# Math 3, 4th Edition
## Lesson Plan Overview

### Chapter 1 • Addition & Subtraction Facts

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<th>Worktext Pages</th>
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| 1      | 1–2            |              | • Identify instances of addition in the story  
|        |                |              | • Solve addition problems in the story  
|        |                |              | • Explain the biblical worldview truth that math helps people work by accomplishing a task |
| 2      | 3–4            | 1–2          | • Use the *counting-on* strategies and the Identity Property to solve addition facts  
|        |                |              | • Compose 10 on the Ten Frame and on the number line  
|        |                |              | • Apply the doubles strategy to find the sums of double and near-double facts  
|        |                |              | • Apply the make-10 strategy for a sum of more than 10 |
| 3      | 5–6            | 3–4          | • Use the *counting-back* strategies and the Zero Property of Subtraction to solve subtraction facts  
|        |                |              | • Interpret the results of subtracting all and subtracting nearly all  
|        |                |              | • Subtract from 10  
|        |                |              | • Subtract back to 10, and then subtract the remaining part  
|        |                |              | • Explain the biblical worldview truth that math helps people work by accomplishing a task |
| 4      | 7–8            | 5–6          | • Apply the Associative Property of Addition to solve 3-addend problems  
|        |                |              | • Solve 3- and 4-addend problems using addition strategies  
|        |                |              | • Explain the biblical worldview truth that math helps people work by accomplishing a task |
| 5      | 9–10           | 7–8          | • Apply the Commutative Property of Addition  
|        |                |              | • Relate addition and subtraction using fact families  
|        |                |              | • Complete a missing-addend equation with a variable  
|        |                |              | • Solve a missing-addend word problem and interpret the solution |
| 6      | 11–12          | 9–10         | • Relate addition and subtraction using fact families  
|        |                |              | • Complete a missing-addend equation with a variable  
|        |                |              | • Solve a missing-addend word problem using a related fact  
|        |                |              | • Explain the biblical worldview truth that math helps people work by accomplishing a task |
| 7      | 13–14          | 11–12        | • Relate addition and subtraction using fact families  
|        |                |              | • Check addition using a related subtraction fact  
|        |                |              | • Solve a word problem and interpret the solution  
|        |                |              | • Solve a missing-addend word problem with a variable |
| 8      | 15–16          | 13–14        | • Review the concepts presented in Chapter 1 in preparation for the Chapter 1 Test  
|        |                |              | • Explain the biblical worldview truth that math helps people work by accomplishing a task |
| 9      | 15–16          |              | Concept Review |

### Chapter 2 • Place Value to 1,000,000

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| 10     | 17–20          | 17–18        | • Identify numbers as even or odd  
|        |                |              | • Read and write 3-digit numbers in standard and expanded form  
|        |                |              | • Identify the number that is 1 more or 1 less, 10 more or 10 less, or 100 more or 100 less than a given number  
|        |                |              | • Connect math to the biblical worldview truth that things that are designed are things that are planned |
| 11     | 21–22          | 19–20        | • Identify 10 hundreds as 1 one thousand  
|        |                |              | • Identify the value of a digit in a 4-digit number  
<p>|        |                |              | • Read and write 4-digit numbers in standard and expanded form |</p>
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| 12     | 23–24          | 21–22         | - Round numbers to the nearest ten, hundred, or one thousand  
|        |                |               | - Connect math to the biblical worldview truth that things that are designed are things that are planned  |
| 13     | 25–26          | 23–24         | - Count on by 10s and 100s from any number  
|        |                |               | - Identify 10 one thousands as 1 ten thousand  
|        |                |               | - Read and write 5-digit numbers in standard and expanded form  
|        |                |               | - Compare 4- and 5-digit numbers using >, <, or =  |
| 14     | 27–28          | 25–26         | - Identify 10 ten thousands as 1 hundred thousand and 10 hundred thousands as 1 million  
|        |                |               | - Read and write 6-digit numbers in standard and expanded form  
|        |                |               | - Compare 6-digit numbers using >, <, or =  
|        |                |               | - Order 4-digit numbers from least to greatest  
|        |                |               | - Connect math to the biblical worldview truth that things that are designed are things that are planned  |
| 15     | 29–30          | 27–28         | - Write Roman numerals 1–12  
|        |                |               | - Identify a number’s ordinal position  
|        |                |               | - Solve a word problem with ordinal numbers  |
| 16     | 31–32          | 29–30         | - Review the concepts presented in Chapter 2 in preparation for the Chapter 2 Test  
|        |                |               | - Connect math to the biblical worldview truth that things that are designed are things that are planned  |
| 17     | 31–32          |               | - Concept Review  |

