Math 5 4th Edition
Lesson Plan Overview

Lesson	Teacher Edition Pages	Worktext Pages	Activities Pages	Lesson Objectives
Chapter 1: Number Sense				
1	1–7	1–4	1–2	• Identify how math helps us serve others **BWS** • Identify the repetition of the Ones, Tens, and Hundreds places in each period • Read numbers with 9 or fewer digits • Write numbers in standard form, word form, expanded form, and expanded form with multiplication • Identify the value of each digit in a number • Compare numbers
2	8–11	5–6	3–4	• Identify the repetition of the Ones, Tens, and Hundreds places in each period • Read numbers with 12 or fewer digits • Write numbers in standard form, word form, expanded form, and expanded form with multiplication • Identify the value of each digit in a number • Compare numbers • Round numbers to the place of greatest value • Round numbers to a given place
3	12–15	7–8	5–6	• Identify, read, and write decimals to the One Thousandths place • Identify a decimal on a number line • Write decimals in standard form, word form, fraction form, expanded form, and expanded form with multiplication • Identify the value of each digit in a decimal • Explain how math is used to make airplanes safe **BWS**
4	16–19	9–10	7–8	• Identify equivalent decimals • Compare decimals • Round decimals to a given place
5	20–23	11–12	9–10	• Read, write, and identify positive and negative numbers • Label a number line to show positive and negative numbers • Relate positive and negative numbers to their use in real-life situations
6	24–27	13–14	11–12	• Compare and order positive and negative numbers • Identify the number that is 1 more or 1 less • Plot positive and negative numbers on a number line • Explain how math is used to solve real-life problems **BWS**
7	28–29	15–16		• Write Roman numerals for 1–100 • Identify a pattern in writing Roman numerals
8	30–33	17–18	13–14	• Review the concepts presented in Chapter 1 in preparation for the Chapter 1 Test
9	34–36		15–16	**Concept Review**
Chapter 2: Addition & Subtraction				
10	37–43	19, 21–22	17–18	• Recall that math is a tool for modeling the world around us **BWS** • Apply the Commutative Property of Addition • Apply the Identity Property of Addition and the Zero Principle of Subtraction • Apply the Associative Property of Addition • Solve addition and subtraction equations with variables • Complete input/output tables

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11	44–47	20, 23–24	19–20	• Add 4-, 5-, and 6-digit numbers • Estimate the sum by rounding • Solve addition problems with 3 or more addends • Apply addition and subtraction principles to read a bar graph
12	48–51	25–26	21–22	• Round decimals to the place of greatest value • Estimate the sum by rounding • Add decimals with 3 or fewer decimal places • Solve addition problems with 3 or more addends
13	52–55	27–28	23–24	• Subtract numbers with 6 or fewer digits • Estimate the difference by rounding • Subtract 5- and 6-digit numbers, renaming 0s • Interpret a line graph • Explain how math is useful for modeling the world **BWS**
14	56–59	29–30	25–26	• Subtract decimals with 3 or fewer decimal places • Estimate the difference by rounding • Solve a subtraction word problem and interpret the solution
15	60–63	31–32	27–28	• Write related addition and subtraction facts • Solve addition and subtraction equations with variables • Complete input/output tables
16	64–67	33–34		• Use compensation to add numbers mentally • Use compensation to subtract numbers mentally • Solve addition and subtraction word problems and interpret the solutions • Explain how math is a tool for modeling the world **BWS**
17	68–71	**STEM** 20, 35		• Recall the Engineering Design Process • Identify the problem that needs to be solved • Design a route and map it on a grid • Use words to write an algorithm • Explain how a map uses math to model the world **BWS**
18	72–75	**STEM** 36		• Review the Engineering Design Process • Define terms • Encode 3 commands • Use code to write an algorithm • Make an algorithm decoder • Decipher a coded algorithm and use it to find a location on a map grid • Debug bad code • Explain how codes use math to model the world **BWS**
19	76–79	37–38	29–30	• Review the concepts presented in Chapter 2 in preparation for the Chapter 2 Test
20	80–82		31–32	**Concept Review**
Chapter 3: Multiplication				
21	83–89	39, 41–42	33–34	• Recall that math shows that the world is designed **BWS** • Identify and use the terms *factor* and *product* • Solve multiplication equations with a multiplication dot • Apply properties of multiplication • Write a mathematical expression for a word phrase
22	90–93	43–44	35–36	• Generate multiples of a number • Determine whether a number is prime or composite • Determine whether a product is even or odd

