The Key Concepts and Skills for each content strand are presented by month. For more information, refer to the Key Concepts and Skills table in the Unit Organizer of the *Teacher's Lesson Guide*.

Grade 3 *Everyday Mathematics*® Content by Strand

Number and Numeration

August/September — Lessons 1•1–1•14

Compare and order whole numbers. [Goal 6; Lessons 1•1, 1•2]
Apply place-value concepts in multidigit numbers. [Goal 1; Lesson 1•2]
Read and write whole numbers. [Goal 1; Lesson 1•3]
Compare whole numbers. [Goal 6; Lessons 1•3, 1•8]
Write equivalent names for numbers. [Goal 4; Lesson 1•6]
Use a calculator to review place value. [Goal 1; Lesson 1•9]
Identify the numbers 10 and 100 more or 10 and 100 less than a given number. [Goal 1; Lesson 1•9]
Find multiples using calculator skip counts. [Goal 3; Lesson 1•9]
Identify values of digits in decimal (dollars-and-cents) notation. [Goal 1; Lesson 1•10]
Write money amounts in decimal (dollars-and-cents) notation. [Goal 1; Lesson 1•10]
Compare money amounts. [Goal 6; Lesson 1•10]
Compare and order money amounts. [Goal 6; Lesson 1•11]
Compare and order numbers to solve number patterns. [Goal 6; Lesson 1•12]

October — Lessons 2•1–3•3

Model multidigit numbers with base-10 blocks. [Goal 1; Lesson 2•7]
Use place-value concepts to apply the counting-up and trade-first algorithms. [Goal 1; Lesson 2•8]
Name the marks on a ruler that divide inches in halves, fourths, and eighths. [Goal 2; Lesson 3•2]
Use a ruler to find equivalent halves, fourths, and eighths. [Goal 5; Lesson 3•2]

November — Lessons 3•4–4•6

December — Lessons 4•7–5•8

Solve problems involving fractional parts of regions on a map scale. [Goal 2; Lesson 4•9]
Fill in missing numbers on number lines. [Goal 6; Lesson 4•9]
Read and write multidigit whole numbers. [Goal 1; Lesson 5•1]
Identify the places in multidigit numbers and the value of the digits in those places. [Goal 1; Lessons 5•1, 5•2]
Order numbers through continuation of counts. [Goal 6; Lesson 5•1]
Read and write numbers up to 100,000. [Goal 1; Lesson 5•3]
Identify the places in numbers through ten-thousands and the values of the digits in those places. [Goal 1; Lesson 5•3]
Compare and order whole numbers less than 100,000. [Goal 6; Lesson 5•2]
Read and write numbers. [Goal 1; Lesson 5•3]
Identify digits and their values in numbers. [Goal 1; Lesson 5•3]
Use a calculator to find place-value relationships. [Goal 1; Lesson 5•3]
Compare and order whole numbers through millions. [Goal 6; Lesson 5•3]
Read 6- and 7-digit whole numbers and identify their digit values. [Goal 1; Lesson 5•4]
Compare and order whole numbers. [Goal 6; Lessons 5•4, 5•6, 5•7]
Read and write 6- and 7-digit whole numbers. [Goal 1; Lesson 5•5]
Use multiples of 10 to count a large quantity of base-10 blocks. [Goal 3; Lesson 5•5]
Use base-10 blocks and grids to model tenths and hundredths and write money amounts in dollar-and-cents notation. [Goal 1; Lesson 5•7]
Read and write decimal numbers through hundredths. [Goal 1; Lesson 5•7]
Use base-10 blocks and grids to represent decimal and fraction equivalencies. [Goal 5; Lessons 5•7, 5•8]
Compare and order decimals on 10-by-10 grids. [Goal 6; Lesson 5•7]
Read and write decimal numbers to hundredths. [Goal 1; Lesson 5•8]
Use base-10 blocks and grids to model decimals to hundredths. [Goal 1; Lesson 5•8]
Find fractional parts of a region using base-10 blocks and a grid. [Goal 2; Lesson 5•8]

January — Lessons 5•9–6•8

Use base-10 blocks, a number line, and a meterstick to model tenths and hundredths. [Goal 1; Lesson 5•9]
Find fractional parts of a region using a meterstick and base-10 blocks. [Goal 2; Lesson 5•9]
Use base-10 blocks and a meterstick to represent, compare, and order decimals through hundredths. [Goal 6; Lesson 5•9]
Read decimal numbers. [Goal 1; Lesson 5•10]
Compare and order decimals using a centimeter/millimeter scale. [Goal 6; Lesson 5•10]
Use Place-Value Book routines to read and write decimals. [Goal 1; Lesson 5•11]
Identify digits and express their values. [Goal 1; Lesson 5•11]
Use Place-Value Books to compare and order decimals. [Goal 6; Lesson 5•11]
Determine fractional parts of a circle. [Goal 2; Lesson 6•8]

