

Date	Period	class	Attendance	Absent	Total
_ / /	4 / .....	.....	.....	.....

Unit (1) : Lesson : (1) (Big numbers)

Teacher guide's Page : , Student book's Page :

LEARNING OBJECTIVES : In this lesson the student should be able to :

1- Identify all number place values through the one milliard place .

Learning tools and resources: Worksheets ○ , S.B ● , Cards ●
Internet ○ , Chart ○ , Money ● , Small places ○ , Other things ●

Learning strategies : Sharing ● , Thinking ○ , Grouping ○ ,
Role playing ○ , Brain storming ● , Problem solving ○ , Explain discussion ○

Discover (opening the idea) :

- To show 1,000,000 in the place-value chart, a period for Millions has to be added to the left of the Thousands period.

PERIOD			PERIOD			PERIOD		
MILLIONS			THOUSANDS			ONES		
Hundreds	Tens	Ones	Hundreds	Tens	Ones	Hundreds	Tens	Ones
		1	0	0	0	0	0	0

Written as : 1,000,000 Read as : One million

Lesson activities (Learn) :

PERIOD				PERIOD			PERIOD		
MILLIARDS	MILLIONS			THOUSANDS			ONES		
Ones	Hundreds	Tens	Ones	Hundreds	Tens	Ones	Hundreds	Tens	Ones
1	0	0	0	0	0	0	0	0	0

Written as : 1,000,000,000 Read as : One milliard

THINK : Properties of subtraction :

More about milliards

The world's population in 2020 was about 7,794,798,739
Look at this number on the place-value chart.

MILLIARDS	PERIOD			PERIOD			PERIOD		
	MILLIONS			THOUSANDS			ONES		
	O	T	H	O	T	H	O	T	H
7	7	9	4	7	9	8	7	3	9

Closing the idea (Summary):

Complete.

- 75,421,392 = _____ million , _____ thousand , _____
- _____ = 701 million , 7 thousand , 700
- 2,500,422,300 = _____ milliard , _____ million , _____ thousand , _____
- _____ = Two million , five hundred thousand , four hundred twenty-two.
- _____ = 9 milliard , 9 million , 9 thousand , 9

Date	Period	class	Attendance	Absent	Total
_ / /	4 / .....	.....	.....	.....

Unit : (1) , Lesson : (2) (Changing values)

Teacher guide's Page : Student book's Page :

LEARNING OBJECTIVES : In this lesson the student should be able to :
Explain how the value of a digit changes as it moves to the left in a whole number.

Learning tools and resources: Worksheets ○ , S.B ● , Cards ●
Internet ○, Chart ○ , Money ● , Small places ○ , Other things ●

Learning strategies : Sharing ●, Thinking ○ , Grouping ○ ,
Role playing ○, Brain storming ● , Problem solving ○ , Explain discussion ○

Discover (opening the idea) :

	$\times 10$	$\times 10$	$\times 10$	$\times 10$	$\times 10$	$\times 10$
Millions	Hundred Thousands	Ten Thousands	Thousands	Hundreds	Tens	Ones
2	2	2	2	2	2	2
2,000,000	200,000	20,000	2,000	200	20	2

Lesson activities (Learn) :

Fill in the blanks below.

- The value of the digit 5 in the number 1,578,416,112 is _____
- The value of the digit 3 in the number 30,560,210 is _____
- _____ is 10 times three hundreds.

THINK :

Fill in the blanks below.

- The value of the digit 3 in the number 7,431,210 is _____
- The value of the digit 0 in the number 560,444,218 is _____
- The value of 7 in the Hundreds place is _____
- _____ is 10 times one hundred thousand.

Closing the idea (Summary):

In the number 1,542,345,678 , What digit is in the

- | | |
|--------------------------------|------------------------------------|
| a. Tens place ? _____ | b. Hundreds place ? _____ |
| c. One Thousands place ? _____ | d. Hundred Thousands place ? _____ |
| e. Ten Millions place ? _____ | f. One Billions place ? _____ |

Date	Period	class	Attendance	Absent	Total
_ / /	4 / .....	.....	.....	.....

Unit : (1) Lesson : (3) (Many forms to write numbers)

Teacher guide's Page :, Student book's Page :

LEARNING OBJECTIVES : In this lesson the student should be able to :
Write numbers in standard, word and expanded forms.

Learning tools and resources: Worksheets ○ , S.B ● , Cards ●
Internet ○ , Chart ○ , Money ● , Small places ○ , Other things ●

Learning strategies : Sharing ● , Thinking ○ , Grouping ○ ,
Role playing ○ , Brain storming ● , Problem solving ○ , Explain discussion ○

Discover (opening the idea) :

Standard Form : 778 , 340 , 821

"Commas are used to show periods"

Expanded Form : 700 , 000 , 000 + 70 , 000 , 000 + 8 , 000 , 000
+ 300 , 000 + 40 , 000 + 800 + 20 + 1

Lesson activities (Learn) :

Word Form : Seven hundred seventy-eight million, three hundred forty thousand, eight hundred twenty-one.

"Commas are used to separate Millions, Thousands and Ones periods".

THINK :

}. Complete the following.

- 700 , 005 , 009 = seven hundred _____ , five _____ , nine.
- 4 , 030 , 400 , 050 = _____ milliard , _____ million , _____ thousand , _____
- 417 , 900 , 770 = _____ seventeen million , nine hundred _____ , _____ seventy.
- 2 , 100 , 080 , 005 = _____ milliard , one _____ , eighty _____ , five.

Closing the idea (Summary) :

Complete.

- 5 , 000 , 000 , 000 + 70 , 000 + 1 , 000 + 40 + 9 = _____ [in standard form]
- Fifty-eight million , thirty-seven thousand , fourteen = _____ [in standard form]
- 3 , 300 , 030 , 303 = _____ [in word form]
- 7 , 608 , 490 = _____ [in expanded form]

Date	Period	class	Attendance	Absent	Total
_ / /	4 / .....	.....	.....	.....

Unit : (1) Lesson : (4) (Composing and decomposing)

Teacher guide's Page : Student book's Page :

LEARNING OBJECTIVES : In this lesson the student should be able to :
Compose and decompose number in multiple forms .

Learning tools and resources: Worksheets ○ , S.B ● , Cards ●
 Internet ○ , Chart ○ , Money ● , Small places ○ , Other things ●

Learning strategies : Sharing ● , Thinking ○ , Grouping ○ ,
 Role playing ○ , Brain storming ● , Problem solving ○ , Explain discussion ○

Discover (opening the idea) :

- **Composing** numbers means [put together] , and **decomposing** numbers means [broken apart].
- You can decompose the number **5,456,387** in different ways using place-value chart :

MILLIONS			THOUSANDS			ONES		
H	T	O	H	T	O	H	T	O
		5	4	5	6	3	8	7

► **1st way : Expanded Form :**

$$5,456,387 = 5,000,000 + 400,000 + 50,000 + 6,000 + 300 + 80 + 7$$

► **2nd way :**

$$5,456,387 = [5 \times 1,000,000] + [4 \times 100,000] + [5 \times 10,000] + [6 \times 1,000] + [3 \times 100] + [8 \times 10] + [7 \times 1]$$

Lesson activities (Learn) :

Complete the following.

a. Composed : 8,035,402,176

Decomposed : _____

b. Composed : _____

Decomposed : $[7 \times 1,000,000] + [9 \times 100,000] + [8 \times 1,000] + [2 \times 10] + [5 \times 1]$

THINK :

Complete the following.

a. Composed : 7,504,092,415

Decomposed : _____

b. Composed : _____

Decomposed : $[3 \times 1,000,000,000] + [2 \times 100,000,000] + [5 \times 10,000,000] + [4 \times 100,000] + [7 \times 10,000] + [8 \times 1,000] + [6 \times 10] + [9 \times 1]$

Closing the idea (Summary) :

- Write each number in standard form.

a. Four hundred and nine. _____

b. 34 million, 97 thousand. _____

c. Three million, two hundred fourteen thousand, nine hundred thirty-six.

d. Five hundred twenty-seven million, nine hundred thousand, six hundred forty.

Date	Period	class	Attendance	Absent	Total
_ / /	4 / .....	.....	.....	.....

Unit : (1) Lesson (5) (Comparing big numbers)

Teacher guide's Page :, Student book's Page :

LEARNING OBJECTIVES : In this lesson the student should be able to :

Use place value to compare large numerals .