Lesson	Teacher Edition Pages	Worktext Pages	Activities Pages	Lesson Objectives
23	94–97	45–46	37–38	• Analyze patterns and use mental math to multiply factors that are multiples of 10 • Apply the Associative and Commutative Properties of Multiplication • Apply the Distributive Property of Multiplication over Addition • Explain how the Creator-designed orderliness of math is useful **BWS**
24	98–101	47–48	39–40	• Apply the Distributive Property of Multiplication over Addition • Estimate the product by rounding • Solve a multiplication word problem • Multiply a 3- or 4-digit factor by a 1-digit multiplier • Solve money multiplication problems
25	102–5	49–50	41–42	• Multiply a 2-digit factor by a 2-digit multiplier • Estimate the product by rounding • Solve a multiplication word problem • Multiply a 3-digit factor by a 2-digit multiplier
26	106–9	51–52	43–44	• Multiply a 4-digit factor by a 2-digit multiplier • Solve a multiplication problem with a variable
27	110–13	40, 53–54	45–46	• Multiply a 3-digit factor by a 3-digit multiplier • Solve multiplication problems with 0s in the multiplier
28	114–17	55–56	47–48	• Determine whether a number is prime or composite • Write the prime factorization of a number • Determine whether a number is divisible by 2, 5, or 10
29	118–21	57–58		• Relate repeated addition to multiplication and exponential form • Write powers of 10 in exponential form • Relate exponential notation to prime factorization • Explain how math shows that the world is designed **BWS**
30	122–25	59–60	49–50	• Review the concepts presented in Chapter 3 in preparation for the Chapter 3 Test
31	126–28		51–52	**Concept Review**
Chapter 4: Geometry: Lines & Angles				
32	129–35	61, 63–64	53–54	• Explain that math is useful to us because our minds are patterned after the orderly mind of God **BWS** • Identify and name points, lines, line segments, and planes • Write ordered pairs to identify points on a coordinate graph • Plot points on a coordinate graph • Use points on a coordinate graph to construct a line
33	136–39	62, 65–66	55–56	• Identify and name rays and angles • Classify right, acute, obtuse, and straight angles • Use a protractor to measure angles
34	140–43	67–68	57–58	• Identify lines as parallel, perpendicular, or intersecting • Identify right, acute, obtuse, and straight angles • Use a protractor to measure angles • Relate angles to real-life situations • Explain how the orderliness of math shows that the world is designed **BWS**
35	144–47	69–70	59–60	• Use a protractor to measure and draw angles • Write an equation to find the unknown measure of an angle in a pair of supplementary angles
36	148–51	71–72	61–62	• Demonstrate that the sum of the angle measurements of any triangle is 180° • Measure the angles within a triangle • Identify right, acute, and obtuse triangles • Find the unknown measure of an angle in a triangle

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37	152–55	73–74	63–64	• Name a circle • Identify, name, and draw a center point, a radius, a diameter, a chord, and a central angle in a circle • Determine the measure of an unknown central angle in a circle • Use a protractor to measure the central angles in a circle • Relate circles to real-life situations
38	156–59	75–76	65–66	• Construct geometric figures on a coordinate graph
39	160–61	**STEM** 62, 77		• Identify the problem that needs to be solved • Research paper airplane design • Choose a paper airplane design • Follow a pattern to make a paper airplane • Predict how the airplane will perform
40	162–63	**STEM** 78		• Measure the distance a paper airplane flies • Record test data in a table • Modify design elements to improve performance • Retest the paper airplane • Record test data in a table • Evaluate the belief that the order and consistency we observe in our world can be explained by chance **BWS**
41	164–67	79–80	67–68	• Review the concepts presented in Chapter 4 in preparation for the Chapter 4 Test
42	168–70		69–70	**Concept Review**
Chapter 5: Division: 1-Digit Divisors				
43	171–77	81, 83–84	71–72	• Recall that math enables us to make wise choices **BWS** • Solve partition and measurement division problems • Solve a division word problem and interpret the solution • Write related multiplication and division equations
44	178–81	82, 85–86	73–74	• Divide to find a 1-digit quotient • Solve a division word problem • Use multiplication to check the quotient of a division problem
45	182–85	87–88	75–76	• Divide to find 2-digit quotients • Solve a division word problem • Divide to find 1-digit quotients • Interpret a remainder
46	186–89	89–90	77–78	• Divide to find 2- and 3-digit quotients • Solve a division word problem • Interpret a remainder • Determine the average • Explain that humans can solve problems because God made us able to think and reason **BWS**
47	190–93	91–92	79–80	• Complete a division input/output table • Divide to find quotients with 0 • Solve a division word problem and interpret the solution
48	194–97	93–94	81–82	• Solve a missing-factor equation with a variable • Divide a 4-digit dividend • Divide money • Explain that humans can solve problems because God made us able to think and reason **BWS** • Write and solve a money division word problem