February — Lessons 6•9–7•10

Identify equal parts of shapes. [Goal 3; Lesson 6•9]
Model decimals. [Goal 1; Lesson 6•10]
Read and write decimals to hundredths. [Goal 1; Lesson 6•10]
Write equivalent names for 10. [Goal 4; Lesson 7•5]
Recognize multiples of 10. [Goal 3; Lesson 7•6]
Find multiples of 10. [Goal 3; Lesson 7•8]

March — Lessons 8•1–9•4

Use shaded regions to compare fractions. [Goal 6; Lesson 8•1]
Use manipulatives to solve problems involving fractional parts of collections. [Goal 2; Lesson 8•1]
Identify equivalent halves and fourths of a shaded region. [Goal 5; Lesson 8•1]
Solve problems involving fractional parts of a collection. [Goal 2; Lesson 8•3]
Identify the fractional part one shape is of another. [Goal 2 ; Lesson 8•3]
Compare fractions using a number-line model. [Goal 6; Lesson 8•4]
Identify fractions on a number line. [Goal 2; Lesson 8•4]
Read and write fractions. [Goal 2; Lesson 8•5]
Represent, identify, and generate equivalent fractions using manipulatives and drawings. [Goal 5; Lesson 8•5]
Read fractions. [Goal 2; Lesson 8•6]
Compare fractions to $\frac{1}{2}$. [Goal 6; Lesson 8•6]
Use an area model to compare fractions. [Goal 6; Lesson 8•6]
Shade fractional parts of regions to represent fractions greater than 1. [Goal 2; Lesson 8•7]
Model and name mixed numbers and fractions. [Goal 2; Lesson 8•7]
Identify equivalent fractions. [Goal 5; Lesson 8•7]
Use pennies, counters, or pictures to solve fraction number stories. [Goal 2; Lesson 8•8]
Describe solution strategies for solving fraction number stories. [Goal 2; Lesson 8•8]
Use Fraction Cards to compare fractions. [Goal 6; Lesson 8•8]
Find multiples of 10, 100, and 1,000. [Goal 3; Lesson 9•1]
Compare and order numbers. [Goal 6; Lesson 9•1]
Use place-value concepts to calculate products.[Goal 1; Lesson 9•2]
Explore fraction multiplication using paper folding. [Goal 2; Lesson 9•3]
Apply place-value concepts to find partial products. [Goal 1; Lesson 9•4]

April — Lessons 9•5–10•3

Apply place-value concepts to find partial products. [Goal 1; Lesson 9•5]
Model money exchanges with manipulatives. [Goal 1; Lesson 9•7]
Apply place-value concepts in lattice multiplication. [Goal 1; Lesson 9•8]
Use arrays to model multiplication. [Goal 6; Lesson 9•10]
Apply place-value concepts to find partial products. [Goal 1; Lessons 9•11, 9•12]
Compare and order positive and negative numbers. [Goal 6; Lesson 9•13]
Compare numbers to interpret intervals. [Goal 6; Lesson 10•3]
Order objects by weight. [Goal 6; Lesson 10•3]

May/June — Lessons 10•4–11•6

Compare fractions. [Goal 6; Lesson 10•5]
Order whole numbers. [Goal 6; Lessons 10•6, 10•9]
Order numbers on a number line. [Goal 6; Lesson 10•10]
Shade fractional parts of a circle. [Goal 2; Lesson 11•3]
Apply equivalent fractions to shade fractional parts of a circle. [Goal 5; Lesson 11•3]
Share strategies for solving problems involving fractional parts of a circle. [Goal 2; Lesson 11•4]

Operations and Computation

August/September — Lessons 1•1–1•14

Maintain automaticity with addition facts through 10 + 10. [Goal 1; Lesson 1•3]
Use a calculator to solve multidigit addition and subtraction problems. [Goal 2; Lesson 1•4]
Maintain automaticity with addition facts and practice subtraction facts. [Goal 1; Lesson 1•6]
Solve problems involving the addition and subtraction of whole numbers. [Goal 2; Lesson 1•6]
Find differences between pairs of numbers. [Goal 1; Lesson 1•8]
Solve calculator addition and subtraction puzzles. [Goal 2; Lesson 1•9]
Calculate values of coin and bill combinations. [Goal 2; Lesson 1•10]
Add money amounts, count up, or find the difference to make change. [Goal 2; Lesson 1•11]
Practice estimation skills with money amounts. [Goal 5; Lesson 1•11]
Use addition and subtraction facts to complete Frames-and-Arrows diagrams. [Goal 1; Lesson 1•12]

