

# EVERY DAY COUNTS

A Lot of Math  
In a Little Time



© Houghton Mifflin Harcourt Publishing Company. All rights reserved. Printed in the U.S.A. 8871 M221022



HOUGHTON MIFFLIN HARCOURT

# EVERY DAY COUNTS<sup>®</sup>

A lot of math in a little time

Daily Discussion Around Calendar

Math to Implement the

Mathematical Practices

Presented by Patsy F. Kanter

[patsyedc@aol.com](mailto:patsyedc@aol.com)

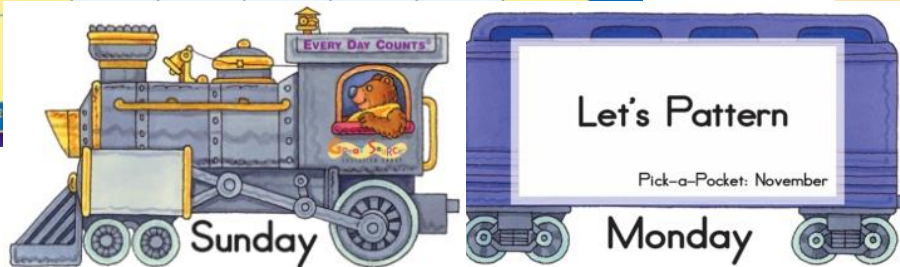
# Every Day Counts naturally facilitates the Mathematical Practices in the classroom

- to problem solve and persevere
- to reason abstractly and quantitatively
- to construct viable arguments
  - to model with mathematics
  - to use tools appropriately
  - to attend to precision
  - to looks for and make use of structure
  - to look for and use regularity



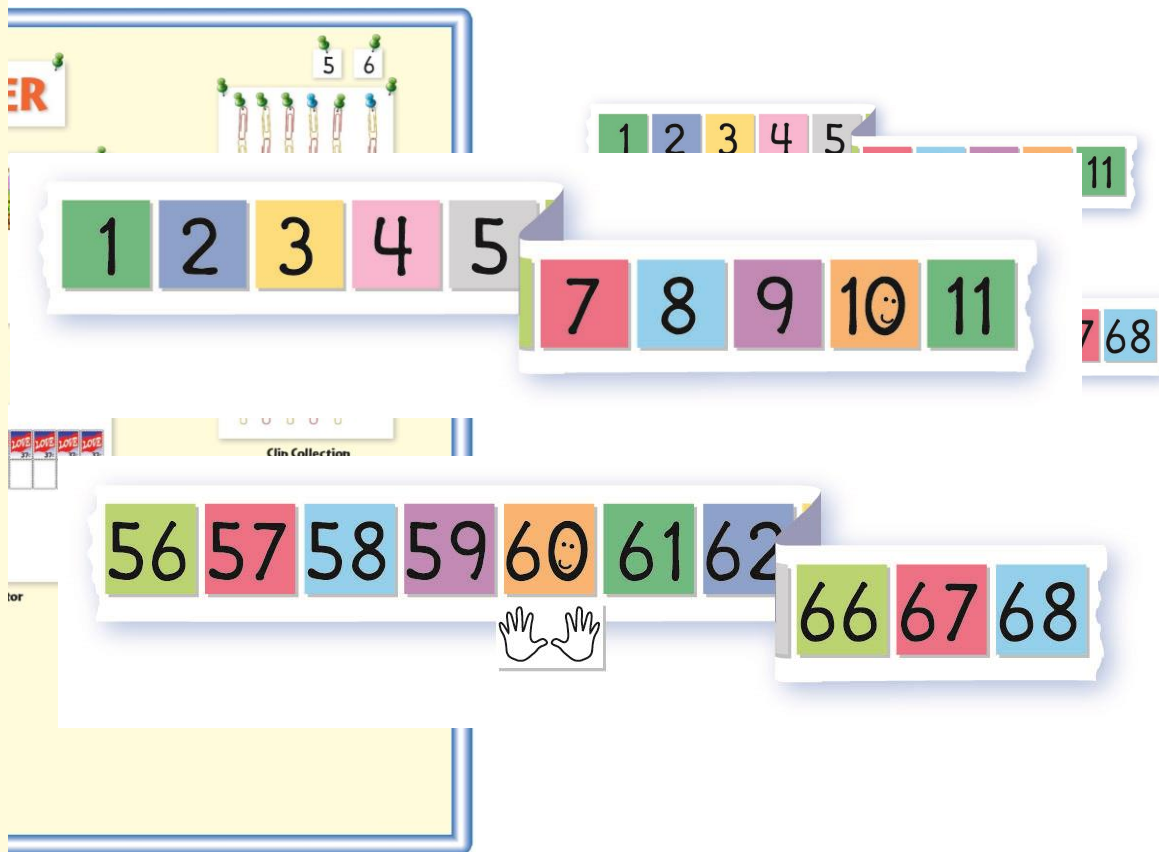
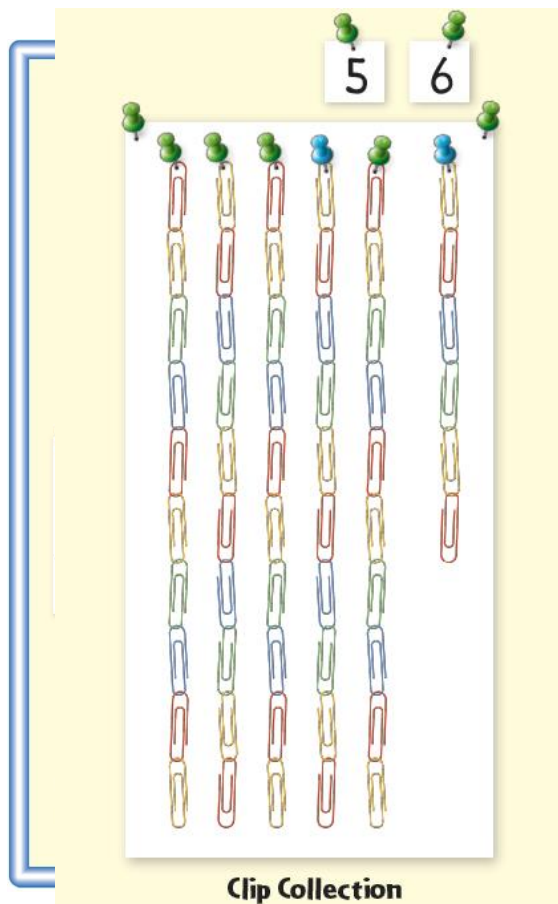


