Math 4 4ed

Lesson Plan Overview

| Lesson | Worktext Pages | Activities Pages | Lesson Objectives |
| --- | --- | --- | --- |
| Chapter 1 · Place Value & Money | | | |
| 1 | 1, 3–4 | 1–2 | * Identify 10 hundreds as 1 one thousand * Identify the Ones, Hundreds, and Thousands periods * Identify the number of periods in up to a 6-digit number * Identify the value of each digit in a 4-digit number |
| 2 | 5–6 | 3–4 | * Recall that the value of each place is ten times greater than the value of the place immediately to its right * Identify the values of the digits in a number with 9 or fewer digits * Read and write numbers with 6 or fewer digits |
| 3 | 7–8 | 5–6 | * Recall the repetition of the Ones, Tens, and Hundreds places in each period * Read numbers with 9 or fewer digits * Write numbers with 9 or fewer digits in standard, expanded, and word form |
| 4 | 9–10 | 7–8 | * Use strategies to compare numbers * Use >, <, and = to compare numbers with 7 or fewer digits * Compare numbers written in standard, expanded, and word form |
| 5 | 11–12 | 9–10 | * Order numbers from least to greatest * Order numbers from greatest to least * Identify even and odd numbers |
| 6 | 13–14 | 11–12 | * Identify the numbers that are of 10; 100; 1,000; 10,000; 100,000; and 1,000,000   1  2   * Round a number to the place with the greatest value * Round a number to a given place within the number |
| 7 | 15–16 | 13–14 | * Rename 10 tenths as 1 one * Read and write decimals to the Tenths place |
| 8 | 17–18 | 15–16 | * Rename 10 hundredths as 1 tenth * Read and write decimals to the Hundredths place |
| 9 | 19–20 | 17–18 | * Write amounts of money that are less than $1.00 * Determine the value of a set of money * Count out amounts of money |
| 10 | 21–22 | 19–20 | * Count out money needed to purchase an item * Count back change by counting on coins * Count back change by counting on dollars |
| 11 | 23–24 | 21–22 | * Rename to write and represent numbers in 3 different ways |
| 12 | 25–26 | 23–24 | * Review the concepts presented in Chapter 1 in preparation for the Chapter 1 Test |
| 13 | STEAM  1–2 |  | * Identify the problem that needs to be solved * Design a room with furnishings and plants * Create a purchase list within a set budget * Present a concept design * Write a check for a purchase * Explain how math can be used to make wise choices |
| 14 |  | 25–26 | Concept Review |
|  | | | |
| Chapter 2 · Addition & Subtraction of Whole Numbers | | | |
| 15 | 27, 29–30 | 27–28 | * Use addition and subtraction properties to solve facts * Apply the Associative Property of Addition to make 10 * Complete a missing-addend equation with a variable * Use variables when adding doubles * Complete a function table |
| 16 | 31–32 | 29–30 | * Add 2- and 3-digit numbers with renaming * Estimate the sum by rounding * Solve addition problems with 3 addends |
| 17 | 33–34 | 31–32 | * Identify the number that is 1,000 or 10,000 more or less * Add 4- and 5-digit numbers with renaming * Estimate the sum by rounding * Solve a word problem with 3 addends |
| 18 | 35–36 | 33–34 | * Rename pennies to add money, using manipulatives * Round amounts of money to the place with the greatest value * Add amounts of money * Solve a money word problem and interpret the solution |
| 19 | 37–38 | 35–36 | * Interpret the result of subtracting 0 * Subtract 2- and 3-digit numbers with renaming * Estimate the difference by rounding * Solve a missing-addend equation with a variable |
| 20 | 39–40 | 37–38 | * Subtract 4- and 5-digit numbers with renaming * Check a subtraction problem with addition * Estimate the difference by rounding * Solve a multi-step word problem and interpret the solution |
| 21 | 41–42 | 39–40 | * Subtract 3-digit numbers with renaming * Rename 1 one thousand and 1 ten thousand * Solve a word problem and interpret the solution |