October — Lessons 2•1–3•3

Use Fact Triangles and fact families to maintain automaticity with addition facts and to develop automaticity with subtraction facts. [Goal 1; Lesson 2•1]
Use mental arithmetic to solve problems involving the addition and subtraction of whole numbers. [Goal 2; Lesson 2•1]
Use basic addition and subtraction facts to solve problems with multiples of 10 and extended fact problems. [Goal 1; Lesson 2•2]
Solve calculator addition and subtraction puzzles. [Goal 2; Lesson 2•2]
Use basic facts to compute extended facts. [Goal 1; Lesson 2•3]
Solve multidigit number stories involving addition and subtraction. [Goal 2; Lesson 2•4]
Explain strategies for solving number stories involving addition and subtraction. [Goal 2; Lesson 2•4]
Solve addition and subtraction number stories using parts-and-total diagrams. [Goal 6; Lesson 2•4]
Use basic facts to solve extended fact problems. [Goal 1; Lessons 2•5, 2•6, 2•9]
Use and explain strategies to solve addition and subtraction number stories. [Goal 2; Lesson 2•5]
Solve change-to-more and change-to-less multidigit addition and subtraction number stories using change diagrams. [Goal 6; Lesson 2•5]
Solve multidigit number stories using comparison diagrams. [Goal 6; Lesson 2•6]
Use basic facts to solve extended fact problems with the partial-sums algorithm. [Goal 1; Lesson 2•7]
Use base-10 blocks to extend the partial-sums algorithm to 3-digit addends. [Goal 2; Lesson 2•7]
Make ballpark estimates as a check for reasonableness of answers. [Goal 5; Lessons 2•7, 2•8]
Use basic facts to solve extended fact problems involved in trade-first subtraction. [Goal 1; Lesson 2•8]
Use base-10 blocks to model and solve subtraction problems. [Goal 2; Lesson 2•8]
Solve addition number stories with three or more addends. [Goal 2; Lesson 2•9]
Use a parts-and-total diagram to solve addition number stories involving three or more addends. [Goal 6; Lesson 2•9]
Use mental arithmetic and basic facts to find the measurement of objects that are longer than a ruler. [Goal 2; Lesson 3•3]

November — Lessons 3•4–4•6

Use basic facts to find perimeter. [Goal 1; Lesson 3•4]
Use arrays to find the area of rectangles. [Goal 6; Lesson 3•7]
Use multiplication facts to find the area of rectangles. [Goal 3; Lesson 3•8]
Draw and use arrays to find the area of rectangles. [Goal 6; Lesson 3•8]
Use facts to solve multiplication stories. [Goal 3; Lesson 4•1]
Use strategies (counters, pictures, or arrays) to compute facts up to 10 × 10. [Goal 3; Lesson 4•1]
Use multiplication diagrams to model number stories involving equal groups. [Goal 6; Lesson 4•1]
Use basic facts to solve multiplication number stories. [Goal 3; Lesson 4•2]
Use arrays to model multiplication. [Goal 6; Lesson 4•2]
Use basic facts to solve division problems. [Goal 3; Lesson 4•3]
Use equal sharing and equal grouping to model division. [Goal 6; Lesson 4•3]
Use multiplication facts to solve division problems. [Goal 3; Lesson 4•4]
Use arrays and diagrams to model equal-sharing and equal-grouping number stories. [Goal 6; Lesson 4•4]
Identify the quotient, dividend, divisor, and remainder. [Goal 6; Lesson 4•4]
Practice multiplication facts. [Goal 3; Lesson 4•5]
Use Fact Triangles and the Facts Table to generate multiplication and division fact families. [Goal 3; Lesson 4•6]

December — Lessons 4•7–5•8

Practice multiplication facts. [Goal 3; Lesson 4•7]
Generate multiplication fact families. [Goal 3; Lesson 4•8]
Use multiplication facts to estimate the number of dots in a large array. [Goal 3; Lesson 4•8]
Use arrays to solve a multidigit multiplication problem. [Goal 4; Lesson 4•9]
Use multiplication strategies to solve map-scale problems. [Goal 4; Lesson 4•9]
Round whole numbers to easier numbers. [Goal 5; Lesson 5•6]

January — Lessons 5•9–6•8

Use a Place-Value Book to identify numbers that are 10 more (less), 1 more (less), and 0.1 more (less). [Goal 2; Lesson 5•11]