**Chapter 3 • Addition & Subtraction: 2- & 3-Digit Numbers**

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| 18     | 33–36          | 33–34         | - Add 2- and 3-digit numbers without renaming  
|        |                |               | - Estimate the sum of an addition problem by rounding to the nearest ten or the nearest hundred  
|        |                |               | - Write an equation for a word problem  
|        |                |               | - Connect math to the biblical worldview truth that people are made in the image of God  |
| 19     | 37–38          | 35–36         | - Rename 10 ones as 1 ten or 10 tens as 1 hundred  
|        |                |               | - Add 2- and 3-digit numbers, renaming 10 ones as 1 ten or 10 tens as 1 hundred  |
| 20     | 39–40          | 37–38         | - Compare 2- and 3-digit numbers using >, <, or =  
|        |                |               | - Add 2- and 3-digit numbers, renaming 10 ones as 1 ten or 10 tens as 1 hundred  
|        |                |               | - Solve a 2- or 3-digit addition word problem and interpret the solution  
|        |                |               | - Connect math to the biblical worldview truth that people are made in the image of God  |
| 21     | 41–42          | 39–40         | - Order 2- and 3-digit numbers from least to greatest  
|        |                |               | - Add 2- and 3-digit numbers with renaming  
|        |                |               | - Add 2- and 3-digit numbers with 3 addends  
|        |                |               | - Solve a word problem with 3 addends and interpret the solution  |
| 22     | 43–44          | 41–42         | - Subtract 2- and 3-digit numbers without renaming  
|        |                |               | - Estimate the difference of a subtraction problem by rounding to the nearest ten or the nearest hundred  
|        |                |               | - Subtract 2- and 3-digit numbers, renaming 1 ten as 10 ones  
|        |                |               | - Solve a subtraction word problem and interpret the solution  |
| 23     | 45–46          | 43–44         | - Rename 1 ten as 10 ones or 1 hundred as 10 tens  
|        |                |               | - Subtract 2- and 3-digit numbers, renaming 1 ten as 10 ones or 1 hundred as 10 tens  |
| 24     | 47–48          | 45–46         | - Subtract 2- and 3-digit numbers, renaming 1 ten as 10 ones or 1 hundred as 10 tens  
|        |                |               | - Solve a subtraction word problem and interpret the solution  
|        |                |               | - Connect math to the biblical worldview truth that people are made in the image of God  |
| 25     | 49–50          | 47–48         | - Subtract 2- and 3-digit numbers with renaming  
<p>|        |                |               | - Check a subtraction problem using addition  |</p>
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| 26     | 51–52          | 49–50         | • Solve a multi-step word problem and interpret the solution  
|        |                |               | • Review the concepts presented in Chapter 3 in preparation for the Chapter 3 Test  
|        |                |               | • Connect math to the biblical worldview truth that people are made in the image of God |
| 27     |                | 51–52         | Concept Review |

### Chapter 4 • Data

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| 28     | 53–56          | 53–54         | • Read and interpret a chart  
|        |                |               | • Complete a table  
|        |                |               | • Solve a word problem using a chart and a table and interpret the solution  
|        |                |               | • Recall the biblical worldview truth that math is limited |
| 29     | 57–58          | 55–56         | • Read a tally chart and compare the data  
|        |                |               | • Read a picture graph and compare the data  
|        |                |               | • Write an equation to compare data on a picture graph  
| 30     | 59–60          | 57–58         | • Collect data for a tally chart  
|        |                |               | • Create a line plot and a bar graph from a tally chart  
|        |                |               | • Read and interpret a line plot and a bar graph  
|        |                |               | • Compare a bar graph to a line plot and a tally chart |
| 31     | 61–62          | 59–60         | • Create a scaled bar graph and compare the data  
|        |                |               | • Read a scaled bar graph  
|        |                |               | • Write an equation to compare data on a bar graph  
| 32     | 63–64          | 61–62         | • Write ordered pairs to identify points on a coordinate graph  
|        |                |               | • Locate coordinate points on a coordinate graph  
|        |                |               | • Create a coordinate graph  
|        |                |               | • Recall the biblical worldview truth that math is limited |
| 33     | 65–66          | 63–64         | • Read and interpret a circle graph  
|        |                |               | • Locate coordinate points on a coordinate graph  
|        |                |               | • Write ordered pairs to identify points on a coordinate graph  
|        |                |               | • Explain the biblical worldview truth that math is limited |
| 34     | 67–68          | 65–66         | • Review the concepts presented in Chapter 4 in preparation for the Chapter 4 Test  
|        |                |               | • Apply the biblical worldview truth that math is limited |
| 35     | 67–68          |               | Concept Review |

### Chapter 5 • Addition & Subtraction: 4- & 5-Digit Numbers

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| 36     | 69–72          | 69–70         | • Rename 10 hundreds as 1 one thousand  
|        |                |               | • Add 4-digit numbers, renaming 10 hundreds as 1 one thousand  
|        |                |               | • Estimate the sum by rounding to the nearest one thousand  
|        |                |               | • Solve a word problem and interpret the solution  
|        |                |               | • Connect addition and subtraction to the biblical worldview truth that math is a powerful tool to help people work |
| 37     | 73–74          | 71–72         | • Add 4-digit numbers, renaming hundreds, tens, or ones  
|        |                |               | • Estimate the sum by rounding to the nearest one thousand  
|        |                |               | • Round 3- and 4-digit numbers to the nearest ten and the nearest hundred  
|        |                |               | • Solve a word problem and interpret the solution |
| 38     | 75–76          | 73–74         | • Compare 3- and 4-digit numbers using >, <, or =  
|        |                |               | • Add 4-digit numbers, renamining hundreds, tens, and ones  
|        |                |               | • Solve a word problem and interpret the solution |
| 39     | 77–78          | 75–76         | • Order 3- and 4-digit numbers from least to greatest  
|        |                |               | • Add 4- and 5-digit numbers with renaming  
|        |                |               | • Solve addition problems with 3 addends  
|        |                |               | • Connect addition and subtraction to the biblical worldview truth that math is a powerful tool to help people work |
| 40     | 79–80          | 77–78         | • Rename 1 one thousand as 10 hundreds  
|        |                |               | • Subtract 4-digit numbers, renaming 1 one thousand as 10 hundreds  
|        |                |               | • Estimate the difference by rounding to the nearest one thousand |