Learning tools and resources: Worksheets ○ , S.B ● , Cards ●
Internet ○ , Chart ○ , Money ● , Small places ○ , Other things ●

Learning strategies : Sharing ● , Thinking ○ , Grouping ○ ,
Role playing ○ , Brain storming ● , Problem solving ○ , Explain discussion ○

Discover (opening the idea) :

• Find each missing digit.

a. $6,106 > 6 \square 19$

b. $2,117 = \square ,117$

c. $4,382 < 4,3 \square 2$

d. $91,472 > 9 \square ,472$

e. $114,899 < 114, \square 99$

f. $703,9 \square 1 = 703,981$

g. $11,234 > 1 \square ,785$

h. $67,813 > 67,8 \square 3$

i. $82, \square 88 = 82,588$

Lesson activities (Learn):

• Compare. Write ($>$, $<$ or $=$).

a. 707 ○ 770

b. 1,207 ○ 1,207

c. 10,525 ○ 10,255

d. 190,098 ○ 19,098

e. 123,568 ○ 123,978

f. 6,235,678 ○ 6,235,508

THINK :

Write [$>$, $<$ or $=$] to compare.

a. 2,346 ○ 2,338

b. 478,765 ○ 479,112

c. 723,215 ○ 723,215

d. 752,321,271 ○ 72,321,271

e. 503,278,105 ○ 503,279,100

f. 7,492,102,235 ○ 7,491,102,235

Closing the idea (Summary):

Write [$>$, $<$ or $=$] to compare.

a. 37,048 ○ 37,184

b. 217,906 ○ 271,906

c. 4,010,065 ○ 4,000,056

d. 810,340 ○ 810,340

Date	Period	class	Attendance	Absent	Total
_ / /	4 / .....	.....	.....	.....

Unit : (1) Lesson (6) (Comparing numbers in multiple form)

Teacher guide's Page :, Student book's Page :

LEARNING OBJECTIVES : In this lesson the student should be able to :

Compare numbers in multiple forms .

Learning tools and resources: Worksheets ○ , S.B ● , Cards ●
Internet ○, Chart ○ , Money ● , Small places ○ , Other things ●

Learning strategies : Sharing ●, Thinking ○ , Grouping ○ ,
Role playing ○, Brain storming ● , Problem solving ○ , Explain discussion ○

Discover (opening the idea) :

Write [$>$, $<$ or $=$] to compare.

- | | | | |
|----|--|-----------------------|---|
| a. | $500,000 + 70,000 + 90 + 8$ | <input type="radio"/> | $1,000,000 + 5,000 + 1$ |
| b. | Three milliard, two hundred fifty-two thousand, three hundred four. | <input type="radio"/> | Three milliard, two hundred fifty-two thousand, thirty-four. |
| c. | $[8 \times 1,000,000] + [6 \times 1,000] + [5 \times 100] + [7 \times 10]$ | <input type="radio"/> | $[8 \times 1,000,000] + [2 \times 10,000] + [6 \times 1,000] + [5 \times 100] + [9 \times 1]$ |

Lesson activities (Learn):

Write [$>$, $<$ or $=$] to compare.

- | | | | |
|----|---|-----------------------|---|
| a. | $70,000 + 4,000 + 50 + 7$ | <input type="radio"/> | $70,000 + 4,000 + 500 + 70$ |
| b. | Two milliard, seven hundred thirty-eight thousand, ten. | <input type="radio"/> | Two milliard, seven hundred thirty-five thousand, eleven. |

THINK :

Compare. Write [$>$, $<$ or $=$].

- | | | | |
|----|---|-----------------------|--------------------------------------|
| a. | 7,000 millions | <input type="radio"/> | 7 milliards |
| b. | 14,617 | <input type="radio"/> | $10,000 + 4,000 + 600 + 20$ |
| c. | 5 milliards, 367 thousand | <input type="radio"/> | 5,367,000,000 |
| d. | Ninety-seven million, three hundred one | <input type="radio"/> | $90,000,000 + 7,000,000 + 3,000 + 1$ |

Closing the idea (Summary):

Write a number.

- Create a number that is less in the Hundred Thousands place than [$<$] 893,820
- Create a number that is greater in the Millions place than [$>$] 178,462,490

Date	Period	class	Attendance	Absent	Total
_ / /	4 / .....	.....	.....	.....

Unit : (1) Lesson (7) (Descending and ascending numbers)

Teacher guide's Page :, Student book's Page :

LEARNING OBJECTIVES : In this lesson the student should be able to :

Order numbers in multiple forms .

Learning tools and resources: Worksheets ○ , S.B ● , Cards ●
Internet ○ , Chart ○ , Money ● , Small places ○ , Other things ●

Learning strategies : Sharing ● , Thinking ○ , Grouping ○ ,
Role playing ○ , Brain storming ● , Problem solving ○ , Explain discussion ○

Discover (opening the idea) :

• Write the numbers in a descending order:

a. 450,321 , 504,321 , 321,405 , 342,150 , 540,312


The order is : _____ , _____ , _____ , _____ , _____

b. 6,562,942,735 , 6,942,735 , 6,562,942,375 , 6,942,537

The order is : _____ , _____ , _____ , _____

Lesson activities (Learn):

List the following in an ascending order. Use standard form.

- a.  • 654,301 • Six hundred fifty-four thousand, three hundred ten.
• 604,320 • 654,311
• Five hundred ninety-nine thousand, three hundred ten.

THINK :

•  List the following data in a descending order. You may use word or standard form.

- Three milliard, ten million, one thousand, thirty-four.
- Three milliard, one million, three hundred twenty-three thousand, three hundred ninety-one.
- Three milliard, nine hundred ninety thousand, nine hundred ninety-two
- Three milliard, one hundred ten million, ninety-nine thousand, four hundred ninety-three.

Closing the idea (Summary):

Write the numbers in an ascending order:

a. 8,092,561 , 9,208,111 , 7,534,786 , 8,650,336

The order is : _____ , _____ , _____ , _____

b. 1,282,756 , 3,012,427 , 988,423 , 3,105,338

The order is : _____ , _____ , _____ , _____

Date	Period	class	Attendance	Absent	Total
_ / /	4 / .....	.....	.....	.....

Unit : (1) Lesson (8) (Rounding rules)

Teacher guide's Page :, Student book's Page :

LEARNING OBJECTIVES : In this lesson the student should be able to :

Apply multiple strategies to round numbers.

Learning tools and resources: Worksheets ☐ , S.B ☒ , Cards ☒
Internet ☐ , Chart ☐ , Money ☒ , Small places ☐ , Other things ☒

Learning strategies : Sharing ☒ , Thinking ☐ , Grouping ☐ ,
Role playing ☐ , Brain storming ☒ , Problem solving ☐ , Explain discussion ☐

Discover (opening the idea) :

Use the place value strategy to round each of the following.

- | | |
|---|--|
| a. 2,618 [to the nearest 10] | b. 174,568 [to the nearest 10,000] |
| c. 3,697,852,721 [to the nearest Ten Million] | d. 7,556,462 [to the nearest Million] |
| e. 999,999 [to the nearest Ten Thousand] | f. 13,999,999 [to the nearest Hundred] |

Lesson activities (Learn):

Use the midpoint strategy to round each of the following.

- | | |
|----------------------------------|-------------------------------|
| a. 74,231 [to the nearest 1,000] | b. 9,360 [to the nearest 100] |
|----------------------------------|-------------------------------|

THINK :

Use the place value strategy to round each of the following.

- | | |
|---|--|
| a. 2,618 [to the nearest 10] | b. 174,568 [to the nearest 10,000] |
| c. 3,697,852,721 [to the nearest Ten Million] | d. 7,556,462 [to the nearest Million] |
| e. 999,999 [to the nearest Ten Thousand] | f. 13,999,999 [to the nearest Hundred] |

Closing the idea (Summary):

Use the midpoint strategy to round each of the following.

- | | |
|----------------------------------|-------------------------------|
| a. 74,231 [to the nearest 1,000] | b. 9,360 [to the nearest 100] |
|----------------------------------|-------------------------------|

Date	Period	class	Attendance	Absent	Total
_ / /	4 / .....	.....	.....	.....

Unit (2) : Lesson : (1) (properties of addition)

Teacher guide's Page :, Student book's Page :

LEARNING OBJECTIVES : In this lesson the student should be able to :

1- Identify the properties of addition and subtraction.

2 - Explain the properties of addition and subtraction.

Learning tools and resources: Worksheets ☐ , S.B ☒ , Cards ☒
Internet ☐ , Chart ☐ , Money ☒ , Small places ☐ , Other things ☒

Learning strategies : Sharing ☒ , Thinking ☐ , Grouping ☐ ,
Role playing ☐ , Brain storming ☒ , Problem solving ☐ , Explain discussion ☐

Discover (opening the idea) :

$3 + 4 = \dots\dots$, $4 + 3 = \dots\dots$ What do you notice ?

Lesson activities (Learn) :

Properties of addition :

A) $3 + 4 = 4 + 3$ Commutative property

B) $3 + 0 = 3$ Identity property of addition

C) $(1 + 2) + 3 = 1 + (2 + 3)$ Associative property

THINK : Properties of subtraction :

Subtraction not Commutative, not Associative, has no Identity.

Closing the idea (Summary):

Write the property : A) $23 + 45 = 45 + 23$ (..... property)

B) $234 + 0 = 234$ (..... Property)

C) $(31 + 26) + 39 = 31 + (26 + 39)$ (..... property)

<u>Date</u>	<u>Period</u>	<u>class</u>	<u>Attendance</u>	<u>Absent</u>	<u>Total</u>
_ / /	4 / .....	.....	.....	.....

Unit : (2) , Lesson : (2) (Addition with regrouping)

Teacher guide's Page : Student book's Page :

LEARNING OBJECTIVES : In this lesson the student should be able to :

1 -Add multi-digit whole numbers.

2 – Estimate to determine if their answer is reasonable.

