106, 107
K.P.3 Identify, reproduce, describe, extend, and create color, rhythmic, shape, number, and letter repeating patterns with simple attributes, e.g., ABABAB....	39, 72, 75, 76, 102-104, 141, 152, 154-157, 162-165, 167, 183, 187, 188, 195, 206, 207, 222-224, 248-253, 263
K.P.4 Count by fives and tens at least up to 50.	131, 142, 152, 175, 221, 237, 260, 261, 263, 285

Geometry	
K.G.1 Name, describe, sort, and draw simple two-dimensional shapes.	16, 59, 64, 72-74, 78, 105, 108-111, 195, 218-220, 234, 269-272, 274, 275
K.G.2 Describe attributes of two-dimensional shapes, e.g., number of sides, number of corners.	61-63, 65, 71, 74, 106, 107, 218-220, 270, 271, 274, 275
K.G.3 Name and compare three-dimensional shapes.	273
K.G.4 Identify positions of objects in space, and use appropriate language (e.g., beside, inside, next to, close to, above, below, apart) to describe and compare their relative positions.	58, 60
Measurement	
K.M.1 Recognize and compare the attributes of length, volume/capacity, weight, area, and time using appropriate language, e.g., longer, taller, shorter, same length; heavier, lighter, same weight; holds more, holds less, holds the same amount.	12, 13, 44, 46-48, 51, 54, 55, 95-98, 134, 135, 148-152, 159, 160, 168, 190-193, 204, 205, 224, 235-243, 254-259, 263
K.M.2 Make and use estimates of measurements from everyday experiences.	14, 158, 235-241, 263
K.M.3 Use nonstandard units to measure length, area, weight, and capacity.	43, 92, 93, 136-139, 146
Data Analysis, Statistics, and Probability	
K.D.1 Collect, sort, organize, and draw conclusions about data using concrete objects, pictures, numbers, and graphs.	6, 25, 31, 32, 52, 53, 56, 57, 100, 101, 152, 161, 184, 185, 244, 296

Learning Standard	Everyday Mathematics 1 st Grade Lessons	Everyday Mathematics 2 nd Grade Lessons
Number Sense and Operations		
2.N.1 Name and write (in numerals) whole numbers to 1000, identify the place values of the digits, and order the numbers.	1.1, 1.2, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 1.13, 1.14, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12, 2.13, 2.14, 3.1, 3.2, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.12, 3.13, 3.14, 3.15, 4.3, 4.5, 4.10, 4.11, 4.12, 4.13, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10, 5.11, 5.12, 5.13, 5.14, 6.1, 6.2, 6.4, 6.6, 6.7, 6.13, 7.1, 7.4, 7.5, 7.6, 7.8, 8.1, 8.3, 8.4, 8.5, 8.6, 8.7, 8.9, 8.10, 9.1, 9.2, 9.3, 9.4, 9.5, 9.6, 9.9, 10.1, 10.2, 10.3, 10.4, 10.6, 10.7, and Project 6	1.1, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 1.13, 1.14, 2.1, 2.2, 2.3, 2.5, 2.6, 2.8, 2.10, 2.11, 2.12, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.8, 3.9, 4.1, 4.2, 4.3, 4.4, 4.9, 4.10, 5.3, 5.8, 6.1, 6.5, 6.6, 6.7, 6.8, 7.4, 7.9, 7.9, 7.10, 8.1, 8.2, 8.4, 8.6, 9.3, 10.1, 10.7, 10.8, 10.9, 10.10, 10.11, 10.12, 11.1, 11.2, 11.3, 11.4, 11.5, 11.6, 11.8, 11.10, 12.4, 12.8, and Project 4
2.N.2 Identify and distinguish among multiple uses of numbers, including cardinal (to tell how many) and ordinal (to tell which one in an ordered list), and numbers as labels and as measurements.	1.3, 1.5, 1.7, 1.9, 1.10, 1.11, 1.12, 1.13, 1.14, 2.1, 2.2, 2.4, 2.5, 2.6, 2.8, 2.9, 2.11, 3.4, 3.6, 4.7, 5.6, 5.7, 5.11, and Project 6	1.1, 1.2, 1.3, 2.9, 2.10, 2.11, 2.13, 3.1, 3.5, 3.8, 4.4, 5.1, 5.7, 6.6, 6.10, 7.3, 7.10, 9.11, and Project 4
2.N.3 Identify and represent common fractions ($\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$) as parts of wholes, parts of groups, and numbers on the number line.	4.8, 8.6, 8.7, 8.9, 8.10, 9.2, 9.3, 9.5, 9.6, 9.7, 9.8, 9.9, 10.2, 10.6, 10.7	7.5, 7.7, 7.10, 8.1, 8.2, 8.4, 8.5, 8.6, 8.8, 9.1, 9.2, 9.3, 9.4, 9.5, 9.6, 9.7, 9.8, 9.9, 9.11, 10.2, 10.3, 10.4, 10.5, 10.6, 10.7, 10.8, 10.9, 10.11, 11.1, 11.2, 11.7, 11.9, 12.2, 12.4, 12.6, and Project 1

Learning Standard	Everyday Mathematics 1 st Grade Lessons	Everyday Mathematics 2 nd Grade Lessons
2.N.4 Compare whole numbers using terms and symbols, e.g., less than, equal to, greater than (<, =, >).	1.2, 1.3, 1.5, 1.6, 1.7, 1.10, 1.11, 1.14, 2.1, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12, 3.3, 3.14, 3.15, 4.1, 4.2, 4.5, 4.8, 4.10, 4.13, 5.2, 5.3, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10, 5.13, 5.14, 6.1, 6.2, 6.4, 6.5, 6.7, 6.9, 6.12, 7.2, 7.8, 8.1, 8.2, 8.7, 8.8, 8.10, 9.3, 9.5, 10.2, 10.3, 10.4, 10.6, 10.7	1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.12, 1.13, 1.14, 2.1, 2.2, 2.5, 2.6, 2.7, 2.8, 3.2, 3.4, 3.7, 4.1, 4.5, 4.6, 6.2, 6.3, 6.4, 6.6, 6.8, 9.9, 10.1, 10.8, 11.7, and Project 4
2.N.5 Identify odd and even numbers and determine whether a set of objects has an odd or even number of elements.	3.2, 3.3, 3.4, 3.6, 3.7, 3.8, 3.10, 3.11, 3.12, 3.13, 3.14, 3.15, 4.3, 4.4, 4.7, 4.8, 4.9, 4.10, 4.13, 5.4, 5.7, 5.8, 6.9, 7.1, 7.5, 8.5, 9.4, 9.7, 9.8, 10.4, 10.5, 10.6, 10.7	1.9, 1.13, 2.1, 2.2, 2.7, 6.4, 6.5
2.N.6 Identify the value of all U.S. coins, and \$1, \$5, \$10, and \$20 bills. Find the value of a collection of coins and dollar bills and different ways to represent an amount of money up to \$5. Use appropriate notation, e.g., 69¢, \$1.35.	2.8, 2.9, 2.10, 2.14, 3.11, 3.12, 6.9, 8.1, 8.2, 8.4, 8.5, 8.8, 10.3	1.2, 1.6, 1.7, 1.14, 3.2, 3.7, 3.8, .1, 4.2, 4.3, 4.5, 4.6, 4.10, 10.1, 10.2, 10.3, 10.4, 10.5, 10.6, 10.8, 10.9, 11.1, 11.2, 11.3, 12.8

