

Lesson Plan Overview

K5 Math, 5th Edition

| Chapter 1: Geometry | | | |
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| Pages | Objectives | Resources & Materials | Assessments |
| Lesson 1 Circles | | | |
| 4–7 | 1.1 Identify a circle. 1.2 Trace a circle. 1.3 Describe the position of shapes using the terms <i>next to</i> , <i>before</i> , and <i>after</i> . 1.4 State who created people. <u>BWS</u> Creation (recall) | Teacher Edition <ul style="list-style-type: none"> • Song: “Can You Count?” Visuals <ul style="list-style-type: none"> • Visuals 1, 13, 36: <i>Farm Scene</i>; <i>Circle</i>; <i>Biblical Worldview Shaping Themes</i> • Stick puppets (Farmer Brown, Mrs. Brown, Cheddar) • Manipulatives (10 circles including 1 green and 1 yellow, 10 other shapes) Worktext <ul style="list-style-type: none"> • Chapter 1 Opener (pp. 1–2) BJU Press Trove* <ul style="list-style-type: none"> • Audio/Video: “Can You Count?” • Video: “Shapes” • PowerPoint presentation: Lesson 001 Materials <ul style="list-style-type: none"> • 1 circular object per student (plastic lid, button, plate, or saucer) | Worktext <ul style="list-style-type: none"> • I will find circles. (pp. 3–4) Teacher Edition <ul style="list-style-type: none"> • Discussion • Manipulatives activity • Kinesthetic activity • Visual analysis |
| Lesson 2 Rectangles | | | |
| 8–9 | 2.1 Identify a rectangle. 2.2 Trace a rectangle. 2.3 Distinguish between circles and rectangles. 2.4 Describe the position of shapes using the terms <i>before</i> , <i>after</i> , <i>above</i> , and <i>below</i> . | Teacher Edition <ul style="list-style-type: none"> • Song: “Can You Count?” Visuals <ul style="list-style-type: none"> • Visuals 1, 14: <i>Farm Scene</i>; <i>Rectangle</i> • Stick puppets (Farmer Brown, Mrs. Brown, Cheddar) • Number Cards (1–10) • Manipulatives (10 circles, 5 rectangles including 1 green and 1 blue) Student Manipulatives <ul style="list-style-type: none"> • Stick puppets: Mrs. Brown • Manipulatives: 1 rectangle BJU Press Trove* <ul style="list-style-type: none"> • Audio/Video: “Can You Count?” • PowerPoint presentation: Lesson 002 Materials <ul style="list-style-type: none"> • Small bag • 1 thin book per student | Worktext <ul style="list-style-type: none"> • I will find rectangles. (pp. 5–6) Teacher Edition <ul style="list-style-type: none"> • Discussion • Manipulatives activity • Kinesthetic activity • Visual analysis |

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| Pages | Objectives | Resources & Materials | Assessments |
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| Lesson 3 Squares | | | |
| 10–11 | 3.1 Identify a square. 3.2 Trace a square. 3.3 Distinguish among circles, rectangles, and squares. | <p>Teacher Edition</p> <ul style="list-style-type: none"> • Song: “Can You Count?” <p>Visuals</p> <ul style="list-style-type: none"> • Visuals 1, 14, 15, 25: <i>Farm Scene; Rectangle; Square; Hundred Chart</i> • Stick puppets (Mrs. Brown) • Manipulatives (10 circles, 10 rectangles, 3 squares—at least 2 different colors of each shape) <p>Student Manipulatives</p> <ul style="list-style-type: none"> • Field workmat • Manipulatives: 10 sheep, 1 circle, 1 rectangle <p>BJU Press Trove</p> <ul style="list-style-type: none"> • Audio/Video: “Can You Count?” • PowerPoint presentation: Lesson 003 <p>Materials</p> <ul style="list-style-type: none"> • 1 saltine cracker per student | <p>Worktext</p> <ul style="list-style-type: none"> • I will find squares. (pp. 7–8) <p>Teacher Edition</p> <ul style="list-style-type: none"> • Manipulatives activity • Discussion • Game |
| Lesson 4 Triangles | | | |
| 12–13 | 4.1 Identify a triangle. 4.2 Trace a triangle. 4.3 Distinguish among circles, rectangles, squares, and triangles. | <p>Teacher Edition</p> <ul style="list-style-type: none"> • Instructional Aid 1: <i>Triangles</i> <p>Visuals</p> <ul style="list-style-type: none"> • Visuals 16, 26: <i>Triangle; Ten</i> • Manipulatives (1 circle, 1 rectangle, 1 square, 1 triangle) <p>Student Manipulatives</p> <ul style="list-style-type: none"> • Stick puppets: Mrs. Brown • Manipulatives: 1 circle, 1 rectangle, 1 square, 1 triangle <p>BJU Press Trove</p> <ul style="list-style-type: none"> • PowerPoint presentation: Lesson 004 <p>Materials</p> <ul style="list-style-type: none"> • Tagboard | <p>Worktext</p> <ul style="list-style-type: none"> • I will find triangles. (pp. 9–10) <p>Teacher Edition</p> <ul style="list-style-type: none"> • Manipulatives activity • Discussion • Kinesthetic activity |

| Pages | Objectives | Resources & Materials | Assessments |
|--------------------------------|---|---|---|
| Lesson 5 Color Patterns | | | |
| 14–15 | 5.1 Copy patterns of sounds and actions: <i>abab</i> . 5.2 Extend patterns of colors: <i>abab, abbabb</i> . | Teacher Edition <ul style="list-style-type: none"> Song: “Numbers, Numbers 1 to 10” Visuals <ul style="list-style-type: none"> Stick puppets (Mrs. Brown) Manipulatives (6 red circles, 6 yellow circles, 6 blue circles, 6 blue rectangles, 4 green rectangles) Student Manipulatives <ul style="list-style-type: none"> Manipulatives: 6 red circles, 6 yellow circles, 6 blue circles BJU Press Trove <ul style="list-style-type: none"> Audio/Video: “Numbers, Numbers 1 to 10” PowerPoint presentation: Lesson 005 Materials <ul style="list-style-type: none"> Tracing pattern (stencil) | Worktext <ul style="list-style-type: none"> I will copy color patterns. (pp. 11–12) Teacher Edition <ul style="list-style-type: none"> Sound pattern activity Kinesthetic activity Pattern activity Manipulatives activity |
| Lesson 6 Shape Patterns | | | |
| 16–17 | 6.1 Extend patterns of shapes: <i>abab, abbabb, abcabc</i> . 6.2 State who created patterns and shapes in the world. <u>BWS</u> Creation (recall) | Teacher Edition <ul style="list-style-type: none"> Song: “Numbers, Numbers 1 to 10” Visuals <ul style="list-style-type: none"> Manipulatives (6 chicks, 6 sheep, 6 pigs) Student Manipulatives <ul style="list-style-type: none"> Manipulatives: 3 chicks, 3 sheep, 3 pigs BJU Press Trove <ul style="list-style-type: none"> Audio/Video: “Numbers, Numbers 1 to 10” PowerPoint presentation: Lesson 006 | Worktext <ul style="list-style-type: none"> I will complete shape patterns. (pp. 13–14) Teacher Edition <ul style="list-style-type: none"> Discussion Manipulatives activity |
| Lesson 7 Same Shapes | | | |
| 18–19 | 7.1 Identify shapes that are the same. 7.2 Identify shapes in various orientations. | Teacher Edition <ul style="list-style-type: none"> Song: “Can You Count?” Visuals <ul style="list-style-type: none"> Manipulatives (4 circles, 4 triangles, 4 rectangles, 4 squares—1 of each color) BJU Press Trove <ul style="list-style-type: none"> Audio/Video: “Can You Count?” PowerPoint presentation: Lesson 007 | Worktext <ul style="list-style-type: none"> I will match shapes. (pp. 15–16) Teacher Edition <ul style="list-style-type: none"> Discussion Manipulatives activity |

| Pages | Objectives | Resources & Materials | Assessments |
|----------------------------------|---|--|--|
| Lesson 8 Chapter 1 Review | | | |
| 20–21 | <p>8.1 Distinguish among a circle, a rectangle, a square, and a triangle.</p> <p>8.2 Extend patterns of sounds and actions.</p> <p>8.3 Extend patterns of colors and shapes.</p> <p>8.4 Explain why people can see shapes and patterns. <u>BWS</u> Creation (explain)</p> | <p>Visuals</p> <ul style="list-style-type: none"> • Visuals 13–16: <i>Circle; Rectangle; Square; Triangle</i> • Manipulatives (4 ducks, 4 pigs, 4 sheep, 4 red triangles, 4 yellow triangles, 4 green triangles, 4 squares, 10 circles, 10 rectangles) <p>Student Manipulatives</p> <ul style="list-style-type: none"> • Manipulatives: 4 ducks, 4 pigs, 4 sheep, 4 red triangles, 4 yellow triangles, 4 green triangles, 4 squares <p>BJU Press Trove</p> <ul style="list-style-type: none"> • Video: “Chapter 01 Review” • Video: “Shapes and Patterns” • PowerPoint presentation: Lesson 008 | <p>Worktext</p> <ul style="list-style-type: none"> • Chapter 1 Review (pp. 17–18) <p>Teacher Edition</p> <ul style="list-style-type: none"> • Discussion • Game • Manipulatives activity • Pattern activity |

Chapter 2: Classifying and Comparing

| Pages | Objectives | Resources & Materials | Assessments |
|--------------------------------------|---|---|--|
| Lesson 9 Same and Different | | | |
| 24–27 | <p>9.1 Identify objects that are the same size, color, or shape.</p> <p>9.2 Identify objects that are different in size, color, or shape.</p> | <p>Teacher Edition</p> <ul style="list-style-type: none"> Instructional Aid 2: <i>Pumpkins</i> <p>Visuals</p> <ul style="list-style-type: none"> Stick puppets (Farmer Brown) Number Cards (1–15) Manipulatives (4 green shapes, 4 blue shapes, 1 yellow square, 1 red triangle, 1 red circle) <p>Worktext</p> <ul style="list-style-type: none"> Chapter 2 opener (pp. 19–20) <p>Student Manipulatives</p> <ul style="list-style-type: none"> Manipulatives: 4 circles, 4 squares, 4 triangles (1 green, 1 blue, 1 red, 1 yellow of each shape) <p>BJU Press Trove*</p> <ul style="list-style-type: none"> Video: “Classifying” PowerPoint presentation: Lesson 009 | <p>Worktext</p> <ul style="list-style-type: none"> I will match objects. (pp. 21–22) <p>Teacher Edition</p> <ul style="list-style-type: none"> Manipulatives activity Discussion |
| Lesson 10 One-to-One Matching | | | |
| 28–29 | <p>10.1 Match sets of objects using one-to-one correspondence.</p> <p>10.2 Determine the set that has more or fewer objects.</p> <p>10.3 State that one-to-one correspondence means having the same number. <u>BWS</u> Serving (recall)</p> | <p>Visuals</p> <ul style="list-style-type: none"> Manipulatives (5 circles, 5 triangles) <p>BJU Press Trove</p> <ul style="list-style-type: none"> PowerPoint presentation: Lesson 010 <p>Materials</p> <ul style="list-style-type: none"> 15 dried beans Metal pie pan 5 spoons 5 cereal bowls 1 cookie per student | <p>Worktext</p> <ul style="list-style-type: none"> I will match sets. (pp. 23–24) <p>Teacher Edition</p> <ul style="list-style-type: none"> Counting activity Manipulatives activity Discussion |
| Lesson 11 More and Fewer | | | |
| 30–31 | <p>11.1 Match objects using one-to-one correspondence.</p> <p>11.2 Determine the set that has more, fewer, or the same number of objects.</p> <p>11.3 Explain how to use one-to-one correspondence to make sure 2 sets have the same number. <u>BWS</u> Serving (explain)</p> | <p>Teacher Edition</p> <ul style="list-style-type: none"> Instructional Aid 3: <i>Mud Puddles</i> <p>Visuals</p> <ul style="list-style-type: none"> Number Cards (1–20) Manipulatives (20 pigs) <p>Student Manipulatives</p> <ul style="list-style-type: none"> Manipulatives: 8 pigs Farm workmat <p>BJU Press Trove</p> <ul style="list-style-type: none"> PowerPoint presentation: Lesson 011 | <p>Worktext</p> <ul style="list-style-type: none"> I will count to match sets. (pp. 25–26) <p>Teacher Edition</p> <ul style="list-style-type: none"> Manipulatives activity Visual analysis Discussion |

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| Pages | Objectives | Resources & Materials | Assessments |
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| Lesson 12 Pictographs | | | |
| 32–33 | 12.1 Read a pictograph. 12.2 Determine the set that has more, fewer, or the same number of objects. | Visuals <ul style="list-style-type: none"> • Visual 27: <i>Twenty</i> • Manipulatives (5 sheep, 3 ducks, 3 chicks, 6 pigs, 6 red circles, 6 red triangles) BJU Press Trove <ul style="list-style-type: none"> • PowerPoint presentation: Lesson 012 | Worktext <ul style="list-style-type: none"> • I will read a graph. (pp. 27–28) Teacher Edition <ul style="list-style-type: none"> • Manipulatives activity • Discussion |
| Lesson 13 Chapter 2 Review | | | |
| 34–35 | 13.1 Identify objects that are the same size, color, or shape. 13.2 Identify objects that are different in size or shape. 13.3 Match objects using one-to-one correspondence. 13.4 Determine the set that has more or fewer objects. 13.5 Read a pictograph. 13.6 Explain how comparing helps people know they have enough. <u>BWS</u> Serving (explain) | Teacher Edition <ul style="list-style-type: none"> • <i>Mud Puddles</i> from Lesson 11 Visuals <ul style="list-style-type: none"> • Number Cards (1–20) • Manipulatives (7 pigs, 1 red circle, 3 red triangles, 3 blue squares, 1 yellow triangle, 1 blue rectangle) Student Manipulatives <ul style="list-style-type: none"> • Manipulatives: 2 red and 2 yellow circles, 2 red and 2 yellow triangles, 2 blue and 2 green squares, 2 blue and 2 green rectangles BJU Press Trove <ul style="list-style-type: none"> • Video: “Chapter 02 Review” • Video: “Comparing” • PowerPoint presentation: Lesson 013 | Worktext <ul style="list-style-type: none"> • Chapter 2 Review (pp. 29–30) Teacher Edition <ul style="list-style-type: none"> • Manipulatives activity • Kinesthetic activity • Shapes activity • Counting activity • Visual analysis • Discussion |
| Lesson 14 Cumulative Review | | | |
| 36–37 | 14.1 Identify objects that are the same shape. 14.2 Identify objects that are different in size, color, or shape. 14.3 Extend a color pattern. | Visuals <ul style="list-style-type: none"> • Visual 25: <i>Hundred Chart</i> • Stick puppets (Mrs. Brown) • Manipulatives (assortment of squares, circles, triangles, and rectangles—enough for each student to have 1 shape) BJU Press Trove <ul style="list-style-type: none"> • PowerPoint presentation: Lesson 014 Materials <ul style="list-style-type: none"> • Container | Worktext <ul style="list-style-type: none"> • Cheddar’s Checkup (pp. 31–32) |

| Chapter 3: Numbers 0–5 | | | |
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| Pages | Objectives | Resources & Materials | Assessments |
| Lesson 15 Zero | | | |
| 42–45 | 15.1 Identify the number and the dot pattern for 0. 15.2 Identify 0 as the empty set. 15.3 Write the number 0. | Teacher Edition <ul style="list-style-type: none"> Instructional Aid 4: <i>My Farm Number Book</i> (cover) Instructional Aid 6: <i>My Farm Number Book</i> (0) Visuals <ul style="list-style-type: none"> Visuals 2, 25: <i>Zero; Hundred Chart</i> Stick puppets (Cheddar) Dot Pattern Card (0) Manipulatives (6 blue rectangles, 6 green rectangles) Worktext <ul style="list-style-type: none"> Chapter 3 opener (pp. 33–34) BJU Press Trove* <ul style="list-style-type: none"> Video: “Numbers 0–5” PowerPoint presentation: Lesson 015 | Worktext <ul style="list-style-type: none"> I will count 0. (pp. 35–36) Teacher Edition <ul style="list-style-type: none"> Visual analysis Kinesthetic activity |
| Lesson 16 One | | | |
| 46–47 | 16.1 Identify the number, the tally mark, and the dot pattern for 1. 16.2 Write the number 1. 16.3 Match the number 1 to 1 object. 16.4 Make sets of 1 object. | Teacher Edition <ul style="list-style-type: none"> Instructional Aid 5: <i>Number Book Animals</i> (horses) Instructional Aid 7: <i>My Farm Number Book</i> (1) Visuals <ul style="list-style-type: none"> Visual 3: <i>One</i> Stick puppets (Farmer Brown) Number Cards (1–20) Dot Pattern Card (1) Manipulatives (1 red and 1 yellow circle, 1 red and 1 yellow triangle, 1 green and 1 blue rectangle, 1 green and 1 blue square) Student Manipulatives <ul style="list-style-type: none"> Number cards (0–1) Ten Bar BJU Press Trove <ul style="list-style-type: none"> PowerPoint presentation: Lesson 016 Materials <ul style="list-style-type: none"> 1 linking cube per student Picture of Noah’s ark that shows 1 door (such as those produced by Answers in Genesis) | Worktext <ul style="list-style-type: none"> I will count to 1. (pp. 37–38) Teacher Edition <ul style="list-style-type: none"> Visual analysis Kinesthetic activity Manipulatives activity |

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| Pages | Objectives | Resources & Materials | Assessments |
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| Lesson 17 Two | | | |
| 48–49 | <p>17.1 Identify the number, the tally mark, and the dot pattern for 2.</p> <p>17.2 Write the number 2.</p> <p>17.3 Count to match the number 2 to 2 objects.</p> <p>17.4 Make sets of 2 objects.</p> <p>17.5 Identify left and right.</p> | <p>Teacher Edition</p> <ul style="list-style-type: none"> • Instructional Aid 5: <i>Number Book Animals</i> (goats) • Instructional Aid 8: <i>My Farm Number Book</i> (2) <p>Visuals</p> <ul style="list-style-type: none"> • Visual 4: <i>Two</i> • Stick puppets (Farmer Brown) • Dot Pattern Cards (1–2) • Manipulatives (4 caterpillars, 5 ladybugs, 2 circles) <p>Student Manipulatives</p> <ul style="list-style-type: none"> • Ten Bar <p>BJU Press Trove</p> <ul style="list-style-type: none"> • PowerPoint presentation: Lesson 017 <p>Materials</p> <ul style="list-style-type: none"> • 2 linking cubes per student • Pair of work gloves • Counting frame | <p>Worktext</p> <ul style="list-style-type: none"> • I will count to 2. (pp. 39–40) <p>Teacher Edition</p> <ul style="list-style-type: none"> • Visual analysis • Kinesthetic activity • Manipulatives activity • Role-play activity |
| Lesson 18 Three | | | |
| 50–51 | <p>18.1 Identify the number, the tally mark, and the dot pattern for 3.</p> <p>18.2 Write the number 3.</p> <p>18.3 Count to match the number 3 to 3 objects.</p> <p>18.4 Make sets of 3 objects.</p> <p>18.5 State that God made a world where people can count. <u>BWS</u> God (recall)</p> | <p>Teacher Edition</p> <ul style="list-style-type: none"> • Instructional Aid 5: <i>Number Book Animals</i> (frogs) • Instructional Aid 9: <i>My Farm Number Book</i> (3) <p>Visuals</p> <ul style="list-style-type: none"> • Visual 5: <i>Three</i> • Dot Pattern Card (3) • Manipulatives (6 red circles, 6 red triangles, 6 red squares) <p>Student Manipulatives</p> <ul style="list-style-type: none"> • Number Card (3) <p>BJU Press Trove</p> <ul style="list-style-type: none"> • PowerPoint presentation: Lesson 018 <p>Materials</p> <ul style="list-style-type: none"> • Bowl • 3 dried beans per student | <p>Worktext</p> <ul style="list-style-type: none"> • I will count to 3. (pp. 41–42) <p>Teacher Edition</p> <ul style="list-style-type: none"> • Visual analysis • Kinesthetic activity • Counting activity • Manipulatives activity • Discussion |

| Pages | Objectives | Resources & Materials | Assessments |
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| Lesson 19 Four | | | |
| 52–53 | 19.1 Identify the number, the tally mark, and the dot pattern for 4. 19.2 Write the number 4. 19.3 Count to match the number 4 to 4 objects. 19.4 Make sets of 4 objects. | <p>Teacher Edition</p> <ul style="list-style-type: none"> • Instructional Aid 5: <i>Number Book Animals</i> (rabbits) • Instructional Aid 10: <i>My Farm Number Book</i> (4) • Instructional Aid 17: <i>Rabbits</i> <p>Visuals</p> <ul style="list-style-type: none"> • Visuals 6, 27: <i>Four, Twenty</i> • Number Cards (0–3) • Dot Pattern Cards (0–4) <p>Student Manipulatives</p> <ul style="list-style-type: none"> • Ten Bar <p>BJU Press Trove</p> <ul style="list-style-type: none"> • PowerPoint presentation: Lesson 019 <p>Materials</p> <ul style="list-style-type: none"> • 4 linking cubes per student • 2 different-colored dry-erase markers | <p>Worktext</p> <ul style="list-style-type: none"> • I will count to 4. (pp. 43–44) <p>Teacher Edition</p> <ul style="list-style-type: none"> • Visual analysis • Kinesthetic activity • Manipulatives activity |
| Lesson 20 Five | | | |
| 54–55 | 20.1 Identify the number, the tally mark, and the dot pattern for 5. 20.2 Write the number 5. 20.3 Count to match the number 5 to 5 objects. 20.4 Make sets of 5 objects. 20.5 Identify counting as a good gift from God. <u>BWS</u> God (recall) | <p>Teacher Edition</p> <ul style="list-style-type: none"> • Instructional Aid 5: <i>Number Book Animals</i> (ducks) • Instructional Aid 11: <i>My Farm Number Book</i> (5) • Instructional Aid 18: <i>Eggs</i> <p>Visuals</p> <ul style="list-style-type: none"> • Visual 7: <i>Five</i> • Dot Pattern Cards (0–5) • Manipulatives (5 ducks) <p>Student Manipulatives</p> <ul style="list-style-type: none"> • Ten Bar <p>BJU Press Trove</p> <ul style="list-style-type: none"> • Video: “Counting to 5” • PowerPoint presentation: Lesson 020 <p>Materials</p> <ul style="list-style-type: none"> • 5 linking cubes per student • 2 different-colored dry-erase markers • 20 dried beans • Metal pie or cake pan | <p>Worktext</p> <ul style="list-style-type: none"> • I will count to 5. (pp. 45–46) <p>Teacher Edition</p> <ul style="list-style-type: none"> • Manipulatives activity • Visual analysis • Kinesthetic activity • Discussion |

| Pages | Objectives | Resources & Materials | Assessments |
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| Lesson 21 Ordinal Numbers (First–Fifth) | | | |
| 56–57 | 21.1 Identify the ordinal positions first through fifth. 21.2 Read a pictograph using ordinal numbers. | Visuals <ul style="list-style-type: none"> • Dot Pattern Cards (0–5) • Manipulatives (5 chicks, 1 green square, 20 shapes) Student Manipulatives <ul style="list-style-type: none"> • Manipulatives: 5 sheep (facing right), 1 green square BJU Press Trove <ul style="list-style-type: none"> • PowerPoint presentation: Lesson 021 | Worktext <ul style="list-style-type: none"> • I will put objects in order. (pp. 47–48) Teacher Edition <ul style="list-style-type: none"> • Manipulatives activity • Position activity • Graph activity |
| Lesson 22 Chapter 3 Review | | | |
| 58–59 | 22.1 Write the numbers 0–5. 22.2 Identify dot patterns for 0–5. 22.3 Count to match sets of 0–5 objects to the correct number. 22.4 Identify the ordinal positions first through fifth. 22.5 Read a pictograph. 22.6 Identify counting as one way people know God is good. <u>BWS</u> God (recall) | Visuals <ul style="list-style-type: none"> • Visuals 2–7: <i>Zero to Five</i> • Stick puppets (Farmer Brown) • Manipulatives (8 chicks, 17 pigs, 1 green square) Student Manipulatives <ul style="list-style-type: none"> • Ten Bar BJU Press Trove <ul style="list-style-type: none"> • Video: “Chapter 03 Review” • Video: “God’s Gifts” • PowerPoint presentation: Lesson 022 Materials <ul style="list-style-type: none"> • 5 linking cubes (for teacher use) • 9 linking cubes per student | Worktext <ul style="list-style-type: none"> • Chapter 3 Review (pp. 49–50) Teacher Edition <ul style="list-style-type: none"> • Visual analysis • Manipulatives activity • Discussion |
| Lesson 23 Cumulative Review | | | |
| 60–61 | 23.1 Match shapes that are the same. 23.2 Extend a pattern of shapes. 23.3 Match objects using one-to-one correspondence. 23.4 Identify the object that is the same size, color, or shape. | Visuals <ul style="list-style-type: none"> • Number Cards (0–5) • Manipulatives (20 pigs) Student Manipulatives <ul style="list-style-type: none"> • Manipulatives: 8 ducks • Pond workmat BJU Press Trove <ul style="list-style-type: none"> • PowerPoint presentation: Lesson 023 | Worktext <ul style="list-style-type: none"> • Cheddar’s Checkup (pp. 51–52) |