Learning tools and resources: Worksheets ☐ , S.B ☒ , Cards ☒
Internet ☐ , Chart ☐ , Money ☒ , Small places ☐ , Other things ☒

Learning strategies : Sharing ☒ , Thinking ☐ , Grouping ☐ ,
Role playing ☐ , Brain storming ☒ , Problem solving ☐ , Explain discussion ☐

Discover (opening the idea) :

1. A colony of ants is on a march through the jungle looking for food. On this march they made 2 bridges. The first bridge is composed of 142 ants. The second bridge is composed of 165 ants. How many ants were needed for both bridges?

Lesson activities (Learn) :

Estimate using rounding to nearest hundred, find the exact answer:

$$134 + 588 = \dots\dots\dots$$

THINK :

Complete :

A) $91,098 + 32,546 = \dots\dots\dots$

B) $432,876 + 127,987 = \dots\dots\dots$

Closing the idea (Summary):

Find the result :

A) $34,876 + 543,769 = \dots\dots\dots$

B) $1,765.897 + 456,094 = \dots\dots\dots$

Date	Period	class	Attendance	Absent	Total
_ / /	4 / .....	.....	.....	.....

Unit : (2) Lesson : (3) (Subtraction with regrouping)

Teacher guide's Page :, Student book's Page :

LEARNING OBJECTIVES : In this lesson the student should be able to :

1 –Use the place value to help subtract using the standard algorithm.

2 – Subtract with regrouping .

Learning tools and resources: Worksheets ☐ , S.B ☒ , Cards ☒
Internet ☐ , Chart ☐ , Money ☒ , Small places ☐ , Other things ☒

Learning strategies : Sharing ☒ , Thinking ☐ , Grouping ☐ ,
Role playing ☐ , Brain storming ☒ , Problem solving ☐ , Explain discussion ☐

Discover (opening the idea) :

Subtract : $7,869 - 3,675 = \dots$

Lesson activities (Learn) :

Find the difference (Round to the nearest ten)

A) $456 - 128 ?$

Find the difference (Round to the nearest thousand)

B) $3,456 - 1,987 ?$

THINK :

Subtract :

A) $34,765 - 21,896 = \dots$

B) $567,908 - 348,875 = \dots$

Closing the idea (Summary):

A road of 575 km length if the train traveled a distance of 239 km from this road . What is the remaning distance of the road ?

Date	Period	class	Attendance	Absent	Total
_ / /	4 / .....	.....	.....	.....

Unit : (2) Lesson : (4) (Bar Models, Variables, and Story Problems)

Teacher guide's Page : Student book's Page :

LEARNING OBJECTIVES : In this lesson the student should be able to :

- 1- Use letters to represent unknown quantities in equation .
- 2- Solve for the variable in an equation.

Learning tools and resources: Worksheets ☐ , S.B ☒ , Cards ☒
Internet ☐ , Chart ☐ , Money ☒ , Small places ☐ , Other things ☒

Learning strategies : Sharing ☒ , Thinking ☐ , Grouping ☐ ,
Role playing ☐ , Brain storming ☒ , Problem solving ☐ , Explain discussion ☐

Discover (opening the idea) :

There are 5,328 ants in the colony. In the colony 2,164 ants are females and the rest are males. How many male ants are in the colony?

Equation :

Solution :

Lesson activities (Learn) :

Create a bar model to solve the following problems.

$$14,000 - n = 6,000$$

THINK :

If: $X - 4,568 = 3,410$ Find the value of X ?

Closing the idea (Summary):

Create a bar model to solve the following problems.

A) $56,987 - K = 6,987$

B) $4,987 + Y = 6,903$

<u>Date</u>	<u>Period</u>	<u>class</u>	<u>Attendance</u>	<u>Absent</u>	<u>Total</u>
_ / /	4 / .....	.....	.....	.....

Unit : (2) Lesson (5) (Solving Multistep Story Problems with Addition and Subtraction)

Teacher guide's Page :, Student book's Page :

LEARNING OBJECTIVES : In this lesson the student should be able to :

1- Students will solve multistep story problems.

Learning tools and resources: Worksheets ☐ , S.B ☒ , Cards ☒
Internet ☐ , Chart ☐ , Money ☒ , Small places ☐ , Other things ☒

Learning strategies : Sharing ☒ , Thinking ☐ , Grouping ☐ ,
Role playing ☐ , Brain storming ☒ , Problem solving ☐ , Explain discussion ☐

Discover (opening the idea) :

Omar found a website created to study ant colonies. He saw that there were 1,025 ants in Colony A on Wednesday. On Friday, 101 ants leave the colony. How many ants are left in Colony A?

Lesson activities (Learn)

A bridge of ants consists of 692 ants another bridge consists of 165 ants , how many ants are there in two bridges ?

THINK :

Two ants colonies have 33,585 ants if colony A has 17,990 ants ,
then find the number of ants in colony B ?

Closing the idea (Summary):

Complete :

A) $6,897,920 + 234,867 = \dots\dots\dots$

Date	Period	class	Attendance	Absent	Total
_ / /	4 / .....	.....	.....	.....

Unit (3) : , Lesson : (1) (Measuring length)

Teacher guide's Page : , Student book's Page :

LEARNING OBJECTIVES : In this lesson the student should be able to :

1- Explain the relationship between metric units of length

2- Convert between metric units of length.

Learning tools and resources: Worksheets ○ , S.B ● , Cards ●
Internet ○ , Chart ○ , Money ● , Small places ○ , Other things ●

Learning strategies : Sharing ● , Thinking ○ , Grouping ○ ,
Role playing ○ , Brain storming ● , Problem solving ○ , Explain discussion ○

Discover (opening the idea) :



Lesson activities (Learn) :

	Kilometer	Meter
1		1,000
2	3	
3		40,000

	Meter	Centimeter
4	1	
5		300
6	10	

THINK :

Convert the following.

- 4 m 18 cm = _____ cm
- 18 m 14 cm = _____ cm
- 8 km 14 m = _____ m
- 27 km 55 m = _____ cm

Closing the idea (Summary):

Complete : A) 4 km. = M B) 400 cm = M.

C) 5 dm = cm D) 4 cm = mm.

Date	Period	class	Attendance	Absent	Total
_ / /	4 / .....	.....	.....	.....

Unit : (3) , Lesson : (2) (Measuring mass)

Teacher guide's Page : Student book's Page :

LEARNING OBJECTIVES : In this lesson the student should be able to :

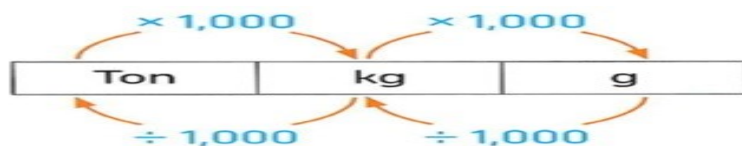
1 – Explain the relationship between metric units of mass .

2 – Convert between metric units of mass.

Learning tools and resources: Worksheets ○ , S.B ● , Cards ●
Internet ○, Chart ○ , Money ● , Small places ○ , Other things ●

Learning strategies : Sharing ●, Thinking ○ , Grouping ○ ,
Role playing ○, Brain storming ● , Problem solving ○ , Explain discussion ○

Discover (opening the idea) :



Lesson activities (Learn) :

Work with a partner to complete the conversions. Use the previous example to help you.

- 3 kg = _____ g
- 8 kg = _____ g
- _____ kg = 5,000 g
- 4 kg = _____ g

THINK :

6. 4,590 g

_____ kg	_____ g
----------	---------

7. 8,400 g

_____ kg	_____ g
----------	---------

Closing the idea (Summary):

Complete : A) 4 Ton = kg

Date	Period	class	Attendance	Absent	Total
_ / /	4 / .....	.....	.....	.....

Unit : (3) , Lesson : (3) (Units of capacity)

Teacher guide's Page :, Student book's Page :

LEARNING OBJECTIVES : In this lesson the student should be able to :

1 – Explain the relationship between metric units of capacity .

2 – Convert between metric units of capacity.

Learning tools and resources: Worksheets ○ , S.B ● , Cards ●
Internet ○, Chart ○ , Money ● , Small places ○ , Other things ●

Learning strategies : Sharing ●, Thinking ○ , Grouping ○ ,
Role playing ○, Brain storming ● , Problem solving ○ , Explain discussion ○

Discover (opening the idea) :



1 Liter = 1,000 milliliters

Lesson activities (Learn) :

Find each missing number.

a. 8 Liters = _____ milliliters.

b. 56,000 mL = _____ L

c.

47,665 mL
_____ L _____ mL

d. 13 L , 13 mL = _____ mL

THINK :

Fill in blanks.

a. $2\text{ L} + 3\text{ L} = \text{_____ mL}$

b. $8\text{ L} + 35\text{ mL} = \text{_____ mL}$

c. $9\text{ L} - 3,000\text{ mL} = \text{_____ mL}$

Closing the idea (Summary) :

Complete.

a. $6\text{ L} = \text{_____ mL}$

b. $3\text{ L} = \text{_____ mL}$

c. $9\text{ L} = \text{_____ mL}$

d. $25\text{ L} = \text{_____ mL}$

e. $50\text{ L} = \text{_____ mL}$

f. $4,000\text{ mL} = \text{_____ L}$

Date	Period	class	Attendance	Absent	Total
_ / /	4 / .....	.....	.....	.....

