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Exploring Geometry
Solving Equations
Organizing Data



Disney Educational Productions

National Council for Teachers of Mathematics Standards

These National Council for Teachers of Mathematics standards are addressed in **Count on Math: Exploring Geometry:**

Instructional programs should enable all students to—	Grades Pre-K–2	Grades 3–5
Analyze characteristics and properties of two- and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships	• Recognize, name, build, draw, compare, and sort two- and three-dimensional shapes. • Describe attributes and parts of two- and three dimensional shapes. • Investigate and predict the results of putting together and taking apart two- and three-dimensional shapes.	• Identify, compare, and analyze attributes of two- and three-dimensional shapes and develop vocabulary to describe the attributes. • Classify two- and three-dimensional shapes according to their properties and develop definitions of classes of shapes such as triangles and pyramids.
Use visualization, spatial reasoning, and geometric modeling to solve problems	• Recognize geometric shapes and structures in the environment and specify their location.	• Build and draw geometric objects. • Identify and build a three-dimensional object from two-dimensional representations of that object.

National Council for Teachers of Mathematics Standards

These National Council for Teachers of Mathematics standards are addressed in **Count on Math: Solving Equations:**

Instructional programs should enable all students to—	Grades Pre-K–2	Grades 3–5
Understand patterns, relations, and functions.	• Recognize, describe, and extend patterns.	• Describe, extend, and make generalizations about geometric and numeric patterns. • Represent and analyze patterns and functions using words, tables, and graphs.
Represent and analyze mathematical situations and structures using algebraic symbols.	• Use concrete, pictorial, and verbal representations to develop an understanding of invented and conventional symbolic notations.	• Represent the idea of a variable as an unknown quantity using a letter or a symbol. • Express mathematical relationships using equations.
Use mathematical models to represent and understand quantitative relationships.	• Use concrete, pictorial, and verbal representations to develop an understanding of invented and conventional symbolic notations.	• Model problem situations with objects and use representations such as graphs, tables, and equations to draw conclusions.

National Council for Teachers of Mathematics Standards

These National Council for Teachers of Mathematics standards are addressed in **Count on Math: Organizing Data:**

Instructional programs should enable all students to—	Grades Pre-K–2	Grades 3–5
Formulate questions that can be addressed with data and collect, organize, and display relevant data to answer them	• Pose questions and gather data about themselves and their surroundings. • Represent data using concrete objects, pictures, and graphs.	• Design investigations to address a question and consider how data-collection methods affect the nature of the data set. • Collect data using observations, surveys, and experiments. • Represent data using tables and graphs such as line plots, bar graphs, and line graphs.
Select and use appropriate statistical methods to analyze data.	• Describe parts of the data and the set of data as a whole to determine what the data show.	
Develop and evaluate inferences and predictions that are based on data.		• Propose and justify conclusions and predictions that are based on data and design studies to further investigate the conclusions or predictions.