Learning Standard	Everyday Mathematics 1st Grade Lessons	Everyday Mathematics 2nd Grade Lessons
<p>2.N.7 Demonstrate an understanding of various meanings of addition and subtraction, e.g., addition as combination (plus, combined with, more); subtraction as comparison (how much less, how much more), equalizing (how many more are needed to make these equal), and separation (how much remaining).</p>	<p>1.5, 1.6, 1.7, 1.8, 1.13, 2.11, 2.13, 1.14, 3.5, 3.6, 3.9, 3.10, 4.11, 4.12, 5.6, 5.7, 5.8, 6.1, 6.2, 6.3, 6.4, 6.5, 6.8, 8.9, 8.9, 8.10, 9.4, 10.4, 10.7</p>	<p>1.1, 1.2, 1.5, 1.7, 1.9, 1.10, 1.14, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.8, 2.9, 2.10, 2.11, 2.12, 2.13, 2.14, 3.5, 3.6, 3.9, 4.1, 4.2, 4.8, 4.9, 4.10, 5.1, 6.1, 6.2, 6.4, 6.5, 6.12, 7.1, 7.2, 7.3, 7.4, 7.10, 8.7, 8.8, 9.11, 10.8, 10.9, 10.12, 11.1, 11.2, 11.10, 12.8</p>
<p>2.N.8 Understand and use the inverse relationship between addition and subtraction (e.g., $8 + 6 = 14$ is equivalent to $14 - 6 = 8$ and is also equivalent to $14 - 8 = 6$) to solve problems and check solutions.</p>	<p>3.6, 4.11, 4.12, 5.7, 5.8, 5.9, 5.10, 5.11, 5.12, 5.12, 5.14, 6.1, 6.2, 6.3, 6.4, 6.5, 9.1, 9.2, 9.3, 9.4, 10.3, 10.4, 10.7</p>	<p>1.10, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.8, 2.10, 2.11, 2.12, 2.13, 2.14, 3.6, 3.9, 4.1, 4.2, 4.8, 4.9, 4.10, 6.1, 6.2, 6.4, 6.12, 7.1, 7.2, 7.3, 7.4, 8.7, 10.2, 10.12, 11.1, 11.2, 11.10, 12.3, 12.6, 12.8</p>

Learning Standard	Everyday Mathematics 1st Grade Lessons	Everyday Mathematics 2nd Grade Lessons
2.N.9 Know addition facts (addends to ten) and related subtraction facts, and use them to solve problems.	1.5, 1.10, 1.11, 1.13, 1.14, 2.1, 2.2, 2.3, 2.4, 2.6, 2.7, 2.8, 2.9, 2.11, 2.12, 2.13, 2.14, 3.2, 3.3, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10, 3.11, 3.12, 3.13, 4.14, 3.15, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10, 4.11, 4.12, 4.13, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10, 5.11, 5.12, 5.13, 5.14, 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 6.8, 6.9, 6.10, 6.11, 6.12, 6.13, 7.1, 7.2, 7.4, 7.6, 7.8, 8.2, 8.3, 8.4, 8.5, 8.8, 8.9, 8.10, 9.1, 9.2, 9.3, 9.4, 9.5, 9.6, 9.9, 10.2, 10.3, 10.4, 10.5, 10.6	1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 1.13, 1.14, 2.1, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12, 2.13, 2.14, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 4.1, 4.2, 4.4, 4.6, 4.7, 4.10, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10, 6.1, 6.2, 6.4, 6.5, 6.6, 6.7, 6.10, 6.11, 6.12, 7.1, 7.3, 7.4, 7.7, 7.10, 8.3, 8.4, 9.6, 9.8, 10.11, 11.1, 11.2, 12.2
2.N.10 Demonstrate the ability to add and subtract three-digit numbers accurately and efficiently.	Minute Math 9, 42, 103, 136	4.8, 4.9, 4.10, 5.1, 5.2, 5.7, 5.9, 5.10, 11.1, 11.2, 11.4, 11.7, 11.8, 11.10, 12.1, 12.2, 12.3, 12.7
2.N.11 Demonstrate in the classroom an understanding of and the ability to use the conventional algorithms for addition (two 3-digit numbers and three 2-digit numbers) and subtraction (two 3-digit numbers).	Minute Math 9, 42, 45, 46, 85	1.7, 4.8, 4.9, 4.10, 5.1, 5.2, 5.7, 5.9, 5.10, 6.1, 6.4, 7.1, 7.4, 7.5, 7.8, 7.10, 8.6, 9.4, 9.6, 9.9, 10.5, 10.6, 11.1, 11.2, 11.3, 11.4, 11.7, 11.8, 11.10, 12.1, 12.2, 12.3, 12.5, 12.7

Learning Standard	Everyday Mathematics 1st Grade Lessons	Everyday Mathematics 2nd Grade Lessons
2.N.12 Estimate, calculate, and solve problems involving addition and subtraction of two-digit numbers. Describe differences between estimates and actual calculations.	1.2, 1.13, 1.14, 2.3, 2.4, 2.9, 2.13, 2.14, 3.4, 4.2, 4.3, 4.5, 4.9, 4.11, 4.13, 5.2, 5.5, 5.6, 5.9, 5.10, 5.12, 5.14, 6.3, 6.5, 6.7, 6.10, 7.2, 8.5, 8.6, 8.8, 8.10, 9.1, 9.2, 9.4, 9.5, 9.7, 9.8, 9.9, 10.3, 10.4, 10.5, 10.6, and Project 8	1.9, 1.14, 3.4, 3.5, 3.7, 3.8, 3.9, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10, 5.1, 5.2, 5.3, 5.4, 5.6, 5.7, 5.8, 5.10, 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 6.8, 6.10, 6.11, 6.12, 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8, 7.10, 8.6, 8.7, 9.1, 9.2, 9.6, 9.11, 10.3, 10.4, 10.5, 10.6, 10.7, 10.8, 10.9, 10.12, 11.1, 11.2, 11.3, 11.4, 11.5, 11.6, 11.7, 11.8, 11.10, 12.1, 12.2, 12.5, 12.7
Patterns, Relations, and Algebra		
2.P.1 Identify, reproduce, describe, extend, and create simple rhythmic, shape, size, number, color, and letter repeating patterns.	1.2, 1.3, 1.4, 1.10, 1.11, 3.1, 3.3, 3.4, 3.5, 3.7, 3.8, 3.9, 3.10, 3.11, 3.12, 3.13, 3.14, 3.15, 4.2, 4.4, 4.5, 4.6, 4.7, 4.8, 4.10, 4.12, 4.13, 5.1, 5.2, 5.4, 5.10, 5.12, 5.13, 5.14, 6.1, 6.3, 6.5, 6.7, 6.8, 6.12, 7.2, 7.3, 7.4, 7.5, 7.8, 8.6, 10.4, 10.7, Project 4	1.1, 1.2, 1.7, 1.8, 1.10, 1.11, 1.13, 2.6, 2.10, 3.7, 4.1, 4.3, 4.7, 5.1, 5.2, 5.10, 7.1, 7.2, 7.5, 7.6, 7.9, 8.4, 9.8, 9.9, 10.12, 12.4, Project 3
2.P.2 Identify different patterns on the hundreds chart.	2.1, 2.2, 2.3, 2.4, 2.9, 2.14, 3.1, 3.3, 3.4, 3.10, 4.2, 4.10, 4.11, 4.13, 5.1, 5.2, 5.3, 5.10, 6.7, 9.1, 9.2, 9.3, 9.4, 9.5, 9.7, 9.8, 9.9, 10.3, 10.7	1.4, 1.8, 1.9, 1.10, 1.11, 1.13, 1.14, 2.2, 2.3, 2.4, 2.5, 2.9, 2.10, 2.12, 4.1, 4.4, 4.5, 5.6, 6.4, 6.11, 7.2, 7.3, 7.4, 7.5, 7.5, 7.10, 8.1, 8.5, 9.7, 10.6, 11.2, 11.9
2.P.3 Describe and create addition and subtraction number patterns, e.g., 1, 4, 7, 10...; or 25, 23, 21....	3.8, 3.9, 3.10, 3.11, 3.12, 3.13, 3.15, 4.1, 4.2, 4.5, 4.6, 4.8, 4.10, 4.13, 5.1, 5.2, 5.3, 5.4, 5.8, 5.10, 5.12, 5.13, 5.14, 6.1, 6.2, 6.4, 6.5, 6.6, 6.7, 6.8, 6.10, 6.13, 7.2, 7.5, 7.6, 8.6, 8.7, 8.8, 8.10, 9.2, 9.3, 9.4, 9.5, 9.6, 9.7, 9.9, 10.1, 10.6	1.8, 1.9, 1.11, 1.12, 2.4, 2.5, 2.7, 2.10, 2.11, 2.12, 2.13, 2.14, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 4.2, 4.3, 4.4, 4.5, 4.7, 4.8, 5.2, 5.3, 5.4, 5.6, 6.3, 6.5, 6.8, 6.9, 6.10, 6.11, 7.1, 7.2, 7.3, 7.5, 7.6, 7.7, 7.8, 8.1, 8.2, 8.5, 9.4, 9.6, 9.8, 10.1, 10.10, 10.12, 11.2, 12.6, and Project 3