Unit : (3) , Lesson : (4) (Units of Time)

Teacher guide's Page :, Student book's Page :

LEARNING OBJECTIVES : In this lesson the student should be able to :

1 – Tell time to the minute.

2 – Explain relationships between units of time.

Learning tools and resources: Worksheets ○ , S.B ● , Cards ●
Internet ○, Chart ○ , Money ● , Small places ○ , Other things ●

Learning strategies : Sharing ●, Thinking ○ , Grouping ○ ,
Role playing ○, Brain storming ● , Problem solving ○ , Explain discussion ○

Discover (opening the idea) :



Lesson activities (Learn) :

Solve the conversion problems using the ratio tables above.

- 10 hours 30 minutes = _____ minutes
- 6 minutes 15 seconds = _____ seconds
- 4 days 20 hours = _____ hours

THINK :

Table 1	
Hours	Minutes
1	60
2	
3	

Table 2	
Hours	Minutes
1	60
2	
3	

Table 3	
Days	Hours
1	24
2	
3	

Table 4	
Weeks	Days
1	7
2	
3	

Closing the idea (Summary):

Complete : A) 2 hours = Minutes.

B) 4 weeks = days

Date	Period	class	Attendance	Absent	Total
_ / /	4 / .....	.....	.....	.....

Unit : (3) , Lesson : (5) (Elapsed Time)

Teacher guide's Page : Student book's Page :

LEARNING OBJECTIVES : In this lesson the student should be able to :

- 1- Explain elapsed time.
- 2- Solve elapsed time problems.

Learning tools and resources: Worksheets ☐ , S.B ☒ , Cards ☒
Internet ☐ , Chart ☐ , Money ☒ , Small places ☐ , Other things ☒
Learning strategies : Sharing ☒ , Thinking ☐ , Grouping ☐ ,
Role playing ☐ , Brain storming ☒ , Problem solving ☐ , Explain discussion ☐

Discover (opening the idea) :

Ali earned a shopping mail, he spent 2 hours, 40 minutes shopping and spent 50 minutes at lunch in a restaurant. How long did Ali spend in the mall?

Lesson activities (Learn) :

Calcuete :

A) $3 : 15 + 6 : 20 = \dots\dots\dots$

B) $5 : 45 - 2 : 30 = \dots\dots\dots$

THINK :

Complete : A) 65 minutes = hour + minutes

Closing the idea (Summary) :

Calcuete :

A) $7 : 45 + 1 : 20 = \dots\dots\dots$

B) $9 : 40 - 2 : 20 = \dots\dots\dots$

Date	Period	class	Attendance	Absent	Total
_ / /	4 / .....	.....	.....	.....

Unit : (3) , Lesson (6) (Applications of Measurement Part 1)

Teacher guide's Page :, Student book's Page :

LEARNING OBJECTIVES : In this lesson the student should be able to :

1- Add and subtract to solve problems.

2- Solve story problems involving measurement.

Learning tools and resources: Worksheets ○ , S.B ● , Cards ●
Internet ○ , Chart ○ , Money ● , Small places ○ , Other things ●

Learning strategies : Sharing ● , Thinking ○ , Grouping ○ ,
Role playing ○ , Brain storming ● , Problem solving ○ , Explain discussion ○

Discover (opening the idea) :

The potatoes Aya bought weighed 2 kilograms 920 grams. Her onions weighed 1,075 grams less than the potatoes. How much did the potatoes and onions weigh together ?

Lesson activities (Learn) :

Ali and hend each caught a fish the two fish have a mass 8,250 g

The mass of Hend ´s fish is 3,130 g. what is the mass of Ali´s fish ?

THINK : Complete :

2 m + 20 cm = cm

Closing the idea (Summary):

Complete :

4 : 45 minutes — 1 : 50 minutes =

Date	Period	class	Attendance	Absent	Total
_ / /	4 / .....	.....	.....	.....

Unit : (3) , Lesson (7) (Applications of Measurement Part 2)

Teacher guide's Page :, Student book's Page :

LEARNING OBJECTIVES : In this lesson the student should be able to :

1- Multiply and divide to solve problems.

2- Solve story problems involving measurement.

Learning tools and resources: Worksheets ○ , S.B ● , Cards ●
Internet ○ , Chart ○ , Money ● , Small places ○ , Other things ●

Learning strategies : Sharing ● , Thinking ○ , Grouping ○ ,
Role playing ○ , Brain storming ● , Problem solving ○ , Explain discussion ○

Discover (opening the idea) :

Ahmed has a 12 meter-long piece of wood. He wants to cut it into 3 equal lengths. How long should each cut piece be in meters?

How long will each of these pieces be in centimeters?

Lesson activities (Learn) :

Ahmed has 32 liters of soda . if he divides it equally between 8 friends.

how much each one have ?

THINK :

Mohamed rides his cycle 10 Km. per a day How many Km. he covers in
5 days ?

Closing the idea (Summary):

Complete :

2 Kg + 4,000 gm. = Kg.

Date	Period	class	Attendance	Absent	Total
_ / /	4 / .....	.....	.....	.....

Unit (4) : , Lesson : (1) (Finding perimeter)

Teacher guide's Page : , Student book's Page :

LEARNING OBJECTIVES : In this lesson the student should be able to :

1- Defend perimeter.

2- Use formulas to calculate perimeter of rectangles.

Learning tools and resources: Worksheets ○ , S.B ● , Cards ●
Internet ○ , Chart ○ , Money ● , Small places ○ , Other things ●

Learning strategies : Sharing ● , Thinking ○ , Grouping ○ ,
Role playing ○ , Brain storming ● , Problem solving ○ , Explain discussion ○

Discover (opening the idea) :

Find the perimeter of rectangle its dimensions are 5 cm and 3 cm ?

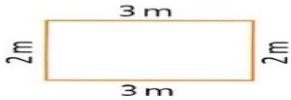
Perimeter = 5 + 5 + 3 + 3 = 16 cm (p. = (L. + W.) × 2)

Find the perimeter of square its length is 5 cm ?

Perimeter = 5 + 5 + 5 + 5 = 20 cm (p. = side × 4)

Lesson activities (Learn) :

Calculate the perimeter of each of the shapes that follow. Use two different formulas to solve each problem. Show your work.

a. 

• First formula : _____


• Second formula : _____

b. 

• First formula : _____

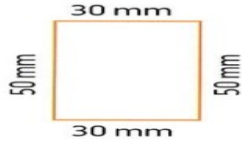
• Second formula : _____

THINK :

c. 

st formula : _____

cond formula : _____

d. 

• First formula : _____

• Second formula : _____

Closing the idea (Summary): Complete :

A) Perimeter of rectangle =

Date	Period	class	Attendance	Absent	Total
_ / /	4 / .....	.....	.....	.....

Unit : (4) , Lesson : (2) (Finding area)

Teacher guide's Page : Student book's Page :

LEARNING OBJECTIVES : In this lesson the student should be able to :

1 –Defend the area .

2 – Use formulas to calculate area of rectangles.

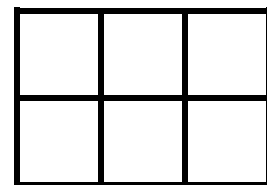
Learning tools and resources: Worksheets ○ , S.B ● , Cards ●
Internet ○, Chart ○ , Money ● , Small places ○ , Other things ●

Learning strategies : Sharing ●, Thinking ○ , Grouping ○ ,
Role playing ○, Brain storming ● , Problem solving ○ , Explain discussion ○

Discover (opening the idea) :

Find the area of opposite figure ?

Lesson activities (Learn) : ($A. = L. \times W. .$), ($A. = S. \times S. .$)



Find the area and perimeter of each figure.

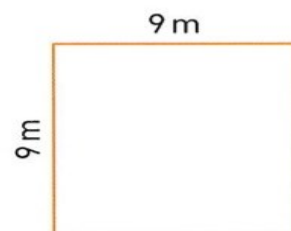
a.



b.



c.



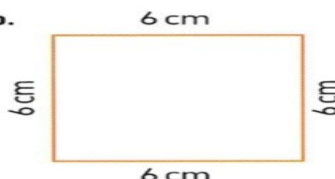
THINK :

Write the formula of the area of each rectangle or square, then find its area.

a.



b.

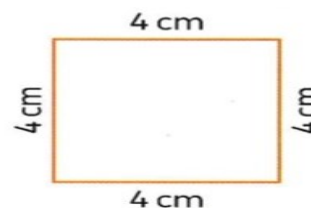


c.



Closing the idea (Summary):

Circle the shape that has greater area.



Date	Period	class	Attendance	Absent	Total
_ / /	4 / .....	.....	.....	.....