| 22 | 43–44 | 41–42 | * Subtract amounts of money * Round amounts of money to the place with the greatest value * Solve money word problems * Solve a multi-step word problem and interpret the solution |
| 23 | 45–46 | 43–44 | * Estimate the sum of 3 or 4 addends by rounding to the place with the greatest value * Estimate the difference by rounding to the place with the greatest value * Estimate the sum or difference by rounding to the greatest place in the lesser number |
| 24 | 47–48 | 45–46 | * Solve different types of subtraction problems * Identify the type of subtraction * Solve a subtraction word problem and interpret the solution |
| 25 | 49–50 | 47–48 | * Solve word problems using a cost chart * Solve word problems using variables |
| 26 | 51–52 | 49–50 | * Review the concepts presented in Chapter 2 in preparation for the Chapter 2 Test |
| 27 | STEAM  27–28 |  | * Identify the problem that needs to be solved * Design technology for randomly selecting a 3-digit number, using the digits 1–6 * Apply rounding and estimation principles collaboratively to reach a target number * Evaluate information using estimation principles |
| 28 |  | 51–52 | Concept Review |
|  | | | |
| Chapter 3 · Fractions | | | |
| 29 | 53, 55–56 | 53–54 | * Identify 1 whole as being equivalent to , , and   2  2  3  3  4  4   * Relate the terms numerator and denominator to their meanings * Identify the fraction that names part of a whole |
| 30 | 57–58 | 55–56 | * Identify part of a set and use the correct numerator and denominator to describe it * Write the fraction that names part of a set * Predict the results of a probability activity |
| 31 | 59–60 | 57–58 | * Determine the fraction of a set * Determine probability |
| 32 | 61–62 | 59–60 | * Compare and order like fractions * Compare unlike fractions |
| 33 | 63–64 | 61–62 | * Add like fractions * Subtract like fractions * Solve a fraction word problem and interpret the solution |
| 34 | 65–66 | 63–64 | * Identify and read a mixed number * Identify an improper fraction * Write an improper fraction as a mixed number * Compare mixed numbers using >, <, or = |
| 35 | 67–68 | 65–66 | * Add mixed numbers * Subtract mixed numbers |
| 36 | 69–70 | 67–68 | * Determine the fractional parts of a whole * Interpret a circle graph |
| 37 | 71–72 | 69–70 | * Review the concepts presented in Chapter 3 in preparation for the Chapter 3 Test |
| 38 | STEAM  53–54 |  | * Identify the problem that needs to be solved * Design and build a cell phone holder prototype using Lego® bricks * Test that the design is a workable, durable structure * Summarize in whole numbers, mixed numbers, and fractions the number of bricks used * Explain how math helps you do work |
| 39 |  | 71–72 | Concept Review |
| Chapter 4 · Multiplication & Division Facts | | | |
| 40 | 73, 75–76 | 73–74 | * Apply the terms factor and product * Create an array to show related multiplication facts * Apply the Identity Property of Multiplication * Apply the Zero Property of Multiplication * Write multiples of 2, 3, and 5 |
| 41 | 77–78 | 75–76 | * Apply the terms dividend, divisor, and quotient * Relate division to multiplication * Complete a division fact with 1 as the divisor * Complete a division fact with 0 as the dividend * Write phrases using numbers and math symbols |
| 42 | 79–80 | 77–78 | * Apply the Commutative Property of Multiplication * Write related multiplication and division facts * Write a division fact, using three different forms * Picture and solve word problems * Solve facts with 9 or 10 as a factor or a divisor, using patterns |
| 43 | 81–82 | 79–80 | * Solve facts with 11 as a factor or a divisor, using patterns * Use the Multiplication-Addition Principle to solve a multiplication fact * Solve a word problem and interpret the solution |
| 44 | 83–84 | 81–82 | * Solve facts with 12 as a factor or a divisor, using strategies * Use the Multiplication-Addition Principle to solve a multiplication fact |
