

**Fourth Edition** 



# Contents

Balanced Approach		iv	Lesson Features	viii
	Features/New to This Edition tional Materials	v vi	Lesson Plan Overview	×
0	Addition & Subtraction Facts			1
~	2 Place Value to 1,000,000			21
~	Addition & Subtraction: 2- & 3-Digit Numbers			39
Ö	And the second section of the			61
Addition & Subtraction: 4- & 5-Digit Numbers			79	
~	6 Multiplication Facts to 5			103
ŏ	Division Facts to 5			121
ŏ	Time & Calendars			141
0	Customary Measurement			159
ŏ	Fractions			175
ŏ	Multiplication Facts to 10			197
e	Division Facts to 10			221
0	Geometry			241
Ø	Money			259
6	More Geometry			275
6	Metric Measurement			297
0	Multiply by 1-Digit Numbers			313
(8)	Divide by 1-Digit Divisors			335
0	Decimals			359
0	Math Review			379
-	aining the Gospel			3/9
53	her Resources			
	her Resources her Resources Answer Key			
Inde	vactors patricing to protect the estimated ■ 13			
War.	x o Credits			
LIIOE	o credica			

## **Review Features**

### **Review Daily**

#### Practice and Review Activities

Practice and Review activities are included in every lesson so that the students are continually practicing the essential skills from this grade level and furthering their understanding. These activities may be scheduled for any time during the day.

#### Time to Review Exercises

Time to Review exercises are included on the back of most Worktext pages. These exercises review essential concepts that were taught in earlier lessons or chapters.

#### Review by Chapter

#### Chapter Sequence

The chapter sequence helps the students develop a deeper conceptual knowledge of the core topics presented at this grade level. This sequence allows connections to be made and enables the students to review and build upon previously taught concepts as they develop new math skills.

#### Chapter Review

The Chapter Review provides an overview of the main concepts of the chapter. Chapter Review pages can be used as a study guide for the chapter test.

#### **Cumulative Review**

The Cumulative Review pages are located at the end of each chapter in the Reviews book. Use these pages to review math concepts and evaluate which essential skills need reteaching.

#### Fact Review

Fact Reviews are provided to help your students work toward fact memorization. Daily fact practice should include a variety of practice methods, such as using flashcards, games, and written practice.

#### Review in the Classroom

If available, computer-based apps and games may be included. Visit bjupress.com/resources for additional review ideas.

#### Review at Home

The chapter opener page, located at the beginning of each chapter in the Worktext, identifies the math concepts taught in that chapter. This page may be sent home with the student at the end of each chapter to provide parents with practical follow-up activities to do with their child to reinforce the skills learned in the classroom.

## New to This Edition

#### **Biblical Worldview Shaping**

Each introductory theme story focuses on a biblical worldview truth that will be developed throughout the chapter as the students use math to love and serve others. Use the Serve with Math page as directed in the lessons, and guide the students as they discuss and apply the biblical worldview truths.

#### **Teacher Notes**

The Teacher Notes section at the beginning of each chapter indicates what foundational knowledge the chapter is building on, lists the math facts to practice, and gives other helpful information pertaining to the chapter.

#### Lesson Focus

For every lesson this book offers a Lesson Focus, which is to be conveyed to your students before the lesson begins. Students should discuss and conclude what they have learned before they begin their practice on the Worktext pages.

#### **Problem-Solving Emphasis**

Processing word problems successfully will help your students become lifelong problem solvers. Ask the students to listen for what action is taking place and whom the problem is about as you read the word problem the first time. As you reread the word problem one sentence at a time, encourage your students to picture the problem with manipulatives or drawings, write an equation, solve the problem, and then explain how their answer makes sense. Finally, help the students craft a summary sentence to explain the solution.

#### Reasoning and Critical Thinking

The lessons establish a pattern of asking students to explain their answers or reasoning. It is expected that students will give their reasoning for all answers where appropriate. A gear icon (%) is used to help you identify higher-order thinking questions within the lessons. Supply any prompts or background needed to guide the student to the answer.

#### Collaborative Learning

Since students have diverse needs and learning styles, this book places an increased emphasis on implementing differentiated instruction. Students sometimes work in pairs or groups, allowing collaboration and interaction among peers. For optimal learning for all students, each group should include students with varying strengths and abilities.

## **Lesson Features**

Objectives point out the skills taught in the lesson.

The Materials section lists items that are used in the lesson.

Practice and Review provides activities for practicing facts and previously taught skills. Review of concepts can occur anytime during the day.

Teach for Understanding and Check for Understanding provide background information and questions to effectively engage the students in learning the math concepts for each lesson. Lessons incorporate manipulatives to promote a problem-solving approach that develops critical-thinking skills.

Lesson (20

- Objections

  Company 2- and 3-digit mambers using 2, 4, 40 = 4. Add 2- and 3-digit mambers, remaining 30 each on 1 ten or 10 tens on 1 tens or 10 te

Student Manipulatives Packet

• Place Value Mat (for each pair of students)

• Place Value Kit: Irandreds, text, ones (for each pair of students) Practice and Review

Practice related facts Review the related facts for the following fact families.

3-6-9 4-5-9

#### Bound to the nearest ten or the nearest hundred

- Review rounding 3-digit numbers to the present in and 3-digit numbers to the nearest hundred.

  Write the rundsen 3-4, 32, and 35 for display. Explain that thinking about hew numbers are rounded will help you to de-bernine which of these numbers in the answer to this problem.