February — Lessons 6•9–7•10

Identify factors, products, square numbers, and patterns in the Multiplication/Division Facts Table. [Goal 3; Lesson 7•1]
Use the Multiplication/Division Facts Table to generate fact families. [Goal 3; Lesson 7•1]
Use arrays to find square products. [Goal 6; Lesson 7•1]
Identify square products. [Goal 3; Lesson 7•2]
Use multiplication facts to play *Multiplication Bingo*. [Goal 3; Lesson 7•3]
Use multiplication facts to solve division facts. [Goal 3; Lesson 7•3]
Use basic and extended addition and subtraction facts to solve number sentences. [Goal 1; Lesson 7•4]
Use multiplication facts to solve number sentences. [Goal 3; Lesson 7•4]
Use multiplication facts. [Goal 3; Lesson 7•5]
Use multiplication facts to solve problems. [Goal 3; Lesson 7•6]
Use multiplication facts to solve division problems. [Goal 3; Lesson 7•6]
Share solution strategies for solving number stories. [Goal 4; Lesson 7•6]
Calculate the cost of an item. [Goal 2; Lesson 7•7]
Discuss situations where it is sensible to make an estimate and those where it is sensible to compute an exact answer. [Goal 5; Lesson 7•7]
Use estimation strategies to solve number stories. [Goal 5; Lesson 7•7]
Find products of multiples of 10. [Goal 3; Lesson 7•8]
Explore strategies to solve multiplication number stories. [Goal 4; Lesson 7•8]
Use equal groups to solve problems. [Goal 6; Lesson 7•9]

March — Lessons 8•1–9•4

Use equal sharing to solve fractional part-of-a-collection problems. [Goal 6; Lesson 8•1]
Use multiplication facts to solve problems. [Goal 3; Lesson 9•1]
Use strategies to solve 1-digit by multidigit multiplication problems. [Goal 4; Lesson 9•2]
Use a multiplication/division diagram to show multiples of equal groups. [Goal 6; Lesson 9•2]
Make reasonable estimates for problems involving multiplication and repeated addition. [Goal 5; Lesson 9•2]
Use arrays to model multiplication. [Goal 6; Lessons 9•3, 9•4]
Use the partial-products algorithm to solve problems. [Goal 4; Lesson 9•4]

April — Lessons 9•5–10•3

Use multiplication facts to make estimates and calculate partial products. [Goal 3; Lesson 9•5]
Use the partial-products algorithm to multiply 1-digit by multidigit numbers. [Goal 4; Lesson 9•5]
Make reasonable estimates. [Goal 5; Lesson 9•5]
Use multiplication facts to solve problems. [Goal 3; Lesson 9•6]
Use multiplication facts to find whole-number factors of a whole number. [Goal 3; Lesson 9•6]
Use arrays to model whole-number factors of a whole number. [Goal 6; Lesson 9•6]
Solve equal-share division stories involving money amounts. [Goal 6; Lesson 9•7]
Interpret calculator displays for remainders in equal-sharing and equal-grouping problems. [Goal 6; Lesson 9•8]
Use equal sharing to solve division number stories. [Goal 6; Lesson 9•8]
Use addition facts to solve lattice multiplication problems. [Goal 1; Lesson 9•8]
Use multiplication facts to solve lattice multiplication problems. [Goal 3; Lesson 9•8]
Explore a strategy for solving problems involving multiplication of 1-digit by multidigit numbers. [Goal 4; Lesson 9•8]
Use addition to add partial products. [Goal 2; Lessons 9•11, 9•12]
Use multiplication facts to calculate partial products. [Goal 3; Lessons 9•11, 9•12]
Use base-10 blocks and array models to find products of 2-digit by 2-digit multiples of 10. [Goal 6; Lesson 9•11]
Use base-10 blocks and arrays to model multiplication. [Goal 6; Lesson 9•12]
Solve number stories involving the addition and subtraction of positive and negative numbers. [Goal 2; Lesson 9•13]

May/June — Lessons 10•4–11•6

Use multiplication facts to find customary-unit equivalencies. [Goal 3; Lesson 10•5]
Add 2- and 3-digit numbers with a calculator. [Goal 2; Lesson 10•7]
Use addition and subtraction facts to solve problems. [Goal 1; Lesson 10•8]
Use mental arithmetic to add and subtract numbers. [Goal 2; Lesson 10•9]
Use calculators to solve problems involving the addition and subtraction of whole numbers. [Goal 2; Lesson 10•8]
Use addition and subtraction to solve problems involving units of time. [Goal 2; Lesson 11•1]
Find the difference between high and low temperatures. [Goal 2; Lesson 11•2]