Chapter 4: Numbers 6–10

| Pages | Objectives | Resources & Materials | Assessments |
|------------------------|--|---|---|
| Lesson 24 Six | | | |
| 66–69 | <p>24.1 Identify the number, the tally mark, and the dot pattern for 6.</p> <p>24.2 Write the number 6.</p> <p>24.3 Count to match the number 6 to a set of 6 objects.</p> <p>24.4 Make sets of 6 objects.</p> <p>24.5 State that there is always another counting number. <u>BWS</u> God (explain)</p> | <p>Teacher Edition</p> <ul style="list-style-type: none"> • Song: “Six Little Ducks” • Instructional Aid 19: <i>Tomatoes</i> • Instructional Aid 20: <i>Tomato Plant</i> • Instructional Aid 5: <i>Number Book Animals</i> (sheep) • Instructional Aid 12: <i>My Farm Number Book</i> (6) <p>Visuals</p> <ul style="list-style-type: none"> • Visuals 8, 28: <i>Six; Thirty</i> • Dot Pattern Cards (0–6) • Manipulatives (3 ducks, 3 red triangles, 1 red square) <p>Student Manipulatives</p> <ul style="list-style-type: none"> • Manipulatives: 1 duck • Ten Bar <p>Worktext</p> <ul style="list-style-type: none"> • Chapter 4 opener (pp. 53–54) <p>BJU Press Trove*</p> <ul style="list-style-type: none"> • Video: “Numbers 6–10” • PowerPoint presentation: Lesson 024 <p>Materials</p> <ul style="list-style-type: none"> • 6 linking cubes per student | <p>Worktext</p> <ul style="list-style-type: none"> • I will count to 6. (pp. 55–56) <p>Teacher Edition</p> <ul style="list-style-type: none"> • Discussion • Manipulatives activity • Kinesthetic activity • Counting activity |
| Lesson 25 Seven | | | |
| 70–71 | <p>25.1 Identify the number, the tally mark, and the dot pattern for 7.</p> <p>25.2 Write the number 7.</p> <p>25.3 Count to match the number 7 to a set of 7 objects.</p> <p>25.4 Make sets of 7 objects.</p> <p>25.5 Describe the position of objects by using the terms <i>top</i>, <i>middle</i>, and <i>bottom</i>.</p> | <p>Teacher Edition</p> <ul style="list-style-type: none"> • Instructional Aid 5: <i>Number Book Animals</i> (pigs) • Instructional Aid 13: <i>My Farm Number Book</i> (7) <p>Visuals</p> <ul style="list-style-type: none"> • Visuals 9, 25: <i>Seven; Hundred Chart</i> • Dot Pattern Cards (0–7) <p>Student Manipulatives</p> <ul style="list-style-type: none"> • Ten Bar <p>BJU Press Trove</p> <ul style="list-style-type: none"> • PowerPoint presentation: Lesson 025 <p>Materials</p> <ul style="list-style-type: none"> • 13 linking cubes per student • 7 potatoes and container for them | <p>Worktext</p> <ul style="list-style-type: none"> • I will count to 7. (pp. 57–58) <p>Teacher Edition</p> <ul style="list-style-type: none"> • Kinesthetic activity • Discussion • Manipulatives activity |

*Digital resources for homeschool users are available on Homeschool Hub.

| Pages | Objectives | Resources & Materials | Assessments |
|------------------------|--|--|--|
| Lesson 26 Eight | | | |
| 72–73 | 26.1 Identify the number, the tally mark, and the dot pattern for 8. 26.2 Write the number 8. 26.3 Count to match the number 8 to a set of 8 objects. 26.4 Make sets of 8 objects. 26.5 Describe the position of objects by using the terms <i>first</i> , <i>next</i> , and <i>last</i> . | Teacher Edition <ul style="list-style-type: none"> Instructional Aid 5: <i>Number Book Animals</i> (fish) Instructional Aid 14: <i>My Farm Number Book</i> (8) Instructional Aid 21: <i>Small Pumpkins</i> Visuals <ul style="list-style-type: none"> Visual 10: <i>Eight</i> Dot Pattern Cards (0–8) Stick puppets (Farmer Brown, Mrs. Brown, Cheddar) BJU Press Trove <ul style="list-style-type: none"> PowerPoint presentation: Lesson 026 Materials <ul style="list-style-type: none"> 15 linking cubes per student | Worktext <ul style="list-style-type: none"> I will count to 8. (pp. 59–60) Teacher Edition <ul style="list-style-type: none"> Discussion Manipulatives activity Kinesthetic activity |
| Lesson 27 Nine | | | |
| 74–75 | 27.1 Identify the number, the tally mark, and the dot pattern for 9. 27.2 Write the number 9. 27.3 Count to match the number 9 to a set of 9 objects. 27.4 Make sets of 9 objects. | Teacher Edition <ul style="list-style-type: none"> Instructional Aid 5: <i>Number Book Animals</i> (chickens) Instructional Aid 15: <i>My Farm Number Book</i> (9) Visuals <ul style="list-style-type: none"> Visual 11: <i>Nine</i> Dot Pattern Cards (0–9) Number Cards (1–5) Student Manipulatives <ul style="list-style-type: none"> Ten Bar 9 pennies BJU Press Trove <ul style="list-style-type: none"> PowerPoint presentation: Lesson 027 | Worktext <ul style="list-style-type: none"> I will count to 9. (pp. 61–62) Teacher Edition <ul style="list-style-type: none"> Discussion Kinesthetic activity Manipulatives activity |

| Pages | Objectives | Resources & Materials | Assessments |
|--|---|--|--|
| Lesson 28 Ten | | | |
| 76–77 | 28.1 Identify the number, the tally mark, and the dot pattern for 10. 28.2 Write the number 10. 28.3 Count to match the number 10 to a set of 10 objects. 28.4 Make sets of 10 objects. 28.5 Identify whether there is a largest number. <u>BWS</u> God (recall) | Teacher Edition <ul style="list-style-type: none"> Instructional Aid 5: <i>Number Book Animals</i> (cows) Instructional Aid 16: <i>My Farm Number Book</i> (10) Visuals <ul style="list-style-type: none"> Visuals 12, 25: <i>Ten; Hundred Chart</i> Dot Pattern Cards (0–10) Manipulatives (10 sheep) Student Manipulatives <ul style="list-style-type: none"> Ten Bar BJU Press Trove <ul style="list-style-type: none"> PowerPoint presentation: Lesson 028 Materials <ul style="list-style-type: none"> 19 linking cubes per student 2 markers: 1 blue, 1 yellow | Worktext <ul style="list-style-type: none"> I will count to 10. (pp. 63–64) Teacher Edition <ul style="list-style-type: none"> Discussion Kinesthetic activity Counting activity Manipulatives activity |
| Lesson 29 Ordinal Numbers (First–Tenth) | | | |
| 78–79 | 29.1 Recall the ordinal positions first through fifth. 29.2 Identify the ordinal positions first through tenth. | Visuals <ul style="list-style-type: none"> Stick puppets (Farmer Brown, Cheddar) Dot Pattern Cards (0–10) Manipulatives (10 pigs facing left, 1 sheep facing left, 1 duck, 1 chick, 1 ladybug, 1 caterpillar) Student Manipulatives <ul style="list-style-type: none"> Number Cards (0–10) BJU Press Trove <ul style="list-style-type: none"> Video: “Ordinal Numbers First–Tenth” PowerPoint presentation: Lesson 029 | Worktext <ul style="list-style-type: none"> I will put objects in order. (pp. 65–66) Teacher Edition <ul style="list-style-type: none"> Counting activity Manipulatives activity Role-play activity |

| Pages | Objectives | Resources & Materials | Assessments |
|------------------------------------|---|---|--|
| Lesson 30 Chapter 4 Review | | | |
| 80–81 | 30.1 Write the numbers 6–10. 30.2 Identify the dot patterns for 6–10. 30.3 Count to match sets of 6–10 objects to the correct number. 30.4 Identify the ordinal positions first through tenth. 30.5 Identify counting as one way people know God is great. <u>BWS</u> God (recall) | Teacher Edition <ul style="list-style-type: none"> • Instructional Aid 22: <i>Writing Practice 0–10</i> Visuals <ul style="list-style-type: none"> • Stick puppets (Cheddar) • Dot Pattern Cards (6–10) • Number Cards (6–10) • Manipulatives (2 pigs, 2 sheep, 2 ducks, 2 ladybugs, 2 caterpillars—all facing left) Student Manipulatives <ul style="list-style-type: none"> • Number Cards (6–10) • Hundred Chart BJU Press Trove <ul style="list-style-type: none"> • Video: “Chapter 04 Review” • Video: “God’s Greatness” • PowerPoint presentation: Lesson 030 Materials <ul style="list-style-type: none"> • 30 linking cubes (for teacher use) • 19 linking cubes per student | Worktext <ul style="list-style-type: none"> • Chapter 4 Review (pp. 67–68) Teacher Edition <ul style="list-style-type: none"> • Game • Manipulatives activity • Discussion |
| Lesson 31 Cumulative Review | | | |
| 82–83 | 31.1 Write the numbers 0–5. 31.2 Identify the dot patterns 0–5. 31.3 Identify the ordinal positions first through fifth. 31.4 Write the number for a set of objects up to 5. 31.5 Identify objects that are the same color or shape. | Visuals <ul style="list-style-type: none"> • Dot Pattern Cards (0–10) • Manipulatives (6 chicks, 6 ladybugs, 6 caterpillars) Student Manipulatives <ul style="list-style-type: none"> • Manipulatives: 6 chicks, 6 ladybugs, 6 caterpillars BJU Press Trove <ul style="list-style-type: none"> • PowerPoint presentation: Lesson 031 Materials <ul style="list-style-type: none"> • Counting frame | Worktext <ul style="list-style-type: none"> • Cheddar’s Checkup (pp. 69–70) |

Chapter 5: Measurement

| Pages | Objectives | Resources & Materials | Assessments |
|-----------------------------------|---|---|---|
| Lesson 32 Comparing Size | | | |
| 88–91 | <p>32.1 Identify the larger and the smaller object.</p> <p>32.2 Identify the largest and the smallest object.</p> <p>32.3 Arrange objects in order according to size.</p> <p>32.4 Explain how classifying objects according to size helps people learn about the world. <u>BWS</u> Creation (explain)</p> | <p>Teacher Edition</p> <ul style="list-style-type: none"> • Instructional Aid 23: <i>Pizzas</i> • Instructional Aid 24: <i>Milk Cartons</i> • Instructional Aid 25: <i>Cheese</i> • Instructional Aid 26: <i>Pails</i> • Instructional Aid 27: <i>Writing Practice 0–1</i> <p>Visuals</p> <ul style="list-style-type: none"> • Visual 25: <i>Hundred Chart</i> <p>Worktext</p> <ul style="list-style-type: none"> • Chapter 5 opener (pp. 71–72) <p>BJU Press Trove*</p> <ul style="list-style-type: none"> • Video: “Larger and Smaller Measurements” • PowerPoint presentation: Lesson 032 <p>Materials</p> <ul style="list-style-type: none"> • Graham crackers | <p>Worktext</p> <ul style="list-style-type: none"> • I will compare sizes. (pp. 73–74) <p>Teacher Edition</p> <ul style="list-style-type: none"> • Discussion • Visual analysis • Kinesthetic activity • Classifying activity |
| Lesson 33 Comparing Weight | | | |
| 92–93 | <p>33.1 Identify the heavier and the lighter object.</p> <p>33.2 Measure with a scale to determine a lighter object and a heavier object.</p> | <p>Teacher Edition</p> <ul style="list-style-type: none"> • Instructional Aid 28: <i>Writing Practice 2–3</i> <p>Visuals</p> <ul style="list-style-type: none"> • Visuals 21, 29: <i>Measurement; Forty</i> • Stick puppets (Farmer Brown, Cheddar) • Number Cards (0–10) <p>BJU Press Trove</p> <ul style="list-style-type: none"> • PowerPoint presentation: Lesson 033 <p>Materials</p> <ul style="list-style-type: none"> • 12–16 miscellaneous objects of different weights • Balance scale • Bathroom scale • 2 books: 1 heavy, 1 light • 1 lb bag of brown sugar • 5 lb bag of flour | <p>Worktext</p> <ul style="list-style-type: none"> • I will compare weight. (pp. 75–76) <p>Teacher Edition</p> <ul style="list-style-type: none"> • Role-play activity • Scale activity • Discussion • Visual analysis • Scavenger hunt |

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| Pages | Objectives | Resources & Materials | Assessments |
|--|--|--|---|
| Lesson 34 Comparing Capacity | | | |
| 94–95 | <p>34.1 Identify the containers that hold more and hold less.</p> <p>34.2 Measure capacity in nonstandard and standard units.</p> | <p>Teacher Edition</p> <ul style="list-style-type: none"> • Instructional Aid 29: <i>Writing Practice 4–5</i> <p>Visuals</p> <ul style="list-style-type: none"> • Visual 21: <i>Measurement</i> • Manipulatives (10 pennies) <p>BJU Press Trove</p> <ul style="list-style-type: none"> • PowerPoint presentation: Lesson 034 <p>Materials</p> <ul style="list-style-type: none"> • Small toy car • Large bowl • 2 jars: 1 pt jar, 1 qt jar • 1 gal container • Container of colored water • Empty baby food jar with the label removed • Small, empty juice can • 1 c measuring cup • Funnel (optional) | <p>Worktext</p> <ul style="list-style-type: none"> • I will compare containers. (pp. 77–78) <p>Teacher Edition</p> <ul style="list-style-type: none"> • Discussion • Visual analysis |
| Lesson 35 Comparing Height and Length | | | |
| 96–97 | <p>35.1 Identify the taller and the shorter object.</p> <p>35.2 Identify the longer and the shorter object.</p> <p>35.3 Measure height and length in nonstandard units.</p> <p>35.4 Explain how comparing heights and lengths helps people learn about creation. <u>BWS</u> Creation (explain)</p> | <p>Teacher Edition</p> <ul style="list-style-type: none"> • Instructional Aid 30: <i>Writing Practice 6–7</i> • Instructional Aid 55: <i>Paper Clip Measurement</i> <p>Visuals</p> <ul style="list-style-type: none"> • Stick puppets (Farmer Brown, Cheddar) <p>Student Manipulatives</p> <ul style="list-style-type: none"> • Manipulatives: paper clip ruler <p>BJU Press Trove</p> <ul style="list-style-type: none"> • PowerPoint presentation: Lesson 035 <p>Materials</p> <ul style="list-style-type: none"> • 2 drinking glasses: 1 tall, 1 short • 1 long and 1 short of each item: 2 hammers, 2 nails, 2 screwdrivers, 2 screws, and 2 toothbrushes • Paper clips • Counting frame | <p>Worktext</p> <ul style="list-style-type: none"> • I will compare height and length. (pp. 79–80) <p>Teacher Edition</p> <ul style="list-style-type: none"> • Discussion • Measuring activity • Role-play activity |

| Pages | Objectives | Resources & Materials | Assessments |
|--------------------------------------|---|---|---|
| Lesson 36 Measuring in Inches | | | |
| 98–99 | 36.1 Demonstrate the length of an inch. 36.2 Measure height and length in inches. | <p>Teacher Edition</p> <ul style="list-style-type: none"> • Instructional Aid 31: <i>Writing Practice 8–9</i> • Instructional Aid 56: <i>Inch Measurement</i> <p>Visuals</p> <ul style="list-style-type: none"> • Dot Pattern Cards (2–10) • Manipulatives (10 pigs, 10 sheep, 10 ducks, 10 chicks, inch ruler) <p>Student Manipulatives</p> <ul style="list-style-type: none"> • Manipulatives: inch ruler <p>BJU Press Trove</p> <ul style="list-style-type: none"> • Video: “Types of Measuring” • PowerPoint presentation: Lesson 036 <p>Materials</p> <ul style="list-style-type: none"> • Growth chart marked in inches • 9 in. length of yarn • 15 paper clips • Several sizes of paper clips | <p>Worktext</p> <ul style="list-style-type: none"> • I will measure in inches. (pp. 81–82) <p>Teacher Edition</p> <ul style="list-style-type: none"> • Measuring activity |
| Lesson 37 Chapter 5 Review | | | |
| 100–101 | 37.1 Arrange objects in order according to size. 37.2 Identify the larger and the smaller object. 37.3 Identify the taller and the shorter object. 37.4 Identify the longer and the shorter object. 37.5 Identify the heavier and the lighter object. 37.6 Identify the containers that hold more and hold less. 37.7 Measure in standard and nonstandard units. 37.8 Explain how measuring helps people explore the world. <u>BWS</u> Creation (explain) | <p>Teacher Edition</p> <ul style="list-style-type: none"> • Instructional Aid 53: <i>Practicing 0–10</i> <p>Visuals</p> <ul style="list-style-type: none"> • Number Cards (0–10) <p>Student Manipulatives</p> <ul style="list-style-type: none"> • Manipulatives: paper clip ruler, inch ruler <p>BJU Press Trove</p> <ul style="list-style-type: none"> • Video: “Chapter 05 Review” • Video: “Measuring” • PowerPoint presentation: Lesson 037 <p>Materials</p> <ul style="list-style-type: none"> • 15 linking cubes (for teacher use) • 1 large and 1 small of each item: 2 scarves, 2 hats, 2 shoes, 2 socks, 2 gloves, 2 cereal boxes, 2 soup cans • 2 soft drink containers: 2 L bottle, 12 oz can • 1 c measuring cup • 1 gal container • 4 grocery bags filled with items | <p>Worktext</p> <ul style="list-style-type: none"> • Chapter 5 Review (pp. 83–84) <p>Teacher Edition</p> <ul style="list-style-type: none"> • Dress-up activity • Comparison activity • Measuring activity • Visual analysis • Game • Role-play activity • Discussion |

| Pages | Objectives | Resources & Materials | Assessments |
|------------------------------------|--|--|--|
| Lesson 38 Cumulative Review | | | |
| 102–3 | 38.1 Identify dot patterns. 38.2 Locate objects in the positions first through sixth. 38.3 Count the numbers 6–9. 38.4 Write the numbers 2–10. 38.5 Read a pictograph. | Teacher Edition <ul style="list-style-type: none"> • Instructional Aid 54: <i>Writing 0–10</i> Student Manipulatives <ul style="list-style-type: none"> • Number Cards (0–10) BJU Press Trove <ul style="list-style-type: none"> • PowerPoint presentation: Lesson 038 Materials <ul style="list-style-type: none"> • 40 linking cubes (for teacher use) • 11 linking cubes per student | Worktext <ul style="list-style-type: none"> • Cheddar’s Checkup (pp. 85–86) |

Chapter 6: Numbers 11–19

| Pages | Objectives | Resources & Materials | Assessments |
|--|--|---|--|
| Lesson 39 Eleven and Twelve | | | |
| 108–11 | <p>39.1 Write the numbers 11 and 12.</p> <p>39.2 Count to match the numbers 11 and 12 to sets of objects.</p> | <p>Visuals</p> <ul style="list-style-type: none"> • Visuals 18, 25: <i>Clock; Hundred Chart</i> • Number Cards (11–12) • Dot Pattern Cards (0–10) <p>Student Manipulatives</p> <ul style="list-style-type: none"> • Ten Bar <p>Worktext</p> <ul style="list-style-type: none"> • Chapter 6 opener (pp. 87–88) <p>BJU Press Trove*</p> <ul style="list-style-type: none"> • Video: “Numbers 11–19” • PowerPoint presentation: Lesson 039 <p>Materials</p> <ul style="list-style-type: none"> • Egg carton • 12 plastic eggs • 2 markers: 1 blue, 1 yellow • 12 linking cubes per student | <p>Worktext</p> <ul style="list-style-type: none"> • I will count to 12. (pp. 89–90) <p>Teacher Edition</p> <ul style="list-style-type: none"> • Counting activity • Kinesthetic activity • Manipulatives activity |
| Lesson 40 Thirteen and Fourteen | | | |
| 112–13 | <p>40.1 Write the numbers 13 and 14.</p> <p>40.2 Count to match the numbers 13 and 14 to sets of objects.</p> <p>40.3 Identify a situation when counting to 12 is not enough. <u>BWS</u> Serving (explain)</p> | <p>Teacher Edition</p> <ul style="list-style-type: none"> • Instructional Aid 57: <i>Apples</i> <p>Visuals</p> <ul style="list-style-type: none"> • Visual 30: <i>Fifty</i> • Number Cards (0–10, 13–14) <p>Student Manipulatives</p> <ul style="list-style-type: none"> • Ten Bar <p>BJU Press Trove</p> <ul style="list-style-type: none"> • PowerPoint presentation: Lesson 040 <p>Materials</p> <ul style="list-style-type: none"> • 2 markers: 1 blue, 1 yellow • 1 lb bag of rice • 14 linking cubes per student • 1 apple slice per student | <p>Worktext</p> <ul style="list-style-type: none"> • I will count to 14. (pp. 91–92) <p>Teacher Edition</p> <ul style="list-style-type: none"> • Manipulatives activity • Kinesthetic activity • Discussion |

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| Pages | Objectives | Resources & Materials | Assessments |
|--|--|---|--|
| Lesson 41 Fifteen and Sixteen | | | |
| 114–15 | <p>41.1 Write the numbers 15 and 16.</p> <p>41.2 Count to match the numbers 15 and 16 to sets of objects</p> <p>41.3 Describe the position of objects by using the terms <i>inside</i>, <i>outside</i>, <i>on</i>, and <i>off</i>.</p> | <p>Visuals</p> <ul style="list-style-type: none"> • Visual 25: <i>Hundred Chart</i> • Number Cards (15–16) • Manipulatives (9 shapes) <p>Student Manipulatives</p> <ul style="list-style-type: none"> • 15 sheep for each pair of students <p>BJU Press Trove</p> <ul style="list-style-type: none"> • PowerPoint presentation: Lesson 041 <p>Materials</p> <ul style="list-style-type: none"> • 2 markers: 1 blue, 1 yellow • 16 linking cubes for each pair of students • Stuffed animal • Box large enough for the stuffed animal or large enough for a student | <p>Worktext</p> <ul style="list-style-type: none"> • I will count to 16. (pp. 93–94) <p>Teacher Edition</p> <ul style="list-style-type: none"> • Turn-and-talk activity • Kinesthetic activity • Visual analysis |
| Lesson 42 Seventeen, Eighteen, and Nineteen | | | |
| 116–17 | <p>42.1 Write the numbers 17–19.</p> <p>42.2 Count to match the numbers 17–19 to sets of objects.</p> <p>42.3 Identify the number that comes before or after.</p> <p>42.4 Identify a situation when counting to 18 would help someone serve someone else. <u>BWS</u> Serving (explain)</p> | <p>Visuals</p> <ul style="list-style-type: none"> • Visual 25: <i>Hundred Chart</i> • Number Cards (1–19) • Stick puppets (Mrs. Brown) • Manipulatives (1 caterpillar, 1 ladybug, 1 chick) <p>Student Manipulatives</p> <ul style="list-style-type: none"> • Ten Bar <p>BJU Press Trove</p> <ul style="list-style-type: none"> • PowerPoint presentation: Lesson 042 <p>Materials</p> <ul style="list-style-type: none"> • 2 markers: 1 blue, 1 yellow • 19 linking cubes per student • 4 containers: 1 pt jar, 1 qt jar, 1 gal container, 1 c measuring cup • Counting frame | <p>Worktext</p> <ul style="list-style-type: none"> • I will count to 19. (pp. 95–96) <p>Teacher Edition</p> <ul style="list-style-type: none"> • Manipulatives activity • Kinesthetic activity • Number Cards activity • Discussion |

| Pages | Objectives | Resources & Materials | Assessments |
|------------------------------------|---|---|---|
| Lesson 43 Bar Graphs | | | |
| 118–19 | 43.1 Read a bar graph. 43.2 Make a bar graph. 43.3 Distinguish between front and back. | Teacher Edition <ul style="list-style-type: none"> • Instructional Aid 58: <i>Color Bar Graph</i> Visuals <ul style="list-style-type: none"> • Number Cards (0–10) • Dot Pattern Cards (0–10) • Stick puppets (Cheddar) Student Manipulatives <ul style="list-style-type: none"> • Number Cards (0–10) • Dot Pattern Cards (0–10) BJU Press Trove <ul style="list-style-type: none"> • Video: “Bar Graphs” • PowerPoint presentation: Lesson 043 Materials <ul style="list-style-type: none"> • Container of different-colored linking cubes (maximum 10 per color) | Worktext <ul style="list-style-type: none"> • I will read a bar graph. (pp. 97–98) Teacher Edition <ul style="list-style-type: none"> • Graph activity • Kinesthetic activity |
| Lesson 44 Chapter 6 Review | | | |
| 120–21 | 44.1 Write the numbers 11–19. 44.2 Count up to 19 objects. 44.3 Read a bar graph. 44.4 Explain why counting to more than 10 can help people serve others. <u>BWS</u> Serving (explain) | Visuals <ul style="list-style-type: none"> • Number Cards (1–19) • Manipulatives (12 pigs, 5 ducks, 2 chicks) Student Manipulatives <ul style="list-style-type: none"> • Number Cards (11–19) • Ten Bar BJU Press Trove <ul style="list-style-type: none"> • Video: “Chapter 06 Review” • Video: “Serving by Counting More” • PowerPoint presentation: Lesson 044 Materials <ul style="list-style-type: none"> • 19 linking cubes per student | Worktext <ul style="list-style-type: none"> • Chapter 6 Review (pp. 99–100) Teacher Edition <ul style="list-style-type: none"> • Counting activity • Manipulatives activity • Number Cards activity • Discussion |
| Lesson 45 Cumulative Review | | | |
| 122–23 | 45.1 Identify tally marks 1–10. 45.2 Trace and draw a circle, square, triangle, and rectangle. 45.3 Write numbers that come before and after. 45.4 Identify the container that holds more. 45.5 Identify the object that weighs less. 45.6 Identify the taller object. | Student Manipulatives <ul style="list-style-type: none"> • Manipulatives: paper clip ruler, inch ruler BJU Press Trove <ul style="list-style-type: none"> • PowerPoint presentation: Lesson 045 Materials <ul style="list-style-type: none"> • Objects to measure (crayon, book) | Worktext <ul style="list-style-type: none"> • Cheddar’s Checkup (pp. 101–2) |