| 45 | 85–86 | 83–84 | * Apply the Multiplication-Addition Principle * Apply mental math strategies for solving multiplication facts with 6 or 9 as factors * Solve division facts using related multiplication facts * Solve a word problem and interpret the solution |
| 46 | 87–88 | 85–86 | * Apply the Associative Property of Multiplication * Solve word problems with 3 factors * Solve a multiplication equation with 3 factors |
| 47 | 89–90 | 87–88 | * Solve a missing-factor equation with a variable * Solve math equations with 2 operations |
| 48 | 91–92 | 89–90 | * Solve word problems by working backward |
| 49 | 93–94 | 91–92 | * Review the concepts presented in Chapter 4 in preparation for the Chapter 4 Test |
| 50 | STEAM  73–74 |  | * Identify the problem that needs to be solved * Identify all the different combinations of 3, 2, and 1 that equal 8, using problem-solving strategies collaboratively * State conclusions numerically, with pictures, or in words * Discuss connections between math and helping others |
| 51 |  | 93–94 | Concept Review |
| Chapter 5 · Decimals | | | |
| 52 | 95, 97–98 | 95–96 | * Rename 10 tenths as 1 one, using manipulatives * Read and write a decimal to the Tenths place * Write a decimal as a fraction or a mixed number |
| 53 | 99–100 | 97–98 | * Picture decimals to the Tenths place * Write a mixed number as a decimal * Compare decimals to the Tenths place * Order decimals from least to greatest |
| 54 | 101–2 | 99–100 | * Rename 100 hundredths as 1 whole * Rename 10 hundredths as 1 tenth * Read and write a decimal to the Hundredths place * Write a mixed number as a decimal |
| 55 | 103–4 | 101–2 | * Picture decimals to the Hundredths place * Write a mixed number as a decimal * Compare decimals to the Hundredths place * Order decimals from least to greatest |
| 56 | 105–6 | 103–4 | * Add decimals * Subtract decimals * Solve a word problem and interpret the solution |
| 57 | 107–8 | 105–6 | * Round decimals to the nearest whole number * Estimate the sum by rounding * Solve 3-addend addition problems * Estimate the difference by rounding * Solve a decimal word problem and interpret the solution |
| 58 | 109–10 | 107–8 | * Rename to write and represent equivalent values |
| 59 | 111–12 | 109–10 | * Review the concepts presented in Chapter 5 in preparation for the Chapter 5 Test |
| 60 | STEAM  95–96 |  | * Identify the problem that needs to be solved * Design an heirloom treasure * Record an ordered inventory list of gems used * Explain that math has limits |
| 61 |  | 111–12 | Concept Review |
| Chapter 6 · Multiplication: 1-Digit Multipliers | | | |
| 62 | 113, 115–16 | 113–14 | * Multiply a 2-digit factor by a 1-digit factor * Multiply a 3-digit factor by a 1-digit factor * Solve a multiplication word problem and interpret the solution |
| 63 | 117–18 | 115–16 | * Multiply a 2-digit factor by a 1-digit factor with renaming, using manipulatives * Multiply a 3-digit factor by a 1-digit factor with renaming, using manipulatives * Multiply a 2- or 3-digit factor by a 1-digit factor with and without renaming * Solve a word problem and interpret the solution |
| 64 | 119–20 | 117–18 | * Multiply a 2- or 3-digit factor by a 1-digit factor * Multiply multiples of 10 by a 1-digit factor and determine the number of zeros in the product * Multiply multiples of 100 by a 1-digit factor and determine the number of zeros in the product * Multiply multiples of 1,000 by a 1-digit factor and determine the number of zeros in the product |
| 65 | 121–22 | 119–20 | * Round numbers to the nearest ten or the nearest hundred * Estimate the product by rounding * Multiply a 2- or 3-digit factor by a 1-digit factor |
| 66 | 123–24 | 121–22 | * Estimate by rounding * Multiply a 2- or 3-digit factor by a 1-digit factor * Solve a money multiplication word problem and interpret the solution |
