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 $\frac{1}{2}$ of 10; 100; 1,000; 10,000; 100,000; and 1,000,000 • 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**

Lesson	Worktext Pages	Activities Pages	Lesson Objectives
			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**

Lesson	Worktext Pages	Activities Pages	Lesson Objectives
Chapter 3 · Fractions			
29	53, 55–56	53–54	• Identify 1 whole as being equivalent to $\frac{2}{2}$, $\frac{3}{3}$, and $\frac{4}{4}$ • 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

Lesson	Worktext Pages	Activities Pages	Lesson Objectives
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

Lesson	Worktext Pages	Activities Pages	Lesson Objectives
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**

Lesson	Worktext Pages	Activities Pages	Lesson Objectives
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

Lesson	Worktext Pages	Activities Pages	Lesson Objectives
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

Lesson	Worktext Pages	Activities Pages	Lesson Objectives
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

Lesson	Worktext Pages	Activities Pages	Lesson Objectives
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**

Lesson	Worktext Pages	Activities Pages	Lesson Objectives
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

Lesson	Worktext Pages	Activities Pages	Lesson Objectives
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 $\frac{1}{2}$ • Order unlike fractions with $\frac{1}{2}$
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

Lesson	Worktext Pages	Activities Pages	Lesson Objectives
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

Lesson	Worktext Pages	Activities Pages	Lesson Objectives
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

Lesson	Worktext Pages	Activities Pages	Lesson Objectives
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**

Lesson	Worktext Pages	Activities Pages	Lesson Objectives
**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**