Chapter 7: Time

| Pages | Objectives | Resources & Materials | Assessments |
|--|---|--|--|
| Lesson 46 Sequencing Events | | | |
| 128–31 | 46.1 Sequence events. 46.2 Determine which activity takes more or less time. | <p>Teacher Edition</p> <ul style="list-style-type: none"> • Instructional Aid 32: <i>Writing Practice 10–11</i> <p>Visuals</p> <ul style="list-style-type: none"> • Stick puppets (Mrs. Brown) • Number Cards (0–19) <p>Worktext</p> <ul style="list-style-type: none"> • Chapter 7 opener (pp. 103–4) <p>BJU Press Trove*</p> <ul style="list-style-type: none"> • Video: “Time” • Video: “Schedules” • PowerPoint presentation: Lesson 046 <p>Materials</p> <ul style="list-style-type: none"> • Counting frame • Toaster • Loaf of bread • Knife • Butter | <p>Worktext</p> <ul style="list-style-type: none"> • I will put events in order. (pp. 105–6) <p>Teacher Edition</p> <ul style="list-style-type: none"> • Sequencing activity • Discussion |
| Lesson 47 Digital and Analog Clocks | | | |
| 132–33 | 47.1 Identify the parts of an analog and a digital clock. 47.2 Distinguish between activities that take an hour or a minute. | <p>Teacher Edition</p> <ul style="list-style-type: none"> • Instructional Aid 60: <i>Digital Numbers</i> • Instructional Aid 33: <i>Writing Practice 12–13</i> <p>Visuals</p> <ul style="list-style-type: none"> • Visuals 1, 18: <i>Farm Scene; Clock</i> <p>Student Manipulatives</p> <ul style="list-style-type: none"> • Farmer Brown Clock <p>BJU Press Trove</p> <ul style="list-style-type: none"> • PowerPoint presentation: Lesson 047 <p>Materials</p> <ul style="list-style-type: none"> • Judy Clock • 50 linking cubes (for teacher use) • Several kinds of clocks including various-sized analog clocks and a digital alarm clock • Hole punch • 1 brass fastener per student • 1 paper plate per student (optional) | <p>Worktext</p> <ul style="list-style-type: none"> • I will name the parts of a clock. (pp. 107–8) <p>Teacher Edition</p> <ul style="list-style-type: none"> • Visual analysis • Discussion • Clock activity |

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| Pages | Objectives | Resources & Materials | Assessments |
|---|--|--|--|
| Lesson 48 Telling Time to the Hour | | | |
| 134–35 | <p>48.1 Distinguish between daytime and nighttime activities.</p> <p>48.2 Tell time to the hour.</p> <p>48.3 Demonstrate time to the hour on a clock.</p> <p>48.4 Explain how reading a clock can help people be on time. <u>BWS</u> Serving (explain)</p> | <p>Teacher Edition</p> <ul style="list-style-type: none"> • Instructional Aid 34: <i>Writing Practice 14–15</i> <p>Visuals</p> <ul style="list-style-type: none"> • Visual 18: <i>Clock</i> • Dot Pattern Cards (0–10) <p>Student Manipulatives</p> <ul style="list-style-type: none"> • Farmer Brown Clock • 10 pennies <p>BJU Press Trove</p> <ul style="list-style-type: none"> • PowerPoint presentation: Lesson 048 <p>Materials</p> <ul style="list-style-type: none"> • Judy Clock • 50 real pennies (for teacher use) • Small basket • Photos or videos of the sun, moon, and stars | <p>Worktext</p> <ul style="list-style-type: none"> • I will tell time. (pp. 109–10) <p>Teacher Edition</p> <ul style="list-style-type: none"> • Discussion • Clock activity • Visual analysis |
| Lesson 49 Writing Time to the Hour | | | |
| 136–37 | <p>49.1 Distinguish between daytime and nighttime activities.</p> <p>49.2 Demonstrate time to the hour on a clock.</p> <p>49.3 Write time to the hour.</p> <p>49.4 Explain why being on time shows that people care for others. <u>BWS</u> Serving (explain)</p> | <p>Teacher Edition</p> <ul style="list-style-type: none"> • Instructional Aid 35: <i>Writing Practice 16–17</i> <p>Visuals</p> <ul style="list-style-type: none"> • Visuals 18, 25: <i>Clock; Hundred Chart</i> <p>Student Manipulatives</p> <ul style="list-style-type: none"> • Farmer Brown Clock <p>BJU Press Trove</p> <ul style="list-style-type: none"> • PowerPoint presentation: Lesson 049 <p>Materials</p> <ul style="list-style-type: none"> • Judy Clock | <p>Worktext</p> <ul style="list-style-type: none"> • I will write time. (pp. 111–12) <p>Teacher Edition</p> <ul style="list-style-type: none"> • Kinesthetic activity • Clock activity • Visual analysis • Discussion |
| Lesson 50 Chapter 7 Review | | | |
| 138–39 | <p>50.1 Distinguish between daytime and nighttime activities.</p> <p>50.2 Sequence events.</p> <p>50.3 Determine which activity takes more or less time.</p> <p>50.4 Identify the parts of an analog and a digital clock.</p> <p>50.5 Demonstrate time to the hour on a clock.</p> <p>50.6 Write time to the hour.</p> <p>50.7 Explain how telling time can help people show that they care for others. <u>BWS</u> Serving (explain)</p> | <p>Teacher Edition</p> <ul style="list-style-type: none"> • Instructional Aid 36: <i>Writing Practice 18–19</i> <p>Visuals</p> <ul style="list-style-type: none"> • Visual 18: <i>Clock</i> <p>Student Manipulatives</p> <ul style="list-style-type: none"> • Farmer Brown Clock <p>BJU Press Trove</p> <ul style="list-style-type: none"> • Video: “Chapter 07 Review” • Video: “Telling Time” • PowerPoint presentation: Lesson 050 <p>Materials</p> <ul style="list-style-type: none"> • 50 craft sticks • 5 rubber bands • Bucket or grocery bag • Judy Clock • Digital clock | <p>Worktext</p> <ul style="list-style-type: none"> • Chapter 7 Review (pp. 113–14) <p>Teacher Edition</p> <ul style="list-style-type: none"> • Role-play activity • Sequencing activity • Clock activity • Discussion |

| Pages | Objectives | Resources & Materials | Assessments |
|------------------------------------|---|---|---|
| Lesson 51 Cumulative Review | | | |
| 140–41 | 51.1 Write numbers that come before and after. 51.2 Make a bar graph. 51.3 Identify <i>more</i> and <i>fewer</i> . 51.4 Write the number for a set of objects. | Teacher Edition <ul style="list-style-type: none"> • Instructional Aid 61: <i>Bar Graph</i> Visuals <ul style="list-style-type: none"> • Number Cards (0–10) Student Manipulatives <ul style="list-style-type: none"> • Ten Bar BJU Press Trove <ul style="list-style-type: none"> • PowerPoint presentation: Lesson 051 Materials <ul style="list-style-type: none"> • 20 linking cubes per student | Worktext <ul style="list-style-type: none"> • Cheddar’s Checkup (pp. 115–16) |

Chapter 8: Numbers to 39

| Pages | Objectives | Resources & Materials | Assessments |
|---|--|--|--|
| Lesson 52 Counting and Writing 11–19 | | | |
| 146–49 | 52.1 Write numbers up to 19. 52.2 Count to match sets of objects to the numbers 11–19. 52.3 Group objects by tens and ones. | <p>Teacher Edition</p> <ul style="list-style-type: none"> Instructional Aid 62: <i>Tens/Ones Frame</i> Instructional Aid 63: <i>Vegetable Garden</i> <p>Visuals</p> <ul style="list-style-type: none"> Visual 25: <i>Hundred Chart</i> Dot Pattern Cards (2–10) <p>Student Manipulatives</p> <ul style="list-style-type: none"> Hundred Chart <p>Worktext</p> <ul style="list-style-type: none"> Chapter 8 opener (pp. 117–18) <p>BJU Press Trove*</p> <ul style="list-style-type: none"> Video: “Numbers to 39” PowerPoint presentation: Lesson 052 <p>Materials</p> <ul style="list-style-type: none"> 2 markers: 1 blue, 1 yellow 19 craft sticks Rubber band 1 container of 19 dried beans per student | <p>Worktext</p> <ul style="list-style-type: none"> I will count objects by tens and ones. (pp. 119–20) <p>Teacher Edition</p> <ul style="list-style-type: none"> Kinesthetic activity Counting activity |
| Lesson 53 Counting and Writing 20–25 | | | |
| 150–51 | 53.1 Write the numbers 20–25. 53.2 Count to match sets of objects to the numbers 20–25. 53.3 Group objects by tens and ones. | <p>Teacher Edition</p> <ul style="list-style-type: none"> Instructional Aid 62: <i>Tens/Ones Frame</i> Instructional Aid 63: <i>Vegetable Garden</i> <p>Visuals</p> <ul style="list-style-type: none"> Visuals 25, 31: <i>Hundred Chart; Sixty</i> Number Cards (0–19) <p>BJU Press Trove</p> <ul style="list-style-type: none"> PowerPoint presentation: Lesson 053 <p>Materials</p> <ul style="list-style-type: none"> 2 markers: 1 blue, 1 yellow 25 craft sticks 2 rubber bands 1 lb bag of rice 1 container of 25 popcorn kernels (or dried beans) per student Items in classroom to weigh (small book, large book, notebook, shoe, pencil, crayon, backpack) | <p>Worktext</p> <ul style="list-style-type: none"> I will count to 25. (pp. 121–22) <p>Teacher Edition</p> <ul style="list-style-type: none"> Kinesthetic activity Counting activity |

*Digital resources for homeschool users are available on Homeschool Hub.

| Pages | Objectives | Resources & Materials | Assessments |
|---|---|---|---|
| Lesson 54 Counting and Writing 26–29 | | | |
| 152–53 | 54.1 Write the numbers 26–29. 54.2 Count to match sets of objects to the numbers 26–29. 54.3 Group objects by tens and ones. 54.4 Recall who created people with the ability to count. <u>BWS</u> Creation (recall) | Teacher Edition <ul style="list-style-type: none"> Instructional Aid 62: <i>Tens/Ones Frame</i> Instructional Aid 63: <i>Vegetable Garden</i> Visuals <ul style="list-style-type: none"> Visuals 1, 25: <i>Farm Scene; Hundred Chart</i> BJU Press Trove <ul style="list-style-type: none"> Video: “Growing Plants from Seeds” PowerPoint presentation: Lesson 054 Materials <ul style="list-style-type: none"> 2 markers: 1 blue, 1 yellow 29 craft sticks 2 rubber bands Counting frame 3 containers: 1 pt jar, 1 qt jar, 1 c measuring cup 1 container of 29 sunflower seeds (or dried beans) per student | Worktext <ul style="list-style-type: none"> I will count to 29. (pp. 123–24) Teacher Edition <ul style="list-style-type: none"> Kinesthetic activity Counting activity Discussion |
| Lesson 55 Counting and Writing 30–32 | | | |
| 154–55 | 55.1 Write the numbers 30–32. 55.2 Count to match sets of objects to the numbers 30–32. 55.3 Group objects by tens and ones. | Teacher Edition <ul style="list-style-type: none"> Instructional Aid 62: <i>Tens/Ones Frame</i> Visuals <ul style="list-style-type: none"> Visual 25: <i>Hundred Chart</i> Student Manipulatives <ul style="list-style-type: none"> Dot Pattern Cards (1–10) Hundred Chart BJU Press Trove <ul style="list-style-type: none"> PowerPoint presentation: Lesson 055 Materials <ul style="list-style-type: none"> 2 markers: 1 blue, 1 yellow 32 linking cubes (for teacher use) 32 linking cubes per student | Worktext <ul style="list-style-type: none"> I will count to 32. (pp. 125–26) Teacher Edition <ul style="list-style-type: none"> Kinesthetic activity Counting activity Manipulatives activity |

| Pages | Objectives | Resources & Materials | Assessments |
|---|---|---|---|
| Lesson 56 Counting and Writing 33–35 | | | |
| 156–57 | 56.1 Write the numbers 33–35. 56.2 Count to match sets of objects to the numbers 33–35. 56.3 Group objects by tens and ones. | Teacher Edition <ul style="list-style-type: none"> • Instructional Aid 62: <i>Tens/Ones Frame</i> Visuals <ul style="list-style-type: none"> • Visual 18: <i>Clock</i> Student Manipulatives <ul style="list-style-type: none"> • Hundred Chart BJU Press Trove <ul style="list-style-type: none"> • PowerPoint presentation: Lesson 056 Materials <ul style="list-style-type: none"> • Judy Clock • Analog clock with a second hand • 2 markers: 1 blue, 1 yellow • 35 linking cubes (for teacher use) • 35 linking cubes per student | Worktext <ul style="list-style-type: none"> • I will count to 35. (pp. 127–28) Teacher Edition <ul style="list-style-type: none"> • Kinesthetic activity • Manipulatives activity • Counting activity |
| Lesson 57 Counting and Writing 36–39 | | | |
| 158–59 | 57.1 Write the numbers 36–39. 57.2 Count to match sets of objects to the numbers 36–39. 57.3 Group objects by tens and ones. 57.4 Identify who created the world with objects that can be counted. <u>BWS</u> Creation (recall) | Teacher Edition <ul style="list-style-type: none"> • Instructional Aid 62: <i>Tens/Ones Frame</i> Student Manipulatives <ul style="list-style-type: none"> • Hundred Chart BJU Press Trove <ul style="list-style-type: none"> • PowerPoint presentation: Lesson 057 Materials <ul style="list-style-type: none"> • 2 markers: 1 blue, 1 yellow • 39 linking cubes (for teacher use) • 39 linking cubes per student | Worktext <ul style="list-style-type: none"> • I will count to 39. (pp. 129–30) Teacher Edition <ul style="list-style-type: none"> • Kinesthetic activity • Counting activity • Manipulatives activity • Discussion |
| Lesson 58 Counting and Writing 1–39 | | | |
| 160–61 | 58.1 Write numbers up to 39. 58.2 Count up to 39 objects. 58.3 Identify the number that comes before, after, or between. 58.4 Read a pictograph. | Visuals <ul style="list-style-type: none"> • Visual 18: <i>Clock</i> • Number Cards (1–5) Student Manipulatives <ul style="list-style-type: none"> • 39 pennies • Hundred Chart BJU Press Trove <ul style="list-style-type: none"> • PowerPoint presentation: Lesson 058 Materials <ul style="list-style-type: none"> • Judy Clock • 60 linking cubes (for teacher use) | Worktext <ul style="list-style-type: none"> • I will read a graph. (pp. 131–32) Teacher Edition <ul style="list-style-type: none"> • Manipulatives activity |

| Pages | Objectives | Resources & Materials | Assessments |
|------------------------------------|---|---|--|
| Lesson 59 Chapter 8 Review | | | |
| 162–63 | 59.1 Write numbers up to 39. 59.2 Identify the number that comes before and after. 59.3 Count to match sets of objects to the numbers 20–39. 59.4 Group objects by tens and ones. 59.5 Explain why people can count so many things in the world. <u>BWS</u> Creation (explain) | Teacher Edition <ul style="list-style-type: none"> • Instructional Aid 62: <i>Tens/Ones Frame</i> Visuals <ul style="list-style-type: none"> • Visual 25: <i>Hundred Chart</i> • Number Cards (0–19) Student Manipulatives <ul style="list-style-type: none"> • 39 pennies • Hundred Chart BJU Press Trove <ul style="list-style-type: none"> • Video: “Chapter 08 Review” • Video: “Counting Many Things” • PowerPoint presentation: Lesson 059 Materials <ul style="list-style-type: none"> • 39 linking cubes (for teacher use) | Worktext <ul style="list-style-type: none"> • Chapter 8 Review (pp. 133–34) Teacher Edition <ul style="list-style-type: none"> • Manipulatives activity • Counting activity • Discussion |
| Lesson 60 Cumulative Review | | | |
| 164–65 | 60.1 Identify the position of objects. 60.2 Sequence events. 60.3 Tell time to the hour. 60.4 Identify the number that comes after. | Teacher Edition <ul style="list-style-type: none"> • Song: “Mix a Pancake” Visuals <ul style="list-style-type: none"> • Manipulatives (60 shapes including at least 1 square, 1 circle, 6 blue triangles, 6 green triangles, 6 red rectangles, 6 yellow rectangles) Student Manipulatives <ul style="list-style-type: none"> • Manipulatives: 6 blue triangles, 6 green triangles, 6 red rectangles, 6 yellow rectangles BJU Press Trove <ul style="list-style-type: none"> • Audio/Video: “Mix a Pancake” • PowerPoint presentation: Lesson 060 Materials <ul style="list-style-type: none"> • Pancake recipe | Worktext <ul style="list-style-type: none"> • Cheddar’s Checkup (pp. 135–36) |

| Chapter 9: Addition to 5 | | | |
|--|---|---|---|
| Pages | Objectives | Resources & Materials | Assessments |
| Lesson 61 Addition Readiness | | | |
| 170–73 | 61.1 Join sets of objects to demonstrate addition word problems. 61.2 Determine the total number of objects. | Teacher Edition <ul style="list-style-type: none"> • Instructional Aid 65: <i>Mice</i> Visuals <ul style="list-style-type: none"> • Visual 25: <i>Hundred Chart</i> • Number Cards (0–5) Student Manipulatives <ul style="list-style-type: none"> • Garden workmat Worktext <ul style="list-style-type: none"> • Chapter 9 opener (pp. 137–38) BJU Press Trove* <ul style="list-style-type: none"> • Video: “Addition to 5” • Video: “Adding to 5” • PowerPoint presentation: Lesson 061 Materials <ul style="list-style-type: none"> • 5 beans per student • 5 stuffed animals • Items for making a cake: bowl, spoon, cake mix, cake pan | Worktext <ul style="list-style-type: none"> • I will count the total number of objects. (pp. 139–40) Teacher Edition <ul style="list-style-type: none"> • Counting activity • Manipulatives activity |
| Lesson 62 More Addition Readiness | | | |
| 174–75 | 62.1 Join sets of objects to demonstrate addition word problems. 62.2 Determine the total number of objects. 62.3 Explain why people can join sets to find the total number of objects. <u>BWS</u> God (explain) | Visuals <ul style="list-style-type: none"> • Visual 32: <i>Seventy</i> • Number Cards (1–5) • Dot Pattern Cards (2–10) • Manipulatives (5 circles) Student Manipulatives <ul style="list-style-type: none"> • Field workmat BJU Press Trove <ul style="list-style-type: none"> • Video: “How Many Hamsters?” • PowerPoint presentation: Lesson 062 Materials <ul style="list-style-type: none"> • 5 beans per student | Worktext <ul style="list-style-type: none"> • I will count the total number of objects. (pp. 141–42) Teacher Edition <ul style="list-style-type: none"> • Manipulatives activity • Discussion |

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| Pages | Objectives | Resources & Materials | Assessments |
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| Lesson 63 Plus and Equal Signs | | | |
| 176–77 | <p>63.1 Join sets of objects to demonstrate addition word problems.</p> <p>63.2 Identify plus and equal signs in an addition sentence.</p> <p>63.3 Write plus and equal signs in an addition sentence.</p> <p>63.4 Write the number representing the sum in an addition sentence.</p> | <p>Teacher Edition</p> <ul style="list-style-type: none"> • Instructional Aid 66: <i>Tens/Ones Frame</i> <p>Visuals</p> <ul style="list-style-type: none"> • Visual 25: <i>Hundred Chart</i> <p>Student Manipulatives</p> <ul style="list-style-type: none"> • Farm workmat • Manipulatives: 5 pigs <p>BJU Press Trove</p> <ul style="list-style-type: none"> • PowerPoint presentation: Lesson 063 <p>Materials</p> <ul style="list-style-type: none"> • 34 linking cubes (for teacher use) | <p>Worktext</p> <ul style="list-style-type: none"> • I will write the sum. (pp. 143–44) <p>Teacher Edition</p> <ul style="list-style-type: none"> • Manipulatives activity |
| Lesson 64 Completing Addition Sentences | | | |
| 178–79 | <p>64.1 Join sets of objects to demonstrate addition word problems.</p> <p>64.2 Write plus and equal signs in an addition sentence.</p> <p>64.3 Trace the numbers representing the addends in an addition sentence.</p> <p>64.4 Write the number representing the sum in an addition sentence.</p> | <p>Visuals</p> <ul style="list-style-type: none"> • Visual 18: <i>Clock</i> <p>Student Manipulatives</p> <ul style="list-style-type: none"> • Pond workmat <p>BJU Press Trove</p> <ul style="list-style-type: none"> • PowerPoint presentation: Lesson 064 <p>Materials</p> <ul style="list-style-type: none"> • Judy Clock • 5 beans per student • Counting frame | <p>Worktext</p> <ul style="list-style-type: none"> • I will write the sum. (pp. 145–46) <p>Teacher Edition</p> <ul style="list-style-type: none"> • Manipulatives activity |
| Lesson 65 Writing Addition Sentences | | | |
| 180–81 | <p>65.1 Join sets of objects to demonstrate addition.</p> <p>65.2 Write an addition sentence for a word problem.</p> <p>65.3 Explain why people can use addition sentences to represent real-world problems. <u>BWS</u> God (explain)</p> | <p>Teacher Edition</p> <ul style="list-style-type: none"> • <i>Mice</i> from Lesson 61 <p>Student Manipulatives</p> <ul style="list-style-type: none"> • Number Cards (1–5) • Plus and Equal Sign Cards <p>BJU Press Trove</p> <ul style="list-style-type: none"> • PowerPoint presentation: Lesson 065 <p>Materials</p> <ul style="list-style-type: none"> • 70 linking cubes (for teacher use) • 5 linking cubes per student • 10 different-colored sheets of construction paper | <p>Worktext</p> <ul style="list-style-type: none"> • I will write an addition sentence. (pp. 147–48) <p>Teacher Edition</p> <ul style="list-style-type: none"> • Manipulatives activity • Number Cards activity • Discussion |

| Pages | Objectives | Resources & Materials | Assessments |
|--|---|--|--|
| Lesson 66 Writing More Addition Sentences | | | |
| 182–83 | <p>66.1 Join sets of objects to demonstrate addition.</p> <p>66.2 Write an addition sentence for a word problem.</p> | <p>Visuals</p> <ul style="list-style-type: none"> • Visuals 18, 25: <i>Clock; Hundred Chart</i> • Manipulatives (5 chicks) <p>Student Manipulatives</p> <ul style="list-style-type: none"> • Number Cards (1–5) • Plus and Equal Sign Cards • Farm workmat <p>BJU Press Trove</p> <ul style="list-style-type: none"> • PowerPoint presentation: Lesson 066 <p>Materials</p> <ul style="list-style-type: none"> • Judy Clock • 5 beans per student | <p>Worktext</p> <ul style="list-style-type: none"> • I will write an addition sentence. (pp. 149–50) <p>Teacher Edition</p> <ul style="list-style-type: none"> • Manipulatives activity • Number Cards activity |
| Lesson 67 Chapter 9 Review | | | |
| 184–85 | <p>67.1 Join sets of objects to demonstrate addition.</p> <p>67.2 Write an addition sentence for sets of objects.</p> <p>67.3 Write an addition sentence for a word problem.</p> <p>67.4 Evaluate the following statement as true or false: Addition has nothing to do with God. <u>BWS</u> God (evaluate)</p> | <p>Teacher Edition</p> <ul style="list-style-type: none"> • Instructional Aid 67: <i>Crayon Bar Graph</i> <p>Visuals</p> <ul style="list-style-type: none"> • Dot Pattern Cards (0–10) • 5 pennies <p>Student Manipulatives</p> <ul style="list-style-type: none"> • Number Cards (1–5) • Plus and Equal Sign Cards • Manipulatives: 5 pennies <p>BJU Press Trove</p> <ul style="list-style-type: none"> • Video: “Chapter 09 Review” • Video: “Addition” • PowerPoint presentation: Lesson 067 <p>Materials</p> <ul style="list-style-type: none"> • 70 nails • Bucket or paper bag | <p>Worktext</p> <ul style="list-style-type: none"> • Chapter 9 Review (pp. 151–52) <p>Teacher Edition</p> <ul style="list-style-type: none"> • Manipulatives activity • Number Cards activity • Discussion |
| Lesson 68 Cumulative Review | | | |
| 186–87 | <p>68.1 Extend a pattern of colors.</p> <p>68.2 Distinguish among circles, squares, rectangles, and triangles.</p> <p>68.3 Match objects by using one-to-one correspondence.</p> <p>68.4 Determine the set that has more objects.</p> <p>68.5 Count up to 25 objects.</p> <p>68.6 Identify the number that is less.</p> | <p>Student Manipulatives</p> <ul style="list-style-type: none"> • Manipulatives: inch ruler <p>BJU Press Trove</p> <ul style="list-style-type: none"> • PowerPoint presentation: Lesson 068 <p>Materials</p> <ul style="list-style-type: none"> • 70 linking cubes | <p>Worktext</p> <ul style="list-style-type: none"> • Cheddar’s Checkup (pp. 153–54) |