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| 41     | 81–82          | 79–80         | • Read a bar graph and compare the data  
• Subtract 4-digit numbers with renaming  
• Estimate the difference by rounding to the nearest one thousand, hundred, or ten  
• Solve a multi-step word problem and interpret the solution |
| 42     | 83–84          | 81–82         | • Subtract 4- and 5-digit numbers with renaming  
• Check a subtraction problem with addition  
• Solve a missing-addend word problem with a variable |
| 43     | 85–86          | 83–84         | • Subtract 4- and 5-digit numbers with renaming  
• Check a subtraction problem with addition  
• Subtract 3- and 4-digit numbers with zeros in the Tens and Ones places  
• Solve a word problem with a variable and interpret the solution  
• Connect addition and subtraction to the biblical worldview truth that math is a powerful tool to help people work |
| 44     | 87–88          | 85–86         | • Subtract 3- and 4-digit numbers with zeros in the Tens and Ones places  
• Check a subtraction problem with addition  
• Subtract 4-digit numbers with zeros in the Hundreds, Tens, and Ones places  
• Solve a multi-step word problem and interpret the solution |
| 45     | 89–90          | 87–88         | • Review the concepts presented in Chapter 5 in preparation for the Chapter 5 Test  
• Connect addition and subtraction to the biblical worldview truth that math is a powerful tool to help people work |
| 46     | 89–90          |               | Concept Review |

### Chapter 6 • Multiplication Facts to 5

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| 47     | 91–94          | 91–92         | • Write and solve a repeated-addition equation for a picture  
• Write and solve a multiplication equation for equal sets of pictures  
• Interpret the function of each factor by picturing a multiplication equation  
• Solve a multiplication word problem and interpret the solution  
• Recall the biblical worldview truth that the patterns multiplication represents show the world is designed |
| 48     | 95–96          | 93–94         | • Apply the Commutative Property of Multiplication  
• Complete a multiplication equation with 2 as a factor, using skip counting and the doubles strategy  
• Complete a multiplication equation with 5 as a factor, using skip counting  
• Solve a multiplication problem and interpret the solution |
| 49     | 97–98          | 95–96         | • Use skip counting and a number line to solve a multiplication equation with 3 as a factor  
• Use an array to solve a multiplication equation with 3 as a factor  
• Apply the Commutative Property of Multiplication  
• Solve a multiplication word problem and interpret the solution  
• Recall the biblical worldview truth that the patterns multiplication represents show the world is designed |
| 50     | 99–100         | 97–98         | • Use skip counting and a number line to solve a multiplication equation with 4 as a factor  
• Use an array to solve a multiplication equation with 4 as a factor  
• Picture and solve a related multiplication fact  
• Solve a multiplication word problem and interpret the solution |
| 51     | 101–2          | 99–100        | • Apply the Commutative Property of Multiplication  
• Picture and solve a multiplication equation with 3 or 4 as a factor  
• Complete a missing-factor equation with a variable  
• Solve a multiplication word problem and interpret the solution |
| 52     | 103–4          | 101–2         | • Solve a multiplication equation with 1 or 0 as a factor  
• Define and apply the Identity Property of Multiplication |
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| 53     | 105–6          | 103–4         | • Define and apply the Zero Property of Multiplication  
• Create an array to picture a multiplication equation  
• Solve a multiplication word problem and interpret the solution  
• Explain the biblical worldview truth that the patterns multiplication represents show the world is designed |
| 54     |                |               | Concept Review    |
|        |                |               | • Review the concepts presented in Chapter 6 in preparation for the Chapter 6 Test  
• Recall the biblical worldview truth that the patterns multiplication represents show the world is designed |

### Chapter 7 • Division Facts to 5

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| 55     | 107–10         | 107–8         | • Review multiplication and its relationship to addition  
• Divide a set of objects into equal sets  
• Relate division to repeated subtraction, using a number line  
• Recall the biblical worldview truth that using math helps meet people’s needs |
| 56     | 111–12         | 109–10        | • Identify the dividend, divisor, and quotient in a division equation  
• Divide a set of objects into sets of 2, using strategies  
• Relate division to multiplication |
| 57     | 113–14         | 111–12        | • Divide a set of objects into sets of 5, using strategies  
• Complete a missing-factor equation to find a quotient  
• Solve a division word problem and interpret the solution |
| 58     | 115–16         | 113–14        | • Divide a set of objects into sets of 3, using strategies  
• Complete a division equation using the division sign and a division frame  
• Write related division and multiplication equations for a picture  
• Solve a word problem and interpret the solution  
• Explain the biblical worldview truth that using division helps meet people’s needs |
| 59     | 117–18         | 115–16        | • Divide a set of objects into sets of 4, using strategies  
• Write a related multiplication fact to find a quotient  
• Write related division and multiplication equations for a picture  
• Solve a word problem and interpret the solution |
| 60     | 119–20         | 117–18        | • Divide a set of objects into sets of 1, using strategies  
• Check a division fact with multiplication  
• Solve a word problem and interpret the solution |
| 61     | 121–22         | 119–20        | • Divide a set of objects into equal sets, using pictures and bar models  
• Complete a division fact with zero as the dividend  
• Write related division and multiplication equations for a picture  
• Apply the biblical worldview truth that using division helps meet people’s needs |
| 62     | 123–24         | 121–22        | • Review the concepts presented in Chapter 7 in preparation for the Chapter 7 Test  
• Recall the biblical worldview truth that using division helps meet people’s needs |
| 63     |                | 123–24        | Concept Review    |