| 67 | 125–26 | 123–24 | * Multiply a 4-digit factor by a 1-digit factor * Estimate the product by rounding * Solve a word problem and interpret the solution |
| 68 | 127–28 | 125–26 | * Solve money multiplication problems * Solve a multi-step money word problem * Read and complete a table |
| 69 | 129–30 | 127–28 | * Review the concepts presented in Chapter 6 in preparation for the Chapter 6 Test |
| 70 | STEAM  113–14 |  | * Research to gather data * Identify the problem that needs to be solved * Calculate how much food is needed * Design, build, and test a system for accomplishing a task * Evaluate a statement that says that work is not fun |
| 71 |  | 129–30 | Concept Review |
| Chapter 7 · Geometry: Plane Figures | | | |
| 72 | 131, 133–34 | 131–32 | * Identify a point, a line, and a line segment * Identify horizontal and vertical lines * Identify and describe parallel and intersecting lines * Read a map * Draw points, lines, and line segments |
| 73 | 135–36 | 133–34 | * Identify and name rays * Identify and name angles * Demonstrate and describe a right angle, an acute angle, and an obtuse angle |
| 74 | 137–38 | 135–36 | * Describe regular and irregular polygons * Identify regular and irregular polygons * Identify a right triangle * Identify acute and obtuse angles |
| 75 | 139–40 | 137–38 | * Differentiate between regular and irregular polygons * Identify and name quadrilaterals * Define perimeter * Find the perimeter of a polygon |
| 76 | 141–42 | 139–40 | * Find the perimeter of a figure * Count unit squares to find the area of a region * Multiply to find the area of a region * Solve an area word problem and interpret the solution |
| 77 | 143–44 | 141–42 | * Identify similar and congruent figures * Identify symmetrical figures and a line of symmetry * Identify a slide, a flip, and a turn |
| 78 | 145–46 | 143–44 | * Measure to find the perimeter of a figure * Find the area of a region |
| 79 | 147–48 | 145–46 | * Identify the center point of a circle * Identify and name the radius of a circle * Identify and name the diameter of a circle * Find the length of a radius and a diameter |
| 80 | 149–50 | 147–48 | * Find the area of a complex polygon * Find the area of a triangle * Identify regular and irregular polygons * Identify parallel, intersecting, horizontal, and vertical lines * Identify right angles, acute angles, and obtuse angles |
| 81 | 151–52 | 149–50 | * Review the concepts presented in Chapter 7 in preparation for the Chapter 7 Test |
| 82 | STEAM  131–32 |  | * Identify the problem that needs to be solved * Design and create a polygon art picture using triangles * Verify that the specifications have been met * Explain why people are able to use math to create an orderly design |
| 83 |  | 151–52 | Concept Review |
| Chapter 8 · Division: 1-Digit Divisors | | | |
| 84 | 153, 155–56 | 153–54 | * Solve partition and measurement division problems * Write division word problems |
| 85 | 157–58 | 155–56 | * Divide to find a 1-digit quotient with a remainder * Solve a long division problem using facts and near facts |
| 86 | 159–60 | 157–58 | * Solve division facts using long division * Divide a 2-digit dividend by a 1-digit divisor * Divide a 3-digit dividend by a 1-digit divisor |
| 87 | 161–62 | 159–60 | * Divide to find a 2-digit quotient with a remainder * Divide to find a 1-digit quotient with a remainder, renaming in the dividend * Divide to find a 2-digit quotient with a remainder, renaming in the dividend |
| 88 | 163–64 | 161–62 | * Divide to find a 3-digit quotient with a remainder * Divide to find a 2-digit quotient, renaming in the dividend * Divide to find a 3-digit quotient, using the traditional form |
| 89 | 165–66 | 163–64 | * Divide to find a quotient containing 0 * Check the quotient of a division problem, using multiplication |