#### Teach for Understanding

#### Lesson focus

In this leases you will compute 2- and 3-digit numbers and solve problems by renaming ones and tens.

### Compare 2- and 3-digit numbers using >, <, or =

Write the greater-than, less-than, and equal signs for dis-play. Choose students to tell the meaning of each symbol.

Read aloud the following problem: Briad cought a cod that weighted 20 pennels, the friend Mat-crupht a cod that weighed 22 pounds. Where tish weighed

What is the question setting you to find? where fish weighted more What numbers do you need to company 26 and 25

Write "26 () 25" for display.

Ask a student to underline the Tens digit in each number Hose do the term compare! They are the some

What should you do nout? compare the one Choose unother student to underline the Ones digit in

Are the slights the some? no Which is greater? 6 Which sign completes this comparison? the greater than sign Complete the sentence and read the statement together: Inventy-six is greater than I wenty-three.

- ► Follow a similar procedure to compare the numbers 125
- Write "286 200 + 80 + 7" for display.

How could you necessarily compare the number in standard form to the number in regarded form? by first changing the number is expanded form to standard form. What number is 200 + 80 + 55 267.

Write "287" below the expanded form of the number

Direct a student to complete the statement. -

Write "87 () 108" for display.

To compare these numbers, which place to you think roat dipuld compare first? the greatest place, the baselinds Do both numbers have a digit in the Hundreds place? no

Point out that when a 3-digit number is compared to a 3-digit number, you can think of a 0-being in the Hun-deeds place of the 2-digit number.

Underline first the place in front of the Tens place in 87 and then the Hundreds place in 108.

(Fand D. Which ups completes this comparison? the less-than sign, became there is nothing in the Humbodis place of IC has there is a 1 in the Humbodis place of 100.

Choose a student to complete the number sentence. Read the statement together.

#### Add 2- and 3-digit numbers with renaming

Write "246 + 384" vertically for display

Write '246 + 386' werekeally for display.

Arrange the students in pairs and distribute a Place Value.

Mot and Rit to each pair.

Instruct the students to picture the addends with their
place value piace on their mats. As you lead the students in combining each place, model the remaining using your

Place Value KO and write the sum in the veritors equation.

What abouth you add their the ourse De-you again to rename only once! You there are 100 ones, so I food to remain

therm as I have.

them as 3 cm.
Write "I" in the Oross place of the answer and "I" above,
the Tens place. Afters from for the students to shrive the
resembling with their place value places.
Why should you write a 1 above the Tens place? because
10 ones were remarked as 1 in.

What should you add after the owns have been added?

so k need to return them as I headed and 5 tens.

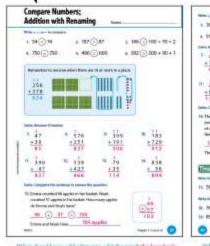
Write "Y in the Tens place of the answer and "I" above the
Hundreds place. Allow time for the students to show the
remaining with their place value pieces.

Lesson 20

The Lesson Focus prepares the students for what they will learn in the lesson.

Group work promotes collaborative learning. Students learn by working together as a whole class and sometimes by working in smaller groups.

Reduced Worktext pages provide the answers in magenta. Use these pages to evaluate student progress and to determine where more guidance is needed.



What should you add after you said the worst the hundreds

Write "6" in the Hendreds place of the univer-

What is the sum of 246 + 3841 636 Which units duly you meame while adving this problem? the over and the tens

Follow a similar procedure with the following problems.

### 604 | 575 | 79 | 405 | 72 |
### 4254 | +347 | +36 | +88 | +268 |
### 432 | 113 | 401 | 343 |
### Direct alteration to Serve with Math. Worktoot page 34 Lead the shadests in solving problem 2. Remind the students that math can be used in a worstey of wars to beliep people und that it is important to serve others because people are made. in God's image.

## Solve a 2- or 3-digit addition word problem and

interpret the solution

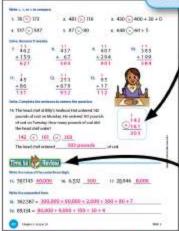
Use the Problem-Solving Model to solve the following word problem.

with protein.
Califo read 57 (upper for the brook report last week. His
fixed Andrew read 45 pages. How many pages that they
read altogether!
What is the question asking you in final! how many pages

they read abogether

Chapter 3 | Addition & Subtraction 2-& 3-Digit Numbers

A variety of activities allows the students to see math at work in real-life contexts.



Time to Review exercises provide systematic review of previously learned essential skills and concepts.

What information is given? Calch mad 67 pages and Andrew soul: 45 pages.

Andrew sent 45 pages. What appraise can help you solve this grotherd 10" + 45 = \_\_\_\_ horizontally for display. Guide the student in 16-6 being the problem.

What personal assesses the specific They need, 112 pages.

Discover answer make assect Yes, I can estimate by transferg the addends to term and adding: 70 + 51 - 120. Stree 11.2 is some to 120, my answer makes sense.

### Worktext pages 39-40

Write the fichesting problems for display and invite standards from the standard fro

- Read and guide completion of page 39.
- Read and explain the directions for page 40. Assist the students as they complete the page independently.

#### Reviews pages 37-38

Review using properties and strategies to solve subtraction facts on page 38.

Lesson 20 47

Discussion of real-world math problems will help students relate to the chapter's biblical worldview truth.

Involving the students in interactive learning through discussion will encourage them to construct reasonable proof for their solutions.