Data and Chance

August/September — Lessons 1•1–1•14

Organize data into a tally chart. [Goal 1; Lesson 1•5]
Make a bar graph for a set of data. [Goal 1; Lesson 1•5]
Find the maximum, minimum, range, median, and mode of a class data set. [Goal 2; Lesson 1•5]
Use graphs to answer simple questions. [Goal 2; Lesson 1•5]
Use basic probability terms. [Goal 3; Lesson 1•7]
Describe certain and uncertain events. [Goal 3; Lesson 1•7]
Record Sunrise/Sunset data. [Goal 1; Lesson 1•13]

October — Lessons 2•1–3•3

Use a random sample of children to create a standard unit for measuring length. [Goal 2; Lesson 3•1]
Use probability terms to predict the likelihood of drawing a child's name from a bag. [Goal 3; Lesson 3•1]

November — Lessons 3•4–4•6

Collect and organize data in a tally chart. [Goal 1; Lesson 3•5]
Use probability terms to describe the likelihood of an event. [Goal 3; Lesson 3•5]
Predict the outcome of a probability experiment and conduct a probability experiment. [Goal 4; Lesson 3•5]

December — Lessons 4•7–5•8

Record the results of a coin-toss experiment. [Goal 1; Lesson 4•10]
Analyze results of a coin-toss experiment and draw conclusions about equally likely results. [Goal 2; Lesson 4•10]
Use the terms *equally likely* and *fair* to summarize the results of a coin-toss experiment. [Goal 3; Lesson 4•10]
Predict the outcome of a coin-toss experiment and test the prediction using coins. [Goal 4; Lesson 4•10]
Distinguish between the maximum and median numbers in a given data set. [Goal 2; Lesson 5•2]
Use population data to determine gains and losses in populations of various cities. [Goal 2; Lesson 5•4]

January — Lessons 5•9–6•8

Use rainfall data to answer questions and draw conclusions. [Goal 2; Lesson 5•10]
Find the maximum, minimum, and range using data from the Sunrise and Sunset Record. [Goal 2; Lesson 5•12]
Draw conclusions from a line graph. [Goal 2; Lesson 5•12]

February — Lessons 6•9–7•10

March — Lessons 8•1–9•4

Make predictions from the results of a random-draw experiment. [Goal 4; Lesson 8•2]
Describe results of a random-draw experiment using basic probability terms. [Goal 3; Lesson 8•2]
Test predictions using manipulatives. [Goal 4; Lesson 8•2]

April — Lessons 9•5–10•3

Collect and organize data in a table. [Goal 1; Lesson 9•10]
Predict the weight of objects. [Goal 4; Lesson 10•1]
Check predictions of weight of objects to the actual weight of objects. [Goal 4; Lesson 10•3]

May/June — Lessons 10•4–11•6

Collect and organize data in a table. [Goal 1; Lesson 10•4]
Predict the volume of objects and test the predictions. [Goal 4; Lesson 10•4]
Predict the weight of objects and test the predictions. [Goal 4; Lesson 10•4]
Use data to complete a bar graph. [Goal 1; Lesson 10•6]
Find the median and mean of data sets. [Goal 2; Lesson 10•6]
Use graphs to ask and answer questions. [Goal 2; Lesson 10•6]
Collect and organize data. [Goal 1; Lesson 10•7]
Find the median and mean of a data set. [Goal 2; Lesson 10•7]
Use graphs to answer questions and draw conclusions. [Goal 2; Lesson 10•7]
Collect and organize data to create a frequency table. [Goal 1; Lesson 10•9]
Find the median and mode of a data set. [Goal 2; Lesson 10•9]
Use graphs to ask and answer simple questions. [Goal 2; Lesson 11•1]
Use graphs to draw conclusions. [Goal 2; Lesson 11•1]
Use data to create a frequency table and bar graph. [Goal 1; Lesson 11•2]
Find the maximum, minimum, and median of a data set. [Goal 2; Lesson 11•2]
Answer questions and draw conclusions from a data set. [Goal 2; Lesson 11•2]
Organize the results of a probability experiment in a frequency table. [Goal 1; Lesson 11•3]
Use basic probability terms to describe the outcomes of an experiment. [Goal 3; Lesson 11•3]
Use basic probability terms to describe spinners. [Goal 3; Lesson 11•4]
Express the probability of an event by using "_____ out of _____" language. [Goal 4; Lesson 11•4]
Record survey results in a frequency table. [Goal 1; Lesson 11•5]
Use data to make predictions. [Goal 4; Lesson 11•5]
Draw conclusions from survey data. [Goal 2; Lesson 11•5]
Use basic probability terms to discuss the results of a survey. [Goal 3; Lesson 11•5]