### Chapter 8 • Time & Calendars

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| 64     | 125–28         | 125–26        | • Tell, write, and show time to the 5-minute interval  
• Tell, write, and show time to the quarter-hour  
• Write numerical equivalents for the hour, half-hour, and quarter-hour  
• Recall the biblical worldview truth that math does not tell us where the world came from |
| 65     | 129–30         | 127–28        | • Differentiate between a.m. and p.m. and between midnight and noon  
• Tell time using before or after  
• Tell, write, and show time to the 1-minute interval  
• Determine the elapsed time to the hour |

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| 66     | 131–32         | 129–30       | • Differentiate between a.m. and p.m. and between midnight and noon  
• Tell, write, and show time to the 1-minute interval  
• Tell and write time using before or after  
• Determine the elapsed time to the half-hour and 5-minute interval  
• Solve elapsed-time word problems |
| 67     | 133–34         | 131–32       | • Name the months of the year in order  
• Identify the position of a day or month  
• Read a calendar and write a calendar date in word form and number form  
• Recall the biblical worldview truth that math does not tell us where the world came from |
| 68     | 135–36         | 133–34       | • Determine the elapsed time to the 5-minute interval  
• Determine the future elapsed time  
• Determine the future elapsed date  
• Solve elapsed-time word problems |
| 69     | 137–38         | 135–36       | • Tell, write, and show time to the 1-minute interval  
• Determine the elapsed or future elapsed time  
• Determine the elapsed or future elapsed date  
• Solve elapsed-time word problems and interpret the solution  
• Explain the biblical worldview truth that math does not tell us where the world came from |
| 70     | 139–40         | 137–38       | • Review the concepts presented in Chapter 8 in preparation for the Chapter 8 Test  
• Apply the biblical worldview truth that math does not tell us where the world came from |
| 71     | 139–40         |              | Concept Review |

**Chapter 9 • Customary Measurement**

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| 72     | 141–44         | 141–42       | • Estimate the weight of an object using ounces or pounds  
• Compare weight using >, <, or =  
• Solve a measurement word problem and interpret the solution  
• Recall the biblical worldview truth that math helps save people’s lives |
| 73     | 145–46         | 143–44       | • Recognize cups, pints, quarts, and gallons as units of measurement of capacity  
• Determine the appropriate unit of capacity  
• Estimate and measure the capacity of an object  
• Compare capacity using >, <, or =  
• Solve a capacity word problem and interpret the solution |
| 74     | 147–48         | 145–46       | • Recognize inches and feet as standard units of measurement  
• Draw a line to the nearest inch or half-inch  
• Estimate and measure length, height, or distance to the nearest foot, inch, or half-inch  
• Compare lengths using >, <, or =  
• Recall the biblical worldview truth that math helps save people’s lives |
| 75     | 149–50         | 147–48       | • Determine the best measurement: inches, feet, or yards  
• Estimate and measure length or height to the nearest inch, foot, or yard  
• Recognize the mile as a standard unit of measurement for distance  
• Use a map key to determine distance  
• Recall the biblical worldview truth that math helps save people’s lives |
| 76     | 151–52         | 149–50       | • Read a thermometer and write the temperature to the 1-degree interval  
• Match outdoor activities to Fahrenheit temperatures  
• Identify standard Fahrenheit temperatures |
| 77     | 153–54         | 151–52       | • Review the concepts presented in Chapter 9 in preparation for the Chapter 9 Test  
• Apply the biblical worldview truth that math helps save people’s lives |
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| 79     | 155–58         | 155–56       | • Identify and name the number of equal parts in the whole  
• Write the fraction that names the part of the whole  
• Identify and relate the terms numerator and denominator to their meanings  
• Color the part of the shape that illustrates the fraction  
• Explain the biblical worldview truth that math does not tell us what is wrong |
| 80     | 159–60         | 157–58       | • Identify and represent a fraction on a number line  
• Compare fractions with the same denominator using > or <  
• Order fractions with the same denominator from least to greatest  
• Picture the whole when the part is known |
| 81     | 161–62         | 159–60       | • Order fractions with the same denominator from least to greatest  
• Recognize and write equivalent fractions  
• Compare fractions with the same denominator or the same numerator using >, <, or =  
• Solve a fraction word problem and interpret the solution |
| 82     | 163–64         | 161–62       | • Identify and read a mixed number  
• Write a mixed number for a picture representation  
• Compare mixed numbers using >, <, or =  
• Express whole numbers as fractions and fractions as whole numbers  
• Solve a fraction word problem and interpret the solution  
• Recall the biblical worldview truth that math does not tell us what is wrong |
| 83     | 165–66         | 163–64       | • Identify and write equivalent fractions  
• Compare fractions and mixed numbers using >, <, or =  
• Represent a mixed number  
• Solve a fraction word problem and interpret the solution |
| 84     | 167–68         | 165–66       | • Identify part of a set and explain how the terms numerator and denominator relate to a set  
• Write the fraction that names part of a set  
• Represent the fraction that names part of a set  
• Solve a fraction word problem and interpret the solution |
| 85     | 169–70         | 167–68       | • Write the fraction that names part of a set  
• Determine the fraction of a set  
• Represent the fraction that names part of a set  
• Write a division equation to determine the fraction of a set  
• Picture the whole set when part of the set is known  
• Explain the biblical worldview truth that math does not tell us what is wrong |
| 86     | 171–72         | 169–70       | • Add like fractions  
• Subtract like fractions  
• Solve a fraction word problem and interpret the solution |
| 87     | 173–74         | 171–72       | • Review the concepts presented in Chapter 10 in preparation for the Chapter 10 Test  
• Apply the biblical worldview truth that math does not tell us what is wrong |
| 88     | 173–74         |              | Concept Review |