Learning Standard	Everyday Mathematics 1 st Grade Lessons	Everyday Mathematics 2 nd Grade Lessons
2.P.4 Skip count by twos, fives, and tens up to at least 50, starting at any number.	1.4, 1.8, 1.9, 1.10, 1.11, 1.12, 1.13, 1.14, 2.2, 2.3, 2.4, 2.7, 2.9, 2.10, 2.11, 2.12, 2.13, 2.14, 3.1, 3.2, 3.3, 3.5, 3.6, 3.8, 3.9, 3.10, 3.11, 3.12, 3.13, 3.14, 3.15, 4.1, 4.2, 4.3, 4.6, 4.7, 4.8, 4.11, 4.13, 5.1, 5.2, 5.4, 5.8, 5.14, 6.2, 6.4, 6.7, 6.10, 7.3, 7.7, 8.5, 8.10, 9.1,	1.1, 1.2, 1.5, 1.7, 1.8, 1.9, 1.10, 1.11, 1.14, 2.3, 2.9, 2.10, 2.14, 3.2, 3.7, 4.4, 4.5, 4.6, 4.7, 4.8, 6.12, 7.1, 7.2, 7.3, 7.10, 11.4, 11.5
2.P.5 Construct and solve open sentences that have variables, e.g., $\square + 7 = 10$.	2.8, 2.9, 2.13, 3.2, 3.3, 3.4, 3.5, 3.7, 3.15, 4.1, 4.2, 4.3, 4.4, 4.5, 4.8, 4.9, 4.11, 4.13, 5.1, 5.7, 5.8, 5.11, 5.14, 6.3, 6.5, 8.10	1.8, 1.9, 1.14, 2.1, 2.5, 2.7, 2.13, 3.1, 3.3, 4.4, 5.4, 6.1, 6.2, 6.3, 6.5, 6.6, 6.8, 6.10, 7.3, 7.4, 7.5, 7.7, 7.9, 7.10, 8.1, 8.6, 8.8, 9.1
2.P.6 Write number sentences using +, -, <, =, and/or > to represent mathematical relationships in everyday situations.	1.10, 2.11, 2.12, 2.13, 3.6, 5.3, 5.6, 5.7, 5.8, 8.4, 8.10, 10.1, 10.5	2.1, 2.6, 2.7, 2.9, 2.10, 2.12, 2.13, 2.14, 3.2, 3.6, 4.2, 4.3, 4.4, 4.10, 5.2, 5.3, 5.5, 5.8, 5.9, 5.10, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 6.8, 6.9, 6.12, 7.4, 7.5, 7.7, 7.8, 7.9, 7.10, 8.6, 9.3, 9.9, 10.3, 10.4, 10.11, 10.12, 11.1, 11.2, 11.6, 11.10, 12.7
2.P.7 Describe functions related to trading, including coin trades and measurement trades, e.g., five pennies make one nickel or four cups make one quart.	1.1, 1.4, 2.8, 2.9, 2.10, 2.11, 2.12, 2.13, 2.14, 3.1, 3.2, 3.3, 3.4, 3.5, 3.7, 3.8, 3.10, 3.11, 3.12, 3.13, 3.14, 3.15, 4.1, 4.3, 4.4, 4.7, 4.9, 4.10, 4.11, 4.12, 4.13, 5.2, 5.3, 5.4, 5.5, 5.7, 5.9, 5.11, 5.13, 5.14, 6.1, 6.3, 6.4, 6.7, 6.8, 6.9, 6.10, 6.11, 6.12, 6.13, 7.1, 7.3, 7.4, 7.5, 7.8, 8.1, 8.2, 8.3, 8.6, 8.8, 8.9, 8.10, 9.5, 9.6, 9.7, 9.8, 9.9, 10.1, 10.2, 10.3, 10.4, 10.5, 10.6, 10.7, and Project 8	1.2, 1.4, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 1.14, 2.1, 2.2, 2.3, 2.14, 3.2, 3.3, 3.4, 3.6, 3.7, 3.8, 3.9, 4.1, 4.2, 4.8, 4.10, 5.1, 5.2, 5.3, 5.8, 5.9, 6.2, 6.7, 7.3, 7.8, 8.2, 8.3, 8.8, 9.2, 9.3, 9.4, 9.5, 9.8, 9.9, 9.10, 9.11, 10.1, 10.2, 10.3, 10.4, 10.5, 10.6, 10.7, 10.8, 10.12, 11.2, 11.3, 11.4, 11.5, 12.2, 12.6, 12.8

Learning Standard	Everyday Mathematics 1st Grade Lessons	Everyday Mathematics 2nd Grade Lessons
Geometry		
2.G.1 Describe attributes and parts of two- and three-dimensional shapes, e.g., length of sides, and number of corners, edges, faces, and sides.	1.11, 2.7, 4.7, 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8	4.3, 4.7, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.10, 7.2, 8.5, 11.3, and Projects 1 and 5
2.G.2 Identify, describe, draw, and compare two-dimensional shapes, including both polygonal (up to six sides) and curved figures such as circles.	1.3, 1.11, 4.7, 6.7, 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8, 8.1, 8.2, 8.4, 8.6, 8.8, 8.9, 9.1, 9.6, 9.9, 10.3, 10.5, and Project 4	1.2, 4.3, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10, 6.7, 6.8, 6.11, 7.6, 7.7, 9.8, 9.9, 10.7, 11.5, and Projects 1 and 5
2.G.3 Recognize congruent shapes.	3.4, 4.7, 6.7, 7.4, 7.6, 8.1	4.3, 4.7, 5.1, 8.1, 8.2
2.G.4 Identify shapes that have been rotated (turned), reflected (flipped), translated (slid), and enlarged. Describe direction of translations, e.g., left, right, up, down.	3.4, 4.7, 6.7, 7.4, 8.1	8.1, 8.2
2.G.5 Identify symmetry in two-dimensional shapes.	7.7, 7.8, 9.5, 9.6	5.9, 5.10, 6.7, and Project 5
2.G.6 Predict the results of putting shapes together and taking them apart.	1.11, 3.4, 6.7	4.7, 5.6, 5.8, 7.6, 8.1, 8.2, 9.7, 10.7
2.G.7 Relate geometric ideas to numbers, e.g., seeing rows in an array as a model of repeated addition.	8.9	5.2, 5.3, 6.7, 6.8, 6.9, 6.10, 6.11, 6.12, 7.2, 7.3, 7.4, 7.6, 7.7, 7.10, 8.1, 8.2, 8.3, 8.4, 9.3, 9.8, 9.9, 9.10, 10.1, 10.12, 11.3, 11.4, 11.5, 11.6, 11.10