Lesson	Teacher Edition Pages	Worktext Pages	Activities Pages	Lesson Objectives
49	198–201	95–96	83–84	• Analyze patterns and use mental math to divide multiples of 10 • Complete a division input/output table • Use compatible numbers to estimate a quotient
50	202–5	97–98	85–86	• Write a mathematical expression for a word phrase • Use the short form of division to find a quotient • Solve a division word problem and interpret the solution
51	206–9	99–100	87–88	• Review the concepts presented in Chapter 5 in preparation for the Chapter 5 Test
52	210–12		89–90	**Concept Review**
Chapter 6: Fractions				
53	213–19	101, 103–4	91–92	• Explain how math helps a test pilot make wise choices **BWS** • Identify and use the terms *numerator* and *denominator* • Compare and order like and unlike fractions • Compare fractions to 1 whole • Write equivalent fractions • Compare fractions to $\frac{1}{}$
54	220–23	102, 105–6	93–94	• Rename a fraction to higher terms • Rename a fraction to lower terms • Compare and order related fractions
55	224–27	107–8	95–96	• Rename an improper fraction as a mixed number • Rename a mixed number as an improper fraction
56	228–31	109–10	97–98	• Compare mixed numbers and improper fractions • Evaluate information by comparing fractions to make wise choices **BWS** • Round mixed numbers to the nearest whole number
57	232–35	111–12	99–100	• List the factors of a number • Identify prime and composite numbers • Use a Venn diagram to identify common factors • Determine if a number is divisible by 2, 3, 4, 5, 6, or 10 • Use divisibility rules to identify common factors • Rename a fraction to lowest terms
58	236–39	113–14	101–2	• Identify the common factors of two numbers • Rename fractions to lower terms • Use fractions to evaluate information and make wise choices **BWS** • Use the greatest common factor to rename a fraction to lowest terms
59	240–43	115–16	103–4	• Use prime factorization to determine the GCF • Use a Venn diagram to determine the GCF • Use exponents to write the prime factorization of a number • Use the GCF to rename a fraction to lowest terms
60	244–45	117–18		• Use the guess-and-check strategy to solve problems
61	246–49	**STEM** 102, 119		• Explain the meaning of stewardship **BWS** • Discuss the terms *budget*, *income*, *expense*, *tithe*, and *balance* • Identify the problem that needs to be solved • Develop a system for keeping and using financial records
62	250–53	**STEM** 120		• Tithe and save according to a budget • Balance a budget • Evaluate budget choices when faced with a financial challenge **BWS**
63	254–57	121–22	105–6	• Review the concepts presented in Chapter 6 in preparation for the Chapter 6 Test