**Chapter 11 • Multiplication Facts to 10**

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| 89     | 175–78         | 175–76       | • Solve multiplication facts with 0–5 as factors  
• Apply the Commutative, Zero, and Identity Properties of Multiplication  
• Solve a multiplication fact with 10 as a factor  
• Color an array to solve a word problem  
• Recall the biblical worldview truth that God made us to work |
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| 90     | 179–80        | 177–78        | • Use strategies to solve a multiplication fact with 6 as a factor  
• Use the doubles strategy to solve a multiplication fact  
• Solve a word problem and interpret the solution  
• Write a word problem for a multiplication equation |
| 91     | 181–82        | 179–80        | • Use strategies to solve a multiplication fact with 7 as a factor  
• Apply the Commutative Property of Multiplication  
• Complete a missing-factor equation  
• Solve a multi-step word problem and interpret the solution |
| 92     | 183–84        | 181–82        | • Use strategies to solve a multiplication fact with 6 or 7 as a factor  
• Apply the Commutative Property of Multiplication  
• Solve a multi-step word problem and interpret the solution  
• Write a word problem for a multiplication equation  
• Apply the biblical worldview truth that God made us to work |
| 93     | 185–86        | 183–84        | • Use strategies to solve multiplication facts with 8 as a factor  
• Use the doubles strategy to solve a multiplication fact  
• Complete a missing-factor equation  
• Identify word problems with too little information |
| 94     | 187–88        | 185–86        | • Use strategies to solve multiplication facts with 9 as a factor  
• Use a fact with 10 as a factor to solve a fact with 9 as a factor  
• Apply the Commutative Property of Multiplication  
• Solve a word problem and interpret the solution  
• Write a word problem for a multiplication equation |
| 95     | 189–90        | 187–88        | • Use strategies to solve multiplication facts with 8, 9, or 10 as a factor  
• Solve a multi-step word problem and interpret the solution  
• Identify a word problem with too little information  
• Explain the biblical worldview truth that God made us to work |
| 96     | 191–92        | 189–90        | • Apply the Associative Property of Multiplication to solve multiplication facts  
• Solve a multiplication equation with 3 factors  
• Solve a word problem and interpret the solution |
| 97     | 193–94        | 191–92        | • Use logic to extend a number sequence  
• Identify and represent square numbers |
| 98     | 195–96        | 193–94        | • Review the concepts presented in Chapter 11 in preparation for the Chapter 11 Test  
• Explain the biblical worldview truth that God made us to work |
| 99     | 195–96        | 195–96        | • Explain the biblical worldview truth that only God could have designed this world |

Chapter 12 • Division Facts to 10

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| 100    | 197–200       | 197–98        | • Relate division to repeated subtraction  
• Divide a set of objects into sets of 6, using strategies  
• Solve a division fact and check with multiplication  
• Recall the biblical worldview truth that only God could have designed this world |
| 101    | 201–2         | 199–200       | • Divide a set of objects into sets of 7, using strategies  
• Use a division frame to complete a division fact  
• Write a missing-factor equation to solve a division equation  
• Solve a word problem and interpret the solution |
| 102    | 203–4         | 201–2         | • Divide a set of objects into sets of 8 or into 8 equal sets, using strategies  
• Picture division problems  
• Explain the biblical worldview truth that only God could have designed this world |