Measurement and Reference Frames

August/September — Lessons 1•1–1•14

Write the time in digital notation. [Goal 4; Lesson 1•1]
Measure line segments to the nearest inch and centimeter. [Goal 1; Lesson 1•4]
Tell time to the nearest half hour, quarter hour, and five minutes. [Goal 4; Lesson 1•4]
Calculate elapsed time using relationships between minutes and hours. [Goal 3; Lesson 1•13]
Practice telling time on an analog clock and writing time in digital notation. [Goal 4; Lesson 1•13]

October — Lessons 2•1–3•3

Use nonstandard units to measure the lengths of objects. [Goal 1; Lesson 3•1]
Estimate the length of and measure items in "class shoe" units. [Goal 1; Lesson 3•1]
Select measuring tools and appropriate units for particular measuring tasks. [Goal 1; Lesson 3•2]
Measure to the nearest inch, $\frac{1}{2}$ inch, $\frac{1}{4}$ inch, centimeter, $\frac{1}{2}$ centimeter, and millimeter. [Goal 1; Lesson 3•2]
Estimate lengths and check estimates by measuring to the nearest inch and centimeter. [Goal 1; Lesson 3•3]
Identify personal references for customary units of length. [Goal 1; Lesson 3•3]
Change units of length within the U.S. customary and metric systems. [Goal 3; Lesson 3•3]

November — Lessons 3•4–4•6

Measure sides of polygons to the nearest inch. [Goal 1; Lesson 3•4]
Add side lengths to find perimeter. [Goal 2; Lesson 3•4]
Create triangles and rectangles with a given perimeter. [Goal 2; Lesson 3•6]
Tile equal areas with different-size pattern blocks. [Goal 2; Lesson 3•6]
Estimate and then measure the area of surfaces with foot and yard square templates. [Goal 2; Lesson 3•7]
Find the area of a rectangular region divided into square units. [Goal 2; Lesson 3•7]
Describe the relationship between square feet and square yards. [Goal 3; Lesson 3•7]
Count unit squares to determine the area of rectangles. [Goal 2; Lesson 3•8]
Measure the circumference and the diameter of circular objects to the nearest centimeter. [Goal 1; Lesson 3•9]

December — Lessons 4•7–5•8

Use map scales to estimate the most direct distance between two places. [Goal 1; Lesson 4•9]
Record minute, hour, day, and year equivalencies. [Goal 3; Lesson 5•5]
Find the perimeters of polygons. [Goal 2; Lesson 5•6]

January — Lessons 5•9–6•8

Describe angles as full, half-, and quarter-turns. [Goal 1; Lesson 6•3]
Measure the sides of a quadrangle. [Goal 2; Lesson 6•3]
Estimate the perimeter of a polygon. [Goal 2; Lesson 6•6]
Model, draw, and name angles in terms of turns (rotations). [Goal 1; Lesson 6•7]
Introduce the degree as a unit of measure for turns. [Goal 1; Lesson 6•8]

February — Lessons 6•9–7•10

Use relationships between units of time to solve number stories. [Goal 3; Lesson 7•5]

March — Lessons 8•1–9•4

Measure and draw a line segment to the nearest $\frac{1}{4}$ inch. [Goal 1; Lesson 8•8]
Count unit squares to find the total area covered in an array model of a multidigit multiplication problem. [Goal 2; Lesson 9•3]
Draw rectangles and squares with given areas. [Goal 2; Lesson 9•3]

April — Lessons 9•5–10•3

Measure line segments to the nearest $\frac{1}{2}$ inch and $\frac{1}{2}$ centimeter. [Goal 1; Lesson 10•1]
Label points on a ruler. [Goal 1; Lesson 10•1]
Describe relationships among units of length. [Goal 3; Lesson 10•1]
Measure length to the nearest centimeter. [Goal 1; Lesson 10•2]
Measure area as square units. [Goal 2; Lesson 10•2]

May/June — Lessons 10•4–11•6

Describe relationships among measures. [Goal 3; Lesson 10•5]
Use relationships between units of time to solve problems. [Goal 3; Lesson 11•1]

Geometry

August/September — Lessons 1•1–1•14

Use the Pattern-Block Template to identify and draw 2-dimensional shapes. [Goal 2; Lesson 1•4]