| 90 | 167–68 | 165–66 | * Divide multiples of 10 and 100 * Check the quotient of a division problem |
| 91 | 169–70 | 167–68 | * Divide 4-digit dividends * Divide money * Solve a division money word problem |
| 92 | 171–72 | 169–70 | * Find the average of a set of 1-digit numbers * Solve an averaging word problem * Find the average of a set of 2-digit numbers * Find the average of a set of 3-digit numbers |
| 93 | 173–74 | 171–72 | * Determine whether a number is divisible by 2, 5, or 10 * Determine the remainder of a division equation |
| 94 | 175–76 | 173–74 | * Review the concepts presented in Chapter 8 in preparation for the Chapter 8 Test |
| 95 | STEAM  153–54 |  | * Identify the problem that needs to be solved * Calculate the total cost of camp * Develop a monthly savings plan for camp * Track savings and expenses toward a goal * Use math to set and assess goals for living wisely |
| 96 |  | 175–76 | Concept Review |
| Chapter 9 · Data & Graphs | | | |
| 97 | 177, 179–80 | 177–78 | * Read and interpret a pictograph and a bar graph * Use collected data to create a tally table * Use a tally table to create a bar graph and a pictograph * Find the average (mean) for a set of data * Identify the range, mode, and median for a series of values |
| 98 | 181–82 | 179–80 | * Create a double bar graph from a table * Read and interpret a double bar graph * Create a bar graph and a circle graph from a tally table |
| 99 | 183–84 | 181–82 | * Create a single line graph from a table * Determine mode, range, median, and average (mean) * Interpret a double line graph |
| 100 | 185–86 | 183–84 | * Write ordered pairs to identify points on a coordinate graph * Locate and plot coordinate points on a coordinate graph * Apply the terms scale and interval |
| 101 | 187–88 | 185–86 | * Create and read a line plot * Determine the range for a set of data * Create a stem-and-leaf plot from a line plot |
| 102 | 189–90 | 187–88 | * Use logic to solve an order problem * Use logic to solve an identity problem |
| 103 | 191–92 | 189–90 | * Record survey data on a tally table * Create a bar graph and a pictograph from a tally table * Create a circle graph * Compare a circle graph, bar graph, pictograph, and tally table |
| 104 | 193–94 | 191–92 | * Review the concepts presented in Chapter 9 in preparation for the Chapter 9 Test |
| 105 | STEAM  177–78 |  | * Identify the problem that needs to be solved * Design and administer a survey * Report survey findings in graphs * Evaluate the idea that math has limits |
| 106 |  | 193–94 | Concept Review |
| Chapter 10 · Customary Measurement & Time | | | |
| 107 | 195,  197–98 | 195–96 | * Recognize inches and feet as standard units of measurement * Measure objects to the nearest inch and foot * Estimate and measure length, width, and height to the nearest half inch or fourth inch * Draw a line to the nearest inch, half inch, or fourth inch |
| 108 | 199–200 | 197–98 | * Determine the best measurement: inches, feet, or yards * Estimate and measure length and 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 |
| 109 | 201–2 | 199–200 | * Rename yards to feet and feet to yards * Rename feet to inches and inches to feet * Rename miles to feet and to yards |
| 110 | 203–4 | 201–2 | * Recognize a pound and an ounce as measuring units for weight * Read a spring scale * Recognize a ton as a measuring unit for weight * Determine the appropriate unit of weight: ounce or pound * Rename pounds to ounces, tons to pounds, and pounds to tons |
| 111 | 205–6 | 203–4 | * Recognize cups, pints, quarts, and gallons as measuring units for capacity * Determine the appropriate unit of capacity: cup, pint, quart, or gallon * Compare capacity using >, <, or = * Rename units of capacity * Solve a capacity word problem |