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<td>• Divide a set of objects into sets of 9 or into 9 equal sets, using strategies  &lt;br&gt; • Write related facts for a fact family  &lt;br&gt; • Solve a word problem and interpret the solution  &lt;br&gt; • Solve a multi-step word problem</td>
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<td>• Divide a set of objects into sets of 10, using skip counting  &lt;br&gt; • Write related facts for a fact family  &lt;br&gt; • Divide a set of objects into equal sets with a remainder  &lt;br&gt; • Apply the biblical worldview truth that only God could have designed this world</td>
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<td>• Identify and describe a line, a line segment, and a ray  &lt;br&gt; • Identify and describe horizontal and vertical lines  &lt;br&gt; • Identify and describe parallel and intersecting lines  &lt;br&gt; • Identify and describe an angle and a right angle  &lt;br&gt; • Recall the biblical worldview truth that the design in the world is very complex</td>
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<td>111 221–22 219–20</td>
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<td>• Draw and label a line, a line segment, and a ray  &lt;br&gt; • Differentiate between horizontal, vertical, parallel, and intersecting lines  &lt;br&gt; • Identify a line segment, an angle, and a vertex  &lt;br&gt; • Identify and draw a right angle  &lt;br&gt; • Extend a pattern</td>
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<td>• Define area and recognize that area is measured in square units  &lt;br&gt; • Find the area of a figure  &lt;br&gt; • Relate the area of a figure to the operations of multiplication and addition  &lt;br&gt; • Solve an area word problem and interpret the solution  &lt;br&gt; • Explain the biblical worldview truth that the design in the world is very complex</td>
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<td>• Find the perimeter of a figure  &lt;br&gt; • Solve perimeter and area word problems and interpret the solution  &lt;br&gt; • Find the area of irregular figures  &lt;br&gt; • Show 2 rectangles with the same area and different perimeters or with the same perimeter and different areas  &lt;br&gt; • Apply the biblical worldview truth that the design in the world is very complex</td>
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| 117    | 231–34         | 231–32       | • Identify a one-dollar bill and its value  
• Determine the value of a set of coins and one-dollar bills by counting on  
• Write amounts of money using a dollar sign and a decimal point  
• Identify equivalent sets of money  
• Recall the biblical worldview truth that math does not tell us what is right and wrong |
| 118    | 235–36         | 233–34       | • Compare money values using >, <, or =  
• Rename pennies, dimes, and dollars  
• Add and subtract amounts of money written with a dollar sign and decimal point  
• Solve a multi-step word problem and interpret the solution |
| 119    | 237–38         | 235–36       | • Identify a five-dollar bill and its value  
• Determine the value of a set of coins, one-dollar bills, and five-dollar bills by counting on  
• Add and subtract amounts of money  
• Determine the amount of money needed to purchase an item  
• Solve a multi-step word problem and interpret the solution  
• Recall the biblical worldview truth that math does not tell us what is right and wrong |
| 120    | 239–40         | 237–38       | • Identify a ten-dollar bill and its value  
• Determine the value of a set of coins and one-, five-, and ten-dollar bills by counting on  
• Subtract amounts of money with even ten-dollar amounts  
• Determine the amount of money needed to purchase an item  
• Determine the amount of change after a purchase  
• Solve a multi-step word problem and interpret the solution |
| 121    | 241–42         | 239–40       | • Add and subtract amounts of money  
• Solve a multi-step word problem and interpret the solution  
• Identify word problems that have too little information  
• Determine the amount of change after a purchase by counting on  
• Explain the biblical worldview truth that math does not tell us what is right and wrong |
| 122    | 243–44         | 241–42       | • Review the concepts presented in Chapter 14 in preparation for the Chapter 14 Test  
• Apply the biblical worldview truth that math does not tell us what is right and wrong |
| 123    | 243–44         |              | Concept Review |
| 124    | 245–48         | 245–46       | • Identify line segments, vertices, angles, and right angles  
• Describe plane figures and polygons  
• Identify and describe regular polygons  
• Recall the biblical worldview truth that God made us to do math |
| 125    | 249–50         | 247–48       | • Differentiate between regular and irregular polygons  
• Identify the attributes of a circle  
• Find the perimeter of a polygon  
• Solve a perimeter word problem and interpret the solution |
| 126    | 251–52         | 249–50       | • Partition a shape to show equal parts and identify each part  
• Partition a shape in different ways to show the same number of equal parts  
• Explore tessellations  
• Compose shapes from given shapes |
| 127    | 253–54         | 251–52       | • Identify and draw similar and congruent figures  
• Identify symmetrical figures and a line of symmetry  
• Trace and draw a line of symmetry  
• Apply the biblical worldview truth that God made us to do math |
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| 128    | 255–56         | 253–54       | • Distinguish between plane figures and solid figures  
• Identify a cube, rectangular prism, rectangular pyramid, sphere, cone, and cylinder  
• Identify faces, edges, vertices, and curved surfaces of solid figures |
| 129    | 257–58         | 255–56       | • Classify plane figures based on their attributes  
• Classify solid figures based on their attributes |
| 130    | 259–60         | 257–58       | • Picture the relationship between plane and solid figures using a disjoint Venn diagram  
• Picture the relationship between faces and curved surfaces using an intersecting Venn diagram |
| 131    | 261–62         | 259–60       | • Identify a slide, flip, and turn  
• Find the area of a quadrilateral  
• Solve an area word problem and interpret the solution |
| 132    | 263–64         | 261–62       | • Review the concepts presented in Chapter 15 in preparation for the Chapter 15 Test  
• Explain the biblical worldview truth that God made us to do math |
| 133    | 263–64         | Concept Review | |