Learning Standard	Everyday Mathematics 1st Grade Lessons	Everyday Mathematics 2nd Grade Lessons
Measurement		
2.M.1 Identify parts of the day (e.g., morning, afternoon, evening), days of the week, and months of the year. Identify dates using a calendar.	1.8, 1.9, 1.10, 1.11, 1.12, 1.13, 2.5, 2.6, 3.7, 4.9, 4.10, 6.5, 6.11, 8.10, 10.2, and project 5	1.3, 1.14, 2.3, 3.3, 3.4, 12.1, 12.2, 12.3, 12.8, and Projects 3 and 6
2.M.2 Tell time at quarter-hour intervals on analog and digital clocks using a.m. and p.m.	2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12, 2.13, 2.14, 3.1, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.11, 3.13, 3.14, 3.15, 4.2, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10, 4.12, 4.13, 5.1, 5.2, 5.4, 5.6, 5.8, 5.10, 5.12, 5.14, 6.2, 6.6, 6.8, 6.9, 6.9, 6.10, 6.11, 6.12, 6.13, 7.1, 7.3, 7.4, 7.6, 7.7, 8.1, 8.4, 8.8, 8.9, 9.1, 9.4, 9.5, 9.7, 9.9, 10.1, 10.2, 10.3, 10.5, 10.7	1.3, 1.7, 1.8, 1.9, 1.10, 1.11, 2.1, 2.4, 2.11, 2.12, 2.14, 3.3, 3.4, 3.6, 3.7, 3.8, 3.9, 4.4, 4.7, 4.9, 4.10, 5.1, 5.2, 5.4, 5.9, 5.10, 6.5, 7.1, 7.9, 8.2, 9.3, 9.7, 10.2, 10.12, 11.10, 12.1, 12.2, 12.3, 12.5, 12.7, 12.8
2.M.3 Compare the length, weight, area, and volume of two or more objects by using direct comparison.	4.2, 4.3, 5.4, 6.4, and Projects 1, 2, 3, and 7	1.12, 1.13, 2.7, 2.8, 4.1, 4.7, 6.3, 9.10, 9.11
2.M.4 Measure and compare common objects using metric and English units of length measurement, e.g., centimeter, inch.	1.12, 2.5, 4.1, 4.2, 4.3, 4.4, 4.5, 4.7, 4.8, 4.9, 4.11, 4.12, 4.13, 5.3, 5.8, 5.11, 6.4, 6.6, 6.7, 6.8, 6.9, 6.10, 6.12, 6.13, 7.3, 7.4, 7.6, 8.1, 8.3, 8.10, 9.2, 9.4, 9.9, 10.1, 10.2, 10.5, 10.6, and Projects 1, 2, 3, and 7	1.13, 2.7, 2.14, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10, 5.5, 5.8, 5.10, 6.2, 6.3, 6.6, 6.10, 7.1, 7.3, 7.6, 7.7, 7.8, 7.10, 8.2, 8.5, 8.8, 9.1, 9.2, 9.3, 9.6, 9.7, 9.8, 9.9, 9.10, 10.1, 10.2, 10.4, 10.5, 10.7, 11.5, 11.6, 11.9, 12.1, 12.3, 12.6, and Projects 2 and 8
2.M.5 Select and correctly use the appropriate measurement tools, e.g., ruler, balance scale, thermometer.	1.3, 1.4, 1.12, 2.5, 2.6, 2.7, 3.7, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.9, 4.11, 4.12, 4.13, 5.11, 6.11, 6.12	2.7, 4.3, 4.4, 4.5, 4.7, 6.3, 6.11, 9.2, 9.6, 8.7, 9.8, 9.10, 9.11, and Project 2

Learning Standard	Everyday Mathematics 1st Grade Lessons	Everyday Mathematics 2nd Grade Lessons
2.M.6 Make and use estimates of measurement, including time, volume, weight, and area.	2.5, 2.6, 2.7, 2.9, 3.7, 4.2, 4.3, 4.4, 4.5, 4.7, 4.9, 5.4, 5.11, 5.12, 6.6, 6.11, and Project 3	1.1, 1.5, 1.12, 2.8, 2.11, 2.12, 3.3, 4.4, 4.10, 7.6, 7.7, 7.9, 7.10, 9.1, 9.2, 9.3, 9.6, 9.7, 9.10, 9.11, 10.4
Data Analysis, Statistics, and Probability		
2.D.1 Use interviews, surveys, and observations to gather data about themselves and their surroundings.	1.1 1.2, 1.4, 1.7, 1.8, 1.12, 1.13, 2.2, 2.5, 2.6, 3.2, 3.4, 3.13, 4.7, 5.9, 6.12, 7.4, 8.6, 10.1, 10.2	3.5, 6.3, 7.7, 7.8, 7.9, 11.8, 11.9, 12.5, 12.7, and Projects 4, 6, 7, and 8
2.D.2 Organize, classify, represent, and interpret data using tallies, charts, tables, bar graphs, pictographs, and Venn diagrams; interpret the representations.	1.2, 1.7, 1.10, 1.11, 1.12, 1.14, 2.3, 2.4, 2.5, 2.6, 2.7, 2.11, 2.12, 2.14, 3.2, 3.4, 3.7, 3.12, 3.13, 3.14, 4.2, 4.4, 4.7, 4.10, 4.13, 5.7, 5.9, 5.11, 6.1, 6.12, 7.2, 7.4, 8.5, 9.3, 9.6, 10.1, 10.2, 10.7, and Projects 1,2, and 7	1.5, 1.6, 1.10, 1.11, 1.12, 1.14, 2.3, 3.3, 3.5, 3.6, 3.9, 6.3, 7.7, 7.8, 7.9, 7.10, 8.1, 8.2, 8.3, 8.4, 8.5, 9.3, 9.4, 10.1, 10.7, 11.6, 11.8, 11.9, 12.3, 12.4, 12.6, 12.7, 12.8, Projects 2, 4, 6, 7, and 8
2.D.3 Formulate inferences (draw conclusions) and make educated guesses (conjectures) about a situation based on information gained from data.	5.9	6.3, 7.9, 7.10, 10.4, 12.6, and Projects 6, 7, and 8
2.D.4 Decide which outcomes of experiments are most likely.	1.8, 5.9	1.5

Learning Standard	Everyday Mathematics 3rd Grade Lessons
Number Sense and Operations	
3.N.1 Exhibit an understanding of the values of the digits in the base ten number system by reading, modeling, writing, comparing, and ordering whole numbers through 9,999.	1.1, 1.2, 1.3, 1.5, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 7.1, 9.13
3.N.2 Represent, order, and compare numbers through 9,999. Represent numbers using expanded notation (e.g., $853 = 8 \cdot 100 + 5 \cdot 10 + 3$), and written out in words(e.g., eight hundred fifty-three).	1.6, 2.2, 4.9, 5.2, 5.3, 5.4
3.N.3 Identify and represent fractions (between 0 and 1 with denominators through 10) as parts of unit wholes and parts of groups. Model and represent a mixed number (with denominator 2, 3, or 4) as a whole number and a fraction, e.g., $1 \frac{2}{3}$, $3 \frac{1}{2}$.	7.9, 8.1, 8.2, 8.6, 8.7, 9.3
3.N.4 Locate on the number line and compare fractions (between 0 and 1 with denominators 2, 3, or 4, e.g., $\frac{2}{3}$).	5.7, 5.8, 8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 9.3
3.N.5 Recognize classes to which a number may belong (odd numbers, even numbers, and multiples of numbers through 10). Identify the numbers in those classes, e.g., the class of multiples of 7 between 1 and 29 consists of 7, 14, 21, 28.	4.5, 4.8, 7.1, 7.2, 9.6, 9.10
3.N.6 Select, use, and explain various meanings and models of multiplication (through $10 \cdot 10$). Relate multiplication problems to corresponding division problems, e.g., draw a model to represent $5 \cdot 6$ and $30 \div 6$.	4.2, 4.3, 4.4, 4.8, 5.5, 9.3, 9.6, 9.7, 9.10, 9.13
3.N.7 Use the commutative (order) and identity properties of addition and multiplication on whole numbers in computations and problem situations, e.g., $3 + 4 + 7 = 3 + 7 + 4 = 10 + 4$.	2.9, 3.2
3.N.8 Select and use appropriate operations (addition, subtraction, multiplication, and division) to solve problems, including those involving money. This standard is intentionally the same as standard 4.N.10.	1.7, 1.10, 2.4, 2.5, 2.6, 2.9, 4.1, 4.2, 4.3, 4.4, 7.5, 9.1, 9.3, 9.7
3.N.9 Know multiplication facts through $10 \cdot 10$ and related division facts, e.g., $9 \cdot 8 = 72$ and $72 \div 9 = 8$. Use these facts to solve related problems, e.g., $3 \cdot 5$ is related to $3 \cdot 50$.	4.5, 4.6, 4.7, 4.8, 4.9, 5.2, 5.3, 5.4, 5.6, 5.7, 5.8, 5.12, 6.2, 6.7, 6.12, 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.8, 8.2, 11.7, 11.8
3.N.10 Add and subtract (up to four-digit numbers) and multiply (up to two-digit numbers by a one-digit number) accurately and efficiently.	1.7, 2.1, 2.2, 2.7, 2.8, 9.4, 9.5, 9.9, 9.11, 9.12