October — Lessons 2•1–3•3

November — Lessons 3•4–4•6

Model polygons with straws; identify and describe polygons. [Goal 2; Lesson 3•4]
Make all possible triangles out of three sizes of straws. [Goal 2; Lesson 3•6]
Compare properties of triangles and rectangles. [Goal 2; Lesson 3•6]
Identify the circumference and the diameter of circular objects. [Goal 2; Lesson 3•9]

December — Lessons 4•7–5•8

Connect points by drawing line segments. [Goal 1; Lesson 5•6]
Identify polygons in a design. [Goal 2; Lesson 5•6]

January — Lessons 5•9–6•8

Draw line segments on a line graph. [Goal 1; Lesson 5•12]
Describe line segments, lines, and rays. [Goal 1; Lesson 6•1]
Draw and identify points, line segments, rays, and lines. [Goal 1; Lesson 6•1]
Explore the diagonals of polygons. [Goal 2; Lesson 6•1]
Identify line segments, lines, and rays. [Goal 1; Lesson 6•2]
Identify parallel and intersecting pairs of lines, line segments, and rays. [Goal 1; Lesson 6•2]
Model and draw parallel and intersecting pairs of lines, line segments, and rays. [Goal 1; Lesson 6•2]
Model geometric figures. [Goal 2; Lesson 6•2]
Identify right angles in objects. [Goal 1; Lesson 6•3]
Identify the vertex and sides of an angle. [Goal 1; Lesson 6•3]
Use points to label and name triangles. [Goal 1; Lesson 6•4]
Connect pairs of points with line segments. [Goal 1; Lesson 6•4]
Identify right angles. [Goal 1; Lesson 6•4]
Use straws and twist-ties to model triangles. [Goal 2; Lesson 6•4]
Identify the vertices and sides of a triangle. [Goal 2; Lesson 6•4]
Identify right angles and parallel and intersecting sides of quadrangles. [Goal 1; Lesson 6•5]
Draw and name quadrangles. [Goal 2; Lesson 6•5]
Use straws and twist-ties to model and compare quadrangles. [Goal 2; Lesson 6•5]
Identify the sides, vertices, and adjacent sides of quadrangles. [Goal 2; Lesson 6•5]
Use points to name polygons. [Goal 1; Lesson 6•6]
Use a straightedge to connect pairs of points. [Goal 1; Lesson 6•6]
Identify and name polygons. [Goal 2; Lesson 6•6]
Explore the relationship between number of sides and angle measure. [Goal 2; Lesson 6•6]
Use straws and twist-ties to model angles. [Goal 1; Lesson 6•7]
Use quarter-turns to describe right angles. [Goal 1; Lesson 6•7]
Identify the vertex and sides of an angle. [Goal 2; Lesson 6•7]
Identify quarter-turns and 90 degrees as measures of right angles. [Goal 1; Lesson 6•8]
Investigate the degrees of a circle. [Goal 2; Lesson 6•8]

February — Lessons 6•9–7•10

March — Lessons 8•1–9•4

Draw line segments to connect points. [Goal 1; Lessons 6•9, 6•10]
Draw missing parts of symmetric figures. [Goal 3; Lesson 6•9]
Locate lines of symmetry in 2-dimensional shapes. [Goal 3; Lesson 6•9]
Compare polygons. [Goal 2; Lesson 6•10]
Identify parallel faces on prisms. [Goal 1; Lesson 6•11]
Distinguish between 2- and 3-dimensional shapes. [Goal 2; Lesson 6•11]
Identify the faces of polyhedrons. [Goal 2; Lessons 6•11, 6•12]
Identify, compare, and contrast the characteristics of 3-dimensional shapes. [Goal 2; Lesson 6•11]
Compare faces on prisms. [Goal 2; Lesson 6•12]
Identify and name prisms. [Goal 2; Lesson 6•12]
Identify the faces, edges, and vertices of prisms. [Goal 2; Lesson 6•12]
Construct 2- and 3-dimensional shapes from straws and twist ties. [Goal 2; Lesson 7•9]
Use pattern blocks to explore similar polygons. [Goal 2; Lesson 7•9]

April — Lessons 9•5–10•3

Explore polygon relationships by constructing figures from polygons. [Goal 2; Lesson 9•3]
Use lines of symmetry to divide figures into equal parts. [Goal 3; Lesson 9•7]

May/June — Lessons 10•4–11•6

Model and compare polygons. [Goal 2; Lesson 9•10]
Identify parallel sides of a rectangular prism. [Goal 1; Lesson 10•2]