# Pre-Kindergarten



# EVERY DAY COUNTS

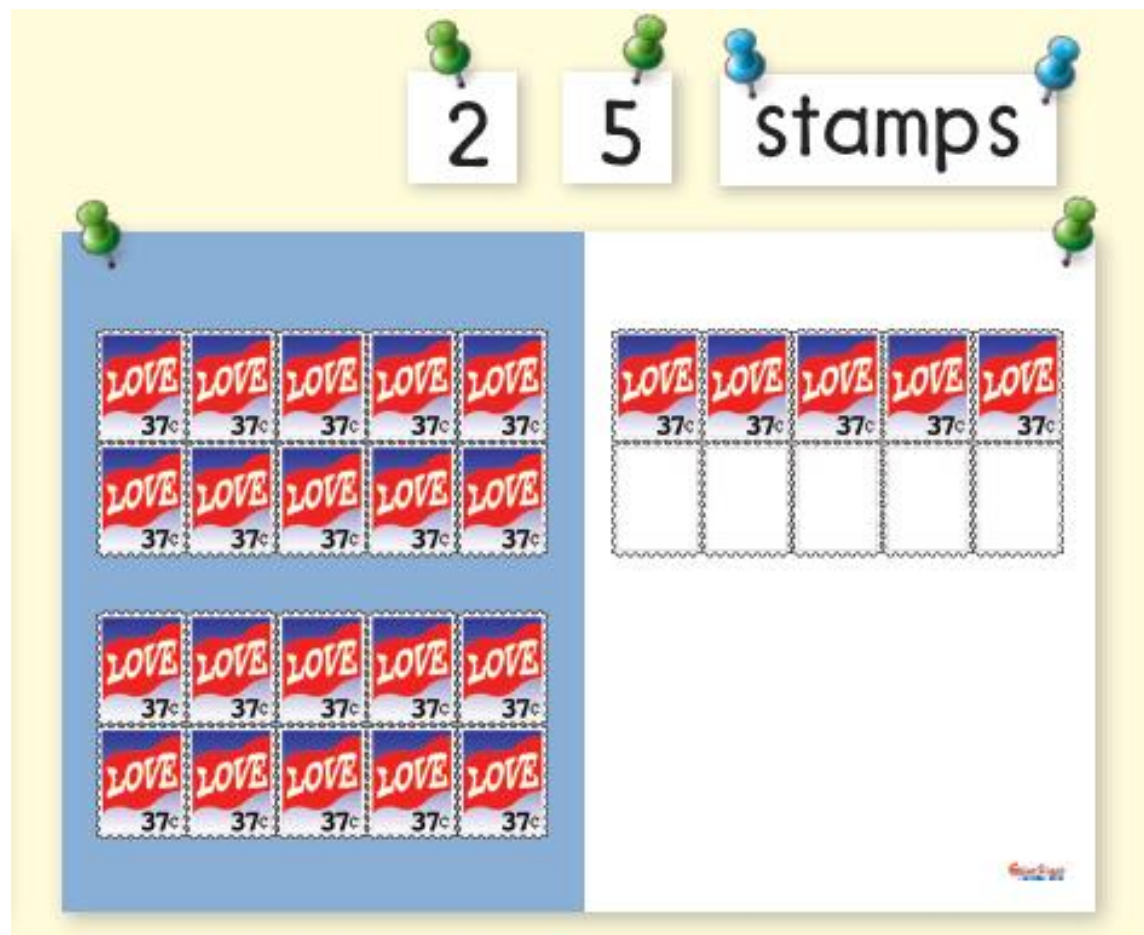
# Kindergarten



EVERY DAY  
**COUNTS**

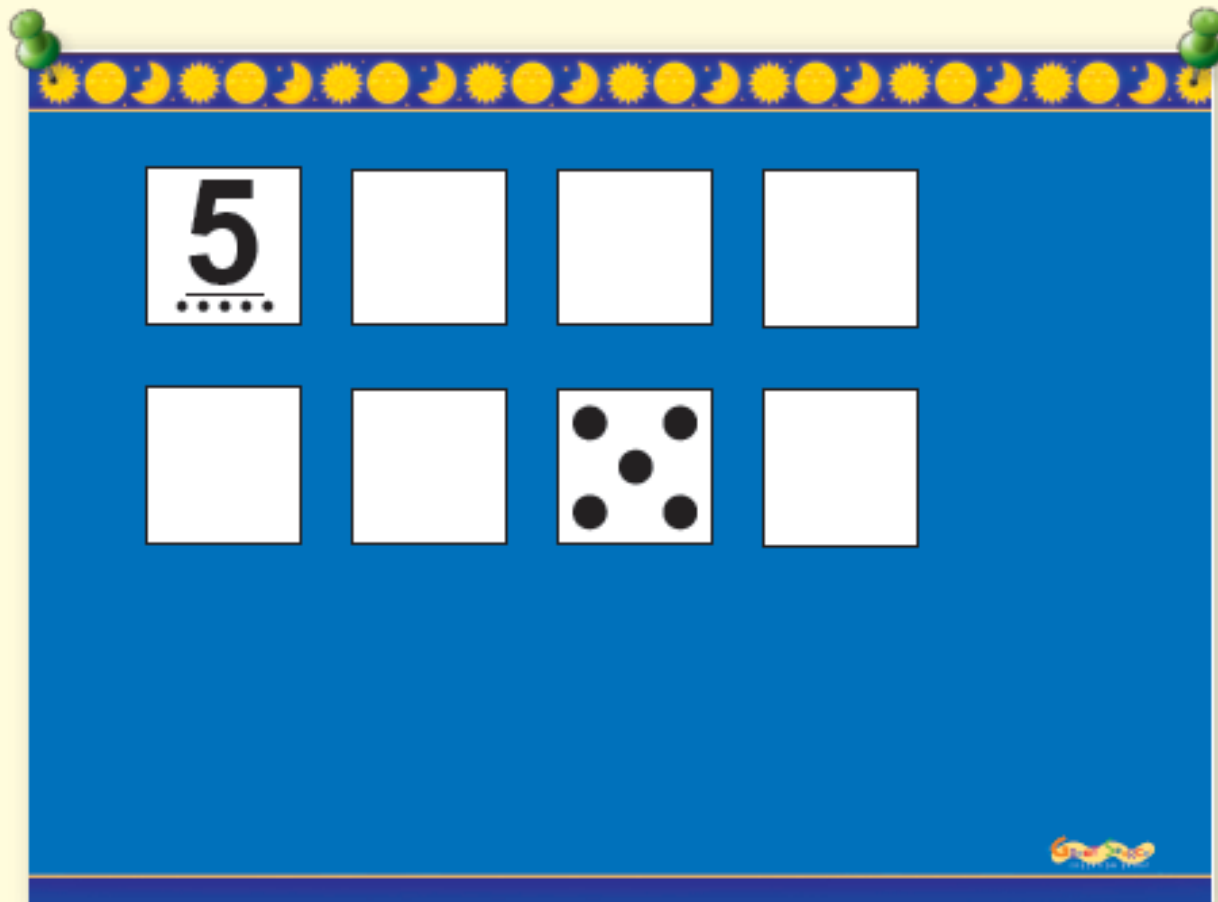


# Kindergarten



EVERY DAY  
**COUNTS**

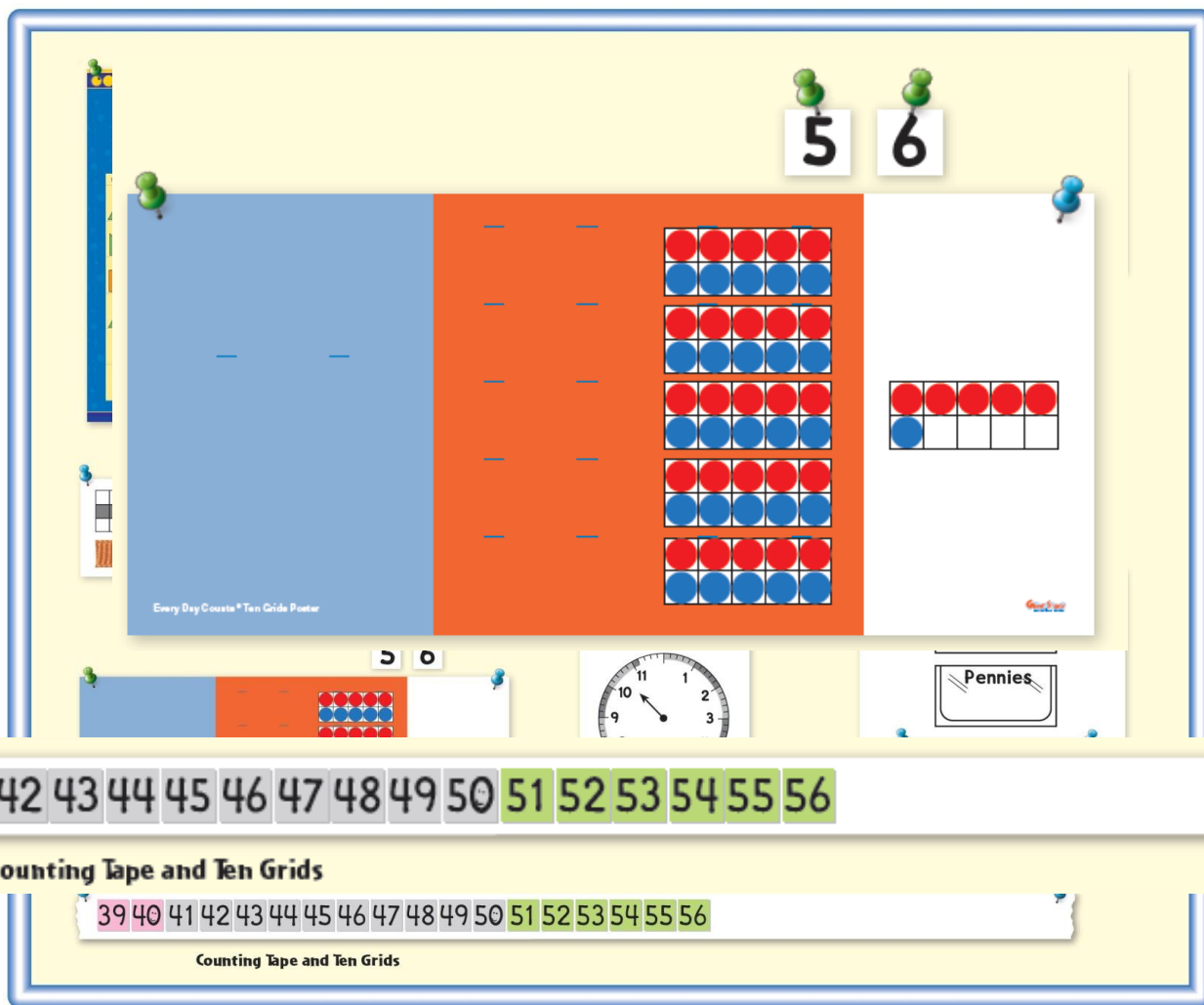
# Kindergarten



**Domino Number Builder**

EVERY DAY  
**COUNTS**

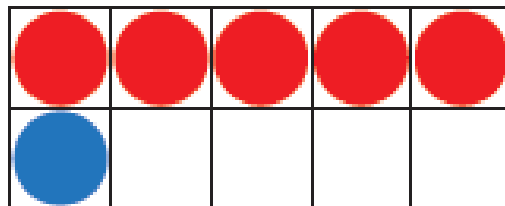
# Grade 1



EVERY DAY  
**COUNTS**



Grade 1



EVERY DAY  
**COUNTS**

# Grade 1



Every Day Calendar



Today we have  
\$0.25 or 25 ¢.

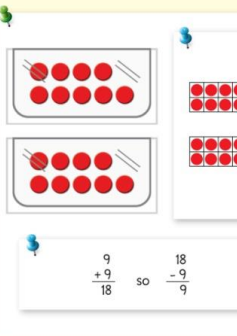
Coin Counter

EVERY DAY  
**COUNTS**

# Grade 2



Every Day Calendar



Computation and Connections



Every Day Calendar

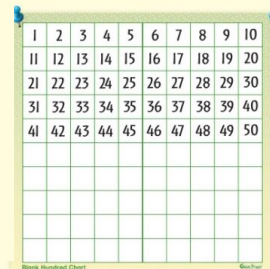
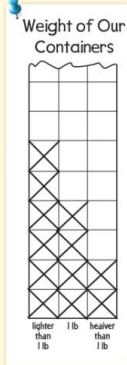
Measurement



Every Day Calendar



Clock



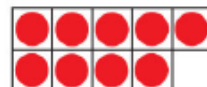
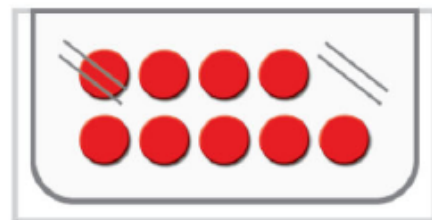
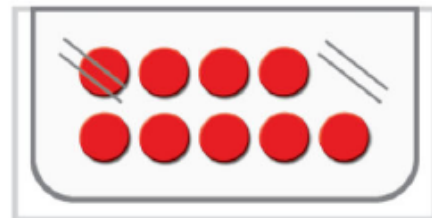
Blank Hundred Chart

32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50

Counting Tape and Hundred Chart