Chapter 10: Calendar

| Pages | Objectives | Resources & Materials | Assessments |
|--------------------------------------|---|--|---|
| Lesson 69 Parts of a Calendar | | | |
| 192–95 | 69.1 Identify the parts of a calendar. 69.2 Name the days of the week. 69.3 Interpret a pictograph. | <p>Teacher Edition</p> <ul style="list-style-type: none"> • Song: “God Made Seven Days in a Week” • Instructional Aid 68: <i>Days of the Week Cards</i> • Instructional Aid 37: <i>Writing Practice 20–21</i> <p>Visuals</p> <ul style="list-style-type: none"> • Visuals 19, 25: <i>Calendar, Hundred Chart</i> • Stick puppets (Farmer Brown) <p>Student Manipulatives</p> <ul style="list-style-type: none"> • Farmer Brown Clock <p>Worktext</p> <ul style="list-style-type: none"> • Chapter 10 opener (pp. 155–56) <p>BJU Press Trove*</p> <ul style="list-style-type: none"> • Audio/Video: “God Made Seven Days in a Week” • Video: “Days of the Week” • PowerPoint presentation: Lesson 069 <p>Materials</p> <ul style="list-style-type: none"> • Large wall calendar for the current month • Several wall and desk calendars for display | <p>Worktext</p> <ul style="list-style-type: none"> • I will find the parts of a calendar. (pp. 157–58) <p>Teacher Edition</p> <ul style="list-style-type: none"> • Visual analysis • Calendar activity |
| Lesson 70 Days of the Week | | | |
| 196–97 | 70.1 Name the days of the week in order. 70.2 State the number of days in a week. 70.3 Identify the position of each day of the week on a calendar. 70.4 Explain what determines the length of a day. <u>BWS</u> Creation (explain) | <p>Teacher Edition</p> <ul style="list-style-type: none"> • Song: “God Made Seven Days in a Week” • <i>Days of the Week Cards</i> from Lesson 69 • Instructional Aid 38: <i>Writing Practice 22–23</i> <p>Visuals</p> <ul style="list-style-type: none"> • Visual 33: <i>Eighty</i> <p>BJU Press Trove</p> <ul style="list-style-type: none"> • Audio/Video: “God Made Seven Days in a Week” • Video: “Counting by 10s” • PowerPoint presentation: Lesson 070 <p>Materials</p> <ul style="list-style-type: none"> • Large wall calendar for the current month • 1 sheet of paper per student | <p>Worktext</p> <ul style="list-style-type: none"> • I will find the days of the week. (pp. 159–60) <p>Teacher Edition</p> <ul style="list-style-type: none"> • Visual analysis • Discussion |

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| Pages | Objectives | Resources & Materials | Assessments |
|---|--|---|---|
| Lesson 71 Days of the Month | | | |
| 198–99 | <p>71.1 Recall the days of the week.</p> <p>71.2 Identify the position of each day of the week on a calendar.</p> <p>71.3 Locate dates on a calendar.</p> | <p>Teacher Edition</p> <ul style="list-style-type: none"> • Song: “God Made Seven Days in a Week” • Instructional Aid 39: <i>Writing Practice 24–25</i> <p>Visuals</p> <ul style="list-style-type: none"> • Visual 19: <i>Calendar</i> <p>BJU Press Trove</p> <ul style="list-style-type: none"> • Audio/Video: “God Made Seven Days in a Week” • Video: “Grandpa’s Week” • PowerPoint presentation: Lesson 071 <p>Materials</p> <ul style="list-style-type: none"> • Large wall calendar for the current month • Front page of a current daily newspaper • 3 pencils of varying lengths and colors • Counting frame | <p>Worktext</p> <ul style="list-style-type: none"> • I will find dates on a calendar. (pp. 161–62) <p>Teacher Edition</p> <ul style="list-style-type: none"> • Visual analysis |
| Lesson 72 Yesterday, Today, Tomorrow | | | |
| 200–201 | <p>72.1 Identify the position of each day of the week on a calendar.</p> <p>72.2 Identify the day of the week for yesterday, today, and tomorrow.</p> <p>72.3 Identify the date for yesterday, today, and tomorrow.</p> <p>72.4 Explain why people can make correct calendars many years in advance. <u>BWS</u> Creation (explain)</p> | <p>Teacher Edition</p> <ul style="list-style-type: none"> • Song: “Lord, Help Us” • Instructional Aid 40: <i>Writing Practice 26–27</i> <p>Visuals</p> <ul style="list-style-type: none"> • Visual 19: <i>Calendar</i> • Manipulatives (5 ducks) <p>Student Manipulatives</p> <ul style="list-style-type: none"> • Number Cards (1–5) • Plus and Equal Sign Cards <p>BJU Press Trove</p> <ul style="list-style-type: none"> • Audio/Video: “Lord, Help Us” • Video: “Monthly Calendar” • PowerPoint presentation: Lesson 072 <p>Materials</p> <ul style="list-style-type: none"> • Large wall calendar for the current month | <p>Worktext</p> <ul style="list-style-type: none"> • I will find yesterday, today, and tomorrow. (pp. 163–64) <p>Teacher Edition</p> <ul style="list-style-type: none"> • Visual analysis • Discussion |

| Pages | Objectives | Resources & Materials | Assessments |
|------------------------------------|---|---|---|
| Lesson 73 Chapter 10 Review | | | |
| 202–3 | <p>73.1 Identify the parts of a calendar.</p> <p>73.2 Name the days of the week.</p> <p>73.3 Identify the position of each day of the week on a calendar.</p> <p>73.4 Identify the day of the week for yesterday, today, and tomorrow.</p> <p>73.5 Identify the date for yesterday, today, and tomorrow.</p> <p>73.6 Explain why our weeks have 7 days. <u>BWS</u> Creation (explain)</p> | <p>Teacher Edition</p> <ul style="list-style-type: none"> • Song: “God Made Seven Days in a Week” • Instructional Aid 41: <i>Writing Practice 28–29</i> <p>Visuals</p> <ul style="list-style-type: none"> • Visual 19: <i>Calendar</i> <p>BJU Press Trove</p> <ul style="list-style-type: none"> • Audio/Video: “God Made Seven Days in a Week” • Video: “Correct Calendars” • Video: “Chapter 10 Review” • PowerPoint presentation: Lesson 073 <p>Materials</p> <ul style="list-style-type: none"> • Large wall calendar for the current month • 80 linking cubes • 1 sheet of paper per student | <p>Worktext</p> <ul style="list-style-type: none"> • Chapter 10 Review (pp. 165–66) <p>Teacher Edition</p> <ul style="list-style-type: none"> • Visual analysis • Discussion |
| Lesson 74 Cumulative Review | | | |
| 204–5 | <p>74.1 Write the number that comes before or after.</p> <p>74.2 Read a pictograph.</p> <p>74.3 Complete an addition sentence for sets of objects.</p> <p>74.4 Use a ruler to measure in inches.</p> | <p>Visuals</p> <ul style="list-style-type: none"> • Number Cards (0–9) • Manipulatives (3 tens, 9 ones) <p>Student Manipulatives</p> <ul style="list-style-type: none"> • Number Cards (0–9) • Manipulatives: inch ruler <p>BJU Press Trove</p> <ul style="list-style-type: none"> • PowerPoint presentation: Lesson 074 <p>Materials</p> <ul style="list-style-type: none"> • 80 linking cubes | <p>Worktext</p> <ul style="list-style-type: none"> • Cheddar’s Checkup (pp. 167–68) |

Chapter 11: Money

| Pages | Objectives | Resources & Materials | Assessments |
|-----------------------------------|--|---|--|
| Lesson 75 Coins and Bills | | | |
| 210–13 | <p>75.1 Distinguish between coins and dollar bills.</p> <p>75.2 Relate <i>cents</i> with coins and <i>dollars</i> with dollar bills.</p> <p>75.3 Identify a penny and the cent symbol.</p> <p>75.4 Identify the value of a penny as 1¢.</p> <p>75.5 Count sets of 1–10 pennies.</p> | <p>Visuals</p> <ul style="list-style-type: none"> • Visual 25: <i>Hundred Chart</i> • Manipulatives (10 pennies) <p>Student Manipulatives</p> <ul style="list-style-type: none"> • Manipulatives: 10 pennies <p>Worktext</p> <ul style="list-style-type: none"> • Chapter 11 opener (pp. 169–70) <p>BJU Press Trove*</p> <ul style="list-style-type: none"> • Video: “Money” • PowerPoint presentation: Lesson 075 <p>Materials</p> <ul style="list-style-type: none"> • 1 real penny (for teacher use) • 1 real penny per student • Small bank with various coins and a dollar bill in it • Farmer’s hat • 5 oranges or other pieces of fruit • 6 grocery bags • Items to purchase at a general store such as small toys, various empty food containers, small tools, and gardening supplies | <p>Worktext</p> <ul style="list-style-type: none"> • I will tell how much a penny is worth. (pp. 171–72) <p>Teacher Edition</p> <ul style="list-style-type: none"> • Visual analysis • Role-play activity • Manipulatives activity |
| Lesson 76 Counting Pennies | | | |
| 214–15 | <p>76.1 Identify a penny.</p> <p>76.2 Identify the value of a penny as 1¢.</p> <p>76.3 Count sets of 1–10 pennies.</p> <p>76.4 Demonstrate the number of pennies needed to purchase an item.</p> <p>76.5 Explain how counting coins can help people serve others. <u>BWS</u> Serving (explain)</p> | <p>Teacher Edition</p> <ul style="list-style-type: none"> • Instructional Aid 69: <i>Price Tags</i> <p>Visuals</p> <ul style="list-style-type: none"> • Visual 20: <i>Money</i> • Dot Pattern Cards (0–10) <p>Student Manipulatives</p> <ul style="list-style-type: none"> • Manipulatives: 10 pennies <p>BJU Press Trove</p> <ul style="list-style-type: none"> • PowerPoint presentation: Lesson 076 <p>Materials</p> <ul style="list-style-type: none"> • Toy cash register (or calculator) • 3 small lunch-size paper bags • 1 large grocery-size paper bag • Items for the general store | <p>Worktext</p> <ul style="list-style-type: none"> • I will count pennies. (pp. 173–74) <p>Teacher Edition</p> <ul style="list-style-type: none"> • Manipulatives activity • Role-play activity • Discussion |

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| Pages | Objectives | Resources & Materials | Assessments |
|---------------------------------|---|---|--|
| Lesson 77 Adding Pennies | | | |
| 216–17 | 77.1 Add with pennies. 77.2 Read a pictograph. 77.3 Solve addition money problems using a pictograph. 77.4 Identify the value of a set of pennies. | Teacher Edition <ul style="list-style-type: none"> • Instructional Aid 70: <i>Picture Graph</i> Visuals <ul style="list-style-type: none"> • Visual 25: <i>Hundred Chart</i> • Dot Pattern Cards (1–10) • Manipulatives (5 pennies) Student Manipulatives <ul style="list-style-type: none"> • Dot Pattern Cards (1–10) • Manipulatives: 5 pennies BJU Press Trove <ul style="list-style-type: none"> • PowerPoint presentation: Lesson 077 Materials <ul style="list-style-type: none"> • 1 sheet of construction paper per student to use as a workmat | Worktext <ul style="list-style-type: none"> • I will add pennies. (pp. 175–76) Teacher Edition <ul style="list-style-type: none"> • Manipulatives activity • Visual analysis |
| Lesson 78 Dimes | | | |
| 218–19 | 78.1 Identify a dime. 78.2 Distinguish between pennies and dimes. 78.3 Identify the value of a dime as 10¢. 78.4 Rename 1 dime as 10 pennies. 78.5 Evaluate the following statement as true or false: Cheating with small amounts of money is OK. <u>BWS</u> Serving (evaluate) | Teacher Edition <ul style="list-style-type: none"> • Song: “God Made Seven Days in a Week” Visuals <ul style="list-style-type: none"> • Visual 19: <i>Calendar</i> • Stick puppets (Mrs. Brown) • Manipulatives (1 penny, 1 dime) Student Manipulatives <ul style="list-style-type: none"> • Manipulatives: 10 pennies, 1 dime BJU Press Trove <ul style="list-style-type: none"> • Audio/Video: “God Made Seven Days in a Week” • PowerPoint presentation: Lesson 078 Materials <ul style="list-style-type: none"> • 1 real dime (for teacher use) • 1 real dime per student | Worktext <ul style="list-style-type: none"> • I will tell how much a dime is worth. (pp. 177–78) Teacher Edition <ul style="list-style-type: none"> • Visual analysis • Manipulatives activity • Counting activity • Discussion |

| Pages | Objectives | Resources & Materials | Assessments |
|------------------------------------|---|--|---|
| Lesson 79 Counting Dimes | | | |
| 220–21 | 79.1 Identify a dime. 79.2 Distinguish between pennies and dimes. 79.3 Identify the value of a dime as 10¢ and 1 dime as 10 pennies. 79.4 Count dimes by 10s to determine the total value. 79.5 Demonstrate the number of dimes needed to purchase an item. | <p>Teacher Edition</p> <ul style="list-style-type: none"> • Song: “God Made Seven Days in a Week” • Song: “The Coin Song” • Instructional Aid 69: <i>Price Tags</i> • <i>Days of the Week Cards</i> from Chapter 10 <p>Visuals</p> <ul style="list-style-type: none"> • Stick puppets (Farmer Brown) • Manipulatives (1 penny, 8 dimes) <p>Student Manipulatives</p> <ul style="list-style-type: none"> • Manipulatives: 8 dimes <p>BJU Press Trove</p> <ul style="list-style-type: none"> • Audio/Video: “God Made Seven Days in a Week” • Audio/Video: “The Coin Song” • Video: “Counting Money” • PowerPoint presentation: Lesson 079 <p>Materials</p> <ul style="list-style-type: none"> • 80 linking cubes (for teacher use) • Gardening tools and supplies for the general store such as a rake, gardening gloves, packets of seeds, flowers, small gardening tools, hoe, watering can, sun hat, bag of soil, plant food | <p>Worktext</p> <ul style="list-style-type: none"> • I will count dimes. (pp. 179–80) <p>Teacher Edition</p> <ul style="list-style-type: none"> • Comparison activity • Counting activity • Role-play activity |
| Lesson 80 Chapter 11 Review | | | |
| 222–23 | 80.1 Identify a penny and a dime. 80.2 Identify the value of a penny as 1¢ and the value of a dime as 10¢. 80.3 Rename 1 dime as 10 pennies. 80.4 Count dimes by 10s to determine the total value. 80.5 Demonstrate the number of pennies and dimes needed for a purchase. 80.6 Formulate a biblical understanding of money. <u>BWS</u> Serving (formulate) | <p>Teacher Edition</p> <ul style="list-style-type: none"> • Instructional Aid 69: <i>Price Tags</i> <p>Visuals</p> <ul style="list-style-type: none"> • Visuals 18, 20: <i>Clock; Money</i> • Manipulatives (5 pennies) <p>Student Manipulatives</p> <ul style="list-style-type: none"> • Manipulatives: 10 pennies, 8 dimes <p>BJU Press Trove</p> <ul style="list-style-type: none"> • Video: “Chapter 11 Review” • Video: “Being Kind with Money” • PowerPoint presentation: Lesson 080 <p>Materials</p> <ul style="list-style-type: none"> • 80 pennies • Judy Clock • Birthday party items for the general store including paper plates, birthday candles, cake mix box, 3 plastic eggs, vegetable oil, frosting can, and napkins • 1 cupcake per student plus 1 more | <p>Worktext</p> <ul style="list-style-type: none"> • Chapter 11 Review (pp. 181–82) <p>Teacher Edition</p> <ul style="list-style-type: none"> • Visual analysis • Manipulatives activity • Role-play activity • Discussion |

| Pages | Objectives | Resources & Materials | Assessments |
|------------------------------------|---|---|---|
| Lesson 81 Cumulative Review | | | |
| 224–25 | 81.1 Sequence events. 81.2 Write the number that comes between. 81.3 Complete an addition sentence for sets of objects. 81.4 Identify the parts of a calendar. | <p>Visuals</p> <ul style="list-style-type: none"> Manipulatives (1 circle, 1 square, 4 blue triangles, 4 green triangles, 4 red triangles, 4 red rectangles, 4 yellow rectangles) <p>Student Manipulatives</p> <ul style="list-style-type: none"> Manipulatives: 4 blue triangles, 4 green triangles, 4 red triangles, 4 red rectangles, 4 yellow rectangles <p>BJU Press Trove</p> <ul style="list-style-type: none"> PowerPoint presentation: Lesson 081 <p>Materials</p> <ul style="list-style-type: none"> 1 sheet of paper per student | <p>Worktext</p> <ul style="list-style-type: none"> Cheddar’s Checkup (pp. 183–84) |

Chapter 12: More Addition

| Pages | Objectives | Resources & Materials | Assessments |
|---|---|---|--|
| Lesson 82 Adding | | | |
| 230–233 | <p>82.1 Join sets of objects to demonstrate addition word problems.</p> <p>82.2 Write an addition sentence for sets of objects.</p> <p>82.3 Apply the Zero Principle of Addition.</p> <p>82.4 Complete an addition sentence with 0 as an addend.</p> <p>82.5 Explain when the Zero Principle of Addition holds true. <u>BWS</u> God (explain)</p> | <p>Teacher Edition</p> <ul style="list-style-type: none"> • Instructional Aid 42: <i>Writing Practice 30–31</i> <p>Visuals</p> <ul style="list-style-type: none"> • Visual 25: <i>Hundred Chart</i> • Dot Pattern Cards (0–10) • Manipulatives (6 ladybugs) <p>Student Manipulatives</p> <ul style="list-style-type: none"> • Number Cards (0–6) • Plus and Equal Sign Cards • Garden workmat • Manipulatives: 6 ladybugs <p>Worktext</p> <ul style="list-style-type: none"> • Chapter 12 opener (pp. 185–86) <p>BJU Press Trove*</p> <ul style="list-style-type: none"> • Video: “More Addition” • PowerPoint presentation: Lesson 082 | <p>Worktext</p> <ul style="list-style-type: none"> • I will add 0. (pp. 187–88) <p>Teacher Edition</p> <ul style="list-style-type: none"> • Manipulatives activity • Number Cards activity • Discussion |
| Lesson 83 Writing Addition Sentences | | | |
| 234–35 | <p>83.1 Join sets of objects to demonstrate addition word problems.</p> <p>83.2 Write an addition sentence for sets of objects.</p> <p>83.3 Apply the Zero Principle of Addition.</p> <p>83.4 Write an addition sentence with 0 as an addend.</p> <p>83.5 Explain why the Zero Principle of Addition holds true. <u>BWS</u> God (explain)</p> | <p>Teacher Edition</p> <ul style="list-style-type: none"> • Instructional Aid 43: <i>Writing Practice 32–33</i> <p>Visuals</p> <ul style="list-style-type: none"> • Visual 34: <i>Ninety</i> • Manipulatives (6 sheep, 9 shapes) <p>Student Manipulatives</p> <ul style="list-style-type: none"> • Number Cards (0–6) • Plus and Equal Sign Cards • Garden workmat • Manipulatives: 6 caterpillars <p>BJU Press Trove</p> <ul style="list-style-type: none"> • PowerPoint presentation: Lesson 083 | <p>Worktext</p> <ul style="list-style-type: none"> • I will write addition sentences. (pp. 189–90) <p>Teacher Edition</p> <ul style="list-style-type: none"> • Manipulatives activity • Number Cards activity • Discussion |