Learning Standard	Everyday Mathematics 3rd Grade Lessons
3.N.11 Round whole numbers through 1,000 to the nearest 10, 100, and 1,000.	2.5, 2.7, 2.8, 3.3, 3.4, 7.7
3.N.12 Understand and use the strategies of rounding and regrouping to estimate quantities, measures, and the results of whole-number computations (addition, subtraction, and multiplication) up to two-digit whole numbers and amounts of money to \$100, and to judge the reasonableness of the answer.	1.10, 2.4, 2.5, 2.6, 3.5, 5.6, 7.7
3.N.13 Use concrete objects and visual models to add and subtract (only when the answer is greater than or equal to zero) common fractions (halves, thirds, fourths, sixths, and eighths) with like denominators.	8.7
Patterns, Relations, and Algebra	
3.P.1 Create, describe, extend, and explain symbolic (geometric) patterns and addition and subtraction patterns, e.g., 2, 6, 10, ...; and 50, 45, 40....	1.2, 1.11, 2.1, 7.6, 9.10
3.P.2 Determine which symbol (<, >, or =) is appropriate for a given number sentence, e.g., $7 \cdot 8 = 49 + 6$.	1.9, 5.2, 10.5
3.P.3 Determine the value of a variable (through 10) in simple equations involving addition, subtraction, or multiplication, e.g., $2 + = 9$; $5 \cdot = 35$.	2.3
3.P.4 Write number sentences using +, −, •, ÷, <, =, and/or > to represent mathematical relationships in everyday situations.	1.11, 2.1, 2.3, 7.4, 7.5, 10.11
Geometry	
3.G.1 Compare and analyze attributes and other features (e.g., number of sides, corners, diagonals, and lines of symmetry) of two-dimensional geometric shapes.	3.4, 5.6, 6.4, 6.5, 6.11, 6.12, 9.10
3.G.2 Describe, model, draw, compare, and classify two-dimensional shapes, e.g., circles, triangles, and quadrilaterals. Identify and describe simple three-dimensional shapes, e.g., cubes, spheres, and pyramids.	3.4, 3.5, 3.6, 3.8, 5.6, 6.1, 6.4, 6.6, 6.11, 7.9, 8.2, 9.10, 10.10
3.G.3 Identify angles as right angles, less than a right angle, and greater than a right angle.	6.3, 6.4, 6.6, 6.8
3.G.4 Identify and draw parallel lines, perpendicular lines, and other intersecting lines.	6.2, 6.10
3.G.5 Using ordered pairs of whole numbers and/or letters, locate and identify points on a grid.	10.11

Learning Standard	Everyday Mathematics 3rd Grade Lessons
3.G.6 Identify and draw lines of symmetry in two-dimensional shapes.	6.9, 6.11
3.G.7 Predict and explain the results of taking apart and combining two-dimensional shapes.	6.9
Measurement	
3.M.1 Demonstrate an understanding of the attributes length, area, and weight, and select the appropriate type of unit for measuring each attribute using both the U.S. Customary (English) and metric systems.	3.1, 3.2, 3.3, 3.4, 3.8, 5.6, 9.3, 9.12, 10.1, 10.2, 10.3, 10.4, 10.5, 10.6, 10.12,
3.M.2 Carry out simple unit conversions within a system of measurement, e.g., hours to minutes, cents to dollars, yards to feet or inches, etc. This standard is intentionally the same as standard 4.M.2.	1.9, 3.3, 5.5, 5.9, 10.1, 10.4, 10.6
3.M.3 Identify time to the minute on analog and digital clocks using a.m. and p.m. Compute elapsed time, using a clock for times less than one hour (i.e., minutes since), and using a calendar (e.g., days since).	1.1, 1.4, 1.6, 1.12, 6.8, 10.11
3.M.4 Estimate and find area and perimeter of a rectangle, using diagrams and grids, or by measuring.	3.4, 3.5, 3.6, 3.7, 5.6, 6.4, 6.5, 9.3
3.M.5 Identify and use appropriate metric and U.S. Customary (English) units and tools (e.g., ruler, scale, thermometer, clock) to estimate, measure, and solve problems involving length, area, weight, temperature, and time.	2.6, 3.2, 3.4, 9.12, 10.1, 10.3, 11.4
Data Analysis, Statistics, and Probability	
3.D.1 Collect and organize data using observations, measurements, surveys, or experiments, and identify appropriate ways to display the data. This standard is intentionally the same as standard 4.D.1.	1.5, 2.6, 3.1, 3.8, 10.7, 10.8, 10.10, 11.7, 11.8, 11.9
3.D.2 Match representations of a data set in the forms of tables, line plots, pictographs, tallies, or bar graphs with the actual data set.	1.5, 10.7
3.D.3 Construct and draw conclusions from representations of data sets in the forms of tables, line plots, pictographs, tallies, and bar graphs.	1.5, 5.12, 7.8, 10.7, 10.10, 11.2, 11.4, 11.6, 11.7, 11.8, 11.9
3.D.4 List and count the number of possible combinations of objects from two sets, e.g., how many different outfits can one make from a set of two sweaters and a set of three skirts?	8.2

Learning Standard	Everyday Mathematics 4th Grade Lessons
Number Sense and Operations	
4.N.1 Exhibit an understanding of the base ten number system by reading, modeling, writing, and interpreting whole numbers to at least 100,000; demonstrating an understanding of the values of the digits; and comparing and ordering the numbers.	2.3, 2.4, 5.7, 5.8, 5.9, 5.11
4.N.2 Represent, order, and compare large numbers (to at least 100,000) using various forms, including expanded notation, e.g., $853 = 8 \times 100 + 5 \times 10 + 3$.	2.2, 5.8, 5.9, 5.10, 5.11
4.N.3 Demonstrate an understanding of fractions as parts of unit wholes, as parts of a collection, and as locations on the number line.	7.1, 7.2, 7.3, 7.5, 7.6, 7.10, 7.11, 7.12, 9.4
4.N.4 Select, use, and explain models to relate common fractions and mixed numbers ($\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{1}{6}$, $\frac{1}{8}$, $\frac{1}{10}$, $\frac{1}{12}$, and $1\frac{1}{2}$), find equivalent fractions, mixed numbers, and decimals, and order fractions.	7.4, 7.5, 7.6, 7.7, 7.8, 7.9, 7.10
4.N.5 Identify and generate equivalent forms of common decimals and fractions less than one whole (halves, quarters, fifths, and tenths).	4.1, 4.4, 4.6, 7.8, 9.1, 9.2, 9.3, 9.4, 9.5, 9.8
4.N.6 Exhibit an understanding of the base ten number system by reading, naming, and writing decimals between 0 and 1 up to the hundredths.	4.1, 4.2, 4.3, 4.5, 4.6, 4.10, 5.2
4.N.7 Recognize classes (in particular, odds, evens; factors or multiples of a given number; and squares) to which a number may belong, and identify the numbers in those classes. Use these in the solution of problems.	3.1
4.N.8 Select, use, and explain various meanings and models of multiplication and division of whole numbers. Understand and use the inverse relationship between the two operations.	3.4, 5.2, 5.4, 5.5, 5.7, 6.1, 9.8
4.N.9 Select, use, and explain the commutative, associative, and identity properties of operations on whole numbers in problem situations, e.g., $37 \times 46 = 46 \times 37$, $(5 \times 7) \times 2 = 5 \times (7 \times 2)$.	3.1, 3.9
4.N.10 Select and use appropriate operations (addition, subtraction, multiplication, and division) to solve problems, including those involving money.	3.7, 4.1, 6.3