EVERY DAY  
COUNTS





$$\begin{array}{r} 9 \\ + 9 \\ \hline 18 \end{array} \quad \text{so} \quad \begin{array}{r} 18 \\ - 9 \\ \hline 9 \end{array}$$

**Computations and Connections**

EVERY DAY  
**COUNTS**

# Grade 3

November

## NOVEMBER

			1	5	4	0
			\$ \$ \$	\$ \$ \$ \$	\$ \$ \$ \$	
millions	hundred thousands	ten thousands	thousands	hundreds	tens	ones

Every Day Counts! Daily Depositor

Counter Record A  
 Amount \$ 0.55 or 0.55  
 Use:  
 coins, 1 nickel  
 or, 3 dimes  
 or, 2 dimes, 2 nickels

			\$ \$ \$	\$ \$ \$ \$	\$ \$ \$ \$	
millions	hundred thousands	ten thousands	thousands	hundreds	tens	ones

Daily Depositor

Measurement Record  
 Today we added 1 foot  
 to our length  
 Now we have 24 feet or  
8 yards or 288 inches.

Depositor Record  
 Day 54  
 Day 55  
 Day

Depositor Record  
 Day 54  
 Day 55  
 Day

Give the  
 Cost  
 Change  
 5¢  
 Show coins for the

Computations and Connections Record  
 $9 + 7 = 10 + 6 = 16$

37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55

Counting Tape

37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55

Counting Tape

EVERY DAY  
**COUNTS**

## Grade 3



**Every Day Calendar**

EVERY DAY  
**COUNTS**



## Grade 4

November

Sunday Sun.	Monday Mon.	Tuesday Tue.	Wednesday Wed.	Thursday Thurs.	Friday Fri.	Saturday Sat.
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24				

Every Day Calendar

Measurement Record

Today we added 1 cup  
to our 5 jars.

Now we have 24 cups or  
6 quarts

Every Day Calendar

Today we have  $\frac{24}{4}$   
or 6 whole inches.

Today we have  $\frac{24}{4}$   
or 6 whole inches.

Today we have  $\frac{24}{4}$   
or 6 whole inches.

42 43 44 45 46 47 48 49 50 51 52 53 54 55 56

Today we have  $\frac{24}{4}$   
or 6 whole inches.

Today we have  $\frac{24}{4}$   
or 6 whole inches.

Today we have  $\frac{24}{4}$   
or 6 whole inches.

42 43 44 45 46 47 48 49 50 51 52 53 54 55 56

Today we have  $\frac{24}{4}$   
or 6 whole inches.

Today we have  $\frac{24}{4}$   
or 6 whole inches.