| 112 | 207–8 | 205–6 | * Recognize a degree as a measuring unit for temperature * Read and set a Fahrenheit thermometer * Recognize standard Fahrenheit temperatures * Use a Fahrenheit thermometer to measure temperature * Interpret a line graph |
| 113 | 209–10 | 207–8 | * Tell and write time to the minute * Identify the appropriate unit of time measure for activities * Rename minutes to seconds, hours to minutes, and days to hours * Compare minutes and seconds, hours and minutes, and days and hours |
| 114 | 211–12 | 209–10 | * Tell, write, and show time to the quarter-hour * Tell the time before or after the hour * Differentiate between a.m. and p.m. and between noon and midnight |
| 115 | 213–14 | 211–12 | * Determine the elapsed time to the hour and minute * Determine the future time * Solve an elapsed time word problem |
| 116 | 215–16 | 213–14 | * Read a calendar * Identify the position of a month in the year and write a date * Determine the past or future date |
| 117 | 217–18 | 215–16 | * Write Roman numerals for the numbers 1–12 * Recognize a pattern in writing Roman numerals * Solve a multi-step elapsed time problem |
| 118 | 219–20 | 217–18 | * Review the concepts presented in Chapter 10 in preparation for the Chapter 10 Test |
| 119 | STEAM  195–96 |  | * Identify the problem that needs to be solved * Collaboratively design and build a pasta car * Make predictions, conduct tests, and record results * Analyze design, construct arguments, and critique reasoning * Evaluate how math is not always helpful to people in a fallen world |
| 120 |  | 219–20 | Concept Review |
| Chapter 11 · Multiplication: 2-Digit Multipliers | | | |
| 121 | 221, 223–24 | 221–22 | * Multiply multiples of 10, 100, and 1,000 * Solve word problems mentally |
| 122 | 225–26 | 223–24 | * Apply the Multiplication-Addition Principle, using manipulatives * Apply the Multiplication-Addition Principle, using an array |
| 123 | 227–28 | 225–26 | * Apply the Multiplication-Addition Principle * Multiply a 2-digit factor by a 2-digit factor |
| 124 | 229–30 | 227–28 | * Apply the Multiplication-Addition Principle * Multiply a 2-digit factor by a 2-digit factor * Estimate the product of a multiplication word problem by rounding |
| 125 | 231–32 | 229–30 | * Multiply a 2-digit factor by a 2-digit factor * Multiply a 3-digit factor by a 2-digit factor * Solve a multiplication word problem and interpret the solution |
| 126 | 233–34 | 231–32 | * Multiply a 2- or 3-digit factor by a 2-digit factor * Estimate the product of a multiplication word problem |
| 127 | 235–36 | 233–34 | * Multiply money * Estimate the product of a money word problem * Use mental math to solve a multi-step word problem |
| 128 | 237–38 | 235–36 | * Review the concepts presented in Chapter 11 in preparation for the Chapter 11 Test |
| 129 | STEAM 221–22 |  | * Identify the problem that needs to be solved * Design a Lego brainteaser puzzle * Calculate the total stud value of the puzzle pieces * Record a puzzle solution and solve other puzzles * Determine how math helps us meet others’ needs |
| 130 |  | 237–38 | Concept Review |
| Chapter 12 · Fractions: Addition & Subtraction | | | |
| 131 | 239,  241–42 | 239–40 | * Identify the fraction that names part of a whole * Identify the fraction that names part of a set * Compare and order like fractions * Compare unlike fractions * Write an improper fraction as a mixed number * Compare mixed numbers |
| 132 | 243–44 | 241–42 | * Determine whether fractions are less than, greater than, or equal to 1 * Determine whether fractions are less than, greater than, or equal to   1  2   * Order unlike fractions with   1  2 |
| 133 | 245–46 | 243–44 | * Add like fractions * Rename an improper fraction as a mixed number * Subtract like fractions * Rename 1 as an improper fraction |
| 134 | 247–48 | 245–46 | * Add mixed numbers * Rename an improper fraction as a mixed number * Subtract mixed numbers * Rename 1 as an improper fraction |