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| Pages | Objectives | Resources & Materials | Assessments |
|--------------------------------------|---|---|---|
| Lesson 84 Adding 1 to Numbers | | | |
| 236–37 | <p>84.1 Join sets to demonstrate addition.</p> <p>84.2 Write an addition sentence for sets of objects.</p> <p>84.3 Demonstrate addition of 1 more object.</p> <p>84.4 Solve an addition problem in vertical form.</p> | <p>Teacher Edition</p> <ul style="list-style-type: none"> • Instructional Aid 44: <i>Writing Practice 34–35</i> <p>Visuals</p> <ul style="list-style-type: none"> • Manipulatives (6 ladybugs) <p>Student Manipulatives</p> <ul style="list-style-type: none"> • Ten Bar • Stick puppets (Cheddar) <p>BJU Press Trove</p> <ul style="list-style-type: none"> • PowerPoint presentation: Lesson 084 <p>Materials</p> <ul style="list-style-type: none"> • 15 linking cubes per student (10 of 1 color and 5 of another) • Counting frame | <p>Worktext</p> <ul style="list-style-type: none"> • I will add 1. (pp. 191–92) <p>Teacher Edition</p> <ul style="list-style-type: none"> • Manipulatives activity |
| Lesson 85 Adding Money | | | |
| 238–39 | <p>85.1 Join sets to demonstrate addition.</p> <p>85.2 Demonstrate addition of 1 more object.</p> <p>85.3 Write an addition sentence for sets of objects.</p> <p>85.4 Solve an addition problem in vertical form.</p> <p>85.5 Solve an oral word problem by drawing pictures.</p> | <p>Teacher Edition</p> <ul style="list-style-type: none"> • Instructional Aid 45: <i>Writing Practice 36–37</i> <p>Visuals</p> <ul style="list-style-type: none"> • Manipulatives (9 dimes, 10 pennies, 1 square, 1 rectangle, 1 circle, 1 triangle) <p>Student Manipulatives</p> <ul style="list-style-type: none"> • Manipulatives: 10 pennies • Ten Bar <p>BJU Press Trove</p> <ul style="list-style-type: none"> • Video: “Adding 0 and 1” • PowerPoint presentation: Lesson 085 <p>Materials</p> <ul style="list-style-type: none"> • 1 sheet of paper per student | <p>Worktext</p> <ul style="list-style-type: none"> • I will solve addition problems. (pp. 193–94) <p>Teacher Edition</p> <ul style="list-style-type: none"> • Manipulatives activity • Word problem activity |

| Pages | Objectives | Resources & Materials | Assessments |
|------------------------------------|--|--|--|
| Lesson 86 Chapter 12 Review | | | |
| 240–41 | <p>86.1 Join sets to demonstrate addition.</p> <p>86.2 Write an addition sentence for a set of objects.</p> <p>86.3 Apply the Zero Principle of Addition.</p> <p>86.4 Demonstrate addition of 1 more object.</p> <p>86.5 Solve an addition problem in vertical form.</p> <p>86.6 Explain how a math principle demonstrates that God is always the same. <u>BWS</u> God (explain)</p> | <p>Teacher Edition</p> <ul style="list-style-type: none"> • Instructional Aid 46: <i>Writing Practice 38–39</i> <p>Visuals</p> <ul style="list-style-type: none"> • Visual 18: <i>Clock</i> • Number Cards (0–10) • Plus and Equal Sign Cards • Manipulatives (10 caterpillars) <p>Student Manipulatives</p> <ul style="list-style-type: none"> • Number Cards (0–10) • Plus and Equal Sign Cards • Manipulatives: 10 caterpillars <p>BJU Press Trove</p> <ul style="list-style-type: none"> • Video: “Chapter 12 Review” • Video: “An Unchanging God” • PowerPoint presentation: Lesson 086 <p>Materials</p> <ul style="list-style-type: none"> • Judy Clock • 1 strip of green construction paper (approximately 2” × 12”) per student | <p>Worktext</p> <ul style="list-style-type: none"> • Chapter 12 Review (pp. 195–96) <p>Teacher Edition</p> <ul style="list-style-type: none"> • Manipulatives activity • Discussion |
| Lesson 87 Cumulative Review | | | |
| 242–43 | <p>87.1 Write the number representing a set of objects up to 28.</p> <p>87.2 Tell time to the hour.</p> <p>87.3 Count pennies.</p> <p>87.4 Count dimes.</p> | <p>Visuals</p> <ul style="list-style-type: none"> • Number Cards (0–5) • Manipulatives (3 tens, 5 ones) <p>Student Manipulatives</p> <ul style="list-style-type: none"> • Number Cards (0–5) • Farmer Brown Clock <p>BJU Press Trove</p> <ul style="list-style-type: none"> • PowerPoint presentation: Lesson 087 <p>Materials</p> <ul style="list-style-type: none"> • Stuffed animal • Box large enough for the stuffed animal or large enough for a student | <p>Worktext</p> <ul style="list-style-type: none"> • Cheddar’s Checkup (pp. 197–98) |

| Chapter 13: Fractions | | | |
|------------------------------------|--|--|--|
| Pages | Objectives | Resources & Materials | Assessments |
| Lesson 88 Wholes and Halves | | | |
| 248–51 | 88.1 Identify a whole shape or object. 88.2 Identify equal parts. 88.3 Identify half of a shape or object. | Visuals <ul style="list-style-type: none"> Visuals 23, 25: <i>Halves; Hundred Chart</i> Manipulatives (fraction circles: whole, halves) Student Manipulatives <ul style="list-style-type: none"> Stick puppets: Farmer Brown, Mrs. Brown Worktext <ul style="list-style-type: none"> Chapter 13 opener (pp. 199–200) BJU Press Trove* <ul style="list-style-type: none"> Video: “Equal Parts” PowerPoint presentation: Lesson 088 Materials <ul style="list-style-type: none"> Candy bar Apple Cookie Paring knife 10 pictures or drawings for display, each divided into 2 parts (some divided evenly and some unevenly) 1 sheet of paper per student 1 square of paper or foil, cloth napkin, washcloth, or handkerchief per student | Worktext <ul style="list-style-type: none"> I will find half of an object. (pp. 201–2) Teacher Edition <ul style="list-style-type: none"> Visual analysis |
| Lesson 89 Thirds | | | |
| 252–53 | 89.1 Identify 3 equal parts of a shape or object. 89.2 Identify a third of a shape or object. | Visuals <ul style="list-style-type: none"> Visual 25: <i>Hundred Chart</i> Stick puppets (Mrs. Brown) Number Cards (0–9) Manipulatives (fraction circles: whole, halves, thirds; 3 tens, 9 ones) Student Manipulatives <ul style="list-style-type: none"> Number Cards (0–9) Manipulatives: 6 blue triangles, 1 orange hexagon, 3 purple rhombuses, 2 brown trapezoids BJU Press Trove <ul style="list-style-type: none"> PowerPoint presentation: Lesson 089 Materials <ul style="list-style-type: none"> Small cheese pizza Pizza cutter | Worktext <ul style="list-style-type: none"> I will find one-third of an object. (pp. 203–4) Teacher Edition <ul style="list-style-type: none"> Visual analysis Manipulatives activity |

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| Pages | Objectives | Resources & Materials | Assessments |
|------------------------------------|--|--|---|
| Lesson 90 Fourths | | | |
| 254–55 | 90.1 Identify 4 equal parts of a shape or object. 90.2 Identify a fourth of a shape or object. | Visuals <ul style="list-style-type: none"> • Visuals 26–34: <i>Ten to Ninety</i> • Dot Pattern Cards (0–10) • Manipulatives (fraction circles: whole, fourths; 7 pennies) Student Manipulatives <ul style="list-style-type: none"> • Number Cards (2–4) • Fraction circles: halves, thirds, fourths BJU Press Trove <ul style="list-style-type: none"> • PowerPoint presentation: Lesson 090 Materials <ul style="list-style-type: none"> • Slice of cheese • Knife | Worktext <ul style="list-style-type: none"> • I will find one-fourth of an object. (pp. 205–6) Teacher Edition <ul style="list-style-type: none"> • Visual analysis • Manipulatives activity |
| Lesson 91 Probability | | | |
| 256–57 | 91.1 Identify the number of equal parts of each color on a probability spinner. 91.2 Predict the probability of an activity. 91.3 Tally the results of a probability activity. 91.4 Evaluate the following statement as either true or false: People know in the same way that God knows. <u>BWS</u> God (evaluate) | Teacher Edition <ul style="list-style-type: none"> • Instructional Aid 71: <i>Probability Spinner</i> • Instructional Aid 72: <i>Bunny and Bird</i> Visuals <ul style="list-style-type: none"> • Visual 25: <i>Hundred Chart</i> BJU Press Trove <ul style="list-style-type: none"> • Video: “Probability” • PowerPoint presentation: Lesson 091 Materials <ul style="list-style-type: none"> • 90 linking cubes (for teacher use) • Pencil (for teacher use) • 1 pencil per student • Paper clip (for teacher use) • 1 paper clip per student | Worktext <ul style="list-style-type: none"> • I will guess probability. (pp. 207–8) Teacher Edition <ul style="list-style-type: none"> • Probability activity • Discussion |
| Lesson 92 Chapter 13 Review | | | |
| 258–59 | 92.1 Identify a whole shape or object. 92.2 Identify half of a shape or object. 92.3 Identify 3 equal parts of a shape or object. 92.4 Identify 4 equal parts of a shape or object. 92.5 Predict the probability of an activity. 92.6 Formulate a view of how great God’s knowledge is by using probability. <u>BWS</u> God (formulate) | Visuals <ul style="list-style-type: none"> • Number Cards (1–10) • Manipulatives (6 sheep, 2 ladybugs, 3 blue rectangles, 1 green rectangle, 3 red circles, 1 red triangle) BJU Press Trove <ul style="list-style-type: none"> • Video: “Chapter 13 Review” • Video: “God’s Limitlessness” • PowerPoint presentation: Lesson 092 Materials <ul style="list-style-type: none"> • Bag | Worktext <ul style="list-style-type: none"> • Chapter 13 Review (pp. 209–10) Teacher Edition <ul style="list-style-type: none"> • Game • Probability activity • Discussion |

| Pages | Objectives | Resources & Materials | Assessments |
|------------------------------------|--|--|---|
| Lesson 93 Cumulative Review | | | |
| 260–61 | 93.1 Solve an addition problem in vertical form by drawing pictures. 93.2 Tell time to the hour. 93.3 Make a bar graph. 93.4 Identify the position of objects. 93.5 Locate the ordinal positions first through fourth. | Teacher Edition <ul style="list-style-type: none"> • Instructional Aid 73: <i>Stick Puppet Graph</i> Student Manipulatives <ul style="list-style-type: none"> • Stick puppets: Farmer Brown, Mrs. Brown, Cheddar BJU Press Trove <ul style="list-style-type: none"> • PowerPoint presentation: Lesson 093 | Worktext <ul style="list-style-type: none"> • Cheddar’s Checkup (pp. 211–12) |

Chapter 14: Numbers to 100

| Pages | Objectives | Resources & Materials | Assessments |
|--------------------------------|--|---|--|
| Lesson 94 Numbers 40–49 | | | |
| 266–69 | <p>94.1 Write the numbers 40–49.</p> <p>94.2 Count to match sets of objects to the numbers 40–49.</p> <p>94.3 Identify the tens and ones in a 2-digit number.</p> | <p>Teacher Edition</p> <ul style="list-style-type: none"> • Song: “God Made Seven Days in a Week” • Instructional Aid 74: <i>Tens/Ones Frame</i> <p>Visuals</p> <ul style="list-style-type: none"> • Visuals 19, 25: <i>Calendar; Hundred Chart</i> • Manipulatives (12 pennies, 4 dimes) <p>Student Manipulatives</p> <ul style="list-style-type: none"> • Manipulatives: 25 pennies, 4 dimes • Hundred Chart <p>Worktext</p> <ul style="list-style-type: none"> • Chapter 14 opener (pp. 213–14) <p>BJU Press Trove*</p> <ul style="list-style-type: none"> • Audio/Video: “God Made Seven Days in a Week” • Video: “Numbers to 100” • PowerPoint presentation: Lesson 094 <p>Materials</p> <ul style="list-style-type: none"> • 2 markers: 1 blue, 1 yellow | <p>Worktext</p> <ul style="list-style-type: none"> • I will count to 49. (pp. 215–16) <p>Teacher Edition</p> <ul style="list-style-type: none"> • Kinesthetic activity • Manipulatives activity • Counting activity • Visual analysis |
| Lesson 95 Numbers 50–59 | | | |
| 270–71 | <p>95.1 Write the numbers 50–59.</p> <p>95.2 Count to match sets of objects to the numbers 50–59.</p> <p>95.3 Identify the tens and ones in a 2-digit number.</p> <p>95.4 Evaluate the following statement as true or false: Counting has nothing to do with God. <u>BWS</u> Creation (evaluate)</p> | <p>Teacher Edition</p> <ul style="list-style-type: none"> • Song: “God Made Seven Days in a Week” • Instructional Aid 74: <i>Tens/Ones Frame</i> • <i>Days of the Week Cards</i> from Chapter 10 <p>Visuals</p> <ul style="list-style-type: none"> • Visual 25: <i>Hundred Chart</i> • Manipulatives (14 pennies, 5 dimes) <p>Student Manipulatives</p> <ul style="list-style-type: none"> • Manipulatives: 27 pennies, 5 dimes • Hundred Chart <p>BJU Press Trove</p> <ul style="list-style-type: none"> • Audio/Video: “God Made Seven Days in a Week” • PowerPoint presentation: Lesson 095 <p>Materials</p> <ul style="list-style-type: none"> • 2 markers: 1 blue, 1 yellow | <p>Worktext</p> <ul style="list-style-type: none"> • I will count to 59. (pp. 217–18) <p>Teacher Edition</p> <ul style="list-style-type: none"> • Kinesthetic activity • Manipulatives activity • Counting activity • Visual analysis • Discussion |

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| Pages | Objectives | Resources & Materials | Assessments |
|--------------------------------|--|--|--|
| Lesson 96 Numbers 60–69 | | | |
| 272–73 | 96.1 Write the numbers 60–69. 96.2 Count to match sets of objects to the numbers 60–69. 96.3 Identify the tens and ones in a 2-digit number. | Teacher Edition <ul style="list-style-type: none"> Instructional Aid 74: <i>Tens/Ones Frame</i> Visuals <ul style="list-style-type: none"> Visual 25: <i>Hundred Chart</i> Manipulatives (fraction circles: whole, halves) Student Manipulatives <ul style="list-style-type: none"> Tens/Ones Frame BJU Press Trove <ul style="list-style-type: none"> PowerPoint presentation: Lesson 096 Materials <ul style="list-style-type: none"> 69 linking cubes (for teacher use) 69 linking cubes per pair of students 2 markers: 1 blue, 1 yellow Counting frame 1 sheet of paper per student | Worktext <ul style="list-style-type: none"> I will count to 69. (pp. 219–20) Teacher Edition <ul style="list-style-type: none"> Kinesthetic activity Counting activity Manipulatives activity Visual analysis |
| Lesson 97 Numbers 70–79 | | | |
| 274–75 | 97.1 Write the numbers 70–79. 97.2 Count to match sets of objects to the numbers 70–79. 97.3 Identify the tens and ones in a 2-digit number. | Teacher Edition <ul style="list-style-type: none"> Instructional Aid 74: <i>Tens/Ones Frame</i> Visuals <ul style="list-style-type: none"> Visual 25: <i>Hundred Chart</i> Manipulatives (fraction circles: whole, thirds; 5 pennies) Student Manipulatives <ul style="list-style-type: none"> Tens/Ones Frame BJU Press Trove <ul style="list-style-type: none"> PowerPoint presentation: Lesson 097 Materials <ul style="list-style-type: none"> 78 linking cubes (for teacher use) 78 linking cubes per pair of students 2 markers: 1 blue, 1 yellow Counting frame | Worktext <ul style="list-style-type: none"> I will count to 79. (pp. 221–22) Teacher Edition <ul style="list-style-type: none"> Kinesthetic activity Counting activity Manipulatives activity |
| Lesson 98 Numbers 80–89 | | | |
| 276–77 | 98.1 Write the numbers 80–89. 98.2 Count to match sets of objects to the numbers 80–89. 98.3 Identify the tens and ones in a 2-digit number. | Teacher Edition <ul style="list-style-type: none"> Instructional Aid 74: <i>Tens/Ones Frame</i> Visuals <ul style="list-style-type: none"> Visual 25: <i>Hundred Chart</i> Manipulatives (fraction circles: whole, fourths; 8 dimes, 7 pennies) Student Manipulatives <ul style="list-style-type: none"> Hundred Chart Manipulatives: 8 dimes, 6 pennies BJU Press Trove <ul style="list-style-type: none"> PowerPoint presentation: Lesson 098 Materials <ul style="list-style-type: none"> 2 markers: 1 blue, 1 yellow | Worktext <ul style="list-style-type: none"> I will count to 89. (pp. 223–24) Teacher Edition <ul style="list-style-type: none"> Visual analysis Kinesthetic activity Manipulatives activity Counting activity |

| Pages | Objectives | Resources & Materials | Assessments |
|-----------------------------------|---|---|--|
| Lesson 99 Numbers 90–99 | | | |
| 278–79 | 99.1 Write the numbers 90–99. 99.2 Count to match sets of objects to the numbers 90–99. 99.3 Identify the tens and ones in a 2-digit number. | Teacher Edition <ul style="list-style-type: none"> Instructional Aid 74: <i>Tens/Ones Frame</i> Visuals <ul style="list-style-type: none"> Visuals 18, 25: <i>Clock; Hundred Chart</i> Manipulatives (9 dimes, 7 pennies) Student Manipulatives <ul style="list-style-type: none"> Hundred Chart Manipulatives: 9 dimes, 8 pennies BJU Press Trove <ul style="list-style-type: none"> PowerPoint presentation: Lesson 099 Materials <ul style="list-style-type: none"> Judy Clock 2 markers: 1 blue, 1 yellow | Worktext <ul style="list-style-type: none"> I will count to 99. (pp. 225–26) Teacher Edition <ul style="list-style-type: none"> Visual analysis Kinesthetic activity Manipulatives activity Counting activity |
| Lesson 100 One Hundred | | | |
| 280–81 | 100.1 Identify the numbers 1–100. 100.2 Write the number 100. 100.3 Count 100 objects. 100.4 Identify the hundreds, tens, and ones in a 3-digit number. | Teacher Edition <ul style="list-style-type: none"> Song: “Hundred Song” Instructional Aid 74: <i>Tens/Ones Frame</i> Instructional Aid 75: <i>Hundreds Frame</i> Visuals <ul style="list-style-type: none"> Visual 25: <i>Hundred Chart</i> Manipulatives (1 hundred, 10 tens, 10 ones) BJU Press Trove <ul style="list-style-type: none"> Audio/Video: “Hundred Song” Video: “Counting to 100” PowerPoint presentation: Lesson 100 Materials <ul style="list-style-type: none"> 3 markers: 1 red, 1 blue, 1 yellow | Worktext <ul style="list-style-type: none"> I will count to 100. (pp. 227–28) Teacher Edition <ul style="list-style-type: none"> Counting activity Kinesthetic activity Discussion |
| Lesson 101 Missing Numbers | | | |
| 282–83 | 101.1 Write the numbers 1–100. 101.2 Identify the number that comes before, after, or between. 101.3 Complete a sequence of numbers by counting by 1s and by 10s. 101.4 Formulate a view of how vast creation is by counting. BWS Creation (formulate) | Visuals <ul style="list-style-type: none"> Visuals 25, 35: <i>Hundred Chart; One Hundred</i> Student Manipulatives <ul style="list-style-type: none"> Number Cards (0–9) Manipulatives: 8 pennies Ten Bar BJU Press Trove <ul style="list-style-type: none"> PowerPoint presentation: Lesson 101 | Worktext <ul style="list-style-type: none"> I will count by ones and tens. (pp. 229–30) Teacher Edition <ul style="list-style-type: none"> Number Cards activity Sequencing activity |

| Pages | Objectives | Resources & Materials | Assessments |
|-------------------------------------|--|--|--|
| Lesson 102 Chapter 14 Review | | | |
| 284–85 | 102.1 Write the numbers 1–100. 102.2 Count up to 100 objects. 102.3 Complete a sequence of numbers by counting by 1s and by 10s. 102.4 Identify the tens and ones in a 2-digit number. 102.5 Formulate a view of how big and how small creation is by counting. <u>BWS</u> Creation (formulate) | Teacher Edition <ul style="list-style-type: none"> • Instructional Aid 74: <i>Tens/Ones Frame</i> Visuals <ul style="list-style-type: none"> • Visual 25: <i>Hundred Chart</i> • Manipulatives (6 pennies) BJU Press Trove <ul style="list-style-type: none"> • Video: “Chapter 14 Review” • Video: “Creation’s Size” • PowerPoint presentation: Lesson 102 Materials <ul style="list-style-type: none"> • 96 linking cubes (for teacher use) • Counting frame | Worktext <ul style="list-style-type: none"> • Chapter 14 Review (pp. 231–32) Teacher Edition <ul style="list-style-type: none"> • Counting activity • Sequencing activity • Discussion |
| Lesson 103 Cumulative Review | | | |
| 286–87 | 103.1 Write the number for a set of objects. 103.2 Measure height and length by inches. 103.3 Sequence events. 103.4 Determine which activity takes more or less time. 103.5 Write an addition sentence for sets of objects. | Visuals <ul style="list-style-type: none"> • Manipulatives (10 dimes, 8 pennies) Student Manipulatives <ul style="list-style-type: none"> • Number Cards (0–8) • Plus and Equal Sign Cards BJU Press Trove <ul style="list-style-type: none"> • PowerPoint presentation: Lesson 103 | Worktext <ul style="list-style-type: none"> • Cheddar’s Checkup (pp. 233–34) |

| Chapter 15: Subtraction to 6 | | | |
|---|--|---|---|
| Pages | Objectives | Resources & Materials | Assessments |
| Lesson 104 Subtraction Readiness | | | |
| 292–95 | 104.1 Separate a set to demonstrate subtraction. 104.2 Determine the number of remaining objects. | Visuals <ul style="list-style-type: none"> • Visual 25: <i>Hundred Chart</i> • Stick puppets (Cheddar) • Number Cards (0–6) • Manipulatives (6 ducks) Student Manipulatives <ul style="list-style-type: none"> • Pond workmat • Manipulatives: 5 ducks Worktext <ul style="list-style-type: none"> • Chapter 15 opener (pp. 235–36) BJU Press Trove* <ul style="list-style-type: none"> • Video: “Subtraction to 6” • PowerPoint presentation: Lesson 104 Materials <ul style="list-style-type: none"> • 6 stuffed animals • 3 or 4 different-sized balls | Worktext <ul style="list-style-type: none"> • I will count how many objects are left. (pp. 237–38) Teacher Edition <ul style="list-style-type: none"> • Counting activity • Manipulatives activity |
| Lesson 105 Subtracting One | | | |
| 296–97 | 105.1 Separate 1 from a set to demonstrate subtraction. 105.2 Identify the minus and equal signs in a subtraction sentence. 105.3 Write the minus and equal signs in a subtraction sentence. 105.4 Write the number representing the remaining objects in a subtraction sentence. | Visuals <ul style="list-style-type: none"> • Visual 25: <i>Hundred Chart</i> • Stick puppets (Cheddar) Student Manipulatives <ul style="list-style-type: none"> • Farm workmat BJU Press Trove <ul style="list-style-type: none"> • PowerPoint presentation: Lesson 105 Materials <ul style="list-style-type: none"> • 3 different lengths of ribbon • 6 chow mein noodles per student | Worktext <ul style="list-style-type: none"> • I will subtract 1. (pp. 239–40) Teacher Edition <ul style="list-style-type: none"> • Manipulatives activity |

*Digital resources for homeschool users are available on Homeschool Hub.

| Pages | Objectives | Resources & Materials | Assessments |
|---|---|--|--|
| Lesson 106 Subtracting Two | | | |
| 298–99 | <p>106.1 Separate 2 from a set to demonstrate subtraction.</p> <p>106.2 Write the minus and equal signs in a subtraction sentence.</p> <p>106.3 Write the number representing the remaining objects in a subtraction sentence.</p> <p>106.4 Write a subtraction sentence for a word problem.</p> <p>106.5 Explain how writing a subtraction sentence can help people serve others. BWS Serving (explain)</p> | <p>Visuals</p> <ul style="list-style-type: none"> • Manipulatives (6 ladybugs) <p>Student Manipulatives</p> <ul style="list-style-type: none"> • Number Cards (0–6) • Minus and Equal Sign Cards • Farm workmat • Manipulatives: 6 ladybugs <p>BJU Press Trove</p> <ul style="list-style-type: none"> • PowerPoint presentation: Lesson 106 <p>Materials</p> <ul style="list-style-type: none"> • 100 linking cubes (for teacher use) | <p>Worktext</p> <ul style="list-style-type: none"> • I will subtract 2. (pp. 241–42) <p>Teacher Edition</p> <ul style="list-style-type: none"> • Manipulatives activity • Number Cards activity • Discussion |
| Lesson 107 Subtracting Three | | | |
| 300–301 | <p>107.1 Separate 3 from a set to demonstrate subtraction.</p> <p>107.2 Write the minus and equal signs in a subtraction sentence.</p> <p>107.3 Write the number representing the remaining objects in a subtraction sentence.</p> <p>107.4 Write a subtraction sentence for a word problem.</p> | <p>Visuals</p> <ul style="list-style-type: none"> • Manipulatives (6 ducks, inch ruler) <p>Student Manipulatives</p> <ul style="list-style-type: none"> • Number Cards (0–6) • Minus and Equal Sign Cards • Pond workmat <p>BJU Press Trove</p> <ul style="list-style-type: none"> • Video: “Subtracting” • PowerPoint presentation: Lesson 107 <p>Materials</p> <ul style="list-style-type: none"> • 6 dried beans per student | <p>Worktext</p> <ul style="list-style-type: none"> • I will subtract 3. (pp. 243–44) <p>Teacher Edition</p> <ul style="list-style-type: none"> • Manipulatives activity • Number Cards activity |
| Lesson 108 Writing Subtraction Sentences | | | |
| 302–3 | <p>108.1 Separate 0 from a set to demonstrate subtraction.</p> <p>108.2 Apply the Zero Principle of Subtraction.</p> <p>108.3 Write a subtraction sentence for a set of objects.</p> | <p>Student Manipulatives</p> <ul style="list-style-type: none"> • Pond workmat • Manipulatives: 6 ducks <p>BJU Press Trove</p> <ul style="list-style-type: none"> • PowerPoint presentation: Lesson 108 <p>Materials</p> <ul style="list-style-type: none"> • 1 lb bag of rice • Items in classroom to weigh (small book, large book, notebook, shoe, pencil, crayon, backpack) | <p>Worktext</p> <ul style="list-style-type: none"> • I will subtract 0. (pp. 245–46) <p>Teacher Edition</p> <ul style="list-style-type: none"> • Manipulatives activity |

| Pages | Objectives | Resources & Materials | Assessments |
|--|--|--|---|
| Lesson 109 Crossing Out to Subtract | | | |
| 304–5 | 109.1 Complete a subtraction sentence for a set of objects. 109.2 Write a subtraction sentence for a word problem. 109.3 Complete a subtraction problem in vertical form. 109.4 Solve an oral word problem by drawing pictures. 109.5 Explain how solving a subtraction word problem can help people serve others. <u>BWS</u> Serving (explain) | Visuals <ul style="list-style-type: none"> Visuals 26–35: <i>Ten to One Hundred</i> Student Manipulatives <ul style="list-style-type: none"> Number Cards (0–6) Minus and Equal Sign Cards BJU Press Trove <ul style="list-style-type: none"> PowerPoint presentation: Lesson 109 Materials <ul style="list-style-type: none"> 1 sheet of paper per student 6 books | Worktext <ul style="list-style-type: none"> I will solve subtraction problems. (pp. 247–48) Teacher Edition <ul style="list-style-type: none"> Number Cards activity Word problem activity Discussion |
| Lesson 110 Chapter 15 Review | | | |
| 306–7 | 110.1 Separate a set to demonstrate subtraction. 110.2 Complete a subtraction sentence for a set of objects. 110.3 Complete a subtraction problem in vertical form. 110.4 Solve an oral word problem by drawing pictures. 110.5 Explain how writing and solving a subtraction word problem can help people serve others. <u>BWS</u> Serving (explain) | Visuals <ul style="list-style-type: none"> Visual 25: <i>Hundred Chart</i> Manipulatives (6 pennies) Student Manipulatives <ul style="list-style-type: none"> Ten Bar Manipulatives: 6 pennies BJU Press Trove <ul style="list-style-type: none"> Video: “Chapter 15 Review” Video: “Subtraction Word Problems” PowerPoint presentation: Lesson 110 Materials <ul style="list-style-type: none"> 3 containers: 1 pt jar, 1 qt jar, 1 c measuring cup Rice or colored water to measure Funnel 1 sheet of paper per student | Worktext <ul style="list-style-type: none"> Chapter 15 Review (pp. 249–50) Teacher Edition <ul style="list-style-type: none"> Manipulatives activity Word problem activity Discussion |
| Lesson 111 Cumulative Review | | | |
| 308–9 | 111.1 Identify equal parts. 111.2 Write an addition sentence for sets of objects. 111.3 Complete a sequence of numbers from 1 to 39. 111.4 Identify the position of objects. | Visuals <ul style="list-style-type: none"> Manipulatives (4 blue circles, 4 blue squares, 4 blue triangles, 4 blue rectangles) Student Manipulatives <ul style="list-style-type: none"> Manipulatives: 4 blue circles, 4 blue squares, 4 blue triangles, 4 blue rectangles BJU Press Trove <ul style="list-style-type: none"> PowerPoint presentation: Lesson 111 | Worktext <ul style="list-style-type: none"> Cheddar’s Checkup (pp. 251–52) |