Unit : (4) , Lesson : (3) (Unknown dimensions)

Teacher guide's Page : , Student book's Page :

LEARNING OBJECTIVES : In this lesson the student should be able to :

1-Use formula to calculate unknown when given some dimensions of rectangle

Learning tools and resources: Worksheets ○ , S.B ● , Cards ●
Internet ○ , Chart ○ , Money ● , Small places ○ , Other things ●

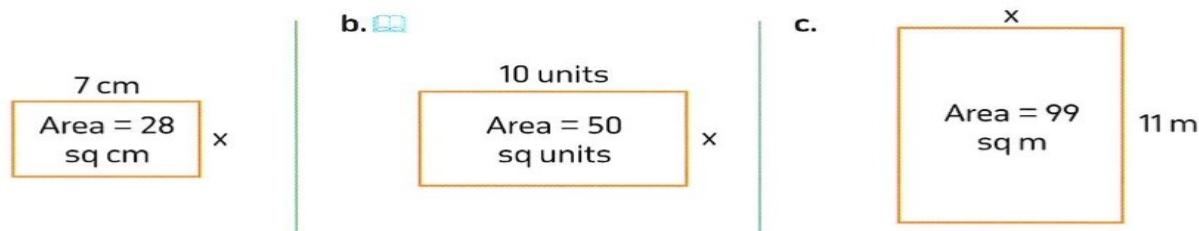
Learning strategies : Sharing ● , Thinking ○ , Grouping ○ ,
Role playing ○ , Brain storming ● , Problem solving ○ , Explain discussion ○

Discover (opening the idea) :

A rectangle its area is 6 cm^2 , its length is 3 cm . find its width ?

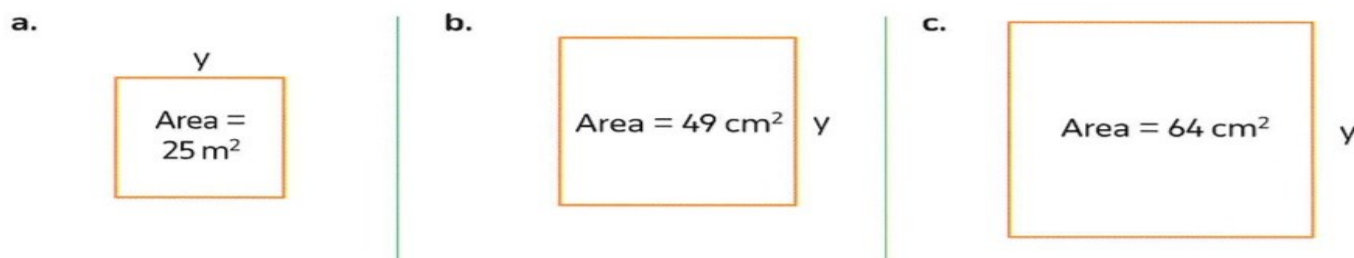
Lesson activities (Learn) :

Find the unknown side length based on the area given of each rectangle.



THINK :

Find the unknown side length based on the area given of each square.



Closing the idea (Summary):

Complete : A) The area of square is 25 cm^2 , its side length =cm

Date	Period	class	Attendance	Absent	Total
_ / /	4 / .....	.....	.....	.....

Unit : (4) , Lesson : (4) (Complex shapes)

Teacher guide's Page : Student book's Page :

LEARNING OBJECTIVES : In this lesson the student should be able to :

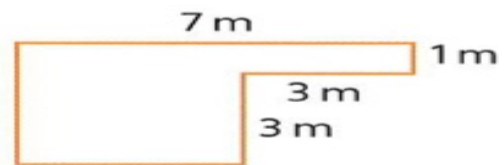
- 1- Calculate the area and the perimeter of complex shapes.
- 2- Explain their strategies for finding the area and perimeter of complex shapes.

Learning tools and resources: Worksheets ○ , S.B ● , Cards ●
Internet ○ , Chart ○ , Money ● , Small places ○ , Other things ●

Learning strategies : Sharing ● , Thinking ○ , Grouping ○ ,
Role playing ○ , Brain storming ● , Problem solving ○ , Explain discussion ○

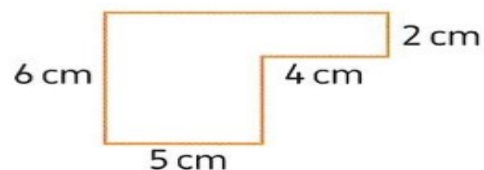
Discover (opening the idea) :

Find the perimeter of the complex shape ?



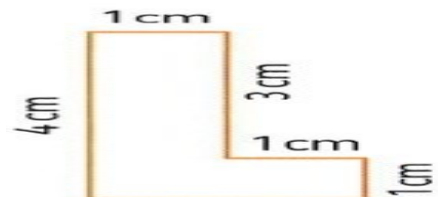
Lesson activities (Learn) :

Find the perimeter and area of the complex shape ?



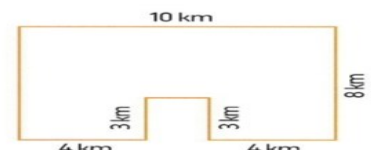
THINK :

Find the perimeter and area of the complex shape ?



Closing the idea (Summary) :

Find the perimeter and area of the complex shape ?



Date	Period	class	Attendance	Absent	Total
_ / /	4 / .....	.....	.....	.....

Unit (5) : , Lesson : (1) (Multiplicative comparison)

Teacher guide's Page : , Student book's Page :

LEARNING OBJECTIVES : In this lesson the student should be able to :

- 1- Define multiplicative comparison.
- 2- model multiplicative comparison problems.

Learning tools and resources: Worksheets ○ , S.B ● , Cards ●
Internet ○, Chart ○ , Money ● , Small places ○ , Other things ●

Learning strategies : Sharing ●, Thinking ○ , Grouping ○ ,
Role playing ○, Brain storming ● , Problem solving ○ , Explain discussion ○

Discover (opening the idea) :

1. Compare 15 and 3 ? (15 is times greater than 3)

Lesson activities (Learn) : Complete :

A) $4 + 4 + 4 = \dots \times \dots = \dots$

B) $5 + 5 + 5 + 5 = \dots \times \dots = \dots$

THINK :

Compare 28 and 7 ? (28 is times greater than 7)

Compare 27 and 9 ? (27 is times greater than 9)

Compare 30 and 3 ? (30 is times greater than 3)

Closing the idea (Summary):

Complete : A) 45 is times the number 5

B) 40 is times the number 8

C) 18 is equal to 6 times the number

Date	Period	class	Attendance	Absent	Total
_ / /	4 / .....	.....	.....	.....

Unit : (5) , Lesson : (2) (Creating multiplicative comparison equations)

Teacher guide's Page : Student book's Page :

LEARNING OBJECTIVES : In this lesson the student should be able to :

1 – Create equations to represent multiplication comparison problems.

2 – Use letters to represent unknown quantities in equations.

Learning tools and resources: Worksheets ○ , S.B ● , Cards ●
Internet ○, Chart ○ , Money ● , Small places ○ , Other things ●

Learning strategies : Sharing ● , Thinking ○ , Grouping ○ ,
Role playing ○ , Brain storming ● , Problem solving ○ , Explain discussion ○

Discover (opening the idea) : Write an equation ?

A) 3 times the number 5 ? $3 \times 5 = A$

B) 12 is 6 times as many as ? $12 = 6 \times m$

Lesson activities (Learn) : Write an equation ?

A) What number is 3 times the number 7 ?

B) 24 is 4 times a number . what is the number ?

THINK :

Complete :

A) 4 times greater than 3 is

B) 18 is 6 times as many as

C) 25 is 5 times as many as

Closing the idea (Summary):

Complete :

A) 2 times greater than 7 is

B) 24 is 4 times as great as

Date	Period	class	Attendance	Absent	Total
_ / /	4 / .....	.....	.....	.....

Unit : (5) , Lesson : (3) (Solving multiplicative comparison equations)

Teacher guide's Page : , Student book's Page :

LEARNING OBJECTIVES : In this lesson the student should be able to :

1 – Create and solve multiplicative comparison equations.

Learning tools and resources: Worksheets ○ , S.B ● , Cards ●
Internet ○ , Chart ○ , Money ● , Small places ○ , Other things ●

Learning strategies : Sharing ● , Thinking ○ , Grouping ○ ,
Role playing ○ , Brain storming ● , Problem solving ○ , Explain discussion ○

Discover (opening the idea) :

Solve each of the following :

A) $y = 5 \times 10$?

B) $3 \times 4 = Z$?

Lesson activities (Learn) :

Solve each of the following :

A) $m = 7 \times 4$?

B) $5 \times 8 = r$?

THINK :

Complete :

a) $m \times 4 = 32$, then $m = \dots\dots$

b) $3 \times 7 = h$, then $h = \dots\dots$

Closing the idea (Summary):

What number is 10 is times the number 9 ?

What number is 6 is times the number 5 ?

Date	Period	class	Attendance	Absent	Total
_ / /	4 / .....	.....	.....	.....

Unit : (5) , Lesson : (4) (Commutative property of multiplication)

Teacher guide's Page : Student book's Page :

LEARNING OBJECTIVES : In this lesson the student should be able to :

1- _Explane the commutative property of multiplication.

Learning tools and resources: Worksheets ☐ , S.B ☒ , Cards ☒
Internet ☐ , Chart ☐ , Money ☒ , Small places ☐ , Other things ☒

Learning strategies : Sharing ☒ , Thinking ☐ , Grouping ☐ ,
Role playing ☐ , Brain storming ☒ , Problem solving ☐ , Explain discussion ☐

Discover (opening the idea) :

Apply the Commutative Property of Multiplication to complete each equation.