Lesson	Teacher Edition Pages	Worktext Pages	Activities Pages	Lesson Objectives
64	258–260		107–8	**Concept Review**
Chapter 7: Division: 2-Digit Divisors				
65	261–67	123, 125–26	109–10	• Explain the importance of using accurate math **BWS** • Use mental math to divide multiples of 10 • Use compatible numbers to estimate a quotient
66	268–71	124, 127–28	111–12	• Solve a division word problem • Divide to find 1-digit quotients • Use compatible numbers to estimate a quotient • Use multiplication to check division problems
67	272–75	129–30	113–14	• Adjust the quotient in a division problem • Divide to find 1-digit quotients
68	276–79	131–32	115–16	• Divide to find 2-digit quotients • Adjust the quotient in a division problem • Interpret a remainder
69	280–83	133–34	117–18	• Use mental math to complete an input/output table • Divide 4-digit dividends to find 2-digit quotients • Interpret a remainder
70	284–87	135–36	119–20	• Divide to find a 3-digit quotient • Write an equation and solve a division word problem • Write a remainder as a fraction • Determine whether a word problem has too much or not enough information
71	288–91	137–38	121–22	• Divide to find a 3-digit quotient • Divide to find a quotient containing 0 • Analyze a line graph • Use a line graph to solve word problems • Use math to evaluate a choice **BWS**
72	292–95	139–40	123–24	• Determine the rule for an input/output table • Analyze a pictograph • Use a pictograph to solve a word problem • Write a remainder as a fraction
73	296–97	141–42		• Use the order of operations to solve equations • Use the order of operations to solve multi-step word problems
74	298–301	143–44	125–26	• Review the concepts presented in Chapter 7 in preparation for the Chapter 7 Test
75	302–4		127–28	**Concept Review**
Chapter 8: Time & Customary Measurement				
76	305–11	145, 147–48	129–30	• Use math to evaluate a choice **BWS** • Identify equivalent units of time • Tell and write time to the minute • Differentiate between a.m. and p.m. • Convert units of time to smaller or larger units • Read a calendar and write a date
77	312–15	146, 149–50	131–32	• Determine the elapsed time • Determine the future time • Add and subtract time • Use a timeline to determine elapsed time

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78	316–19	151–52	133–34	• Identify inches, feet, yards, and miles as linear measurement units • Use a map key to determine distance • Estimate length to the nearest inch • Measure to the nearest inch, half-inch, fourth-inch, and eighth-inch • Measure the perimeter of a figure
79	320–23	153–54	135–36	• Convert units of linear measurement to smaller units • Identify the symbols for foot and inch • Convert units of linear measurement to larger units • Devise a plan for using math to serve someone **BWS**
80	324–27	155–56	137–38	• Identify pounds, ounces, and tons as measuring units for weight • Convert units of weight • Identify fluid ounces, cups, pints, quarts, and gallons as measuring units for capacity • Convert units of capacity
81	328–31	157–58	139–40	• Read a Fahrenheit thermometer • Identify standard Fahrenheit temperatures • Use a Fahrenheit thermometer to measure temperature • Interpret a line graph
82	332–35	159–60	141–42	• Add customary measurements • Subtract customary measurements • Multiply customary measurements • Solve rate and distance word problems
83	336–37	**STEM** 146, 161		• Identify the problem to be solved • Identify materials for filtering dirty water • Use provided materials to design a water filter • Measure filter materials • Assemble a water filter
84	338–39	**STEM** 162		• Predict results • Measure and compare dirty water to filtered water • Evaluate and modify filter design • Create a component of a water filter system to provide clean water to those in need **BWS**
85	340–43	163–64	143–44	• Review the concepts presented in Chapter 8 in preparation for the Chapter 8 Test
86	344–46		145–46	**Concept Review**
Chapter 9: Fractions: Addition & Subtraction				
87	347–53	165, 167–68	147–48	• Recall how math helps us in our work **BWS** • Add like fractions • Rename fractions to lowest terms • Rename improper fractions as mixed numbers • Add mixed numbers • Estimate sums by rounding • Apply addition properties to fractions
88	354–57	166, 169–70	149–50	• Subtract like fractions • Write an equation to solve a word problem • Subtract mixed numbers • Estimate by rounding
89	358–61	171–72	151–52	• Add unlike fractions • Write an equation to solve a fraction word problem • Add mixed numbers • Estimate sums by rounding