Chapter 16: Geometry

| Pages | Objectives | Resources & Materials | Assessments |
|---|---|--|---|
| Lesson 112 2D and 3D Shapes | | | |
| 314–17 | 112.1 Identify 2D shapes in various orientations. 112.2 Use 2D shapes to describe 3D shapes in the environment. 112.3 Classify 3D objects by size, color, or shape. 112.4 Distinguish between 2D and 3D. | <p>Teacher Edition</p> <ul style="list-style-type: none"> Instructional Aid 47: <i>Writing Practice 40–41</i> <p>Visuals</p> <ul style="list-style-type: none"> Visual 35: <i>One Hundred</i> Visuals: Manipulatives (3 pennies, 2 different-colored circles, 1 square, 1 rectangle, 1 triangle) <p>Worktext</p> <ul style="list-style-type: none"> Chapter 16 opener (pp. 253–54) <p>BJU Press Trove*</p> <ul style="list-style-type: none"> Video: “Geometry” PowerPoint presentation: Lesson 112 <p>Materials</p> <ul style="list-style-type: none"> Spheres, cylinders, rectangular solids, and cones Cherry Marshmallow | <p>Worktext</p> <ul style="list-style-type: none"> I will find 2D shapes and 3D objects. (pp. 255–56) <p>Teacher Edition</p> <ul style="list-style-type: none"> Manipulatives activity Visual analysis Classifying activity |
| Lesson 113 Spheres and Cylinders | | | |
| 318–19 | 113.1 Identify a sphere. 113.2 Identify a cylinder. 113.3 Distinguish between spheres and cylinders. 113.4 Recall why people can identify shapes. <u>BWS</u> God (recall) | <p>Teacher Edition</p> <ul style="list-style-type: none"> Instructional Aid 48: <i>Writing Practice 42–43</i> <p>Visuals</p> <ul style="list-style-type: none"> Visual 17: <i>Solid Figures</i> Manipulatives (5 circles, 1 square) <p>BJU Press Trove</p> <ul style="list-style-type: none"> PowerPoint presentation: Lesson 113 <p>Materials</p> <ul style="list-style-type: none"> 50 linking cubes (for teacher use) Bag Bottle of bubbles Several types of balls (baseball, tennis ball, golf ball, basketball) Globe Spheres and cylinders | <p>Worktext</p> <ul style="list-style-type: none"> I will find spheres and cylinders. (pp. 257–58) <p>Teacher Edition</p> <ul style="list-style-type: none"> Discussion |

*Digital resources for homeschool users are available on Homeschool Hub.

| Pages | Objectives | Resources & Materials | Assessments |
|--------------------------------------|--|--|--|
| Lesson 114 Rectangular Solids | | | |
| 320–21 | 114.1 Identify a rectangular solid. 114.2 Identify a cube. 114.3 Distinguish among spheres, cylinders, and rectangular solids. | Teacher Edition <ul style="list-style-type: none"> Instructional Aid 49: <i>Writing Practice 44–45</i> Visuals <ul style="list-style-type: none"> Visual 17: <i>Solid Figures</i> Stick puppets (Cheddar) Manipulatives (5 triangles, 5 rectangles) BJU Press Trove <ul style="list-style-type: none"> PowerPoint presentation: Lesson 114 Materials <ul style="list-style-type: none"> Bag Spheres, cylinders, and rectangular solids Gift-wrapped shirt box | Worktext <ul style="list-style-type: none"> I will find cubes and rectangular solids. (pp. 259–60) Teacher Edition <ul style="list-style-type: none"> Discussion Visual analysis |
| Lesson 115 Cones | | | |
| 322–23 | 115.1 Identify a cone. 115.2 Distinguish among spheres, cylinders, rectangular solids, and cones. | Teacher Edition <ul style="list-style-type: none"> Instructional Aid 50: <i>Writing Practice 46–47</i> Visuals <ul style="list-style-type: none"> Visuals 17, 25: <i>Solid Figures; Hundred Chart</i> Student Manipulatives <ul style="list-style-type: none"> Field workmat Manipulatives: 5 sheep BJU Press Trove <ul style="list-style-type: none"> PowerPoint presentation: Lesson 115 Materials <ul style="list-style-type: none"> Spheres, cylinders, rectangular solids, and cones Large paper bag | Worktext <ul style="list-style-type: none"> I will find cones. (pp. 261–62) Teacher Edition <ul style="list-style-type: none"> Discussion Visual analysis Kinesthetic activity |
| Lesson 116 Patterns | | | |
| 324–25 | 116.1 Extend a pattern of 3D objects. 116.2 Extend a shape pattern. 116.3 Extend a pattern of letters: <i>abcabc</i> . | Teacher Edition <ul style="list-style-type: none"> Instructional Aid 51: <i>Writing Practice 48–49</i> Visuals <ul style="list-style-type: none"> Visual 35: <i>One Hundred</i> Manipulatives (5 pennies, 6 red circles, 6 red triangles, 6 red squares, 6 rhombuses, 6 trapezoids, 6 hexagons) Student Manipulatives <ul style="list-style-type: none"> Manipulatives: 6 rhombuses, 6 trapezoids, 6 hexagons BJU Press Trove <ul style="list-style-type: none"> PowerPoint presentation: Lesson 116 Materials <ul style="list-style-type: none"> 8 cylinders 8 rectangular solids | Worktext <ul style="list-style-type: none"> I will complete patterns. (pp. 263–64) Teacher Edition <ul style="list-style-type: none"> Kinesthetic activity Pattern activity Manipulatives activity |

| Pages | Objectives | Resources & Materials | Assessments |
|-------------------------------------|--|--|---|
| Lesson 117 Building Shapes | | | |
| 326–27 | <p>117.1 Build larger shapes by combining smaller shapes.</p> <p>117.2 Distinguish between 2D and 3D.</p> <p>117.3 Classify 3D objects by size, color, or shape.</p> <p>117.4 Explain how recognizing and using shapes makes people’s lives better. <u>BWS</u> God (explain)</p> | <p>Teacher Edition</p> <ul style="list-style-type: none"> • Instructional Aid 52: <i>Writing Practice 50</i> <p>Visuals</p> <ul style="list-style-type: none"> • Visual 25: <i>Hundred Chart</i> • Stick puppets (Cheddar) • Manipulatives (2 squares, 2 rectangles, 2 brown right isosceles triangles, 2 pink right scalene triangles, an assortment of shapes) <p>Student Manipulatives</p> <ul style="list-style-type: none"> • Garden workmat • Manipulatives: 6 ladybugs, 2 squares, 2 rectangles, 2 right triangles (a pair of brown isosceles or pink scalene triangles) <p>BJU Press Trove</p> <ul style="list-style-type: none"> • PowerPoint presentation: Lesson 117 <p>Materials</p> <ul style="list-style-type: none"> • Spheres, cylinders, rectangular solids, and cones | <p>Worktext</p> <ul style="list-style-type: none"> • I will use small shapes to make big shapes. (pp. 265–66) <p>Teacher Edition</p> <ul style="list-style-type: none"> • Manipulatives activity • Visual analysis • Classifying activity • Discussion |
| Lesson 118 Chapter 16 Review | | | |
| 328–29 | <p>118.1 Identify spheres, cylinders, rectangular solids, and cones.</p> <p>118.2 Distinguish between 2D and 3D.</p> <p>118.3 Extend a pattern of 3D objects.</p> <p>118.4 Extend a shape pattern.</p> <p>118.5 Explain how seeing shapes helps people recognize God’s goodness <u>BWS</u> God (explain)</p> | <p>Teacher Edition</p> <ul style="list-style-type: none"> • Instructional Aid 77: <i>Counting by 5s</i> <p>Visuals</p> <ul style="list-style-type: none"> • Manipulatives (assortment of shapes, 6 rhombuses, 6 trapezoids, 6 hexagons) <p>Student Manipulatives</p> <ul style="list-style-type: none"> • Manipulatives: 6 rhombuses, 6 trapezoids, 6 hexagons <p>BJU Press Trove</p> <ul style="list-style-type: none"> • Video: “Chapter 16 Review” • Video: “Recognizing Shapes” • PowerPoint presentation: Lesson 118 <p>Materials</p> <ul style="list-style-type: none"> • Large paper bag • Spheres, cylinders, rectangular solids, and cones | <p>Worktext</p> <ul style="list-style-type: none"> • Chapter 16 Review (pp. 267–68) <p>Teacher Edition</p> <ul style="list-style-type: none"> • Visual analysis • Pattern activity • Manipulatives activity • Discussion |

| Pages | Objectives | Resources & Materials | Assessments |
|-------------------------------------|---|--|--|
| Lesson 119 Cumulative Review | | | |
| 330–31 | 119.1 Determine the value of a set of pennies. 119.2 Determine the value of a set of dimes. 119.3 Complete a subtraction sentence for a set of objects. 119.4 Complete a sequence of numbers by counting by 10s. 119.5 Write the number for a set of objects. 119.6 Identify the taller and the shorter object. 119.7 Identify the position of objects. | Visuals <ul style="list-style-type: none"> • Visual 25: <i>Hundred Chart</i> • Manipulatives (6 ducks) Student Manipulatives <ul style="list-style-type: none"> • Pond workmat • Manipulatives: 6 ducks • Number Cards (0–6) • Minus and Equal Sign Cards BJU Press Trove <ul style="list-style-type: none"> • PowerPoint presentation: Lesson 119 | Worktext <ul style="list-style-type: none"> • Cheddar’s Checkup (pp. 269–70) |

Chapter 17: Money

| Pages | Objectives | Resources & Materials | Assessments |
|-------------------------------------|--|--|--|
| Lesson 120 Nickels | | | |
| 336–39 | 120.1 Identify a nickel. 120.2 Identify the value of a nickel. 120.3 Distinguish between pennies and nickels. 120.4 Rename a nickel by using pennies. 120.5 Count a set of nickels by 5s to determine its value. | <p>Visuals</p> <ul style="list-style-type: none"> • Dot Pattern Card (10) • Manipulatives (3 pennies, 10 nickels, 2 dimes, 2 one-dollar bills, 1 hundred, 10 tens, 10 ones) <p>Worktext</p> <ul style="list-style-type: none"> • Chapter 17 opener (pp. 271–72) <p>BJU Press Trove*</p> <ul style="list-style-type: none"> • Video: “More Money” • PowerPoint presentation: Lesson 120 <p>Materials</p> <ul style="list-style-type: none"> • 5 real pennies • 1 real nickel | <p>Worktext</p> <ul style="list-style-type: none"> • I will tell how much a nickel is worth. (pp. 273–74) <p>Teacher Edition</p> <ul style="list-style-type: none"> • Visual analysis • Discussion • Counting activity |
| Lesson 121 Dimes and Nickels | | | |
| 340–41 | 121.1 Identify a nickel. 121.2 Identify the value of a nickel. 121.3 Rename a nickel by using pennies and a dime by using nickels. 121.4 Distinguish among pennies, nickels, and dimes. 121.5 Count a set of nickels by 5s to determine its value. 121.6 Count a set of dimes by 10s to determine its value. 121.7 Create a set of nickels or dimes to purchase an item. | <p>Teacher Edition</p> <ul style="list-style-type: none"> • Instructional Aid 79: <i>Price Tags</i> <p>Visuals</p> <ul style="list-style-type: none"> • Visuals 20, 25: <i>Money; Hundred Chart</i> (extended) • Manipulatives (17 pennies, 3 nickels, 10 dimes) <p>Student Manipulatives</p> <ul style="list-style-type: none"> • Manipulatives: 20 pennies, 4 nickels, 4 dimes <p>BJU Press Trove</p> <ul style="list-style-type: none"> • PowerPoint presentation: Lesson 121 <p>Materials</p> <ul style="list-style-type: none"> • Bowl of artificial fruit | <p>Worktext</p> <ul style="list-style-type: none"> • I will count nickels and dimes. (pp. 275–76) <p>Teacher Edition</p> <ul style="list-style-type: none"> • Visual analysis • Game • Manipulatives activity • Counting activity • Role-play activity |

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| Pages | Objectives | Resources & Materials | Assessments |
|---|---|---|--|
| Lesson 122 Pennies, Nickels, and Dimes | | | |
| 342–43 | <p>122.1 Identify a penny, a nickel, and a dime.</p> <p>122.2 Identify the value of a set of pennies, a set of nickels, and a set of dimes.</p> <p>122.3 Count a nickel and pennies by <i>counting on</i> from 5.</p> <p>122.4 Evaluate the following statement as true or false: People should use money to serve only themselves. <u>BWS</u> Serving (evaluate)</p> | <p>Visuals</p> <ul style="list-style-type: none"> • Visual 25: <i>Hundred Chart</i> (extended) • Dot Pattern Cards (0–10) • Manipulatives (10 pennies, 2 nickels, 1 dime) <p>Student Manipulatives</p> <ul style="list-style-type: none"> • Manipulatives: 10 pennies, 2 nickels, 1 dime <p>BJU Press Trove</p> <ul style="list-style-type: none"> • PowerPoint presentation: Lesson 122 <p>Materials</p> <ul style="list-style-type: none"> • Pack of gum • New pencil-top eraser • New pencil | <p>Worktext</p> <ul style="list-style-type: none"> • I will count pennies, nickels, and dimes. (pp. 277–78) <p>Teacher Edition</p> <ul style="list-style-type: none"> • Visual analysis • Manipulatives activity • Counting activity • Discussion |
| Lesson 123 Probability | | | |
| 344–45 | <p>123.1 Identify pennies and dimes.</p> <p>123.2 Identify the value of pennies and dimes.</p> <p>123.3 Count a dime and pennies by <i>counting on</i> from 10.</p> <p>123.4 Predict the probability of the result of an activity.</p> | <p>Visuals</p> <ul style="list-style-type: none"> • Visuals 18, 25: <i>Clock; Hundred Chart</i> • Manipulatives (9 pennies, 1 dime) <p>Student Manipulatives</p> <ul style="list-style-type: none"> • Manipulatives: 9 pennies, 1 dime <p>BJU Press Trove</p> <ul style="list-style-type: none"> • PowerPoint presentation: Lesson 123 <p>Materials</p> <ul style="list-style-type: none"> • Judy Clock • 5 real pennies • 1 real dime • Paper bag | <p>Worktext</p> <ul style="list-style-type: none"> • I will guess probability. (pp. 279–80) <p>Teacher Edition</p> <ul style="list-style-type: none"> • Visual analysis • Counting activity • Probability activity |
| Lesson 124 Quarters | | | |
| 346–47 | <p>124.1 Identify a quarter.</p> <p>124.2 Identify the value of a quarter.</p> <p>124.3 Distinguish among pennies, nickels, dimes, and quarters.</p> <p>124.4 Formulate a biblical understanding of how to use money. <u>BWS</u> Serving (formulate)</p> | <p>Visuals</p> <ul style="list-style-type: none"> • Visuals 18, 20: <i>Clock; Money</i> • Manipulatives (1 penny, 1 nickel, 1 dime, 1 quarter) <p>Student Manipulatives</p> <ul style="list-style-type: none"> • Manipulatives: 25 pennies <p>BJU Press Trove</p> <ul style="list-style-type: none"> • PowerPoint presentation: Lesson 124 <p>Materials</p> <ul style="list-style-type: none"> • Judy Clock • Several types of quarters • 1 sheet of paper per student | <p>Worktext</p> <ul style="list-style-type: none"> • I will tell how much a quarter is worth. (pp. 281–82) <p>Teacher Edition</p> <ul style="list-style-type: none"> • Discussion • Manipulatives activity • Comparison activity • Discussion |

| Pages | Objectives | Resources & Materials | Assessments |
|-------------------------------------|---|---|--|
| Lesson 125 Matching Coins | | | |
| 348–49 | 125.1 Write the cent sign. 125.2 Rename coins. | <p>Visuals</p> <ul style="list-style-type: none"> • Visual 20: <i>Money</i> • Stick puppets (Farmer Brown, Mrs. Brown, Cheddar) • Manipulatives (25 pennies, 5 nickels, 2 dimes, 1 quarter) <p>Student Manipulatives</p> <ul style="list-style-type: none"> • Stick puppets: Farmer Brown, Mrs. Brown, Cheddar • Manipulatives: 25 pennies, 5 nickels, 2 dimes, 1 quarter <p>BJU Press Trove</p> <ul style="list-style-type: none"> • PowerPoint presentation: Lesson 125 <p>Materials</p> <ul style="list-style-type: none"> • 1 sheet of paper per student | <p>Worktext</p> <ul style="list-style-type: none"> • I will count coins. (pp. 283–84) <p>Teacher Edition</p> <ul style="list-style-type: none"> • Kinesthetic activity • Manipulatives activity |
| Lesson 126 Chapter 17 Review | | | |
| 350–51 | 126.1 Identify a penny, a nickel, a dime, and a quarter. 126.2 Rename coins. 126.3 Make a bar graph. 126.4 Read a bar graph. 126.5 Apply a biblical understanding of using money to serve others. <u>BWS</u> Serving (apply) | <p>Teacher Edition</p> <ul style="list-style-type: none"> • Instructional Aid 80: <i>Coin Bar Graph</i> <p>Visuals</p> <ul style="list-style-type: none"> • Visuals 18, 25: <i>Clock; Hundred Chart</i> • Manipulatives (5 pennies, 7 nickels, 3 dimes, 2 quarters) <p>BJU Press Trove</p> <ul style="list-style-type: none"> • Video: “Chapter 17 Review” • Video: “Coin Bar Graph” • Video: “Serving with Money” • PowerPoint presentation: Lesson 126 <p>Materials</p> <ul style="list-style-type: none"> • Judy Clock | <p>Worktext</p> <ul style="list-style-type: none"> • Chapter 17 Review (pp. 285–86) <p>Teacher Edition</p> <ul style="list-style-type: none"> • Game • Visual analysis • Discussion |
| Lesson 127 Cumulative Review | | | |
| 352–353 | 127.1 Identify the parts of a calendar. 127.2 Identify the position of each day of the week on a calendar. 127.3 Write time to the hour. 127.4 Complete a sequence of numbers by counting by 5s. 127.5 Extend patterns of shapes and letters. | <p>Visuals</p> <ul style="list-style-type: none"> • Visual 25: <i>Hundred Chart</i> • Manipulatives (6 pennies) <p>Student Manipulatives</p> <ul style="list-style-type: none"> • Number Cards (0–9) • Minus and Equal Sign Cards <p>BJU Press Trove</p> <ul style="list-style-type: none"> • PowerPoint presentation: Lesson 127 <p>Materials</p> <ul style="list-style-type: none"> • 110 jelly beans • Clear glass jar | <p>Worktext</p> <ul style="list-style-type: none"> • Cheddar’s Checkup (pp. 287–88) |

Chapter 18: Measurement

| Pages | Objectives | Resources & Materials | Assessments |
|-------------------------------|--|---|---|
| Lesson 128 Temperature | | | |
| 358–61 | 128.1 Identify a thermometer. 128.2 Distinguish between cold- and hot-weather activities. 128.3 Match weather-related activities to a thermometer. | Teacher Edition <ul style="list-style-type: none"> Instructional Aid 81: <i>Thermometers</i> Visuals <ul style="list-style-type: none"> Manipulatives (1 hundred, 2 tens, 11 ones) Student Manipulatives <ul style="list-style-type: none"> Manipulatives: 6 pennies Worktext <ul style="list-style-type: none"> Chapter 18 opener (pp. 289–90) BJU Press Trove* <ul style="list-style-type: none"> Video: “Measurement” PowerPoint presentation: Lesson 128 Materials <ul style="list-style-type: none"> Analog tube thermometer Meat thermometer Medical thermometer | Worktext <ul style="list-style-type: none"> I will measure with a thermometer. (pp. 291–92) Teacher Edition <ul style="list-style-type: none"> Discussion |
| Lesson 129 Centimeters | | | |
| 362–63 | 129.1 Demonstrate the length of a centimeter. 129.2 Measure the length of an object in centimeters. 129.3 Estimate the length of an object in centimeters. 129.4 Explain why people can measure. <u>BWS</u> Creation (explain) | Teacher Edition <ul style="list-style-type: none"> Instructional Aid 82: <i>Measuring Strips</i> Visuals <ul style="list-style-type: none"> Visual 25: <i>Hundred Chart</i> (extended) Manipulatives (inch ruler, centimeter ruler, paper clip ruler) Student Manipulatives <ul style="list-style-type: none"> Manipulatives: centimeter ruler BJU Press Trove <ul style="list-style-type: none"> PowerPoint presentation: Lesson 129 Materials <ul style="list-style-type: none"> Piece of ribbon (or string or rope) 15 cm long | Worktext <ul style="list-style-type: none"> I will measure in centimeters. (pp. 293–94) Teacher Edition <ul style="list-style-type: none"> Measuring activity Discussion |

*Digital resources for homeschool users are available on Homeschool Hub.