Today we have  $\frac{24}{4}$   
or 6 whole inches.

42 43 44 45 46 47 48 49 50 51 52 53 54 55 56

Today we have  $\frac{24}{4}$   
or 6 whole inches.

Today we have  $\frac{24}{4}$   
or 6 whole inches.

Today we have  $\frac{24}{4}$   
or 6 whole inches.

42 43 44 45 46 47 48 49 50 51 52 53 54 55 56

Today we have  $\frac{24}{4}$   
or 6 whole inches.

Today we have  $\frac{24}{4}$   
or 6 whole inches.

Today we have  $\frac{24}{4}$   
or 6 whole inches.

42 43 44 45 46 47 48 49 50 51 52 53 54 55 56

Today we have  $\frac{24}{4}$   
or 6 whole inches.

Today we have  $\frac{24}{4}$   
or 6 whole inches.

Today we have  $\frac{24}{4}$   
or 6 whole inches.

42 43 44 45 46 47 48 49 50 51 52 53 54 55 56

Today we have  $\frac{24}{4}$   
or 6 whole inches.

Today we have  $\frac{24}{4}$   
or 6 whole inches.

Today we have  $\frac{24}{4}$   
or 6 whole inches.

42 43 44 45 46 47 48 49 50 51 52 53 54 55 56

Today we have  $\frac{24}{4}$   
or 6 whole inches.

Today we have  $\frac{24}{4}$   
or 6 whole inches.

Today we have  $\frac{24}{4}$   
or 6 whole inches.

42 43 44 45 46 47 48 49 50 51 52 53 54 55 56

Today we have  $\frac{24}{4}$   
or 6 whole inches.

Today we have  $\frac{24}{4}$   
or 6 whole inches.

Today we have  $\frac{24}{4}$   
or 6 whole inches.

42 43 44 45 46 47 48 49 50 51 52 53 54 55 56

Today we have  $\frac{24}{4}$   
or 6 whole inches.

Today we have  $\frac{24}{4}$   
or 6 whole inches.

Today we have  $\frac{24}{4}$   
or 6 whole inches.

42 43 44 45 46 47 48 49 50 51 52 53 54 55 56


Today we have  $\frac{24}{4}$   
or 6 whole inches.

Today we have  $\frac{24}{4}$   
or 6 whole inches.

Today we have  $\frac{24}{4}$   
or 6 whole inches.


42 43 44 45 46 47 48 49 50 51 52 53 54 55 56

Today we have  $\frac{24}{4}$   
or 6 whole inches.



## Shopping Record

Purchase(s)



Today's Amount \$ 0.56

47¢

























































Show Your Work Here

Total Cost \$ 0.47

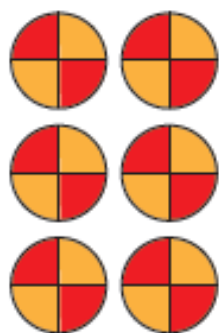
Amount Left \$ 0.09

Today we have

\$ 0 5 6

EVERY DAY  
COUNTS®



Today we have  $\frac{24}{4}$   
or 6 whole inches.




### Measurement Record

Today we added 1 cup  
to our                      jars.

Now we have 24 cups or  
6 quarts

# Grade 5



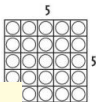
November

Every Day Calendar

## NOVEMBER

Height Estimates in Centimeters

Arrays for 25

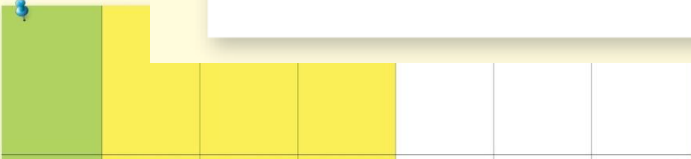


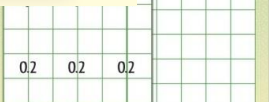
square composite

arrays

Today we have 0.60 or

$\frac{60}{100}$  or  $\frac{6}{10}$  or  $\frac{3}{5}$  or 60%.





0.5

0.6

0.47 0.48 0.49 0.50 0.51 0.52 0.53 0.54 0.55 0.56 0.57 0.58 0.59 0.60

$\frac{1}{2}$   $\frac{3}{5}$

Counting Tape and Daily Decimal

0.47 0.48 0.49 0.50 0.51 0.52 0.53 0.54 0.55 0.56 0.57 0.58 0.59 0.60

$\frac{1}{2}$   $\frac{3}{5}$

Counting Tape and Daily Decimal

EVERY DAY  
COUNTS<sup>®</sup>



## Grade 5



**Every Day Calendar**

**EVERY DAY  
COUNTS®**

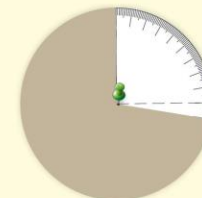
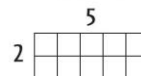
# Algebra Readiness