A) $4 \times 6 = 6 \times \dots\dots$

B) $\dots\dots \times 10 = 10 \times 8$

Lesson activities (Learn) :

Complete :

A) $4 \times n = 12$, then $n = \dots\dots$

B) $b \times 7 = 21$, then $b = \dots\dots$

THINK :

Complete : A) $3 \times 8 = 8 \times \dots\dots$ (..... property)

Closing the idea (Summary):

Complete :

A) $5 \times 9 = 9 \times k$, then $k = \dots\dots$

B) $E \times 6 = 6 \times 3$, then $E = \dots\dots$

Date	Period	class	Attendance	Absent	Total
_ / /	4 / .....	.....	.....	.....

Unit : (5) , Lesson : (5) (Identity property , zero property)

Teacher guide's Page : , Student book's Page :

LEARNING OBJECTIVES : In this lesson the student should be able to :

1- Apply the identity property of multiplication to solve problems.

2- Apply the zero property of multiplication to solve problems.

Learning tools and resources: Worksheets ○ , S.B ● , Cards ●
Internet ○ , Chart ○ , Money ● , Small places ○ , Other things ●

Learning strategies : Sharing ● , Thinking ○ , Grouping ○ ,
Role playing ○ , Brain storming ● , Problem solving ○ , Explain discussion ○

Discover (opening the idea) :

Identity property : the product of 1 and any number = the same number

$$3 \times 1 = 3 \quad \text{and} \quad 6 \times 1 = 6$$

Lesson activities (Learn) :

Complete :

A) $5 \times 10 = \dots\dots\dots$

B) $1000 \times 3 = \dots\dots\dots$

C) $900 = 9 \times \dots\dots\dots$

D) $4000 = 4 \times \dots\dots\dots$

THINK : Complete :

A) $1 \times 432 = \dots\dots\dots$

B) $65 \times 0 = \dots\dots\dots$

Closing the idea (Summary):

Complete :

A) $57 \times \dots\dots\dots = 57$

B) $\dots\dots \times 38 = 0$

Date	Period	class	Attendance	Absent	Total
_ / /	4 / .....	.....	.....	.....

Unit : (5) , Lesson : (6) (Associative property of multiplication)

Teacher guide's Page : , Student book's Page :

LEARNING OBJECTIVES : In this lesson the student should be able to :

1- Explain the associative property of multiplication.

Learning tools and resources: Worksheets ☐ , S.B ☒ , Cards ☒
Internet ☐ , Chart ☐ , Money ☒ , Small places ☐ , Other things ☒

Learning strategies : Sharing ☒ , Thinking ☐ , Grouping ☐ ,
Role playing ☐ , Brain storming ☒ , Problem solving ☐ , Explain discussion ☐

Discover (opening the idea) :

Associative property :

$$(2 \times 5) \times 8 = 2 \times (5 \times 8)$$

Lesson activities (Learn) :

Complete :

A) $(12 \times) \times 80 = 12 \times (5 \times 80)$

B) $(..... \times 9) \times 7 = 2 \times (9 \times 7)$

THINK :

Complete :

A) $(3 \times 2) \times 5 = \times =$

Closing the idea (Summary) :

Complete :

A) $(5 \times 8) \times 10 = \times (8 \times 10)$

B) $3 \times (4 \times 10) = \times =$

Date	Period	class	Attendance	Absent	Total
_ / /	4 / .....	.....	.....	.....

Unit : (5) , Lesson : (7) (Applying patterns in multiplication)

Teacher guide's Page :, Student book's Page :

LEARNING OBJECTIVES : In this lesson the student should be able to :

1- Apply decomposing and associative property of multiplication to solve equation with of 10 , 100 or 1000

Learning tools and resources: Worksheets ○ , S.B ● , Cards ●
Internet ○, Chart ○ , Money ● , Small places ○ , Other things ●

Learning strategies : Sharing ●, Thinking ○ , Grouping ○ ,
Role playing ○, Brain storming ● , Problem solving ○ , Explain discussion ○

Discover (opening the idea) :

Multiply :

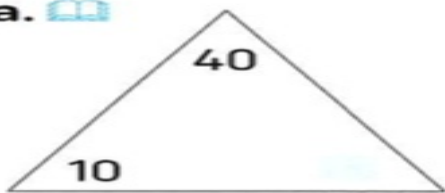
A) $3 \times 60 = \dots\dots\dots$

B) $4 \times 50 = \dots\dots\dots$

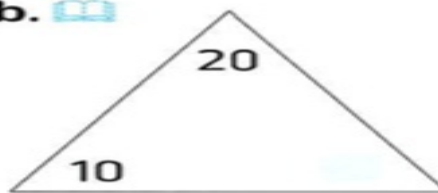
Lesson activities (Learn) :

Write the missing factor in the box.

a. 



b. 



THINK :

Complete :

A) $4 \times \dots\dots\dots = 1200$ B) $30 = \dots\dots\dots$ Tens C) $400 = \dots\dots\dots$ Tens

Closing the idea (Summary):

Complete :_ A) $5 \times 70 = \dots\dots\dots$ B) $4 \times 300 = \dots\dots\dots$

Date	Period	class	Attendance	Absent	Total
_ / /	4 / .....	.....	.....	.....

Unit (6) : , Lesson : (1) (Identifying factors of whole numbers)

Teacher guide's Page : , **Student book's Page :**

LEARNING OBJECTIVES : In this lesson the student should be able to :

Define factors of a whole number.

Learning tools and resources: Worksheets ○ , S.B ● , Cards ●
Internet ○ , Chart ○ , Money ● , Small places ○ , Other things ●

Learning strategies : Sharing ● , Thinking ○ , Grouping ○ ,
Role playing ○ , Brain storming ● , Problem solving ○ , Explain discussion ○

Discover (opening the idea) : find the factor of 12 ?



Lesson activities (Learn) :

2. Choose the correct answer.

- 5 is a factor of _____.
A. 50 B. 51 C. 52 D. 53
- Which number is a factor of 20 ?
A. 6 B. 10 C. 30 D. 40
- The number 11 has _____ factors.
A. 2 B. 3 C. 4 D. 5
- The number 32 has _____ factors.
A. 4 B. 6 C. 8 D. 10

THINK :

Find the factors of each number ?

10 , 15 , 20 ?

Closing the idea (Summary):

List the factors of the number 20 ?

Date	Period	class	Attendance	Absent	Total
_ / /	4 / .....	.....	.....	.....

Unit : (6) , Lesson : (2) (Prime and composite numbers)

Teacher guide's Page : Student book's Page :

LEARNING OBJECTIVES : In this lesson the student should be able to :
Find all factors of a given number between 0 and 100.

Learning tools and resources: Worksheets ○ , S.B ● , Cards ●
Internet ○ , Chart ○ , Money ● , Small places ○ , Other things ●

Learning strategies : Sharing ● , Thinking ○ , Grouping ○ ,
Role playing ○ , Brain storming ● , Problem solving ○ , Explain discussion ○

▶ A **Prime number** is a whole number that has exactly two different factors, 1 and itself.

▶ A **Composite number** is a whole number that has more than two factors.

The prime numbers : 2 , 3 , 5 , 7 , 11 , 13 , 17 ,

Discover (opening the idea) :

Choose the correct answer.

- _____ is a prime number.
A. 9 B. 16 C. 19 D. 21
- _____ is a prime number.
A. 1 B. 6 C. 7 D. 12
- _____ isn't a prime number.
A. 1 B. 3 C. 5 D. 7
- _____ is a composite number.
A. 1 B. 3 C. 13 D. 15
- _____ isn't a composite number.
A. 11 B. 12 C. 14 D. 20

Lesson activities (Learn) : Complete :

- Has only one factor.
- The smallest prime number is
- The prime number has factors.

THINK :

Write the first 10 Composite numbers ?

Closing the idea (Summary) : Complete

- The factors of 7 are and

Date	Period	class	Attendance	Absent	Total
_ / /	4 / .....	.....	.....	.....

Unit : (6) , Lesson : (3) (Greatest Common Factor G.C.F)

Teacher guide's Page : , Student book's Page :

LEARNING OBJECTIVES : In this lesson the student should be able to :

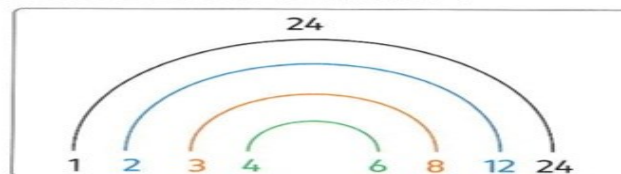
Find common factors between two whole numbers.

Learning tools and resources: Worksheets ○ , S.B ● , Cards ●
Internet ○ , Chart ○ , Money ● , Small places ○ , Other things ●

Learning strategies : Sharing ● , Thinking ○ , Grouping ○ ,
Role playing ○ , Brain storming ● , Problem solving ○ , Explain discussion ○

Discover (opening the idea) : Find G.C.F for 18 and 24 ?

How can you find the greatest common factor for 18 and 24 ?



- Factors of 18 : 1, 2, 3, 6, 9, 18
- Factors of 24 : 1, 2, 3, 4, 6, 8, 12, 24
- Common factors : 1, 2, 3, 6
- The greatest common factor [G.C.F] : 6

Lesson activities (Learn) : Find G.C.F for 16 and 28?