Learning Standard	Everyday Mathematics 4th Grade Lessons
4.N.11 Know multiplication facts through 12×12 and related division facts. Use these facts to solve related multiplication problems and compute related problems, e.g., 3×5 is related to 30×50 , 300×5 , and 30×500 .	3.1, 3.2, 3.3, 3.4, 3.6, 3.9, 4.2, 5.1, 5.2, 5.4
4.N.12 Add and subtract (up to five-digit numbers) and multiply (up to three digits by two digits) accurately and efficiently.	2.7, 2.8, 2.9, 4.4, 4.5, 5.5, 5.6, 5.7, 5.9, 9.2, 9.8, 10.1
4.N.13 Divide up to a three-digit whole number with a single-digit divisor (with or without remainders) accurately and efficiently. Interpret any remainders.	6.1, 6.2, 6.4, 6.5, 9.6, 9.9, 10.1, 10.5
4.N.14 Demonstrate in the classroom an understanding of and the ability to use the conventional algorithms for addition and subtraction (up to five-digit numbers), and multiplication (up to three digits by two digits).	2.7, 2.9, 5.5, 5.6, 5.9, 9.8
4.N.15 Demonstrate in the classroom an understanding of and the ability to use the conventional algorithm for division of up to a three-digit whole number with a single-digit divisor (with or without remainders).	6.1, 6.2
4.N.16 Round whole numbers through 100,000 to the nearest 10, 100, 1000, 10,000, and 100,000.	5.3, 5.4, 5.6, 5.10
4.N.17 Select and use a variety of strategies (e.g., front-end, rounding, and regrouping) to estimate quantities, measures, and the results of whole-number computations up to three-digit whole numbers and amounts of money to \$1000, and to judge the reasonableness of the answer.	3.10, 4.3, 4.5, 4.8, 5.3, 5.4, 5.6, 6.3, 9.8, 9.9
4.N.18 Use concrete objects and visual models to add and subtract common fractions.	7.4, 7.5
Patterns, Relations, and Algebra	
4.P.1 Create, describe, extend, and explain symbolic (geometric) and numeric patterns, including multiplication patterns like 3, 30, 300, 3000,	3.1, 10.5
4.P.2 Use symbol and letter variables (e.g., Δ , x) to represent unknowns or quantities that vary in expressions and in equations or inequalities (mathematical sentences that use $=$, $<$, $>$).	3.8, 3.10
4.P.3 Determine values of variables in simple equations, e.g., $4106 - \nabla = 37$, $5 = \circ + 3$, and $\square - \circ = 3$.	3.10

Learning Standard	Everyday Mathematics 4th Grade Lessons
4.P.4 Use pictures, models, tables, charts, graphs, words, number sentences, and mathematical notations to interpret mathematical relationships.	3.8, 3.9, 3.11, 5.3, 6.3, 8.2, 8.5, 12.2, 12.4
4.P.5 Solve problems involving proportional relationships, including unit pricing (e.g., four apples cost 80¢, so one apple costs 20¢) and map interpretation (e.g., one inch represents five miles, so two inches represent ten miles).	3.6, 3.11, 6.5, 8.2, 8.3, 12.1, 12.2, 12.3, 12.4, 12.5
4.P.6 Determine how change in one variable relates to a change in a second variable, e.g., input-output tables.	3.5, 3.7, 12.2,
Geometry	
4.G.1 Compare and analyze attributes and other features (e.g., number of sides, faces, corners, right angles, diagonals, and symmetry) of two- and three-dimensional geometric shapes.	1.3, 1.5, 1.7, 8.6, 11.2, 11.3
4.G.2 Describe, model, draw, compare, and classify two- and three-dimensional shapes, e.g., circles, polygons—especially triangles and quadrilaterals—cubes, spheres, and pyramids.	1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 8.5, 8.6, 8.7, 11.3
4.G.3 Recognize similar figures.	1.3, 1.4
4.G.4 Identify angles as acute, right, or obtuse.	6.6, 6.7, 6.8
4.G.5 Describe and draw intersecting, parallel, and perpendicular lines.	1.2, 1.4
4.G.6 Using ordered pairs of numbers and/or letters, graph, locate, identify points, and describe paths (first quadrant).	6.5, 6.7, 6.10
4.G.7 Describe and apply techniques such as reflections (flips), rotations (turns), and translations (slides) for determining if two shapes are congruent.	6.6, 10.1, 10.2, 10.3, 10.5
4.G.8 Identify and describe line symmetry in two-dimensional shapes.	10.4
4.G.9 Predict and validate the results of partitioning, folding, and combining two- and three-dimensional shapes.	1.6, 10.3, 10.4
Measurement	
4.M.1 Demonstrate an understanding of such attributes as length, area, weight, and volume, and select the appropriate type of unit for measuring each attribute.	2.8, 4.8, 5.1, 5.5, 8.1, 8.2, 8.5, 8.7, 8.8, 11.1
4.M.2 Carry out simple unit conversions within a system of measurement, e.g., hours to minutes, cents to dollars, yards to feet or inches, etc.	4.7, 4.9, 8.4, 11.1, 11.4, 11.7

Learning Standard	Everyday Mathematics 4th Grade Lessons
4.M.3 Identify time to the minute on analog and digital clocks using a.m. and p.m. Compute elapsed time using a clock (e.g., hours and minutes since...) and using a calendar (e.g., days since...).	3.8, 6.6
4.M.4 Estimate and find area and perimeter of a rectangle, triangle, or irregular shape using diagrams, models, and grids or by measuring.	8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.7, 8.8
4.M.5 Identify and use appropriate metric and English units and tools (e.g., ruler, angle ruler, graduated cylinder, thermometer) to estimate, measure, and solve problems involving length, area, volume, weight, time, angle size, and temperature.	2.8, 4.7, 4.8, 4.9, 5.5, 6.6, 6.7, 6.8, 8.1, 11.1, 11.4, 11.5
Data Analysis, Statistics, and Probability	
4.D.1 Collect and organize data using observations, measurements, surveys, or experiments, and identify appropriate ways to display the data.	2.5, 2.6, 2.8, 5.4, 8.1, 9.6, 9.7, 12.1
4.D.2 Match a representation of a data set such as lists, tables, or graphs (including circle graphs) with the actual set of data.	2.5, 2.8
4.D.3 Construct, draw conclusions, and make predictions from various representations of data sets, including tables, bar graphs, pictographs, line graphs, line plots, and tallies.	2.5, 2.6, 2.8, 9.6, 9.7, 10.3, 12.3
4.D.4 Represent the possible outcomes for a simple probability situation, e.g., the probability of drawing a red marble from a bag containing three red marbles and four green marbles.	7.12, 8.3
4.D.5 List and count the number of possible combinations of objects from three sets, e.g., how many different outfits can one make from a set of three shirts, a set of two skirts, and a set of two hats?	This topic is covered in 3 rd , 5 th , and 6 th Grades Everyday Mathematics. It will be covered with supplemental materials in grade 4.
4.D.6 Classify outcomes as certain, likely, unlikely, or impossible by designing and conducting experiments using concrete objects such as counters, number cubes, spinners, or coins.	7.11, 7.12, 8.3