## Grades 6+



# NOVEMBER

Prime Factorization of 10



45% 46% 47% 48% 49% 50% 51% 52% 53%

0.45 0.46 0.47 0.48 0.49 0.50 0.51 0.52 0.53

$$\frac{45}{100}$$

$$\frac{46}{100}$$

$$\frac{47}{100}$$

$$\frac{48}{100}$$

$$\frac{49}{100}$$

$$\frac{50}{100}$$

$$\frac{51}{100}$$

$$\frac{52}{100}$$

$$\frac{53}{100}$$

$$\frac{9}{20}$$

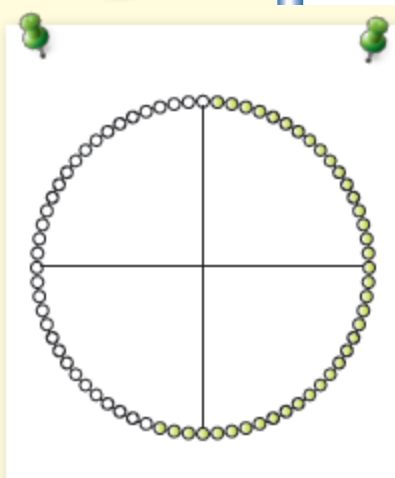
$$\frac{23}{50}$$

$$\frac{12}{25}$$

$$\frac{1}{2}$$

$$\frac{13}{25}$$

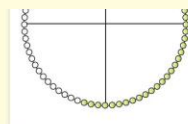
Counting Tape



Percent Circle

$\frac{45}{100}$	$\frac{46}{100}$	$\frac{47}{100}$	$\frac{48}{100}$	$\frac{49}{100}$	$\frac{50}{100}$	$\frac{51}{100}$	$\frac{52}{100}$	$\frac{53}{100}$
$\frac{9}{20}$	$\frac{23}{50}$	$\frac{12}{25}$	$\frac{1}{2}$	$\frac{13}{25}$				

Counting Tape



Percent Circle


Daily Pattern

# EVERY DAY COUNTS

# Algebra Readiness

## Grades 6+



EVERY DAY  
**COUNTS**



# Algebra Readiness

## Grades 6+

$$10d + (-100) = \text{value}$$

1	10	-100	-90
2	20	-100	-80
3	30	-100	-70
4	40	-100	-60
5	50	-100	-50
6	60	-100	-40
7	70	-100	-30
8	80	-100	-20
9	90	-100	-10
10	100	-100	0

**Daily Variable**

EVERY DAY  
**COUNTS**

# Focus and Coherence in Every Day Counts Grade Levels




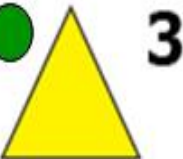











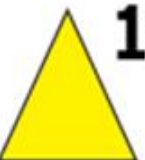


Connections play out across two or more grade levels to form a progression of increasing knowledge, skill, or sophistication.

First Grade	Computation Facts to 20
September	Addition and Subtraction to 5
October	Addition and Subtraction to 6
November	Addition and Subtraction to 7
December	Addition and Subtraction to 8
January	Doubles
February	Addition and Subtraction to 9
March	Addition and Subtraction to 10
April	Sums and Differences 11-20
May	Sums and Differences 11-20

EVERY DAY  
COUNTS<sup>®</sup>



# Calendar

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						 <b>1</b>
 <b>2</b> 	 <b>3</b>	 <b>4</b> 	 <b>5</b> 	 <b>6</b>	 <b>7</b>	 <b>8</b>
  <b>9</b>	  <b>10</b>	 <b>11</b>	  <b>12</b>			
				<b>?</b>		

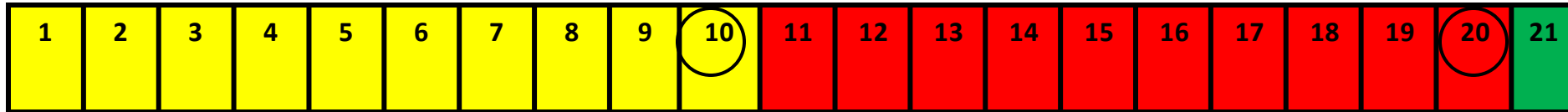


Counting Tapes : Keep track of the **Days in School** to develop linearity of number, number sense and place value

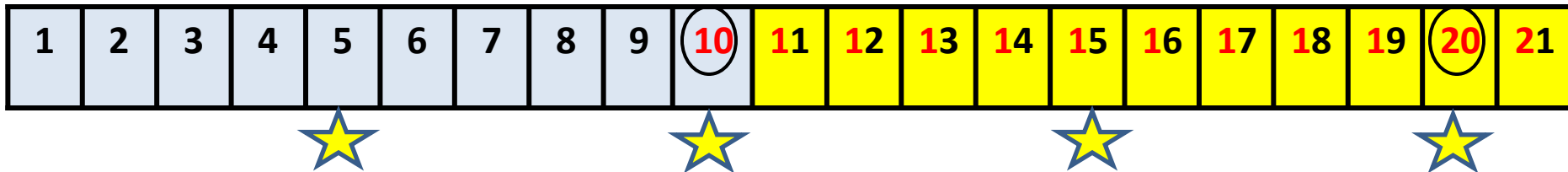
### Kindergarten Counting Tape



### First Grade Counting Tape



### Second Grade Counting Tape




















# Counting Tapes : Keep track of the Days in School to develop linearity of number, number sense and place value

Third Grade Counting Tape

1	2	3	4	<u>5</u>	6	7	8	9	<u>10</u>	11	12	13	14	<u>15</u>	16	17	18	19	<u>20</u>	21
---	---	---	---	----------	---	---	---	---	-----------	----	----	----	----	-----------	----	----	----	----	-----------	----

Fourth Grade Counting Tape

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
					 						 						 		 1	

Grade Five Counting Tape

Grade Six Counting Tape

									<u>.1</u>										<u>.2</u>	
1%	2%	3%	4%	5%	6%	7%	8%	9%	10%	11%	12%	13%	14%	15%	16%	17%	18%	19%	20%	21%
.01	.02	.03	.04	.05	.06	.07	.08	.09	.10	.11	.12	.13	.14	.15	.16	.17	.18	.19	20/100	.21
1/100	2/100	3/100	4/100	5/100	6/100	7/100	8/100	9/100	10/100	11/100	12/100	13/100	14/100	15/100	16/100	17/100	18/100	19/100	2/10	21/100
	1/50		1/25		3/50		4/25		1/10		3/25		7/50		4/25		9/50		1/5	



# EVERY DAY COUNTS<sup>®</sup>



## Daily Planning Guide: Fostering Effective Discussion

### Includes:

- Daily Discussion Questions
- Weekly Planning Charts for Calendar Math
- Intervention
- Helpful Hints
- Benchmark and Monthly Assessments



Grade 1



# EVERY DAY COUNTS<sup>®</sup>



# MARCH WEEK 1

## VOCABULARY THIS MONTH

Growing pattern, compare, addition, subtraction, capacity, holds the same, holds less, overflows, decimal point, cent

## UPDATE QUESTIONS

**Be sure to ask:** How many? What shape? What color? How many more? What number? Are these the same or different? What coins?