Lesson	Teacher Edition Pages	Worktext Pages	Activities Pages	Lesson Objectives
90	362–65	173–74	153–54	• Subtract unlike fractions • Subtract mixed numbers • Estimate by rounding • Write an equation to solve a fraction word problem
91	366–69	175–76	155–56	• List multiples to determine the LCM • Use a Venn diagram to determine the LCM • Use the LCD to write equivalent fractions • Add and subtract unlike fractions
92	370–73	177–78	157–58	• Compare unlike fractions • Add and subtract unlike fractions • Apply the LCM to problem solving • Explain how math helps air traffic controllers do their work **BWS**
93	374–77	179–80	159–60	• Determine the LCD by finding the LCM • Add fractions • Evaluate equations by substituting fractions for variables • Subtract fractions
94	378–81	181–82	161–62	• Add and subtract fractions • Write an equation to solve a fraction word problem
95	382–85	183–84	163–64	• Add and subtract mixed numbers • Estimate by rounding • Compare mixed numbers • Determine the LCD or find a common denominator
96	386–89	185–86	165–66	• Use the LCM to solve a problem • Write a mathematical expression for a word phrase • Add and subtract fractions and mixed numbers • Complete an input/output table • Use math to evaluate a claim **BWS**
97	390–93	187–88	167–68	• Write the prime factorization of a number • Use prime factorization to determine the LCM • Compare unlike fractions • Use a recipe to solve fraction problems • Follow a recipe (optional)
98	394–97	189–90	169–70	• Review the concepts presented in Chapter 9 in preparation for the Chapter 9 Test
99	398–400		171–72	**Concept Review**
Chapter 10: Equations				
100	401–7	191, 193–94	173–74	• Explain how math helps people do work in airports **BWS** • Write a mathematical expression for a word phrase • Use two equal expressions to write an equation • Evaluate and relate expressions by using >, <, or =
101	408–11	192, 195–96	175–76	• Apply properties and strategies to evaluate and relate equivalent expressions • Write an equation for a part-part-whole model
102	412–15	197–98	177–78	• Use substitution to determine the value of an expression • Use substitution or mental math to determine an unknown value in an equation • Determine the value of objects on a balanced scale

Lesson	Teacher Edition Pages	Worktext Pages	Activities Pages	Lesson Objectives
103	416–19	199–200	179–80	• Picture a word problem • Solve word problems with unlike parts • Write an equation for a word problem • Rename parts with unlike labels • Use math to evaluate a choice **BWS**
104	420–23	**STEM** 192, 201		• Identify the problem that needs to be solved • Recognize food and nutrient groups • Identify appropriate ingredients for an energy snack • Formulate a recipe that meets assigned guidelines • Evaluate a recipe for nutritional content
105	424–25	**STEM** 202		• Work collaboratively to prepare a snack according to a recipe • Evaluate a snack • Adjust a recipe as needed • Sample and rate prepared snacks • Publish a recipe • Explain how math helped you do your work and please God **BWS**
106	426–29	203–4	181–82	• Review the concepts presented in Chapter 10 in preparation for the Chapter 10 Test
107	430–32		183–84	**Concept Review**
Chapter 11: Geometry: Perimeter & Area				
108	433–39	205, 207–8	185–86	• Use math to devise a plan and make a wise choice **BWS** • Describe and identify regular and irregular polygons • Calculate the perimeter of a polygon • Identify a square, a rectangle, a parallelogram, a trapezoid, and a rhombus as quadrilaterals • Identify the sum of the angle measurements of any quadrilateral as 360°
109	440–43	206, 209–10	187–88	• Relate the diameter of a circle to its circumference • Estimate the circumference of a circle • Identify and describe similar, congruent, and symmetrical figures • Identify, model, and describe translations, rotations, and reflections
110	444–47	211–12	189–90	• Use a protractor to measure the angles in a triangle • Identify the sum of the angle measurements of any triangle as 180° • Classify triangles as right, acute, or obtuse • Classify triangles as equilateral, isosceles, or scalene
111	448–51	213–14	191–92	• Use a formula to calculate the area of a square and of a rectangle • Calculate the area of a complex polygon • Solve geometry word problems
112	452–55	215–16	193–94	• Use a formula to find the area of a triangle • Solve geometry word problems
113	456–59	217–18	195–96	• Calculate the area of a square, a rectangle, a complex figure, and a triangle • Calculate the perimeter of a rectangle • Use math to choose the wiser purchase **BWS**
114	460–63	219–20	197–98	• Review the concepts presented in Chapter 11 in preparation for the Chapter 11 Test
115	464–66		199–200	**Concept Review**

