



Fourth Edition



# Contents

Balanced Approach	iv	Lesson Features	viii
Review Features/New to This Edition	v	Lesson Plan Overview	x
Instructional Materials	vi		

<b>1</b>	<b>Addition &amp; Subtraction Facts</b>	<b>1</b>
<b>2</b>	<b>Place Value to 1,000,000</b>	<b>21</b>
<b>3</b>	<b>Addition &amp; Subtraction: 2- &amp; 3-Digit Numbers</b>	<b>39</b>
<b>4</b>	<b>Data</b>	<b>61</b>
<b>5</b>	<b>Addition &amp; Subtraction: 4- &amp; 5-Digit Numbers</b>	<b>79</b>
<b>6</b>	<b>Multiplication Facts to 5</b>	<b>103</b>
<b>7</b>	<b>Division Facts to 5</b>	<b>121</b>
<b>8</b>	<b>Time &amp; Calendars</b>	<b>141</b>
<b>9</b>	<b>Customary Measurement</b>	<b>159</b>
<b>10</b>	<b>Fractions</b>	<b>175</b>
<b>11</b>	<b>Multiplication Facts to 10</b>	<b>197</b>
<b>12</b>	<b>Division Facts to 10</b>	<b>221</b>
<b>13</b>	<b>Geometry</b>	<b>241</b>
<b>14</b>	<b>Money</b>	<b>259</b>
<b>15</b>	<b>More Geometry</b>	<b>275</b>
<b>16</b>	<b>Metric Measurement</b>	<b>297</b>
<b>17</b>	<b>Multiply by 1-Digit Numbers</b>	<b>313</b>
<b>18</b>	<b>Divide by 1-Digit Divisors</b>	<b>335</b>
<b>19</b>	<b>Decimals</b>	<b>359</b>
<b>20</b>	<b>Math Review</b>	<b>379</b>

Explaining the Gospel

Teacher Resources

Teacher Resources Answer Key

Index

Photo Credits

# 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 Reviews

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](http://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**
Worktext pages 39–40  
Reviews pages 37–38

**Objectives**

- 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

**Teacher's Visual Packet**

- Part Family Flash cards 3-6-9, 4-5-0, and previously memorized fact families
- Place Value Kit (hundreds, tens, ones)

**Student Manipulations Packet**

- Place Value Mat (for each pair of students)
- Place Value Kit (hundreds, tens, ones) (for each pair of students)

**Practice and Review**

**Practice related facts**

- Review the related facts for the following fact families.

$3-5-9$     $4-5-9$

**Round to the nearest ten or the nearest hundred**

- Review rounding 2-digit numbers to the nearest ten and 3-digit numbers to the nearest hundred.
- Write the numbers 24, 32, and 37 for display. Explain that thinking about how numbers are rounded will help you to determine which of these numbers is the answer to this problem. *Martin caught a large codfish that weighed about 30 pounds. How much did Martin's cod weigh? 32 pounds.*

**Teach for Understanding**

**Lesson focus**

In this lesson you will compare 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 display. Choose students to tell the meaning of each symbol. Read aloud the following problem.

*Read caught a cod that weighed 26 pounds. His friend Matt caught a cod that weighed 23 pounds. Whose fish weighed more?*

*What is the question asking you to find? whose fish weighed more*

*What numbers do you need to compare? 26 and 23*

Write "26  $\bigcirc$  23" for display.

*How many digits are in each number? 2* Which place should you compare first? *the Tens place*

*How do the tens compare? They are the same.*

*What should you do next? compare the ones*

Choose another student to underline the Ones digit in each number.

Math 3

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.

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

**Compare Numbers; Addition with Renaming**

Write  $>$ ,  $=$ , or  $<$  in the blank.

1.  $24 > 74$       c.  $187 < 87$       d.  $190 < 100 + 75 + 2$   
 e.  $750 < 750$       f.  $406 < 600$       g.  $302 < 300 + 90 + 1$

Represent 10 to one whole when one is 10 or ten in a place.

Write the sum.