### Elements for Number of Days in School

- Counting Tape and Ten Grids (TG p. 107 Daily Routine)
- Clock (TG p. 110 Daily Routine)

### Elements for Calendar Date

- Calendar (TG p. 102 Daily Routine)
- Coin Counter (TG p. 10 Daily Routine)

### Extras This Month

- Number Builder (TG p. 104 Daily Routine)
- Measurement (TG p. 105 Daily Routine)
- Graph (TG p. 111 Daily Routine)

## DISCUSSION QUESTIONS

**Follow up with these questions:** How do you know? How did you get your answer? Did someone do it another way? What would happen if . . . ?

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<p><b>Calendar</b> (TG p. 102) How many birthdays are in March and April? In April and May? How many months until your birthday arrives?</p> <p>I see 2 months next to each other where the tags add up to 6 in all. Which 2 months could these be?</p> <p><b>Coin Counter</b> (TG p. 109) What two ways can you record today's total?</p>	<p><b>Counting Tape and Ten Grids</b> (TG p. 107) How are the numbers after Day 100 like the numbers before 100?</p> <p><b>Number Builder</b> (TG p. 104) Who has a comparing story to share with us? A subtraction story?</p> <p><b>Measurement</b> (TG p. 106) Looking at the two filled containers, was anyone surprised by what happened?</p>	<p><b>Counting Tape and Ten Grids</b> (TG p. 107) How many days until we make our next ten?</p> <p><b>Clock</b> (TG p. 110) What time is it right now? What time will it be 2 minutes from now?</p> <p><b>Graph</b> (TG p. 112) What will our Graph tell us this month? Do we have enough spaces to graph all of the possible preferences?</p>	<p><b>Counting Tape and Ten Grids</b> (TG p. 107) How many groups of ten do we have so far? (11) How many extras do we have? (8) How would we write that number? (118)</p> <p><b>Measurement</b> (TG p. 106) Would someone be willing to share your guess about which container will hold more? Can you tell us what helped you make that guess?</p>	<p><b>Calendar</b> (TG p. 103) Are there more birthdays this month or during your birthday month?</p> <p><b>Coin Counter</b> (TG p. 109) How many different ways can you make today's date in coins? Which pocket has the most coins? How many coins are in that pocket? Which pocket has the fewest coins? How many coins are in that pocket?</p>

TG refers to the Teacher's Guide.

EVERY DAY  
COUNTS

# EVERY DAY COUNTS

## Daily Planning Guide: Fostering Effective Discussion

### Includes:

- Daily Discussion Questions
- Weekly Planning Charts for Calendar Math
- Intervention
- Helpful Hints
- Benchmark and Monthly Assessments

Grade 4



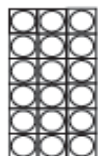
EVERY DAY  
COUNTS



# MONTHLY RESOURCES

## INTERVENTION

- Mental Addition: Small Group:** Starting with 1, ask students the double of each number. ( $1 + 1 = 2$ ;  $2 + 2 = 4$  . . .  $10 + 10 = 20$ ) From  $11 + 11$  to  $30 + 30$ , use place value materials to help students visualize adding ones and tens separately before combining them for the final sum. For  $16 + 16$ , think  $10 + 6 + 10 + 6$ , which you can also think of as  $6 + 6 + 10 + 10 = 12 + 20 = 32$ . Rearranging the parts of the numbers, possible because of the Commutative and Associative properties, makes mental addition easy.
- Facts for Multiplication by 3: Small Group:** Interview students using flash cards to determine their automaticity with multiples of 3. Use green to shade the known facts for 3 on each student's Multiplication Facts Progress Record (TR1). Have students make array cards for unknown facts using Circular Array Paper (TR7) and index cards. Cut out and paste the array to one side and write the equation on the other. Ask students to quiz each other on their difficult facts.



$$\begin{array}{l} 6 \times 3 \\ 3 \times 6 \end{array}$$

## MORE HELPFUL HINTS

- Counting Tape:** Provide each student a Hundred Chart (TR4) to shade each multiple of 3 up to 30 with green. Ask students to note any patterns.
- Counting Tape:** Start an Equation Chart (TR5) for threes. Have students label a chart *Groups of 3*. Ask questions like these: On the first day of school, how many groups of 3 did we have? Zero groups with how many left over? Write 1 in the Day column and 0 in the Groups column. Write  $(0 \times 3) + 1 = 1$  in the Equation column. Ask students to continue on their own daily.

Day	Groups	Remainder	Equation
1	0	1	$(0 \times 3) + 1 = 1$
2	0	2	$(0 \times 3) + 2 = 2$
3	1	0	$1 \times 3 = 3$
4	1	1	$(1 \times 3) + 1 = 4$
5	1	2	$(1 \times 3) + 2 = 5$
6	2	0	$2 \times 3 = 6$
7	2	1	$(2 \times 3) + 1 = 7$
8	2	2	$(2 \times 3) + 2 = 8$
9	3	0	$3 \times 3 = 9$
10	3	1	$(3 \times 3) + 1 = 10$

## ASSESSMENTS

- October Assessment:** See pages 77–80.  
**Addition Facts Progress Record:** See page 111.  
**Multiplication Facts Progress Record:** See page 112.  
**Assessment Checklist:** See pages 109–110.