Lesson	Teacher Edition Pages	Worktext Pages	Activities Pages	Lesson Objectives
Chapter 12: Fractions: Multiplication & Division				
116	467–73	221, 223–24	201–2	• Solve a repeated-addition equation • Simplify answers • Write a multiplication equation for a repeated-addition equation • Multiply a whole number and a fraction • Use math to evaluate a situation and make a wise decision **BWS** • Complete an input/output table
117	474–77	222, 225–26	203–4	• Find a fraction of a whole number • Multiply to find a fraction of a whole number • Solve a fraction word problem and interpret the solution
118	478–81	227–28	205–6	• Find a fraction of a fraction • Multiply to find a fraction of a fraction • Apply multiplication properties to fractions
119	482–85	229–30	207–8	• Multiply a whole number and a mixed number • Rename a mixed number as an improper fraction to multiply • Use the Distributive Property to multiply by a mixed number
120	486–89	231–32	209–10	• Write a mathematical expression for a phrase • Estimate the product of mixed numbers by rounding to the nearest whole number • Rename mixed numbers as improper fractions to multiply • Use the Distributive Property to multiply mixed numbers
121	490–93	233–34	211–12	• Use a diagram or a number line to divide a whole number by a fraction • Solve a division word problem and interpret the solution • Use multiplication to check a division problem
122	494–97	235–36	213–14	• Use a diagram or a number line to divide a fraction by a fraction • Divide unlike fractions by renaming • Use multiplication to check a division problem
123	498–501	237–38	215–16	• Write related multiplication and division equations • Identify the reciprocal of a fraction • Divide by multiplying by the reciprocal of the divisor • Use multiplication to check a division problem
124	502–5	239–40	217–18	• Identify the reciprocal of a fraction • Divide by multiplying by the reciprocal of the divisor • Use multiplication to check a division problem • Complete an input/output table • Solve a fraction word problem and interpret the solution • Apply knowledge of fractions to make a wise decision **BWS**
125	506–7	241–42		• Identify practical uses of fractions • Apply fractions to real-life situations in history • Solve a multi-step word problem • Defend the importance of learning math to worship God through music **BWS** • Apply fractions to real-life situations in government

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126	508–9	**STEM** 222, 243		• Discuss upcycling • Apply math to increase the usefulness of discarded materials **BWS** • Discuss design principles for strengthening structures • Identify the problem that needs to be solved • Collaboratively design a functional and attractive weight-bearing cardboard chair • Build a cardboard chair
127	510–11	**STEM** 244		• Build a cardboard chair • Test a cardboard chair • Improve the design and construction of a cardboard chair • Decorate a cardboard chair • Apply math to increase the usefulness of discarded materials **BWS**
128	512–15	245–46	219–20	• Review the concepts presented in Chapter 12 in preparation for the Chapter 12 Test
129	516–18		221–22	**Concept Review**
Chapter 13: Decimals: Multiplication & Division				
130	519–25	247, 249–50	223–24	• Explain that math helps us represent real-life information in a simplified way **BWS** • Read and write decimals to the One Thousandths place • Identify what each digit in a decimal represents • Write decimals as fractions and as mixed numbers • Identify the equivalent fraction for a decimal
131	526–29	248, 251–52	225–26	• Plot decimals on a number line • Round decimals to a given place • Order decimals from least to greatest
132	530–33	253–54	227–28	• Compare decimals • Order decimals from least to greatest • Estimate the product by rounding to the nearest whole number • Multiply a decimal by a whole number • Solve decimal word problems • Explain the usefulness of mathematical models **BWS**
133	534–37	255–56	229–30	• Multiply a decimal by a multiple of ten • Multiply a decimal by a decimal • Solve decimal word problems
134	538–41	257–58	231–32	• Write a decimal in expanded form with multiplication • Estimate the product by rounding to the nearest whole number • Multiply a decimal by a decimal • Annex 0s in the product • Write a word problem for a multiplication equation
135	542–45	259–60	233–34	• Divide a decimal by a 1-digit whole number • Divide a decimal by a 1-digit whole number by renaming the dividend • Read and interpret a chart
136	546–49	261–62	235–36	• Annex a 0 to rename a decimal • Divide to find a quotient less than 1 • Divide to rename a fraction as a decimal • Write an equation for a word problem • Affirm that there are different ways to model the world mathematically **BWS**