**Chapter 16 • Metric Measurement**

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| 134    | 265–68         | 265–66       | • Identify the centimeter and meter as measuring units for length  
• Estimate and measure length or height to the nearest meter or centimeter  
• Determine the best unit of measurement: centimeters or meters  
• Find the perimeter of a rectangle using centimeters or meters  
• Solve a perimeter word problem and interpret the solution  
• Recall the biblical worldview truth that math helps people enjoy their lives |
| 135    | 269–70         | 267–68       | • Identify the kilometer as a unit of measurement for distance  
• Determine the best unit of measurement: centimeters, meters, or kilometers  
• Rename meters as centimeters and kilometers as meters using a table  
• Use a map key to determine distance |
| 136    | 271–72         | 269–70       | • Identify the liter and milliliter as units of measurement for capacity  
• Determine the best unit of measurement: milliliters or liters  
• Rename liters as milliliters using a table  
• Apply the biblical worldview truth that math helps people enjoy their lives |
| 137    | 273–74         | 271–72       | • Identify the gram and kilogram as units of measurement for mass  
• Determine the best unit of measurement: grams or kilograms  
• Rename kilograms as grams using a table  
• Measure mass using grams  
• Solve a measurement word problem and interpret the solution |
| 138    | 275–76         | 273–74       | • Identify the degree as a unit of measurement for temperature  
• Read and set a Celsius thermometer  
• Match outdoor activities to Celsius temperatures  
• Recognize standard Celsius temperatures  
• Solve a metric measurement word problem and interpret the solution  
• Explain the biblical worldview truth that math helps people enjoy their lives |
| 139    | 277–78         | 275–76       | • Review the concepts presented in Chapter 16 in preparation for the Chapter 16 Test  
• Create a plan using the biblical worldview truth that math helps people enjoy their lives |
| 140    | 277–78         | Concept Review | |
### Chapter 17 • Multiply by 1-Digit Numbers

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| 141    | 279–82         | 279–80       | • Multiply a 2-digit by a 1-digit factor without renaming, using manipulatives  
• Write a multiplication equation in vertical form  
• Solve a multiplication word problem and interpret the solution  
• Identify the biblical worldview truth that math helps people help people |
| 142    | 283–84         | 281–82       | • Multiply a 2- or 3-digit factor by a 1-digit factor without renaming, with and without using manipulatives  
• Write a multiplication equation in vertical form  
• Solve a multiplication word problem and interpret the solution |
| 143    | 285–86         | 283–84       | • Multiply a 2-digit factor by a 1-digit factor, renaming ones as tens, with and without using manipulatives  
• Solve a multiplication word problem with renaming and interpret the solution |
| 144    | 287–88         | 285–86       | • Multiply a 3-digit factor by a 1-digit factor, renaming tens as hundreds, with and without using manipulatives  
• Solve a multi-step money word problem and interpret the solution |
| 145    | 289–90         | 287–88       | • Multiply a 2-digit factor by a 1-digit factor, renaming tens as hundreds  
• Multiply a 3-digit factor by a 1-digit factor, renaming hundreds as one thousands  
• Solve a multi-step money word problem and interpret the solution  
• Explain the biblical worldview truth that math helps people help people |
| 146    | 291–92         | 289–90       | • Multiply multiples of 10 or 100 by a 1-digit factor  
• Determine the number of zeros in the product when multiplying a multiple of 10 or 100 by a 1-digit factor  
• Round numbers to the nearest ten  
• Estimate a product by rounding to the nearest ten  
• Solve a word problem with too much information and interpret the solution |
| 147    | 293–94         | 291–92       | • Round numbers to the nearest hundred  
• Estimate a product by rounding to the nearest hundred  
• Solve a multi-step money word problem and interpret the solution  
• Apply the biblical worldview truth that math helps people help people |
| 148    | 295–96         | 293–94       | • Review the concepts presented in Chapter 17 in preparation for the Chapter 17 Test  
• Explain the biblical worldview truth that math helps people help people |
| 150    | 297–98         | 297–98       | Concept Review |

### Chapter 18 • Divide by 1-Digit Divisors

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| 151    | 299–302        | 299–300      | • Divide a 2-digit dividend by a 1-digit divisor to find a 1-digit quotient, using manipulatives  
• Solve a long division problem using related facts  
• Identify the biblical worldview truth that math is a tool to help people work |
| 152    | 303–4          | 301–2        | • Solve division facts using the long division process  
• Divide a 2-digit dividend by a 1-digit divisor to find a 2-digit quotient, using manipulatives |
| 153    | 305–6          | 303–4        | • Divide a 3-digit dividend by a 1-digit divisor to find a 3-digit quotient, using manipulatives |
| 154    | 307–8          | 305–6        | • Divide a 2-digit dividend by a 1-digit divisor to find a 1- or 2-digit quotient  
• Solve a division word problem and interpret the solution  
• Divide a 3-digit dividend by a 1-digit divisor to find a 3-digit quotient |
| 155    | 309–10         | 307–8        | • Divide dollars and cents (a 3-digit dividend) by a 1-digit divisor  
• Explain the biblical worldview truth that math is a tool to help people work |
| 156    | 311–12         | 309–10       | • Divide to find a 1- or 2-digit quotient with a remainder, using manipulatives  
• Solve a division word problem and interpret the solution |
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| 157    | 313–14         | 311–12        | - Divide to find a 3-digit quotient with a remainder, using manipulatives  
|        |                |               | - Solve a division word problem and interpret the solution |
| 158    | 315–16         | 313–14        | - Interpret a remainder in a division problem  
|        |                |               | - Solve a division word problem and interpret the remainder |
| 159    | 317–18         | 315–16        | - Determine the closest multiplication fact to estimate the quotient  
|        |                |               | - Divide to find a 1-digit quotient with a remainder  
|        |                |               | - Solve a division word problem and interpret the remainder  
|        |                |               | - Explain the biblical worldview truth that math is a tool to help people work |
| 160    | 319–20         | 317–18        | - Review the concepts presented in Chapter 18 in preparation for the Chapter 18 Test  
|        |                |               | - Apply the biblical worldview truth that math is a tool to help people work |
| 161    | 319–20         |               | Concept Review |