# Every Day Counts: Partner Games

## Partner Games Components:

- ✓ Teacher's Guide
- ✓ 6 Ten-Grid Card Decks (K–3)
- ✓ 6 Fraction/Decimal Card Decks (4–6)
- ✓ 3 copies of each game on cardstock
- ✓ 3 copies of cardstock manipulatives
- ✓ Counters
- ✓ Dice
- ✓ Number Cubes



EVERY DAY  
COUNTS®

# PARTNER GAMES

GAME  
5

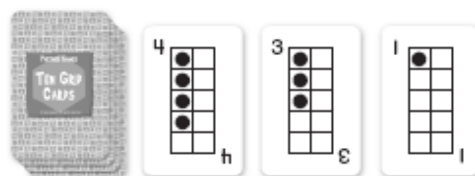
## MAKE THE SUM

### Materials

- 1 Deck of Ten Grid Cards, 1–5 only
- paper or Number Sentences Recording Sheet (TR3)

### Directions

- Mix up the cards. Place them facedown in a stack.
- Take turns taking a card and placing it face up in a line. Search the line for any cards with a sum of 5.
- Before taking the cards, tell the sum. (4 and 1 make 5.)
- When there are no more sums for 5, the player with more cards wins.
- When the game is over, write the number sentences on your recording sheet.



Step 3: "I can take 4 and 1. They make 5."

NUMBER SENTENCES	
Name	Mathew
	$4 + 1 = 5$
	$2 + 3 = 5$
	$3 + 2 = 5$

Step 5: At the end of the game, write the number sentences on your recording sheet.

### More Games

- Use cards 1–4 only to find sums for 4.
- Add in the 6-cards and find sums of 6. Advance to sums of 7, 8, and 9.
- Use the entire deck of cards and search for sums of 10. Advance to sums of 15.

## TEACHING MAKE THE SUM

### Concepts and Skills

- visualize combinations for 5
- count on to find the sums
- solve problems

### Vocabulary

- sum—the result when numbers are added
- plus—the sign (+) that tells you to add
- equal—the sign (=) that means is the same as

### Handbook References

- Count On to Add, p. 60
- Ways to Make 5, p. 66



### Getting Ready

- Review strategies for adding, such as counting on and counting the dots on the cards. Remind children that the sum is the number you get when you add numbers.

### Modeling the Math

Demonstrate searching to see if the card drawn can be combined with any other card in the line to make a sum of 5. Model telling the sum.

Teacher: We have a 3 and 4. We drew a 1.

Teacher: Do you see any two cards that we can use together to make 5? Remember to tell the sum.

Child: Yes, the 4 and 1 make 5. So I can take those two cards.

Teacher: How did you figure out the sum?

Child: Well, I knew the 4 and I just counted up 1 more to get to 5.

Teacher: Any other ways?

Child: I counted the four dots. 1, 2, 3, 4 and then 1 more dot to 5.

Model writing the number sentences on the recording sheet.

Teacher: How could you write a number sentence that shows one of your sums?

Child: I would write 4 plus 1 equals 5.

Teacher: Does everyone know how to make a plus sign and an equals sign?

Child: Yes, I would write this.  $4 + 1 = 5$

Teacher: What other number sentences could you write for 5?

### Reflecting on the Math

As children play in pairs, ask questions such as:

- How do you know that these numbers make 5?
- What number do you hope to draw next?
- What are all the ways that you made 5?

### Differentiating Instruction

**Simplify** Use cards 1–4 only to find sums for 4.

**Extend** Add in the 6-cards and find sums of 6. Advance to sums of 7, 8, and 9.

**Further Variation** Use the entire deck of cards and search for sums of 10. Advance to sums of 15.

### Ongoing Assessment

- Does the child immediately recognize combinations for 5? If not, does the child count each dot or count on to find the sum? (C2, C4)
- Does the child know what addend he or she would like to draw next? (P1, P2)

# Every Day Counts naturally facilitates the Mathematical Practices in the classroom

- to problem solve and persevere
  - to reason abstractly and quantitatively
  - to construct viable arguments
  - to model with mathematics
  - to use tools appropriately
  - to attend to precision
  - to looks for and make use of structure
  - to look for and use regularity



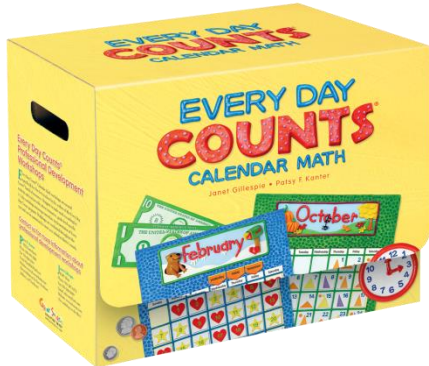


## What Makes Every Day Counts so Successful?

- EDC is an **engaging learning** experience for every student

- EDC appeals to **all learning styles** because it is kinesthetic, auditory, and visual.

- EDC helps **all English language learners and children needing special services** because it emphasizes the development of math language.



# EVERY DAY COUNTS IS A MATHEMATICAL KALEIDESCOPE



Relationships  
change daily to  
create realistic  
and relevant  
tasks!

EVERY DAY  
**COUNTS**

It's simple... a lot of math in a  
little time!

Are you making Every Day Count in  
Your Classroom?



EVERY DAY  
**COUNTS**