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137	550–53	263–64	237–38	• Divide to find a quotient containing 0 • Divide a decimal by a 1-digit whole number • Divide to rename a fraction as a decimal • Solve a money word problem and interpret the solution
138	554–57	265–66	239–40	• Use mental math to multiply a decimal by a power of 10 • Use mental math to divide a decimal by a power of 10 • Solve a word problem and interpret the solution
139	558–61	267–68	241–42	• Solve problems, working backwards
140	562–65	269–70	243–44	• Review the concepts presented in Chapter 13 in preparation for the Chapter 13 Test
141	566–68		245–46	**Concept Review**
Chapter 14: Geometry: Surface Area & Volume				
142	569–75	271, 273–74	247–48	• Distinguish between 2-dimensional and 3-dimensional figures • Identify flat and curved surfaces of 3-dimensional figures • Define *polyhedron* • Identify faces, edges, and vertices of a polyhedron • Distinguish between prisms and pyramids • Construct 3-dimensional figures from nets • Discuss how geometry is used to model in aviation **BWS**
143	576–79	272, 275–76	249–50	• Distinguish between prisms and pyramids • Construct 3-dimensional figures from nets • Identify the characteristics of 3-dimensional figures
144	580–83	277–78	251–52	• Define *surface area* • Find the surface area of a rectangular prism • Find the surface area of a cube
145	584–87	279–80	253–54	• Use cubes to picture the volume of a 3-dimensional figure • Use a formula to determine volume
146	588–91	281–82	255–56	• Explain how perimeter, area, and volume are related • Solve a geometry word problem and interpret the solution • Use a formula to determine volume
147	592–95	283–84	257–58	• Find the surface area of a cube and of a rectangular prism • Use a formula to find volume • Solve a geometry word problem and interpret the solution
148	596–97	**STEM** 272, 285		• Identify the problem that needs to be solved • Define the terms *prosthesis* and *prosthetic device* • Design a LEGO® prosthesis • Use provided materials to build a prosthesis • Test the prosthesis
149	598–99	**STEM** 286		• Identify the *x*-, *y*-, and *z*-axes on a 3-D coordinate graph • Locate and describe coordinates on a 3-D coordinate graph • Use 3-D coordinates to describe the LEGO bricks in an object • Model with math to solve a problem **BWS**
150	600–603	287–88	259–60	• Review the concepts presented in Chapter 14 in preparation for the Chapter 14 Test
151	604–6		261–62	**Concept Review**

Lesson	Teacher Edition Pages	Worktext Pages	Activities Pages	Lesson Objectives
Chapter 15: Metric Measurement				
152	607–13	289, 291–92	263–64	• Explain why it is important for Christians to be involved in the work of meteorology **BWS** • Identify the millimeter, centimeter, meter, and kilometer as measuring units for length • Identify 100 cm as 1 m and 1,000 mm as 1 m • Estimate and measure length, width, and height • Draw a line to the nearest centimeter or millimeter • State that 1,000 m equals 1 km • Determine the appropriate linear unit
153	614–17	290, 293–94	265–66	• Convert meters to centimeters and centimeters to meters • Convert meters to millimeters and millimeters to meters • Convert meters to kilometers and kilometers to meters • Convert centimeters to millimeters and millimeters to centimeters • Use >, <, or = to compare linear measurements
154	618–21	295–96	267–68	• Identify the liter and milliliter as measuring units for capacity • Convert milliliters to liters and liters to milliliters • Identify the gram, kilogram, and milligram as measuring units for mass • Convert milligrams and kilograms to grams and grams to milligrams and kilograms • Use >, <, or = to compare metric measurements
155	622–25	297–98	269–70	• Identify degrees as a measuring unit for temperature • Identify standard Celsius temperatures • Read a Celsius thermometer • Determine the temperature 10° warmer or 10° colder • Determine the amount of temperature increase or decrease • Use a Celsius thermometer to measure temperature • Determine the more reasonable temperature • Apply knowledge of metric measurements to serve others **BWS**
156	626–29	299–300	271–72	• Add metric measurements with and without decimal form • Subtract metric measurements with and without decimal form • Solve a measurement word problem and interpret the solution
157	630–33	301–2	273–74	• Review the concepts presented in Chapter 15 in preparation for the Chapter 15 Test
158	634–36		275–76	**Concept Review**
Chapter 16: Ratios, Proportions, & Percents				
159	637–43	303, 305–6	277–78	• Write ratios in word form, ratio form, and fraction form • Write ratios to describe part-to-part, part-to-whole, and whole-to-part comparisons • Solve problems with ratios • Evaluate the claim that efficient patterns in nature developed over millions of years **BWS**
160	644–47	304, 307–8	279–80	• Write ratios to describe comparisons • Write equivalent ratios • Make equivalent ratios by multiplying and dividing
161	648–51	309–10	281–82	• Write equivalent ratios • Interpret a model, a scale drawing, and a diagram
162	652–55	311–12	283–84	• Define *rate* • Use ratios to represent real-life situations • Make equivalent ratios to determine the unit rate • Calculate the distance traveled for a given rate and time