Patterns, Functions, and Algebra

August/September — Lessons 1•1–1•14

Count by 1s and 10s from any number. [Goal 1; Lesson 1•1]
Complete number sequences. [Goal 1; Lesson 1•1]
Count by 10s and 1s. [Goal 1; Lesson 1•2]
Describe patterns on number grids and solve number-grid puzzles. [Goal 1; Lesson 1•2]
Use a number grid to solve problems. [Goal 1; Lesson 1•8]
Solve problems involving number patterns. [Goal 1; Lesson 1•12]
Review and complete Frames-and-Arrows diagrams. [Goal 1; Lesson 1•12]

October — Lessons 2•1–3•3

Use patterns in the Addition/Subtraction Facts Table to find basic facts. [Goal 1; Lesson 2•1]
Use the turn-around rule (Commutative Property) for addition. [Goal 4; Lesson 2•1]
Describe and extend patterns among facts and their extensions. [Goal 1; Lesson 2•2]
Describe rules for patterns and use them to solve problems. [Goal 1; Lesson 2•3]
Describe rules and patterns in "What's my Rule?" tables; use them to solve addition and subtraction problems. [Goal 1; Lesson 2•3]
Write number models for addition and subtraction number stories. [Goal 2; Lessons 2•4, 2•5, 2•6]
Practice adding three or four numbers in a convenient order. [Goal 4; Lesson 2•8]

November — Lessons 3•4–4•6

Use arrays to write number models to find the area of rectangles. [Goal 2; Lesson 3•8]
Develop the *about 3 times* circle rule relating circumference and diameter. [Goal 1; Lesson 3•9]
Write number sentences to model number stories. [Goal 2; Lessons 4•2, 4•4]
Model the turn-around rule for multiplication (Commutative Property of Multiplication) using an array model. [Goal 4; Lesson 4•2]
Use arrays to represent turn-around multiplication facts. [Goal 4; Lesson 4•5]
Identify patterns in skip counting by 2s, 5s, and 10s. [Goal 1; Lesson 4•5]
Use the Commutative Property of Multiplication (the turn-around rule), the Multiplicative Identity, and the Zero Property of Multiplication to generate multiplication facts. [Goal 4; Lesson 4•5]
Look for patterns on the Facts Table. [Goal 1; Lesson 4•6]
Explore the inverse relationship between multiplication and division fact families. [Goal 2; Lesson 4•6]
Apply the turn-around rule (Commutative Property of Multiplication). [Goal 4; Lesson 4•6]

December — Lessons 4•7–5•8

Use the Commutative Property of Multiplication (the turn-around rule), the Multiplicative Identity, and the Zero Property of Multiplication to generate multiplication facts. [Goal 4; Lesson 4•7]
Explore the inverse relationship between multiplication and division. [Goal 2; Lesson 4•8]
Extend patterns in a place-value chart to find digit values. [Goal 1; Lesson 5•3]

January — Lessons 5•9–6•8

February — Lessons 6•9–7•10

Use the turn-around rule (Commutative Property of Multiplication) to generate multiplication facts. [Goal 4; Lesson 7•1]
Describe patterns in factors and products. [Goal 1; Lesson 7•2]
Describe and apply the turn-around rule (Commutative Property of Multiplication) to generate multiplication facts. [Goal 4; Lesson 7•2]
Solve "What's My Rule?" problems. [Goal 1; Lesson 7•3]
Write number models with parentheses to match number stories. [Goal 3; Lessons 7•4, 7•5]
Apply properties of multiplication and addition to solve problems. [Goal 4; Lesson 7•5]

March — Lessons 8•1–9•4

Use patterning rules to find all possible combinations of pants and socks. [Goal 1; Lesson 8•3]
Identify patterns and relationships between numerators and denominators of fractions. [Goal 1; Lesson 8•6]
Solve number sentences involving the symbols ×, ÷, and =. [Goal 1; Lesson 9•1]
Describe and apply the Associative Property of Multiplication; apply the Distributive Property of Multiplication over Addition. [Goal 4; Lesson 9•2]
Apply the Distributive Property of Multiplication over Addition to find partial products. [Goal 4; Lesson 9•4]

April — Lessons 9•5–10•3

Describe number patterns. [Goal 1; Lesson 9•10]

May/June — Lessons 10•4–11•6

Assessment 1 | Assessment 2 | Assessment 3 | Assessment 4 | Assessment 5 | Assessment 6 & 7 | Assessment 8 | Assessment 9 | Assessment 10 & 11

ISBN: 978-0-07-657709-5
MHID: 0-07-657709-0
1 2 3 4 5 6 7 8 9 QST 17 16 15 14 13 12 11

McGraw-Hill Education

The University of Chicago School Mathematics Project

everydaymath.com

The McGraw-Hill Companies

ISBN 9780076577095
MHID 0076577090