### Chapter 19 • Decimals

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| 162    | 321–24         | 321–22        | - Demonstrate that 10 tenths equals 1 whole  
|        |                |               | - Rename 10 tenths as 1 whole, using manipulatives  
|        |                |               | - Read, write, and picture a decimal to the Tenths place  
|        |                |               | - Write a decimal as a fraction or a mixed number  
|        |                |               | - Identify the biblical worldview truth that math does not have all the answers |
| 163    | 325–26         | 323–24        | - Read and picture a decimal to the Tenths place  
|        |                |               | - Write a mixed number as a decimal  
|        |                |               | - Compare decimals to the Tenths place using >, <, or =  
|        |                |               | - Order decimals to the Tenths place from least to greatest  
|        |                |               | - Solve a decimal word problem and interpret the solution |
| 164    | 327–28         | 325–26        | - Demonstrate that 10 hundredths equals 1 tenth  
|        |                |               | - Rename 10 hundredths as 1 tenth, using manipulatives  
|        |                |               | - Read, write, and picture a decimal to the Hundredths place  
|        |                |               | - Write a fraction or mixed number as a decimal |
| 165    | 329–30         | 327–28        | - Picture decimals to the Hundredths place  
|        |                |               | - Write a fraction or mixed number as a decimal  
|        |                |               | - Order decimals to the Hundredths place using >, <, or =  
|        |                |               | - Solve a decimal word problem and interpret the solution  
|        |                |               | - Explain the biblical worldview truth that math does not have all the answers |
| 166    | 331–32         | 329–30        | - Rename 10 tenths as 1 one and 10 hundredths as 1 tenth  
|        |                |               | - Add decimals to the Hundredths place  
|        |                |               | - Solve a decimal word problem and interpret the solution |
| 167    | 333–34         | 331–32        | - Rename 1 one as 10 tenths and 1 tenth as 10 hundredths  
|        |                |               | - Subtract decimals to the Hundredths place  
|        |                |               | - Solve a decimal word problem and interpret the solution |
| 168    | 335–36         | 333–34        | - Write a decimal to the Hundredths place  
|        |                |               | - Add and subtract decimals to the Hundredths place  
|        |                |               | - Solve a decimal word problem and interpret the solution  
|        |                |               | - Apply the biblical worldview truth that math does not have all the answers |
| 169    | 337–38         | 335–36        | - Review the concepts presented in Chapter 19 in preparation for the Chapter 19 Test  
<p>|        |                |               | - Recall the biblical worldview truth that math does not have all the answers |
| 170    | 337–38         |               | Concept Review |</p>
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|        |                |               | • Review writing multi-digit numbers in standard and expanded form  
|        |                |               | • Review rounding, comparing, and ordering multi-digit numbers  
|        |                |               | • Review the biblical worldview truth that only God could have designed this world  
| 172    | 343–44         |               | • Review rounding to estimate a sum when an exact amount is not needed  
|        |                |               | • Review adding numbers up to 5 digits  
|        |                |               | • Review comparing and ordering numbers  
| 173    | 345–46         |               | • Review estimating the difference by rounding to the nearest ten, hundred, or one thousand  
|        |                |               | • Review subtracting numbers up to 5 digits  
|        |                |               | • Review checking a subtraction problem with addition  
|        |                |               | • Review the biblical worldview truth that the design we see is very complex  
| 174    | 347–48         |               | • Review using strategies to picture and solve multiplication facts  
|        |                |               | • Review using the properties of multiplication to solve multiplication facts  
|        |                |               | • Review solving a missing-factor equation with a variable  
| 175    | 349–50         |               | • Review dividing objects into sets of a given size or into a given number of sets  
|        |                |               | • Review using strategies to picture and solve division facts  
|        |                |               | • Review relating division to multiplication and subtraction  
|        |                |               | • Review the biblical worldview truth that math is a tool to help people work  
| 176    | 351–52         |               | • Review estimating and measuring length and height using customary and metric measurements  
|        |                |               | • Review estimating the capacity of an object using customary and metric measurements  
|        |                |               | • Review reading a Fahrenheit thermometer and a Celsius thermometer to the 1-degree interval  
| 177    | 353–54         |               | • Review identifying and picturing a fraction or mixed number  
|        |                |               | • Review comparing and ordering fractions  
|        |                |               | • Review identifying and writing equivalent fractions  
| 178    | 355–56         |               | • Review identifying plane and solid figures and their attributes  
|        |                |               | • Review writing an equation to find the perimeter  
|        |                |               | • Review finding the area of a quadrilateral  
|        |                |               | • Review the biblical worldview truth that math helps people help people  
| 179    | 357–58         |               | • Review telling, writing, and showing time to the 1-minute interval  
|        |                |               | • Review naming the months of the year in order  
|        |                |               | • Review counting and comparing sets of money  
| 180    | 359–60         |               | • Review solving simple and multi-step word problems using strategies  
|        |                |               | • Review identifying and applying the 4 biblical worldview truths  

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