| Pages | Objectives | Resources & Materials | Assessments |
|---|---|--|--|
| Lesson 130 Measuring Centimeters | | | |
| 364–65 | <p>130.1 Measure the height and length of an object in centimeters.</p> <p>130.2 Estimate the height and length of an object in centimeters.</p> | <p>Visuals</p> <ul style="list-style-type: none"> • Visual 25: <i>Hundred Chart</i> • Manipulatives (centimeter ruler) <p>Student Manipulatives</p> <ul style="list-style-type: none"> • Manipulatives: centimeter ruler <p>BJU Press Trove</p> <ul style="list-style-type: none"> • PowerPoint presentation: Lesson 130 <p>Materials</p> <ul style="list-style-type: none"> • Box (not taller or longer than 25 cm) • Objects to measure height of such as a pencil holder, mug, cup, vase, plant, picture frame (for teacher use) • 1 cup per student • Objects for students to measure height of such as a different-sized cup, shoebox, pencil box, shoe, tower of linking cubes • Objects for students to measure length of from their pencil box such as a pencil, crayon, pair of scissors, glue stick | <p>Worktext</p> <ul style="list-style-type: none"> • I will measure height and length. (pp. 295–96) <p>Teacher Edition</p> <ul style="list-style-type: none"> • Measuring activity |
| Lesson 131 Liters | | | |
| 366–67 | <p>131.1 Identify a liter as a measuring unit for capacity.</p> <p>131.2 Determine a container's capacity for more or less than 1 liter.</p> <p>131.3 Formulate a biblical view of measurement. BWS Creation (formulate)</p> | <p>Visuals</p> <ul style="list-style-type: none"> • Visual 25: <i>Hundred Chart</i> <p>BJU Press Trove</p> <ul style="list-style-type: none"> • PowerPoint presentation: Lesson 131 <p>Materials</p> <ul style="list-style-type: none"> • 2 cereal bowls: 1 large, 1 small • 2 coffee mugs: 1 large, 1 small • Medium-sized mixing bowl • Large pail • 5 eight-ounce clear glasses • 1 L bottle of colored water • Funnel • 2 L bottle • 6 linking cubes per student | <p>Worktext</p> <ul style="list-style-type: none"> • I will compare containers. (pp. 297–98) <p>Teacher Edition</p> <ul style="list-style-type: none"> • Visual analysis • Discussion |

| Pages | Objectives | Resources & Materials | Assessments |
|-------------------------------------|--|---|--|
| Lesson 132 Measuring Tools | | | |
| 368–69 | <p>132.1 Identify the cup as a measuring tool for capacity.</p> <p>132.2 Identify the ruler as a measuring tool for length or height.</p> <p>132.3 Identify the thermometer as a measuring tool for temperature.</p> <p>132.4 Identify the scale as a measuring tool for weight.</p> <p>132.5 Identify the measuring tool needed for specific activities.</p> | <p>Visuals</p> <ul style="list-style-type: none"> Manipulatives (centimeter ruler, inch ruler, paper clip ruler) <p>BJU Press Trove</p> <ul style="list-style-type: none"> Video: “Measurement Tools” PowerPoint presentation: Lesson 132 <p>Materials</p> <ul style="list-style-type: none"> Piece of ribbon (or string or rope) from Lesson 129 Box from Lesson 130 1 c measuring cup Analog tube thermometer Bathroom, baby, balance, or kitchen scale 1 lb can of fruit and other objects to weigh 60 linking cubes: 30 white, 20 orange, 10 yellow (for teacher use) 3 plates (for teacher use) 1 sheet of paper per student 8 oz paper cup per student | <p>Worktext</p> <ul style="list-style-type: none"> I will find the right measuring tool. (pp. 299–300) <p>Teacher Edition</p> <ul style="list-style-type: none"> Measuring activity Discussion Visual analysis |
| Lesson 133 Chapter 18 Review | | | |
| 370–71 | <p>133.1 Match weather-related activities to a thermometer.</p> <p>133.2 Estimate and measure length and height in centimeters.</p> <p>133.3 Determine a container’s capacity for more or less than 1 liter.</p> <p>133.4 Identify the measuring tool needed for specific activities.</p> <p>133.5 Apply a biblical understanding of measurement to give God thanks and praise for His creation. <u>BWS</u> Creation (apply)</p> | <p>Teacher Edition</p> <ul style="list-style-type: none"> <i>Thermometers</i> from Lesson 128 <p>Visuals</p> <ul style="list-style-type: none"> Visual 21: <i>Measurement</i> Manipulatives (centimeter ruler) <p>Student Manipulatives</p> <ul style="list-style-type: none"> Manipulatives: centimeter ruler <p>BJU Press Trove</p> <ul style="list-style-type: none"> Video: “Chapter 18 Review” Video: “Meaningful Measurements” PowerPoint presentation: Lesson 133 <p>Materials</p> <ul style="list-style-type: none"> 1 L bottle of colored water Empty gallon jug (see-through container) Funnel Analog tube thermometer 1 c measuring cup Bathroom, baby, balance, or kitchen scale Drinking glass 16 linking cubes per student (1 bar of 10 cubes and 1 bar of 6 cubes) | <p>Worktext</p> <ul style="list-style-type: none"> Chapter 18 Review (pp. 301–2) <p>Teacher Edition</p> <ul style="list-style-type: none"> Manipulatives activity Measuring activity Visual analysis Discussion |

| Pages | Objectives | Resources & Materials | Assessments |
|-------------------------------------|---|--|--|
| Lesson 134 Cumulative Review | | | |
| 372–73 | <p>134.1 Distinguish among spheres, cylinders, rectangular solids, and cones.</p> <p>134.2 Identify objects with matching equal parts.</p> <p>134.3 Count a dime and pennies by <i>counting on</i> from 10.</p> <p>134.4 Count a nickel and pennies by <i>counting on</i> from 5.</p> | <p>Visuals</p> <ul style="list-style-type: none"> • Visual 25: <i>Hundred Chart</i> • Number Cards (0–9) • Plus, Minus, and Equal Sign Cards <p>Student Manipulatives</p> <ul style="list-style-type: none"> • Number Cards (0–9) • Plus, Minus, and Equal Sign Cards <p>BJU Press Trove</p> <ul style="list-style-type: none"> • PowerPoint presentation: Lesson 134 | <p>Worktext</p> <ul style="list-style-type: none"> • Cheddar’s Checkup (pp. 303–4) |

Chapter 19: Time

| Pages | Objectives | Resources & Materials | Assessments |
|--|--|--|---|
| Lesson 135 Telling Time to the Hour | | | |
| 376–79 | 135.1 Determine which activity takes more or less time. 135.2 Tell time to the hour. 135.3 Demonstrate time to the hour on a clock. 135.4 Recall who created time. <u>BWS</u> God (recall) | Visuals <ul style="list-style-type: none"> • Visuals 18, 19: <i>Clock; Calendar</i> • Manipulatives (1 hundred, 3 tens, 11 ones) Student Manipulatives <ul style="list-style-type: none"> • Farmer Brown Clock Worktext <ul style="list-style-type: none"> • Chapter 19 opener (pp. 305–6) BJU Press Trove* <ul style="list-style-type: none"> • Video: “Using Time” • PowerPoint presentation: Lesson 135 Materials <ul style="list-style-type: none"> • Judy Clock | Worktext <ul style="list-style-type: none"> • I will tell time to the hour. (pp. 307–8) Teacher Edition <ul style="list-style-type: none"> • Discussion • Clock activity |
| Lesson 136 Telling Time | | | |
| 380–81 | 136.1 Tell time to the hour. 136.2 Demonstrate time to the hour on a clock. 136.3 Match the written time with the hour on a clock. 136.4 Explain why time is important. <u>BWS</u> God (explain) | Visuals <ul style="list-style-type: none"> • Visuals 18, 19, 25: <i>Clock; Calendar; Hundred Chart</i> (extended) Student Manipulatives <ul style="list-style-type: none"> • Farmer Brown Clock BJU Press Trove <ul style="list-style-type: none"> • PowerPoint presentation: Lesson 136 Materials <ul style="list-style-type: none"> • Judy Clock • Analog clock | Worktext <ul style="list-style-type: none"> • I will match the time to a clock. (pp. 309–10) Teacher Edition <ul style="list-style-type: none"> • Visual analysis • Clock activity • Discussion |

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| Pages | Objectives | Resources & Materials | Assessments |
|-------------------------------------|---|--|---|
| Lesson 137 Writing Time | | | |
| 382–83 | 137.1 Tell time to the hour on analog and digital clocks. 137.2 Write time to the hour. 137.3 Identify 1 hour as 60 minutes by counting by 5s. 137.4 Count by 5s to write the minutes on a clock. | Visuals <ul style="list-style-type: none"> Visuals 18, 25: <i>Clock; Hundred Chart</i> Stick puppets (Farmer Brown, Mrs. Brown, Cheddar) Manipulatives (1 dime, 1 nickel) Student Manipulatives <ul style="list-style-type: none"> Manipulatives or real coins: 5 dimes and 5 nickels Stick puppets: Farmer Brown, Mrs. Brown, Cheddar BJU Press Trove <ul style="list-style-type: none"> PowerPoint presentation: Lesson 137 Materials <ul style="list-style-type: none"> Judy Clock Bag Digital clock 12 sticky notes large enough to cover the numbers on the Judy Clock (or Visual 18) 1 sheet of paper per student | Worktext <ul style="list-style-type: none"> I will write time to the hour. (pp. 311–12) Teacher Edition <ul style="list-style-type: none"> Guessing activity Clock activity Counting activity |
| Lesson 138 Chapter 19 Review | | | |
| 384–85 | 138.1 Demonstrate time to the hour on a clock. 138.2 Tell and write time to the hour. 138.3 Determine which activity takes more or less time. 138.4 Identify 1 hour as 60 minutes by counting by 5s. 138.5 Evaluate the following statement as true or false: God does not care how people use their time. <u>BWS</u> God (evaluate) | Visuals <ul style="list-style-type: none"> Visuals 18, 25: <i>Clock; Hundred Chart</i> (extended) Manipulatives (quarters, dimes, nickels, pennies) Student Manipulatives <ul style="list-style-type: none"> Farmer Brown Clock BJU Press Trove <ul style="list-style-type: none"> Video: “Chapter 19 Review” Video: “Time Matters” PowerPoint presentation: Lesson 138 Materials <ul style="list-style-type: none"> Judy Clock | Worktext <ul style="list-style-type: none"> Chapter 19 Review (pp. 313–14) Teacher Edition <ul style="list-style-type: none"> Clock activity Counting activity Discussion |
| Lesson 139 Cumulative Review | | | |
| 386–87 | 139.1 Identify the value of a nickel. 139.2 Identify the value of a dime. 139.3 Extend a pattern of solid figures. 139.4 Complete sequences of numbers by counting by 1s, by 5s, and by 10s. 139.5 Complete addition and subtraction problems by drawing pictures. | Visuals <ul style="list-style-type: none"> Visual 25: <i>Hundred Chart</i> Manipulatives (1 quarter, 5 dimes, 10 nickels, 4 pennies) Student Manipulatives <ul style="list-style-type: none"> Number Cards (0–9) BJU Press Trove <ul style="list-style-type: none"> PowerPoint presentation: Lesson 139 | Worktext <ul style="list-style-type: none"> Cheddar’s Checkup (pp. 315–16) |

Chapter 20: Addition and Subtraction to 10

| Pages | Objectives | Resources & Materials | Assessments |
|------------------------------------|--|---|---|
| Lesson 140 Larger Addends | | | |
| 392–95 | <p>140.1 Join sets to demonstrate addition.</p> <p>140.2 Complete addition equations for sets of objects.</p> | <p>Teacher Edition</p> <ul style="list-style-type: none"> • Instructional Aid 83: <i>Thermometers</i> <p>Visuals</p> <ul style="list-style-type: none"> • Manipulatives (10 sheep) • Number Cards (1–10) <p>Student Manipulatives</p> <ul style="list-style-type: none"> • Farm workmat • Manipulatives: 10 sheep <p>Worktext</p> <ul style="list-style-type: none"> • Chapter 20 opener (pp. 317–18) <p>BJU Press Trove*</p> <ul style="list-style-type: none"> • Video: “Addition and Subtraction to 10” • PowerPoint presentation: Lesson 140 | <p>Worktext</p> <ul style="list-style-type: none"> • I will solve addition equations. (pp. 319–20) <p>Teacher Edition</p> <ul style="list-style-type: none"> • Counting activity • Manipulatives activity |
| Lesson 141 Adding on to 5 | | | |
| 396–97 | <p>141.1 Solve equations by drawing pictures.</p> <p>141.2 Write an addition equation for sets of coins.</p> <p>141.3 Complete addition equations for sets of objects.</p> | <p>Visuals</p> <ul style="list-style-type: none"> • Manipulatives (1 nickel, 4 pennies, 1 hundred, 4 tens, 8 ones) <p>Student Manipulatives</p> <ul style="list-style-type: none"> • Number Cards (0–9) • Plus Sign Card <p>BJU Press Trove</p> <ul style="list-style-type: none"> • PowerPoint presentation: Lesson 141 <p>Materials</p> <ul style="list-style-type: none"> • 1 gal container • 1 L bottle • 1 c measuring cup • 1 sheet of paper per student | <p>Worktext</p> <ul style="list-style-type: none"> • I will write addition equations. (pp. 321–22) <p>Teacher Edition</p> <ul style="list-style-type: none"> • Word problem activity • Number Cards activity |
| Lesson 142 Order of Addends | | | |
| 398–99 | <p>142.1 Join sets to demonstrate addition.</p> <p>142.2 Rearrange addends to apply the Order Principle of Addition.</p> <p>142.3 Complete addition equations for sets of objects.</p> | <p>Visuals</p> <ul style="list-style-type: none"> • Visual 25: <i>Hundred Chart</i> (extended) <p>Student Manipulatives</p> <ul style="list-style-type: none"> • Ten Bar <p>BJU Press Trove</p> <ul style="list-style-type: none"> • PowerPoint presentation: Lesson 142 <p>Materials</p> <ul style="list-style-type: none"> • 20 linking cubes per student (10 each of 2 different colors) | <p>Worktext</p> <ul style="list-style-type: none"> • I will solve addition equations. (pp. 323–24) <p>Teacher Edition</p> <ul style="list-style-type: none"> • Manipulatives activity |

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| Pages | Objectives | Resources & Materials | Assessments |
|--|--|--|--|
| Lesson 143 Subtracting Money | | | |
| 400–401 | 143.1 Separate a set to demonstrate subtraction. 143.2 Complete subtraction equations for sets of objects. 143.3 Explain how a subtraction word problem can be used to serve others. <u>BWS</u> Serving (explain) | Visuals <ul style="list-style-type: none"> Manipulatives (10 pennies, centimeter ruler) Student Manipulatives <ul style="list-style-type: none"> Manipulatives: 10 pennies Ten Bar BJU Press Trove <ul style="list-style-type: none"> PowerPoint presentation: Lesson 143 | Worktext <ul style="list-style-type: none"> I will solve subtraction equations. (pp. 325–26) Teacher Edition <ul style="list-style-type: none"> Manipulatives activity Discussion |
| Lesson 144 Sharing by Subtracting | | | |
| 402–3 | 144.1 Solve equations by drawing pictures. 144.2 Complete subtraction equations for sets of objects. 144.3 Write a subtraction equation for a word problem. 144.4 Explain how a subtraction problem can be used in a selfish way. <u>BWS</u> Serving (explain) | Visuals <ul style="list-style-type: none"> Visual 25: <i>Hundred Chart</i> (extended) Manipulatives (6 red triangles, centimeter ruler) Student Manipulatives <ul style="list-style-type: none"> Minus and Equal Sign Cards Number Cards (1–10) BJU Press Trove <ul style="list-style-type: none"> Video: “Subtracting to 10” PowerPoint presentation: Lesson 144 Materials <ul style="list-style-type: none"> Analog tube thermometer 1 c measuring cup Bathroom, baby, or balance scale 1 sheet of paper per student | Worktext <ul style="list-style-type: none"> I will solve subtraction equations. (pp. 327–28) Teacher Edition <ul style="list-style-type: none"> Word problem activity Number Cards activity Discussion |
| Lesson 145 Comparing to Subtract | | | |
| 404–5 | 145.1 Compare 2 sets of objects to complete a subtraction equation. 145.2 Write a subtraction equation for a word problem. 145.3 Complete subtraction equations for sets of objects. | Visuals <ul style="list-style-type: none"> Visual 17: <i>Solid Figures</i> Manipulatives (10 pigs, 10 sheep) Student Manipulatives <ul style="list-style-type: none"> Number Cards (0–10) Minus and Equal Sign Cards Manipulatives: 10 pigs, 10 sheep BJU Press Trove <ul style="list-style-type: none"> PowerPoint presentation: Lesson 145 Materials <ul style="list-style-type: none"> 1 sheet of construction paper per student | Worktext <ul style="list-style-type: none"> I will compare to subtract. (pp. 329–30) Teacher Edition <ul style="list-style-type: none"> Manipulatives activity Number Cards activity |

| Pages | Objectives | Resources & Materials | Assessments |
|--|---|--|--|
| Lesson 146 Finding the Difference | | | |
| 406–7 | <p>146.1 Complete subtraction equations for sets of objects.</p> <p>146.2 Find the difference between 2 sets of objects.</p> <p>146.3 Write a subtraction equation for a word problem.</p> | <p>Teacher Edition</p> <ul style="list-style-type: none"> • Instructional Aid 84: <i>Shape Bar Graph</i> <p>Visuals</p> <ul style="list-style-type: none"> • Visual 25: <i>Hundred Chart</i> • Number Cards (1–10) • Manipulatives (10 ducks, 10 chicks, 10 squares, 10 circles, 10 triangles, 10 rectangles) <p>Student Manipulatives</p> <ul style="list-style-type: none"> • Minus and Equal Sign Cards • Number Cards (0–10) <p>BJU Press Trove</p> <ul style="list-style-type: none"> • PowerPoint presentation: Lesson 146 <p>Materials</p> <ul style="list-style-type: none"> • Paper bag • 20 linking cubes per student (10 each of 2 different colors) • 1 sheet of construction paper per student | <p>Worktext</p> <ul style="list-style-type: none"> • I will solve subtraction equations. (pp. 331–32) <p>Teacher Edition</p> <ul style="list-style-type: none"> • Counting activity • Manipulatives activity • Number Cards activity |
| Lesson 147 Chapter 20 Review | | | |
| 408–9 | <p>147.1 Solve equations by drawing pictures.</p> <p>147.2 Write a subtraction equation for a word problem.</p> <p>147.3 Write an addition equation for a word problem.</p> <p>147.4 Complete addition and subtraction equations for sets of objects.</p> <p>147.5 Evaluate a choice that is made in a word problem by using subtraction. BWS Serving (evaluate)</p> | <p>Visuals</p> <ul style="list-style-type: none"> • Stick puppets (Cheddar) • Number Cards (0–9) • Manipulatives (10 circles) <p>Student Manipulatives</p> <ul style="list-style-type: none"> • Number Cards (0–10) • Plus, Minus, and Equal Sign Cards <p>BJU Press Trove</p> <ul style="list-style-type: none"> • Video: “Chapter 20 Review” • Video: “Serving with Math” • PowerPoint presentation: Lesson 147 <p>Materials</p> <ul style="list-style-type: none"> • 2 cones, 2 cylinders, 2 spheres, 4 cubes • 1 sheet of paper per student | <p>Worktext</p> <ul style="list-style-type: none"> • Chapter 20 Review (pp. 333–34) <p>Teacher Edition</p> <ul style="list-style-type: none"> • Word problem activity • Number Cards activity • Discussion |

| Pages | Objectives | Resources & Materials | Assessments |
|-------------------------------------|--|--|---|
| Lesson 148 Cumulative Review | | | |
| 410–11 | <p>148.1 Measure the length of an object in centimeters.</p> <p>148.2 Identify the measuring tool needed for specific activities.</p> <p>148.3 Identify a circle, a square, a triangle, and a rectangle.</p> <p>148.4 Locate the ordinal positions of objects first through sixth.</p> <p>148.5 Write the number for a set of objects.</p> <p>148.6 Identify <i>more</i> and <i>fewer</i>.</p> | <p>Student Manipulatives</p> <ul style="list-style-type: none"> • Farmer Brown Clock • Manipulatives: centimeter ruler <p>BJU Press Trove</p> <ul style="list-style-type: none"> • PowerPoint presentation: Lesson 148 <p>Materials</p> <ul style="list-style-type: none"> • 5 small cylinders • 5 small rectangular solids • Bag | <p>Worktext</p> <ul style="list-style-type: none"> • Cheddar’s Checkup (pp. 335–36) |

| Chapter 21: Calendar | | | |
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| Pages | Objectives | Resources & Materials | Assessments |
| Lesson 149 Days of the Week | | | |
| 416–19 | 149.1 Recall the days of the week. 149.2 Identify the position of each day of the week on a calendar. | Teacher Edition <ul style="list-style-type: none"> • <i>Days of the Week Cards</i> (from Lesson 69) Visuals <ul style="list-style-type: none"> • Visuals 18, 19: <i>Clock; Calendar</i> • Manipulatives (1 hundred, 5 tens, 7 ones) Worktext <ul style="list-style-type: none"> • Chapter 21 opener (pp. 337–38) BJU Press Trove* <ul style="list-style-type: none"> • Video: “Seasons” • PowerPoint presentation: Lesson 149 Materials <ul style="list-style-type: none"> • Judy Clock • Large classroom calendar for current month | Worktext <ul style="list-style-type: none"> • I will name the days of the week. (pp. 339–40) Teacher Edition <ul style="list-style-type: none"> • Visual analysis |
| Lesson 150 12 Months | | | |
| 420–21 | 150.1 State the number of the year. 150.2 State the number of months in a year. 150.3 Name the months of the year. | Teacher Edition <ul style="list-style-type: none"> • Song: “God Made Seven Days in a Week” • Song: “There Are Twelve Months” • Instructional Aid 86: <i>Month Cards</i> Visuals <ul style="list-style-type: none"> • Visuals 19, 25: <i>Calendar; Hundred Chart</i> (extended) BJU Press Trove <ul style="list-style-type: none"> • Audio/Video: “God Made Seven Days in a Week” • Audio/Video: “There are Twelve Months” • PowerPoint presentation: Lesson 150 Materials <ul style="list-style-type: none"> • Large calendar of the current year | Worktext <ul style="list-style-type: none"> • I will name the months of the year. (pp. 341–42) Teacher Edition <ul style="list-style-type: none"> • Visual analysis |

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| Pages | Objectives | Resources & Materials | Assessments |
|-------------------------------------|--|---|--|
| Lesson 151 Birthday Months | | | |
| 422–23 | 151.1 State the number of the year. 151.2 State the number of months in a year. 151.3 Name the months of the year in order. 151.4 Make a bar graph. 151.5 Interpret a bar graph. | Teacher Edition <ul style="list-style-type: none"> Song: “There Are Twelve Months” <i>Month Cards</i> (from Lesson 150) Visuals <ul style="list-style-type: none"> Visuals 19, 25: <i>Calendar, Hundred Chart</i> (extended) Manipulatives (pennies, nickels, dimes, quarters) BJU Press Trove <ul style="list-style-type: none"> Audio/Video: “There are Twelve Months” PowerPoint presentation: Lesson 151 Materials <ul style="list-style-type: none"> Calendar of the current year Calendar of the previous year | Worktext <ul style="list-style-type: none"> I will name the months of the year. (pp. 343–44) Teacher Edition <ul style="list-style-type: none"> Visual analysis |
| Lesson 152 Seasons | | | |
| 424–25 | 152.1 Recall the months of the year. 152.2 Name the 4 seasons. 152.3 Identify the cycle of the seasons. 152.4 Relate seasons to months. 152.5 Recall who created and controls the seasons. <u>BWS</u> God (recall) | Teacher Edition <ul style="list-style-type: none"> <i>Month Cards</i> (from Lesson 150) Visuals <ul style="list-style-type: none"> Visual 25: <i>Hundred Chart</i> (extended) BJU Press Trove <ul style="list-style-type: none"> PowerPoint presentation: Lesson 152 Materials <ul style="list-style-type: none"> 1 sheet of paper per student Several seasonal pictures | Worktext <ul style="list-style-type: none"> I will name the seasons. (pp. 345–46) Teacher Edition <ul style="list-style-type: none"> Visual analysis Discussion |
| Lesson 153 Chapter 21 Review | | | |
| 426–27 | 153.1 Recall the days of the week. 153.2 Identify the position of each day of the week on a calendar. 153.3 State the number of the year. 153.4 State the number of months in a year. 153.5 Name the months of the year in order. 153.6 Name the 4 seasons. 153.7 Formulate an understanding of how great God is by considering seasons. <u>BWS</u> God (formulate) | Teacher Edition <ul style="list-style-type: none"> Song: “There Are Twelve Months” <i>Month Cards</i> (from Lesson 150) Visuals <ul style="list-style-type: none"> Visual 25: <i>Hundred Chart</i> Student Manipulatives <ul style="list-style-type: none"> Stick puppets: Farmer Brown, Mrs. Brown, Cheddar BJU Press Trove <ul style="list-style-type: none"> Audio/Video: “There are Twelve Months” Video: “Chapter 21 Review” Video: “Praising God for Seasons” PowerPoint presentation: Lesson 153 Materials <ul style="list-style-type: none"> Large calendar of the current year | Worktext <ul style="list-style-type: none"> Chapter 21 Review (pp. 347–48) Teacher Edition <ul style="list-style-type: none"> Visual analysis Discussion |

| Pages | Objectives | Resources & Materials | Assessments |
|-------------------------------------|--|--|---|
| Lesson 154 Cumulative Review | | | |
| 428–29 | <p>154.1 Identify the value of a group of dimes and of a group of nickels.</p> <p>154.2 Count a dime and pennies by <i>counting on</i> from 10.</p> <p>154.3 Count a nickel and pennies by <i>counting on</i> from 5.</p> <p>154.4 Identify the shape that shows one-half, one-third, and one-fourth.</p> <p>154.5 Solve subtraction equations for sets of objects.</p> <p>154.6 Solve addition equations.</p> | <p>Visuals</p> <ul style="list-style-type: none"> • Number Cards (1–10) • Plus, Minus, and Equal Sign Cards <p>Student Manipulatives</p> <ul style="list-style-type: none"> • Number Cards (0–5) • Plus, Minus, and Equal Sign Cards <p>BJU Press Trove</p> <ul style="list-style-type: none"> • PowerPoint presentation: Lesson 154 | <p>Worktext</p> <ul style="list-style-type: none"> • Cheddar’s Checkup (pp. 349–50) |