Learning Standard	Everyday Mathematics 5th Grade Lessons
Number Sense and Operations	
5.N.1 Demonstrate an understanding of (positive integer) powers of ten, e.g., 10^2 , 10^5 .	7.1, 7.2, 7.3
5.N.2 Demonstrate an understanding of place value through millions and thousandths.	2.2, 2.10, 3.1, 3.2, 9.2, 5.8
5.N.3 Represent and compare large (millions) and small (thousandths) positive numbers in various forms, such as expanded notation without exponents, e.g., $9724 = 9 \times 1000 + 7 \times 100 + 2 \times 10 + 4$.	1.9, 9.7, 11.6
5.N.4 Demonstrate an understanding of fractions as a ratio of whole numbers, as parts of unit wholes, as parts of a collection, and as locations on the number line. (This standard is intentionally the same as standard 6.N.4.)	5.1, 5.2, 5.3, 6.1, 6.5, 8.4, 8.6, 8.9, 8.10, 12.3, 12.4, 12.5
5.N.5 Identify and determine common equivalent fractions (with denominators 2, 4, 5, 10) and mixed numbers (with denominators 2, 4, 5, 10), decimals, and percents (through one hundred percent), e.g., $\frac{3}{4} = 0.75 = 75\%$.	5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 6.8, 8.1, 8.8, 8.9, 8.10, 9.5, 12.1, 12.2, 12.6
5.N.6 Find and position whole numbers, positive fractions, positive mixed numbers, and positive decimals on a number line.	5.3, 5.5
5.N.7 Compare and order whole numbers, positive fractions, positive mixed numbers, positive decimals, and percents.	7.6, 8.1, 8.12
5.N.8 Apply the number theory concepts of common factor, common multiple, and divisibility rules for 2, 3, 5, and 10 to the solution of problems. Demonstrate an understanding of the concepts of prime and composite numbers.	1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 12.1
5.N.9 Solve problems involving multiplication and division of whole numbers, and multiplication of positive fractions with whole numbers.	2.4, 2.7, 3.3, 4.5, 6.5, 6.7, 7.4, 12.1
5.N.10 Demonstrate an understanding of how parentheses affect expressions involving addition, subtraction, and multiplication, and use that understanding to solve problems, e.g., $3 \times (4 + 2) = 3 \times 6$.	7.4, 7.5

Learning Standard	Everyday Mathematics 5th Grade Lessons
5.N.11 Demonstrate an understanding of the inverse relationship of addition and subtraction, and use that understanding to simplify computation and solve problems. (This standard is intentionally the same as standard 6.N.12.)	2.4, 7.8
5.N.12 Accurately and efficiently add and subtract whole numbers and positive decimals. Multiply and divide (using double-digit divisors) whole numbers. Multiply positive decimals with whole numbers.	1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 2.1, 2.2, 2.3, 2.8, 2.9, 2.10, 4.1, 4.2, 4.4, 4.5, 9.8, 10.3
5.N.13 Accurately and efficiently add and subtract positive fractions and mixed numbers with like denominators and with unlike denominators (2, 4, 5, 10 only); multiply positive fractions with whole numbers. Simplify fractions in cases when both the numerator and the denominator have 2, 3, 4, 5, or 10 as a common factor.	5.3, 6.8, 6.9, 6.10, 7.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.7, 8.8, 8.12, 9.6, 11.5
5.N.14 Estimate sums and differences of whole numbers, positive fractions, and positive decimals. Estimate products of whole numbers and products of positive decimals with whole numbers. Use a variety of strategies and judge the reasonableness of the answer.	2.1, 2.5, 2.7, 2.8, 2.10, 3.1, 4.4, 4.5, 5.5, 8.5, 8.11, 9.6, 9.7, 10.6
Patterns, Relations, and Algebra	
5.P.1 Analyze and determine the rules for extending symbolic, arithmetic, and geometric patterns and progressions, e.g., ABBCCC; 1, 5, 9, 13...; 3, 9, 27... (This standard is intentionally the same as standard 6.P.1.)	1.7
5.P.2 Replace variables with given values and evaluate/simplify, e.g., $2(\bullet) + 3$ when $\bullet = 4$. (This standard is intentionally the same as standard 6.P.2.)	4.6, 10.3, 10.7
5.P.3 Use the properties of equality to solve problems with whole numbers, e.g., if $+ 7 = 13$, then $= 13 - 7$, therefore $= 6$; if $3 \bullet = 15$, then $= 15 \div 3$, therefore $= 5$.	2.4, 2.7, 12.5
5.P.4 Represent real situations and mathematical relationships with concrete models, tables, graphs, and rules in words and with symbols, e.g., input-output tables. (This standard is intentionally the same as standard 6.P.4.)	1.2, 1.3, 1.6, 1.7, 2.4, 2.8, 4.5, 10.1, 10.2, 10.3, 10.6

Learning Standard	Everyday Mathematics 5th Grade Lessons
5.P.5 Solve problems involving proportional relationships using concrete models, tables, graphs, and paper-pencil methods.	10.1, 10.2, 10.5
5.P.6 Interpret graphs that represent the relationship between two variables in everyday situations.	10.4, 10.5, 10.6
Geometry	
5.G.1 Identify, describe, and compare special types of triangles (isosceles, equilateral, right) and quadrilaterals (square, rectangle, parallelogram, rhombus, trapezoid), e.g., recognize that all equilateral triangles are isosceles, but not all isosceles triangles are equilateral.	3.3, 3.4, 3.5, 3.6, 3.8, 6.3, 6.9
5.G.2 Identify, describe, and compare special types of three-dimensional shapes (cubes, prisms, spheres, pyramids) based on their properties, such as edges and faces.	11.1, 11.2
5.G.3 Identify relationships among points and lines, e.g., intersecting, parallel, perpendicular.	3.5
5.G.4 Using ordered pairs of whole numbers (including zero), graph, locate, and identify points, and describe paths on the Cartesian coordinate plane.	7.10, 9.1, 9.2, 9.3, 9.9
5.G.5 Describe and perform transformations on two-dimensional shapes, e.g., translations, rotations, and reflections.	3.8, 9.2, 9.3
5.G.6 Identify and describe line symmetry in two-dimensional shapes, including shapes that have multiple lines of symmetry.	Math Journal pages 253, 260, 296.
5.G.7 Determine if two triangles or two quadrilaterals are congruent by measuring sides or a combination of sides and angles, as necessary; or by motions or series of motions, e.g., translations, rotations, and reflections.	3.6
Measurement	
5.M.1 Apply the concepts of perimeter and area to the solution of problems involving triangles and rectangles. Apply formulas where appropriate.	9.4, 10.4
5.M.2 Identify, measure, describe, classify, and draw various angles. Draw triangles given two sides and the angle between them, or given two angles and the side between them, e.g., draw a triangle with one right angle and two sides congruent.	3.3, 3.4, 3.5, 3.6, 3.8, 6.3, 6.9
5.M.3 Solve problems involving simple unit conversions within a system of measurement.	4.3, 6.7, 9.10, 10.4, 11.6, 12.6

Learning Standard	Everyday Mathematics 5th Grade Lessons
5.M.4 Find volumes and surface areas of rectangular prisms. (This standard is intentionally the same as standard 6.M.6.)	9.8, 9.9, 9.10, 10.4, 11.3, 11.4, 11.5, 11.7
5.M.5 Find the sum of the measures of the interior angles in triangles by measuring the angles, and without measuring the angles.	3.9
Data Analysis, Statistics, and Probability	
5.D.1 Given a set of data, find the median, mean, mode, maximum, minimum, and range, and apply to solutions of problems.	2.5, 2.6, 3.1, 3.2, 3.4, 3.9, 5.12, 6.1, 6.3, 6.7, 8.11, 9.1, 10.7, 12.7
5.D.2 Construct and interpret line plots, line graphs, and bar graphs. Interpret and label circle graphs.	2.5, 3.9, 5.9, 5.10, 5.11, 6.4, 6.5, 6.10, 10.7, 12.7
5.D.3 Predict the probability of outcomes of simple experiments (e.g., tossing a coin, rolling a number cube) and test the predictions.	2.6, 6.2, 12.2