- b. 16 : 1, 2, 4, 8, 16
28 : 1, 2, 4, 7, 14, 28
Common factors : 1, 2, 4
G.C.F : 4

Factors of 16		Factors of 28	
①	16	①	28
②	8	②	14
④	4	④	7

THINK :

Find G.C.F for 12 and 20 ?

Closing the idea (Summary):

Find G.C.F for 6 and 18 ?

Find G.C.F for 10 and 30 ?

Date	Period	class	Attendance	Absent	Total
_ / /	4 / .....	.....	.....	.....

Unit : (6) Lessons : (4) (Identifying Multiples of Whole Numbers)

Teacher guide's Page :

Student book's Page :

LEARNING OBJECTIVES : In this lesson the student should be able to :

Define multiples of whole numbers.

Learning tools and resources: Worksheets , S.B , Cards
Internet ☐ , Chart ☐ , Money ☒ , Small places ☐ , Other things ☒

Learning strategies : Sharing ☒ , Thinking ☐ , Grouping ☐ ,
Role playing ☐ , Brain storming ☒ , Problem solving ☐ , Explain discussion ☐

Discover (opening the idea) :

A multiple is the product of a given number and another whole number.

Lesson activities (Learn) :

Find the multiples of the following numbers ?

2 , 4 , 5 , 10 ?

THINK : Complete :

A) The common factor for all numbers is

B) The common multiple for all numbers is

Closing the idea (Summary):

A) List 4 multiples of the number 8 ?

B) Circle the numbers that are multiples of 3 ?

8 , 12 , 17 , 30 , 18 , 22 , 33

C) Circle the numbers that are multiples of 5 ?

18 , 10 , 17 , 30 , 50 , 25 , 35 , 19

Date	Period	class	Attendance	Absent	Total
_ / /	4 / .....	.....	.....	.....

Unit : (6) , Lessons : (5) (Common multiples)

Teacher guide's Page : Student book's Page :

LEARNING OBJECTIVES : In this lesson the student should be able to :
Identify common multiples between two numbers.

Learning tools and resources: Worksheets , S.B , Cards
Internet ○, Chart ○ , Money ●, Small places ○, Other things ●

Learning strategies : Sharing ●, Thinking ○, Grouping ○ ,
Role playing ○, Brain storming ●, Problem solving ○ , Explain discussion ○

Discover (opening the idea) :

Find the multiples of each of the numbers 4 and 6 up to 50, then find the common multiples between them.

Solution 

- The multiples of 4 are : 0 , 4 , 8 , 12 , 16 , 20 , 24 , 28 , 32 , 36 , 40 , 44 , 48
- The multiples of 6 are : 0 , 6 , 12 , 18 , 24 , 30 , 36 , 42 , 48
- The common multiples of 4 and 6 are : 0 , 12 , 24 , 36 , 48

Lesson activities (Learn) :

- b. Find the multiples of each of the numbers 5 and 4 up to 30, then find the common multiples between them.

The multiples of 5 are : _____

The multiples of 4 are : _____

The common multiples are : _____

THINK : Complete :

A) The multiples of the number 4 are , , ,

B) The common multiple for all numbers is

Closing the idea (Summary):

Find 3 common multiple for 5 and 10 ?

Date	Period	class	Attendance	Absent	Total
_ / /	4 / .....	.....	.....	.....

Unit : (6) , Lesson : (6) (Relationships between factors and multiples)

Teacher guide's Page :, Student book's Page :

LEARNING OBJECTIVES : In this lesson the student should be able to :
will explain the relationship between factors and multiples.

Learning tools and resources: Worksheets ○ , S.B ● , Cards ●
Internet ○ , Chart ○ , Money ● , Small places ○ , Other things ●

Learning strategies : Sharing ● , Thinking ○ , Grouping ○ ,
Role playing ○ , Brain storming ● , Problem solving ○ , Explain discussion ○

Discover (opening the idea) : Notice :

$$1 \times 6 = 6$$

Factor Factor multiple

Lesson activities (Learn) :

Complete the following.

- Write 3 multiples of 5 _____ , _____ , _____
- Write 3 multiples of 6 _____ , _____ , _____
- Write 3 factors of 30 _____ , _____ , _____
- The numbers 1 , 3 , 9 , 27 are factors of _____ (El-Beheii
- If $4 \times 9 = 36$, then _____ is a multiple of the two numbers _____ and _____
Also, _____ and _____ are factors of the number _____
- If $7 \times 3 =$ _____ , then _____ is a multiple of the two numbers _____ and _____

THINK :

Making Connections. Think about the relationships between the numbers in each group.
Write at least two sentences describing what you notice.

-  3 , 6 and 12 _____

Closing the idea (Summary):

Complete :

A) Multiples of 2 are numbers.

Date	Period	class	Attendance	Absent	Total
_ / /	4 / .....	.....	.....	.....

Unit (7) : , Lesson : (1) (The area model strategy)

Teacher guide's Page :, Student book's Page :

LEARNING OBJECTIVES : In this lesson the student should be able to :
Use area model to represent 2-digit numbers by 1-digit number.

Learning tools and resources: Worksheets ○ , S.B ● , Cards ●
Internet ○ , Chart ○ , Money ● , Small places ○ , Other things ●

Learning strategies : Sharing ● , Thinking ○ , Grouping ○ ,
Role playing ○ , Brain storming ● , Problem solving ○ , Explain discussion ○

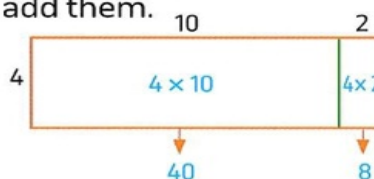
Discover (opening the idea) : Find the area model of 4×12 ?

Find the area of each of the new two rectangles, then add them.

• $4 \times 10 = 40$

• $4 \times 2 = 8$

So, $4 \times 12 = 40 + 8 = 48$



Lesson activities (Learn) :

Use a quick draw to solve each of the problems that follow.

a. 17×4

b. 21×3

THINK :

Draw an area model to find each product.

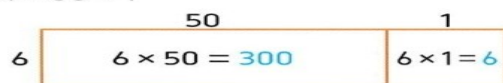
a. 6×51

b. 39×8

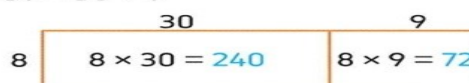
Solution

a. $51 = 50 + 1$

b. $39 = 30 + 9$



So, $6 \times 51 = 300 + 6 = 306$



So, $39 \times 8 = 240 + 72 = 312$

Closing the idea (Summary) :

Draw the area model to find the product :

A) 23×8 ?

B) 56×5 ?

Date	Period	class	Attendance	Absent	Total
_ / /	4 / .....	.....	.....	.....

Unit : (7) , Lesson : (2) (The Distributive property)

Teacher guide's Page : Student book's Page :

LEARNING OBJECTIVES : In this lesson the student should be able to :

Use an area model to multiply 1-digit number by a whole number.

Learning tools and resources: Worksheets ○ , S.B ● , Cards ●
Internet ○ , Chart ○ , Money ● , Small places ○ , Other things ●

Learning strategies : Sharing ● , Thinking ○ , Grouping ○ ,
Role playing ○ , Brain storming ● , Problem solving ○ , Explain discussion ○

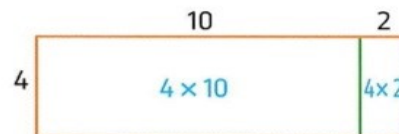
Discover (opening the idea) :

- To find 4×12 using distributive property do as follow :

Break apart 12 into $[10 + 2]$

$$4 \times [10 + 2] = [4 \times 10] + [4 \times 2] \text{ "Distributive property"}$$

$$= 40 + 8 = 48$$



Lesson activities (Learn) :

Use the distributive property to solve each problem.

a. 6×324

Solution

$$\begin{aligned} \text{a. } 6 \times 324 &= 6 \times [300 + 20 + 4] \\ &= [6 \times 300] + [6 \times 20] + [6 \times 4] \\ &= 1,800 + 120 + 24 = 1,944 \end{aligned}$$

b. $7 \times 2,915$

$$\begin{aligned} \text{b. } 7 \times 2,915 &= 7 \times [2,000 + 900 + 10 + 5] \\ &= [7 \times 2,000] + [7 \times 900] + [7 \times 10] + [7 \times 5] \\ &= 14,000 + 6,300 + 70 + 35 = 20,405 \end{aligned}$$

c. 5×407

THINK :

Complete.

a. $5 \times 467 = 5 \times 400 + 5 \times \text{-----} + 5 \times 7$

b. $2 \times 139 = 2 \times \text{-----} + 2 \times \text{-----} + 2 \times 9$

Closing the idea (Summary): Choose the correct answer :

$7 \times 526 = 7 \times [\text{-----} + 20 + 6]$

A. 5

B. 50

C. 500

D. 5,000

8. $[7 \times 30] + [7 \times 5] = \text{-----}$

A. 7×53

B. 70×53

C. 73×75

D. 7×35

Date	Period	class	Attendance	Absent	Total
_ / /	4 / .....	.....	.....	.....