Lesson	Teacher Edition Pages	Worktext Pages	Activities Pages	Lesson Objectives
163	656–59	313–14	285–86	• Define *percent* • Write a percent as a ratio with 100 as the second term • Write a percent as a ratio (in fraction form) in lowest terms • Write a ratio (in fraction form) as a percent • Use a ratio to solve a percent problem
164	660–63	315–16	287–88	• Write a percent as a decimal • Write a fraction as a percent • Write a decimal as a percent • Use >, <, or = to compare percents to decimals and fractions • Solve a percent word problem
165	664–67	317–18	289–90	• Use a proportion to find the percent of a number • Solve a percent word problem • Multiply by a decimal to find the percent of a number • Use mental math to find the percent of a number
166	668–71	319–20	291–92	• Define *probability* • Write probability as a fraction and as a percent • Conduct a probability experiment
167	672–73	**STEM** 321–22		• Defend the claim that the structure of a honeycomb shows that it is designed **BWS** • Review tessellations • Identify the problem to be solved • Produce a tessellation • Reproduce a tessellation in a proportional size • Write a ratio in ratio form and fraction form and as a decimal and a percent
168	674–77	323–24	293–94	• Review the concepts presented in Chapter 16 in preparation for the Chapter 16 Test
169	678–80		295–96	**Concept Review**
Chapter 17: Integers				
170	681–87	325, 327–28	297–98	• Compare and order positive and negative numbers • Use a number line to subtract positive numbers • Use a number line to add negative numbers • Add positive numbers or negative numbers • Use math to evaluate a choice **BWS**
171	688–91	326, 329–30	299–300	• Add positive and negative numbers • Write an addition equation for a word problem
172	692–95	331–32	301–2	• Subtract positive and negative numbers • Write a subtraction equation for a word problem
173	696–99	333–34	303–4	• Add positive and negative numbers • Subtract positive and negative numbers • Write an equation for a word problem • Use math to make a wise decision **BWS**
174	700–703	335–36	305–6	• Review the concepts presented in Chapter 17 in preparation for the Chapter 17 Test
175	704–6		307–8	**Concept Review**
Chapter 18: Data & Graphs				

Lesson	Teacher Edition Pages	Worktext Pages	Activities Pages	Lesson Objectives
176	707–13	337, 339–40	309–10	• Compare and contrast manmade models with God's greatness **BWS** • Use given data to complete a tally table • Determine the mean, range, mode, and median • Read and interpret a line plot • Read and interpret a stem-and-leaf plot
177	714–17	338, 341–42	311–12	• Read and interpret a double bar graph • Use given data to complete a double bar graph • Read and interpret a double line graph • Use given data to complete a double line graph
178	718–21	343–44	313–14	• Read and interpret a pictograph • Use a table of data to make a pictograph • Read and interpret a circle graph • Use given data to make a circle graph
179	722–25	345–46	315–16	• Review the concepts presented in Chapter 18 in preparation for the Chapter 18 Test
180	726–28		317–18	**Concept Review**