| 135 | 249–50 | 247–48 | * Repartition shapes to find equivalent fractions * Use number lines to find equivalent fractions * Use multiplication to find equivalent fractions |
| 136 | 251–52 | 249–50 | * Repartition shapes to find equivalent fractions * Add unlike fractions * Subtract unlike fractions |
| 137 | 253–54 | 251–52 | * Use multiplication to find equivalent fractions * Add unlike fractions * Subtract unlike fractions |
| 138 | 255–56 | 253–54 | * Determine the fractional part of a set * Solve a word problem and interpret the solution |
| 139 | 257–58 | 255–56 | * Solve fraction word problems |
| 140 | 259–60 | 257–58 | * Review the concepts presented in Chapter 12 in preparation for the Chapter 12 Test |
| 141 | STEAM  239–40 |  | * Assemble an origami figure * Recognize fractions and their equivalents in an origami figure * Use fractions to design a color pattern for an origami figure * Evaluate the claim that design in our world happened by chance * Explore origami’s connection to STEAM disciplines |
| 142 |  | 259–60 | Concept Review |
| Chapter 13 · Metric Measurement | | | |
| 143 | 261, 263–64 | 261–62 | * Recognize the meter, centimeter, and millimeter as measuring units for length * Estimate and measure length, width, and height to the nearest meter, centimeter, and millimeter * Determine the appropriate linear unit * Draw a line to the nearest centimeter or millimeter |
| 144 | 265–66 | 263–64 | * Recognize the kilometer as a measuring unit for distance * Determine the appropriate linear unit * Rename millimeters, centimeters, or kilometers to meters and meters to kilometers, centimeters, or  millimeters * Compare linear measurements using >, <, or = * Solve a measurement word problem and interpret the solution |
| 145 | 267–68 | 265–66 | * Recognize the liter and milliliter as measuring units for capacity * Determine the appropriate unit of capacity * Determine the best estimate for the capacity of a container * Rename milliliters to liters and liters to milliliters * Compare milliliters to liters using >, <, or = * Solve a measurement word problem and interpret the solution |
| 146 | 269–70 | 267–68 | * Recognize the gram and kilogram as measuring units for mass * Determine the appropriate unit of mass * Rename kilograms to grams and grams to kilograms * Compare grams and kilograms using >, <, or = * Solve a measurement word problem and interpret the solution |
| 147 | 271–72 | 269–70 | * Recognize degrees as a measuring unit for temperature * Read and set a Celsius thermometer * Recognize standard Celsius temperatures * Determine the temperature 10° warmer or 10° colder * Determine the amount of temperature increase or decrease * Measure temperature using a Celsius thermometer |
| 148 | 273–74 | 271–72 | * Apply an understanding of metric units * Identify the appropriate measurement tool * Determine the temperature, given the increase or decrease from a given temperature |
| 149 | 275–76 | 273–74 | * Complete a table * Use logic to extend a number sequence * Match a set of operations to a sequence of numbers |
| 150 | 277–78 | 275–76 | * Review the concepts presented in Chapter 13 in preparation for the Chapter 13 Test |
| 151 | STEAM  261–62 |  | * Identify the problem that needs to be solved * Make a biodegradable seedling planter and recyclable greenhouse cover * Plant a seed and measure and record its growth * Apply the principle of sowing and reaping to studying math |
| 152 |  | 277–78 | Concept Review |
| Chapter 14 · Division: 2-Digit Divisors | | | |
| 153 | 279,  281–82 | 279–80 | * Divide a 2-digit multiple of 10 by a 2-digit multiple of 10 * Divide a 3-digit multiple of 10 by a 2-digit multiple of 10 * Solve a division word problem |
| 154 | 283–84 | 281–82 | * Divide by a 2-digit multiple of 10 * Solve a division word problem |