Learning Standard	Everyday Mathematics 6th Grade Lessons
Number Sense and Operations	
6.N.1 Demonstrate an understanding of positive integer exponents, in particular, when used in powers of ten, e.g., 10^2 , 10^5 .	2.4, 2.6, 2.7, 2.8, 2.9
6.N.2 Demonstrate an understanding of place value to billions and thousandths.	2.5, 2.6
6.N.3 Represent and compare very large (billions) and very small (thousandths) positive numbers in various forms such as expanded notation without exponents, e.g., $9724 = 9 \times 1000 + 7 \times 100 + 2 \times 10 + 4$.	1.3, 2.5, 2.8, 1.12, 2.9
6.N.4 Demonstrate an understanding of fractions as a ratio of whole numbers, as parts of unit wholes, as parts of a collection, and as locations on the number line.	4.1, 4.2, 4.3, 4.4, 8.4, 8.5, 8.6
6.N.5 Identify and determine common equivalent fractions, mixed numbers, decimals, and percents.	3.7, 4.1, 4.7, 4.8, 4.9, 6.1, 7.4, 8.3, 8.8, 8.10
6.N.6 Find and position integers, fractions, mixed numbers, and decimals (both positive and negative) on the number line.	6.5
6.N.7 Compare and order integers (including negative integers), and positive fractions, mixed numbers, decimals, and percents.	4.1, 4.2
6.N.8 Apply number theory concepts—including prime and composite numbers, prime factorization, greatest common factor, least common multiple, and divisibility rules for 2, 3, 4, 5, 6, 9, and 10—to the solution of problems.	3.7, 9.12, 10.1
6.N.9 Select and use appropriate operations to solve problems involving addition, subtraction, multiplication, division, and positive integer exponents with whole numbers, and with positive fractions, mixed numbers, decimals, and percents.	4.11, 6.5, 8.1, 8.2, 8.3, 8.5, 8.6, 8.11, 9.5
6.N.10 Use the number line to model addition and subtraction of integers, with the exception of subtracting negative integers.	6.3
6.N.11 Apply the Order of Operations for expressions involving addition, subtraction, multiplication, and division with grouping symbols (+, −, ×, ÷).	6.6, 6.8, 7.8

Learning Standard	Everyday Mathematics 6th Grade Lessons
6.N.12 Demonstrate an understanding of the inverse relationship of addition and subtraction, and use that understanding to simplify computation and solve problems.	3.1, 3.2, 6.5, 6.8, 6.9, 6.10, 6.11
6.N.13 Accurately and efficiently add, subtract, multiply, and divide (with double-digit divisors) whole numbers and positive decimals.	2.1, 2.2, 2.3, 2.10, 2.11, 8.2, 8.3, 8.9, 8.11, 9.6
6.N.14 Accurately and efficiently add, subtract, multiply, and divide positive fractions and mixed numbers. Simplify fractions.	4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 6.1, 6.2, 7.1, 8.6
6.N.15 Add and subtract integers, with the exception of subtracting negative integers.	3.7, 3.8, 6.3
6.N.16 Estimate results of computations with whole numbers, and with positive fractions, mixed numbers, decimals, and percents. Describe reasonableness of estimates.	2.2, 2.4, 2.11, 3.3, 8.4
Patterns, Relations, and Algebra	
6.P.1 Analyze and determine the rules for extending symbolic, arithmetic, and geometric patterns and progressions, e.g., ABBCCC; 1, 5, 9, 13 ...; 3, 9, 27,	3.1, 3.2, 3.4
6.P.2 Replace variables with given values and evaluate/simplify, e.g., $2(\bigcirc) + 3$ when $\bigcirc = 4$.	3.1, 3.2, 3.3, 3.4, 3.8, 6.6, 9.10, 9.11, 9.12
6.P.3 Use the properties of equality to solve problems, e.g., if $\square + 7 = 13$, then $\square = 13 - 7$, therefore $\square = 6$; if $3 \times \square = 15$, then $\frac{1}{3} \times 3 \times \square = \frac{1}{3} \times 15$, therefore $\square = 5$.	3.3, 6.7
6.P.4 Represent real situations and mathematical relationships with concrete models, tables, graphs, and rules in words and with symbols, e.g., input-output tables.	1.5, 1.6, 1.7, 1.9, 1.10, 2.3, 3.6, 3.9, 7.6, 8.7, 9.6, 9.10
6.P.5 Solve linear equations using concrete models, tables, graphs, and paper-pencil methods.	6.9, 6.10, 6.11, 7.2, 9.3, 9.4, 9.5, 9.6
6.P.6 Produce and interpret graphs that represent the relationship between two variables in everyday situations.	1.5, 1.9, 3.5, 3.6, 3.10, 9.10
6.P.7 Identify and describe relationships between two variables with a constant rate of change. Contrast these with relationships where the rate of change is not constant.	3.5, 3.6, 3.10, 8.9, 8.11, 8.12

Learning Standard	Everyday Mathematics 6th Grade Lessons
Geometry	
6.G.1 Identify polygons based on their properties, including types of interior angles, perpendicular or parallel sides, and congruence of sides, e.g., squares, rectangles, rhombuses, parallelograms, trapezoids, and isosceles, equilateral, and right triangles.	5.10, 8.10, 9.2, 9.13, 10.1
6.G.2 Identify three-dimensional shapes (e.g., cubes, prisms, spheres, cones, and pyramids) based on their properties, such as edges and faces.	9.12
6.G.3 Identify relationships among points, lines, and planes, e.g., intersecting, parallel, perpendicular.	5.7, 5.8, 5.9, 5.10
6.G.4 Graph points and identify coordinates of points on the Cartesian coordinate plane (all four quadrants).	5.4
6.G.5 Find the distance between two points on horizontal or vertical number lines.	5.4, 6.12
6.G.6 Predict, describe, and perform transformations on two-dimensional shapes, e.g., translations, rotations, and reflections.	5.5, 10.2, 10.3, 10.4, 10.5
6.G.7 Identify types of symmetry, including line and rotational.	10.3
6.G.8 Determine if two shapes are congruent by measuring sides or a combination of sides and angles, as necessary; or by motions or series of motions, e.g., translations, rotations, and reflections.	5.6, 5.7, 5.8
6.G.9 Match three-dimensional objects and their two-dimensional representations, e.g., nets, projections, and perspective drawings.	Addressed in MJ pages 365, 369 No page listed in TG
Measurement	
6.M.1 Apply the concepts of perimeter and area to the solution of problems. Apply formulas where appropriate.	1.9, 6.8, 9.1, 9.8, 9.11
6.M.2 Identify, measure, describe, classify, and construct various angles, triangles, and quadrilaterals.	5.1, 5.5, 5.9, 9.3
6.M.3 Solve problems involving proportional relationships and units of measurement, e.g., same system unit conversions, scale models, maps, and speed.	1.11, 3.5, 8.9, 9.13, 10.2

Learning Standard	Everyday Mathematics 6th Grade Lessons
6.M.4 Find areas of triangles and parallelograms. Recognize that shapes with the same number of sides but different appearances can have the same area. Develop strategies to find the area of more complex shapes.	6.7, 9.8
6.M.5 Identify, measure, and describe circles and the relationships of the radius, diameter, circumference, and area (e.g., $d = 2r$, $\pi = C/d$), and use the concepts to solve problems.	5.3, 9.8
6.M.6 Find volumes and surface areas of rectangular prisms.	9.9, 9.11
6.M.7 Find the sum of the angles in simple polygons (up to eight sides) with and without measuring the angles.	5.2
Data Analysis, Statistics, and Probability	
6.D.1 Describe and compare data sets using the concepts of median, mean, mode, maximum and minimum, and range.	1.2, 1.3, 1.5, 1.9, 1.11, 2.11, 9.9
6.D.2 Construct and interpret stem-and-leaf plots, line plots, and circle graphs.	1.2, 1.3, 1.4, 1.8, 1.11, 4.10, 5.3, 5.4, 5.7, 8.7, 8.8
6.D.3 Use tree diagrams and other models (e.g., lists and tables) to represent possible or actual outcomes of trials. Analyze the outcomes.	7.2, 7.4, 7.5, 7.6, 7.7, 7.8
6.D.4 Predict the probability of outcomes of simple experiments (e.g., tossing a coin, rolling a die) and test the predictions. Use appropriate ratios between 0 and 1 to represent the probability of the outcome and associate the probability with the likelihood of the event.	7.1, 7.2, 7.3, 7.4, 7.5, 7.7, 7.8