Chapter 22: Fractions

| Pages | Objectives | Resources & Materials | Assessments |
|---------------------------------|---|---|---|
| Lesson 155 Half of a Set | | | |
| 434–37 | 155.1 Identify half of a set of 2 objects. 155.2 Identify half of a set of 4 objects. | Worktext <ul style="list-style-type: none"> Chapter 22 opener (pp. 351–52) BJU Press Trove* <ul style="list-style-type: none"> Video: “Fractions” PowerPoint presentation: Lesson 155 Materials <ul style="list-style-type: none"> 4 pencils | Worktext <ul style="list-style-type: none"> I will find half of a set. (pp. 353–54) Teacher Edition <ul style="list-style-type: none"> Visual analysis |
| Lesson 156 Halves | | | |
| 438–39 | 156.1 Divide an object into 2 equal parts. 156.2 Identify one-half as 1 of 2 equal parts of a whole. 156.3 Identify 1 half and 2 halves of an object. | Teacher Edition <ul style="list-style-type: none"> Instructional Aid 87: <i>Pizza</i> Visuals <ul style="list-style-type: none"> Visual 25: <i>Hundred Chart</i> Number Cards (0–9) Plus, Minus, and Equal Sign Cards Student Manipulatives <ul style="list-style-type: none"> Number Cards (0–9) Plus, Minus, and Equal Sign Cards BJU Press Trove <ul style="list-style-type: none"> PowerPoint presentation: Lesson 156 Materials <ul style="list-style-type: none"> Candy bar Square sheet of paper 1 graham cracker square per pair of students | Worktext <ul style="list-style-type: none"> I will find halves. (pp. 355–56) Teacher Edition <ul style="list-style-type: none"> Discussion Visual analysis |
| Lesson 157 Thirds | | | |
| 440–41 | 157.1 Identify one-third as 1 of 3 equal parts of a whole. 157.2 Identify 1 third, 2 thirds, and 3 thirds of an object. | Teacher Edition <ul style="list-style-type: none"> Instructional Aid 87: <i>Pizza</i> Visuals <ul style="list-style-type: none"> Visuals 18, 25: <i>Clock; Hundred Chart</i> (extended) Manipulatives (fraction circles: thirds) Student Manipulatives <ul style="list-style-type: none"> Number Cards (2–5) BJU Press Trove <ul style="list-style-type: none"> PowerPoint presentation: Lesson 157 Materials <ul style="list-style-type: none"> Square sheet of paper Judy Clock | Worktext <ul style="list-style-type: none"> I will find thirds. (pp. 357–58) Teacher Edition <ul style="list-style-type: none"> Discussion Visual analysis |

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| Pages | Objectives | Resources & Materials | Assessments |
|-------------------------------------|---|--|--|
| Lesson 158 Fourths | | | |
| 442–43 | <p>158.1 Identify one-fourth as 1 of 4 equal parts of a whole.</p> <p>158.2 Identify 1 fourth, 2 fourths, 3 fourths, and 4 fourths of an object.</p> <p>158.3 Explain how fractions can help people determine a fair share. <u>BWS</u> Serving (explain)</p> | <p>Teacher Edition</p> <ul style="list-style-type: none"> • Instructional Aid 87: <i>Pizza</i> <p>Visuals</p> <ul style="list-style-type: none"> • Manipulatives (4 pennies, 10 nickels, 3 dimes, 1 quarter, fraction circles: fourths) • Number Cards (0–5) • Plus, Minus, and Equal Sign Cards <p>Student Manipulatives</p> <ul style="list-style-type: none"> • Number Cards (0–5) • Plus, Minus, and Equal Sign Cards <p>BJU Press Trove</p> <ul style="list-style-type: none"> • PowerPoint presentation: Lesson 158 <p>Materials</p> <ul style="list-style-type: none"> • Square sheet of paper | <p>Worktext</p> <ul style="list-style-type: none"> • I will find fourths. (pp. 359–60) <p>Teacher Edition</p> <ul style="list-style-type: none"> • Discussion • Visual analysis |
| Lesson 159 Chapter 22 Review | | | |
| 444–45 | <p>159.1 Identify the fractions one-half, one-third, two-thirds, one-fourth, two-fourths, and three-fourths.</p> <p>159.2 Identify half of a set.</p> <p>159.3 Divide something fairly among 2, 3, or 4 people by using fractions. <u>BWS</u> Serving (apply)</p> | <p>Teacher Edition</p> <ul style="list-style-type: none"> • Instructional Aid 88: <i>Divided Shapes</i> <p>Visuals</p> <ul style="list-style-type: none"> • Visual 18: <i>Clock</i> <p>BJU Press Trove</p> <ul style="list-style-type: none"> • Video: “Chapter 22 Review” • Video: “Working with Fractions” • Video: “Finding a Fair Share” <p>BJU Press Trove</p> <ul style="list-style-type: none"> • PowerPoint presentation: Lesson 159 <p>Materials</p> <ul style="list-style-type: none"> • Judy Clock • 2 toy cars • 4 crayons per pair of students | <p>Worktext</p> <ul style="list-style-type: none"> • Chapter 22 Review (pp. 361–62) <p>Teacher Edition</p> <ul style="list-style-type: none"> • Manipulatives activity • Discussion |
| Lesson 160 Cumulative Review | | | |
| 446–47 | <p>160.1 Complete a sequence of numbers.</p> <p>160.2 Write the number for a set of objects.</p> <p>160.3 Tell and write time to the hour.</p> <p>160.4 Sequence events.</p> <p>160.5 Determine which activity takes more or less time.</p> | <p>Visuals</p> <ul style="list-style-type: none"> • Stick puppets (Farmer Brown, Mrs. Brown, Cheddar) <p>Student Manipulatives</p> <ul style="list-style-type: none"> • Stick puppets: Farmer Brown, Mrs. Brown, Cheddar <p>BJU Press Trove</p> <ul style="list-style-type: none"> • PowerPoint presentation: Lesson 160 <p>Materials</p> <ul style="list-style-type: none"> • 1 sheet of paper per student | <p>Worktext</p> <ul style="list-style-type: none"> • Cheddar’s Checkup (pp. 363–64) |

Chapter 23: Review

| Pages | Objectives | Resources & Materials | Assessments |
|---------------------------------|--|--|--|
| Lesson 161 Numbers 0–10 | | | |
| 454–57 | <p>161.1 Identify the number, the tally mark, and the dot pattern for 0–10.</p> <p>161.2 Count to match the numbers 0–10 to a set of objects.</p> <p>161.3 Write the numbers 0–10.</p> | <p>Teacher Edition</p> <ul style="list-style-type: none"> • Song: “Number Naming Game” • Instructional Aid 22: <i>Writing Practice 0–10</i> <p>Visuals</p> <ul style="list-style-type: none"> • Visuals 2–12: <i>Zero to Ten</i> • Stick puppets (Cheddar) • Dot Pattern Cards (1–10) • Number Cards (1–10) • Manipulatives (6 red circles, 6 red triangles, 1 blue square, 1 yellow triangle) • Manipulatives (2 pigs, 2 sheep, 2 ducks, 2 ladybugs, 2 caterpillars—all facing left) <p>Student Manipulatives</p> <ul style="list-style-type: none"> • Manipulatives: 2 red and 2 yellow circles, 2 red and 2 yellow triangles, 2 blue and 2 green squares, 2 blue and 2 green rectangles • Ten Bar <p>Worktext</p> <ul style="list-style-type: none"> • Chapter 23 opener (pp. 365–66) <p>BJU Press Trove*</p> <ul style="list-style-type: none"> • Audio/Video: “Number Naming Game” • PowerPoint presentation: Lesson 161 <p>Materials</p> <ul style="list-style-type: none"> • 10 linking cubes (for teacher use) • 10 linking cubes per student | <p>Worktext</p> <ul style="list-style-type: none"> • I will count to 10. (pp. 367–68) <p>Teacher Edition</p> <ul style="list-style-type: none"> • Visual analysis • Manipulatives activity • Game |
| Lesson 162 Numbers 11–20 | | | |
| 458–59 | <p>162.1 Identify the numbers 11–20.</p> <p>162.2 Count to match sets of objects to the numbers 11–20.</p> <p>162.3 Write the numbers 11–20.</p> | <p>Visuals</p> <ul style="list-style-type: none"> • Visual 25: <i>Hundred Chart</i> • Dot Pattern Cards (0–7) • Stick puppets (Mrs. Brown, Cheddar) • Number Cards (1–20) <p>Student Manipulatives</p> <ul style="list-style-type: none"> • Hundred Chart <p>BJU Press Trove</p> <ul style="list-style-type: none"> • PowerPoint presentation: Lesson 162 <p>Materials</p> <ul style="list-style-type: none"> • 20 linking cubes per student • 2 markers: 1 blue, 1 yellow | <p>Worktext</p> <ul style="list-style-type: none"> • I will count to 20. (pp. 369–70) <p>Teacher Edition</p> <ul style="list-style-type: none"> • Number Cards activity • Counting activity • Manipulatives activity • Kinesthetic activity |

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| Pages | Objectives | Resources & Materials | Assessments |
|---|---|--|---|
| Lesson 163 Numbers 21–100 | | | |
| 460–61 | 163.1 Identify the numbers 21–100. 163.2 Count to match sets of objects to the numbers 21–100. 163.3 Write the numbers 21–100. 163.4 Identify the tens and ones in a 2-digit number. | Teacher Edition <ul style="list-style-type: none"> • Song: “God Made Seven Days in a Week” • Instructional Aid 74: <i>Tens/Ones Frame</i> Visuals <ul style="list-style-type: none"> • Visuals 18, 25: <i>Clock; Hundred Chart</i> BJU Press Trove <ul style="list-style-type: none"> • Audio/Video: “God Made Seven Days in a Week” • PowerPoint presentation: Lesson 163 Materials <ul style="list-style-type: none"> • Judy Clock • 96 linking cubes (for teacher use) • Counting frame | Worktext <ul style="list-style-type: none"> • I will count to 100. (pp. 371–72) Teacher Edition <ul style="list-style-type: none"> • Counting activity |
| Lesson 164 Comparing Sets of Objects | | | |
| 462–63 | 164.1 Compare the number of objects in 2 or more sets. 164.2 Determine the set that has more or fewer objects. | Visuals <ul style="list-style-type: none"> • Visuals 26–34: <i>Ten to Ninety</i> • Manipulatives (5 circles, 5 triangles) • Manipulatives (7 pigs) BJU Press Trove <ul style="list-style-type: none"> • PowerPoint presentation: Lesson 164 Materials <ul style="list-style-type: none"> • 1 sheet of paper per student • 1 cookie per student | Worktext <ul style="list-style-type: none"> • I will match sets. (pp. 373–74) Teacher Edition <ul style="list-style-type: none"> • Manipulatives activity • Visual analysis |
| Lesson 165 Measurement | | | |
| 464–65 | 165.1 Compare the lengths, heights, or weights of objects. 165.2 Identify the measuring tool needed for specific activities. | Visuals <ul style="list-style-type: none"> • Visual 25: <i>Hundred Chart</i> BJU Press Trove <ul style="list-style-type: none"> • PowerPoint presentation: Lesson 165 Materials <ul style="list-style-type: none"> • 1 c measuring cup • Bathroom, baby, balance, or kitchen scale • Inch ruler • Analog tube thermometer • 1 long and 1 short of each item: 2 screwdrivers, 2 screws, and 2 toothbrushes | Worktext <ul style="list-style-type: none"> • I will find the right measuring tool. (pp. 375–76) Teacher Edition <ul style="list-style-type: none"> • Role-play activity • Visual analysis |
| Lesson 166 Calendar | | | |
| 466–67 | 166.1 Identify the parts of a calendar. 166.2 Identify the position of each day of the week on a calendar. | Visuals <ul style="list-style-type: none"> • Visual 19: <i>Calendar</i> BJU Press Trove <ul style="list-style-type: none"> • PowerPoint presentation: Lesson 166 Materials <ul style="list-style-type: none"> • Large wall calendar for the current month • 3 pencils of varying lengths and colors • 1 sheet of paper per student | Worktext <ul style="list-style-type: none"> • I will find the parts of a calendar. (pp. 377–78) Teacher Edition <ul style="list-style-type: none"> • Visual analysis |

| Pages | Objectives | Resources & Materials | Assessments |
|-------------------------------|---|--|--|
| Lesson 167 Time | | | |
| 468–69 | 167.1 Sequence events. 167.2 Tell and write time to the hour. | BJU Press Trove <ul style="list-style-type: none"> • PowerPoint presentation: Lesson 167 Materials <ul style="list-style-type: none"> • Judy Clock | Worktext <ul style="list-style-type: none"> • I will tell time. (pp. 379–80) Teacher Edition <ul style="list-style-type: none"> • Sequencing activity • Visual analysis • Clock activity |
| Lesson 168 Adding | | | |
| 470–71 | 168.1 Join sets to demonstrate addition. 168.2 Complete addition equations for sets of objects. | Teacher Edition <ul style="list-style-type: none"> • Instructional Aid 81: <i>Thermometers</i> Visuals <ul style="list-style-type: none"> • Manipulatives (4 pennies, 1 nickel) Student Manipulatives <ul style="list-style-type: none"> • Garden workmat • Manipulatives: centimeter ruler, 6 caterpillars • Number Cards (0–9) • Plus Sign Card BJU Press Trove <ul style="list-style-type: none"> • PowerPoint presentation: Lesson 168 Materials <ul style="list-style-type: none"> • 8 linking cubes per student | Worktext <ul style="list-style-type: none"> • I will solve addition equations. (pp. 381–82) Teacher Edition <ul style="list-style-type: none"> • Manipulatives activity • Number Cards activity |
| Lesson 169 Subtracting | | | |
| 472–73 | 169.1 Separate a set to demonstrate subtraction. 169.2 Complete subtraction equations for sets of objects. | Visuals <ul style="list-style-type: none"> • Manipulatives (centimeter ruler) • Manipulatives (pennies, nickels, dimes, quarters) • Number Cards (0–9) Student Manipulatives <ul style="list-style-type: none"> • Pond workmat • Manipulatives: 5 ducks, 10 pennies • Ten Bar BJU Press Trove <ul style="list-style-type: none"> • PowerPoint presentation: Lesson 169 | Worktext <ul style="list-style-type: none"> • I will solve subtraction equations. (pp. 383–84) Teacher Edition <ul style="list-style-type: none"> • Manipulatives activity |

| Pages | Objectives | Resources & Materials | Assessments |
|-----------------------------|--|--|---|
| Lesson 170 Money | | | |
| 474–75 | <p>170.1 Identify a penny, a nickel, a dime, and a quarter and their values.</p> <p>170.2 Demonstrate the number of coins needed for a purchase.</p> | <p>Teacher Edition</p> <ul style="list-style-type: none"> • Instructional Aid 69: <i>Price Tags</i> <p>Visuals</p> <ul style="list-style-type: none"> • Visual 18: <i>Clock</i> • Stick puppets (Mrs. Brown, Cheddar) • Manipulatives (2 pennies, 2 nickels, 2 dimes, 2 quarters) <p>Student Manipulatives</p> <ul style="list-style-type: none"> • Manipulatives: 10 pennies, 8 dimes <p>BJU Press Trove</p> <ul style="list-style-type: none"> • PowerPoint presentation: Lesson 170 <p>Materials</p> <ul style="list-style-type: none"> • Judy Clock • Birthday party items including paper plates, birthday candles, cake mix box, 3 plastic eggs, vegetable oil, frosting can, and napkins | <p>Worktext</p> <ul style="list-style-type: none"> • I will count coins. (pp. 385–86) <p>Teacher Edition</p> <ul style="list-style-type: none"> • Game • Role-play activity |
| Lesson 171 2D Shapes | | | |
| 476–77 | <p>171.1 Distinguish among a circle, a rectangle, a square, and a triangle.</p> <p>171.2 Identify characteristics of 2D shapes.</p> | <p>Visuals</p> <ul style="list-style-type: none"> • Manipulatives (4 pennies, 2 nickels, 4 dimes, 1 quarter) • Manipulatives (1 circle, 1 triangle, 1 rectangle, 1 square) <p>BJU Press Trove</p> <ul style="list-style-type: none"> • PowerPoint presentation: Lesson 171 <p>Materials</p> <ul style="list-style-type: none"> • 1 gal container • 1 L bottle • 1 c measuring cup | <p>Worktext</p> <ul style="list-style-type: none"> • I will find 2D shapes. (pp. 387–88) <p>Teacher Edition</p> <ul style="list-style-type: none"> • Game • Manipulatives activity |
| Lesson 172 3D Shapes | | | |
| 478–79 | <p>172.1 Distinguish among spheres, cylinders, rectangular solids, and cones.</p> <p>172.2 Identify characteristics of 3D shapes.</p> | <p>Visuals</p> <ul style="list-style-type: none"> • Visual 25: <i>Hundred Chart</i> (extended) • Manipulatives (2 different-colored circles) <p>BJU Press Trove</p> <ul style="list-style-type: none"> • PowerPoint presentation: Lesson 172 <p>Materials</p> <ul style="list-style-type: none"> • 1 large paper bag • Spheres, cylinders, rectangular solids, and cones | <p>Worktext</p> <ul style="list-style-type: none"> • I will find 3D objects. (pp. 389–90) <p>Teacher Edition</p> <ul style="list-style-type: none"> • Visual analysis • Kinesthetic activity |

| Pages | Objectives | Resources & Materials | Assessments |
|------------------------------------|--|--|---|
| Lesson 173 Composing Shapes | | | |
| 480–81 | 173.1 Build larger shapes by combining smaller shapes. 173.2 Distinguish between 2D and 3D. | <p>Visuals</p> <ul style="list-style-type: none"> Manipulatives (2 squares, 2 rectangles, 2 brown right isosceles triangles, 2 pink right scalene triangles, a variety of shapes) <p>Student Manipulatives</p> <ul style="list-style-type: none"> Manipulatives: 2 squares, 2 rectangles, 2 right triangles (a pair of brown isosceles or pink scalene triangles) <p>BJU Press Trove</p> <ul style="list-style-type: none"> PowerPoint presentation: Lesson 173 <p>Materials</p> <ul style="list-style-type: none"> 6 linking cubes per student Spheres, cylinders, rectangular solids, and cones | <p>Worktext</p> <ul style="list-style-type: none"> I will use small shapes to make big shapes. (pp. 391–92) <p>Teacher Edition</p> <ul style="list-style-type: none"> Manipulatives activity Visual analysis |
| Lesson 174 Graphs | | | |
| 482–83 | 174.1 Make a bar graph. 174.2 Interpret a bar graph. | <p>Teacher Edition</p> <ul style="list-style-type: none"> Instructional Aid 58: <i>Color Bar Graph</i> <p>Visuals</p> <ul style="list-style-type: none"> Visual 18: <i>Clock</i> Manipulatives (7 pennies) <p>BJU Press Trove</p> <ul style="list-style-type: none"> PowerPoint presentation: Lesson 174 <p>Materials</p> <ul style="list-style-type: none"> Judy Clock Container of different-colored linking cubes (maximum 10 per color) | <p>Worktext</p> <ul style="list-style-type: none"> I will make a graph. (pp. 393–94) <p>Teacher Edition</p> <ul style="list-style-type: none"> Graph activity |
| Lesson 175 Fractions | | | |
| 484–85 | 175.1 Identify halves, thirds, and fourths. 175.2 Identify equal parts of a set. | <p>Teacher Edition</p> <ul style="list-style-type: none"> Instructional Aid 88: <i>Divided Shapes</i> <p>Visuals</p> <ul style="list-style-type: none"> Manipulatives (6 tens, 9 ones) Number Cards (0–9) <p>Student Manipulatives</p> <ul style="list-style-type: none"> Number Cards (0–9) <p>BJU Press Trove</p> <ul style="list-style-type: none"> PowerPoint presentation: Lesson 175 <p>Materials</p> <ul style="list-style-type: none"> 90 linking cubes (for teacher use) 2 toy cars | <p>Worktext</p> <ul style="list-style-type: none"> I will find equal parts. (pp. 395–96) <p>Teacher Edition</p> <ul style="list-style-type: none"> Manipulatives activity |

| Pages | Objectives | Resources & Materials | Assessments |
|---------------------------------|--|--|---|
| Lesson 176 Fun with Math | | | |
| 486–87 | <p>176.1 Identify and write the number that comes before, after, or between.</p> <p>176.2 Solve addition and subtraction equations.</p> <p>176.3 Extend shape patterns.</p> <p>176.4 Recall what each of the three biblical worldview shaping themes teaches. <u>BWS</u> God, Creation, Serving (recall)</p> | <p>Visuals</p> <ul style="list-style-type: none"> • Visual 36: <i>Biblical Worldview Shaping Themes</i> • Stick puppets (Cheddar) • Manipulatives (fraction circles: whole, thirds) • Manipulatives (6 rhombuses, 6 trapezoids, 6 hexagons, 10 circles, 6 red triangles, 6 red squares) • Number Cards (0–9) <p>Student Manipulatives</p> <ul style="list-style-type: none"> • Number Cards (0–10) • Hundred Chart • Plus, Minus, and Equal Sign Cards • Manipulatives: 6 rhombuses, 6 trapezoids, 6 hexagons <p>BJU Press Trove</p> <ul style="list-style-type: none"> • PowerPoint presentation: Lesson 176 | <p>Worktext</p> <ul style="list-style-type: none"> • I will find the numbers before and after. (pp. 397–98) <p>Teacher Edition</p> <ul style="list-style-type: none"> • Number Cards activity • Manipulatives activity • Discussion |

Chapter 24: STEM

| Pages | Objectives | Resources & Materials | Assessments |
|---|---|--|---|
| STEM Lesson 1 Building a Silo | | | |
| 490–93 | 177.1 Follow the Engineering Design Process to solve a problem. 177.2 Build a silo. 177.3 Measure to compare heights. | Teacher Edition <ul style="list-style-type: none"> • Song: “STEM Engineering Design Process Song” • Instructional Aid 89: <i>STEM Engineering Design Process</i> Worktext <ul style="list-style-type: none"> • Chapter 24 opener (pp. 399–400) BJU Press Trove* <ul style="list-style-type: none"> • Video: “STEM Engineering Design Process Song” • PowerPoint presentation: STEM Lesson 1 Materials <ul style="list-style-type: none"> • Pictures or a video of silos • Paper cups • Craft sticks • 1 ruler per group | Worktext <ul style="list-style-type: none"> • I will build a silo. (pp. 401–2) Teacher Edition <ul style="list-style-type: none"> • Collaborative activity |
| STEM Lesson 2 Building an Animal Pen | | | |
| 494–95 | 178.1 Follow the Engineering Design Process to solve a problem. 178.2 Build an animal pen. 178.3 Describe the shape of the pen. | Teacher Edition <ul style="list-style-type: none"> • Song: “STEM Engineering Design Process Song” • Instructional Aid 89: <i>STEM Engineering Design Process</i> Visuals <ul style="list-style-type: none"> • Visuals 13–16: <i>Circle; Rectangle; Square; Triangle</i> BJU Press Trove <ul style="list-style-type: none"> • Video: “STEM Engineering Design Process Song” • PowerPoint presentation: STEM Lesson 2 Materials <ul style="list-style-type: none"> • Pictures or a video of animal pens of various shapes • Large marshmallows • Straws • 1 small toy farm animal per group | Worktext <ul style="list-style-type: none"> • I will build an animal pen. (pp. 403–4) Teacher Edition <ul style="list-style-type: none"> • Collaborative activity |

*Digital resources for homeschool users are available on Homeschool Hub.

| Pages | Objectives | Resources & Materials | Assessments |
|---|--|--|---|
| STEM Lesson 3 Building a Snowman | | | |
| 496–97 | 179.1 Follow the Engineering Design Process to solve a problem. 179.2 Arrange spheres in order according to size. 179.3 Build a snowman. | Teacher Edition <ul style="list-style-type: none"> • Song: “STEM Engineering Design Process Song” • Instructional Aid 89: <i>STEM Engineering Design Process</i> BJU Press Trove <ul style="list-style-type: none"> • Video: “STEM Engineering Design Process Song” • PowerPoint presentation: STEM Lesson 3 Materials <ul style="list-style-type: none"> • Modeling clay | Worktext <ul style="list-style-type: none"> • I will build a snowman. (pp. 405–6) Teacher Edition <ul style="list-style-type: none"> • Collaborative activity |
| STEM Lesson 4 Building a Bridge | | | |
| 498–99 | 180.1 Follow the Engineering Design Process to solve a problem. 180.2 Build a bridge. 180.3 Measure to compare lengths. | Teacher Edition <ul style="list-style-type: none"> • Song: “STEM Engineering Design Process Song” • Instructional Aid 89: <i>STEM Engineering Design Process</i> BJU Press Trove <ul style="list-style-type: none"> • Video: “STEM Engineering Design Process Song” • PowerPoint presentation: STEM Lesson 4 Materials <ul style="list-style-type: none"> • Large craft sticks • 1 piece of blue construction paper per group • Hook and loop (self-fastener) dots • 4 large blocks per group • 1 small toy car per group • 1 ruler per group | Worktext <ul style="list-style-type: none"> • I will build a bridge. (pp. 407–8) Teacher Edition <ul style="list-style-type: none"> • Collaborative activity |