| 155 | 285–86 | 283–84 | * Divide by rounding the divisor * Use multiplication to check division problems * Solve a word problem and interpret the solution |
| 156 | 287–88 | 285–86 | * Divide to find a 1-digit quotient * Solve a division word problem |
| 157 | 289–90 | 287–88 | * Divide to find a 1- or 2-digit quotient * Solve a division word problem and interpret the solution |
| 158 | 291–92 | 289–90 | * Divide to find a 2-digit quotient * Solve division word problems * Divide money |
| 159 | 293–94 | 291–92 | * Adjust the quotient in a division problem * Use multiplication to check a division problem * Solve a division word problem |
| 160 | 295–96 | 293–94 | * Adjust the quotient in a division problem * Divide to find a quotient containing 0 * Divide money * Solve a money word problem |
| 161 | 297–98 | 295–96 | * Use multiplication and repeated addition to solve a word problem * Use division and repeated subtraction to solve a word problem * Solve a multi-step word problem and interpret the solution |
| 162 | 299–300 | 297–98 | * Review the concepts presented in Chapter 14 in preparation for the Chapter 14 Test |
| 163 | STEAM  279–80 |  | * Identify the problem that needs to be solved * Design a 3-D model for testing solutions * Show equal divisions of a square cake and its frosting * Evaluate the reasonableness of a solution * Recognize that math cannot determine right and wrong * Construct a practical solution to a problem |
| 164 |  | 299–300 | Concept Review |
|  | | | |
| Chapter 15 · Geometry: 3-Dimensional Figures | | | |
| 165 | 301,  303–4 | 301–2 | * Distinguish between 2-dimensional and 3-dimensional objects * Identify faces, edges, and vertices of 3-dimensional figures * Identify the characteristics of a sphere * Identify the characteristics of a cone * Identify the characteristics of a cylinder |
| 166 | 305–6 | 303–4 | * Identify the characteristics of a rectangular prism * Identify the characteristics of a square prism (cube) * Identify the characteristics of a triangular prism * Construct prisms from nets * Identify a prism by its net |
| 167 | 307–8 | 305–6 | * Make a model of a prism * Identify a square pyramid and a triangular pyramid * Make models of pyramids * Identify the characteristics of pyramids * Construct pyramids from nets |
| 168 | 309–10 | 307–8 | * Add the area of each face to find the surface area * Find the surface area of a square prism * Find the surface area of a rectangular prism |
| 169 | 311–12 | 309–10 | * Use cubes to picture the volume of a 3-dimensional figure * Use a formula to determine volume |
| 170 | 313–14 | 311–12 | * Recognize patterns * Extend patterns * Determine the missing part in a pattern * Create a pattern * Make a Venn diagram |
| 171 | 315–16 | 313–14 | * Review the concepts presented in Chapter 15 in preparation for the Chapter 15 Test |
| 172 | STEAM  301–2 |  | * Identify the problem that needs to be solved * Design and build a 3-dimensional structure to withstand an attack * Test a structure * Apply an understanding of God’s design |
| 173 |  | 315–16 | Concept Review |
| Chapter 16 · Pre-Algebra | | | |
| 174 | 317–18 | 317–18 | * Identify positive and negative numbers on a number line * Identify the opposite of a number * Determine positive and negative numbers |
| 175 | 319–20 | 319–20 | * Compare and order positive and negative numbers * Graph positive and negative numbers on a number line |
| 176 | 321–22 | 321–22 | * Graph positive and negative numbers on a number line * Order positive and negative numbers |
| 177 | 323–24 | 323–24 | * Graph points on a coordinate graph * Write ordered pairs to identify points on a coordinate graph |
| 178 | 325–26 | 325–26 | * Use variables to represent quantities * Complete a function table * Graph points on a coordinate graph |
| 179 | 327–28 | 327–28 | * Review the concepts presented in Chapter 16 in preparation for the Chapter 16 Test |
| 180 |  | 329–30 | Concept Review |