7.  $\begin{array}{r} 47 \\ +38 \\ \hline \end{array}$       8.  $\begin{array}{r} 176 \\ +231 \\ \hline \end{array}$       9.  $\begin{array}{r} 109 \\ +191 \\ \hline \end{array}$       10.  $\begin{array}{r} 183 \\ +729 \\ \hline \end{array}$   
 11.  $\begin{array}{r} 80 \\ +47 \\ \hline \end{array}$       12.  $\begin{array}{r} 159 \\ +427 \\ \hline \end{array}$       13.  $\begin{array}{r} 79 \\ +35 \\ \hline \end{array}$       14.  $\begin{array}{r} 838 \\ +36 \\ \hline \end{array}$   
 15.  $\begin{array}{r} 417 \\ +806 \\ \hline \end{array}$       16.  $\begin{array}{r} 114 \\ +114 \\ \hline \end{array}$

Write the sum.

15. Draw 100 apples in the basket. How many apples did you draw?

16. Draw 100 apples in the basket. How many apples did you draw?

17. Draw 100 apples in the basket. How many apples did you draw?

Answers: 1.  $>$  2.  $<$  3.  $<$  4.  $=$  5.  $<$  6.  $<$  7.  $85$  8.  $407$  9.  $300$  10.  $862$  11.  $127$  12.  $586$  13.  $114$  14.  $874$  15.  $1223$  16.  $228$  17.  $100$

Write  $>$ ,  $=$ , or  $<$  in the blank.

1.  $38 < 173$       2.  $481 < 116$       3.  $436 < 400 + 30 + 0$   
 4.  $937 < 847$       5.  $87 < 80$       6.  $800 < 80 + 5$

Write the sum.

7.  $\begin{array}{r} 402 \\ +159 \\ \hline \end{array}$       8.  $\begin{array}{r} 437 \\ +67 \\ \hline \end{array}$       9.  $\begin{array}{r} 807 \\ +294 \\ \hline \end{array}$       10.  $\begin{array}{r} 303 \\ +109 \\ \hline \end{array}$   
 11.  $\begin{array}{r} 45 \\ +85 \\ \hline \end{array}$       12.  $\begin{array}{r} 213 \\ +078 \\ \hline \end{array}$       13.  $\begin{array}{r} 95 \\ +112 \\ \hline \end{array}$

Write the sum.

14. The head of a fish is 142 cm long. The tail is 103 cm long. How long is the fish?

15. The head of a fish is 142 cm long. The tail is 103 cm long. How long is the fish?

Answers: 1.  $<$  2.  $<$  3.  $<$  4.  $<$  5.  $<$  6.  $<$  7.  $561$  8.  $504$  9.  $1101$  10.  $412$  11.  $130$  12.  $291$  13.  $207$  14.  $245$  15.  $245$

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

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

What should you add after you add the ones? the hundreds? How many hundreds are there in all? Write '0' in the Hundreds place of the answer. What is the sum of  $246 + 384$ ? Which units did you rename while solving this problem? Follow a similar procedure with the following problems.

Direct attention to Serve with Math, Worktext page 34. Lead the students in solving problem 2. Remind the students that math can be used in a variety of ways to help people and 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. Caleb read 47 pages for his book report last week. His friend Andrew read 43 pages. How many pages did they read altogether? What is the question asking you to find? how many pages they read altogether

What information is given? Caleb read 47 pages and Andrew read 45 pages. What equation can you write to help you solve this problem?  $47 + 45 = \dots$  Write ' $7 + 45 = \dots$ ' horizontally for display. Guide the students in solving the problem. What sentence answers the question? They read 112 pages altogether. Complete the equation for display. Does your answer make sense? Yes. I can estimate by rounding the addends to tens and adding  $70 + 50 = 120$ . Since 112 is close to 120, my answer makes sense.

**Worktext pages 39–40**  
 Write the following problems for display and invite students to identify which units will need to be renamed in each problem.  
 $127 + 305$  ones       $160 + 90$  tens  
 $362 + 118$  ones       $255 + 186$  ones and tens  
 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.

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