Unit : (7) , **Lesson :** (3) (The partial product algorithm)

Teacher guide's Page : , **Student book's Page :**

LEARNING OBJECTIVES : In this lesson the student should be able to :

Use the partial product algorithm to multiply 1digit number by a number

Learning tools and resources: Worksheets ○ , S.B ● , Cards ●
Internet ○ , Chart ○ , Money ● , Small places ○ , Other things ●

Learning strategies : Sharing ● , Thinking ○ , Grouping ○ ,
Role playing ○ , Brain storming ● , Problem solving ○ , Explain discussion ○

Discover (opening the idea) : Multiply : 16×2 ?

Step 1	Step 2	Step 3
<p>Multiply the ones.</p> $\begin{array}{r} 16 \\ \times 2 \\ \hline 12 \end{array} \rightarrow [6 \times 2]$	<p>Multiply the tens.</p> $\begin{array}{r} 16 \\ \times 2 \\ \hline 12 \\ 20 \end{array} \rightarrow [10 \times 2]$	<p>Add the products.</p> $\begin{array}{r} 16 \\ \times 2 \\ \hline 12 \\ + 20 \\ \hline 32 \end{array}$

Lesson activities (Learn) : Multiply : 76×3 ?

$$\begin{array}{r} 76 \\ \times 3 \\ \hline 210 \\ + 18 \\ \hline 228 \end{array}$$

$\rightarrow [70 \times 3]$ "Multiplying the tens"
 $\rightarrow [6 \times 3]$ "Multiplying the ones"

THINK : Multiply using partial product algorithm: 14×5 ?

Closing the idea (Summary):

Multiply using partial product algorithm:

A) 34×7 ?

B) 46×4 ?

Date	Period	class	Attendance	Absent	Total
_ / /	4 / .....	.....	.....	.....

Unit : (7) Lesson : (4) (Multiply by a 1-digit number(Standard algorithm))

Teacher guide's Page :

Student book's Page :

LEARNING OBJECTIVES : In this lesson the student should be able to :
Estimate products of multi digit multiplication problems.

Learning tools and resources: Worksheets , S.B , Cards
Internet ○, Chart ○ , Money ●, Small places ○, Other things ●

Learning strategies : Sharing ●, Thinking ○, Grouping ○ ,
Role playing ○, Brain storming ●, Problem solving ○ , Explain discussion ○

Discover (opening the idea) :

Use the standard multiplication algorithm to solve the following.

a. 6×512

b. $2,194 \times 7$

Solution 

a.

$$\begin{array}{r} 512 \\ \times 6 \\ \hline 3,072 \end{array}$$

b.

$$\begin{array}{r} 2,194 \\ \times 7 \\ \hline 15,358 \end{array}$$

Lesson activities (Learn) :

Solve using the standard algorithm.

a. 7×30

b. 27×3

THINK :

Estimate the product. Multiply to check.

a. 3×62

Solution 

a. Round 62 to the greatest place value.
 3×62
 $3 \times 60 = 180$

The actual product :
[Using the partial products algorithm]

$$\begin{array}{r} 62 \\ \times 3 \\ \hline 180 \\ + 6 \\ \hline 186 \end{array}$$

b. 284×7

b. Round to the nearest ten
 $284 \rightarrow 280$
 $280 \times 7 = 1,960$

The actual product :
[Using the Standard Multiplication Strategy]

$$\begin{array}{r} 284 \\ \times 7 \\ \hline 1,988 \end{array}$$

Closing the idea (Summary) :

Solve using standard algorithm: A) 34×7 ?

Date	Period	class	Attendance	Absent	Total
_ / /	4 / .....	.....	.....	.....

Unit : (7) , Lesson : (5) (Multiply a 2-digit number by a multiple of 10)

Teacher guide's Page : , Student book's Page :

LEARNING OBJECTIVES : In this lesson the student should be able to :
Identify patterns when multiplying 2 multiples of 10.

Learning tools and resources: Worksheets ○ , S.B ● , Cards ●
Internet ○ , Chart ○ , Money ● , Small places ○ , Other things ●

Learning strategies : Sharing ● , Thinking ○ , Grouping ○ ,
Role playing ○ , Brain storming ● , Problem solving ○ , Explain discussion ○

Discover (opening the idea) :

Multiply : 20×30

How to find the product of 20×30 .



- Multiply $2 \times 3 = 6$ [Basic Fact]
- Put 00 on the right to get the number 600.

Lesson activities (Learn) :

Multiply.

a. 60×17

Solution

a. $60 \times 17 = 600 + 420$
 $= 1,020$

b. $48 \times 90 = 3,600 + 720$
 $= 4,320$

b. 48×90

	10	7
60	$60 \times 10 = 600$	$60 \times 7 = 420$
	40	8
90	$90 \times 40 = 3,600$	$90 \times 8 = 720$

THINK :

Find the following products.

a. $20 \times 70 =$ _____

b. $30 \times 50 =$ _____

c. $20 \times 80 =$ _____

d. $40 \times 70 =$ _____

e. $50 \times 60 =$ _____

f. $30 \times 90 =$ _____

Closing the idea (Summary):

Solve.

a. $10 \times 56 =$ _____

b. $20 \times 54 =$ _____

c. $20 \times 66 =$ _____

d. $30 \times 22 =$ _____

Date	Period	class	Attendance	Absent	Total
_ / /	4 / .....	.....	.....	.....

Unit : (7) , Lesson : (6) (Exploring reminders)

Teacher guide's Page : , Student book's Page :

LEARNING OBJECTIVES : In this lesson the student should be able to :
Identify the dividend , divisor and quotient of a division problem.

Learning tools and resources: Worksheets ○ , S.B ● , Cards ●
Internet ○ , Chart ○ , Money ● , Small places ○ , Other things ●

Learning strategies : Sharing ● , Thinking ○ , Grouping ○ ,
Role playing ○ , Brain storming ● , Problem solving ○ , Explain discussion ○

Discover (opening the idea) :

$25 \div 4 = 6 \text{ R } 1$ (25 is Dividend), (4 is divisor), (6 is quotient) (1 is reminder)

Lesson activities (Learn) :

Find each quotient and remainder. Complete the following.

a. $11 \div 3 = \boxed{} \text{ R } \boxed{}$

b. $7 \div 2 = \boxed{} \text{ R } \boxed{}$

c. $26 \div 4 = \boxed{} \text{ R } \boxed{}$

d. $51 \div 8 = \boxed{} \text{ R } \boxed{}$

THINK :

Find each quotient and remainder.

a. $13 \div 2 = \underline{\hspace{2cm}}$

b. $18 \div 7 = \underline{\hspace{2cm}}$

c. $30 \div 4 = \underline{\hspace{2cm}}$

d. $22 \div 6 = \underline{\hspace{2cm}}$

e. $42 \div 8 = \underline{\hspace{2cm}}$

f. $57 \div 7 = \underline{\hspace{2cm}}$

g. $26 \div 5 = \underline{\hspace{2cm}}$

h. $93 \div 9 = \underline{\hspace{2cm}}$

i. $35 \div 6 = \underline{\hspace{2cm}}$

Closing the idea (Summary):

• Complete.

a. $45 \div 5 = 9$, then the divisor is _____

b. The quotient in $480 \div 10 = 48$ is _____

c. $38 \div 6 = \underline{\hspace{2cm}} \text{ R } 2$

Date	Period	class	Attendance	Absent	Total
_ / /	4 / .....	.....	.....	.....

Unit : (7) , Lesson : (7) (Patterns in division)

Teacher guide's Page : , Student book's Page :

LEARNING OBJECTIVES : In this lesson the student should be able to :
Use place value , multiplication facts and patterns with zeros to divide multiples of 10 , 100 , and 1000 by 1- digit divisor .

Learning tools and resources: Worksheets ○ , S.B ● , Cards ●
Internet ○, Chart ○ , Money ● , Small places ○ , Other things ●

Learning strategies : Sharing ●, Thinking ○ , Grouping ○ ,
Role playing ○, Brain storming ● , Problem solving ○ , Explain discussion ○

Discover (opening the idea) :

Use patterns to find the quotient.

a. $8 \div 2 =$ _____	b. $15 \div 5 =$ _____
$80 \div 2 =$ _____	$150 \div 5 =$ _____
$800 \div 2 =$ _____	$1,500 \div 5 =$ _____
$8,000 \div 2 =$ _____	$15,000 \div 5 =$ _____

Lesson activities (Learn) :

Write the basic fact that you can use to solve these problems. Then solve each problem.

	Problem	Basic Fact	Quotient
a.	$90 \div 3$		
b.	$160 \div 2$		
c.	$5,500 \div 5$		

THINK :

Find each quotient.

a. $27 \div 3 =$ _____	b. $54 \div 9 =$ _____	c. $120 \div 6 =$ _____
d. $160 \div 8 =$ _____	e. $180 \div 2 =$ _____	f. $550 \div 5 =$ _____
g. $3,600 \div 6 =$ _____	h. $4,900 \div 7 =$ _____	i. $3,200 \div 4 =$ _____

Closing the idea (Summary):

1. Use patterns and place value to find each quotient.

a. $6 \div 2 =$ <input type="text"/>	b. $18 \div 3 =$ <input type="text"/>	c. $42 \div 6 =$ <input type="text"/>
$60 \div 2 =$ <input type="text"/>	$180 \div 3 =$ <input type="text"/>	$420 \div 6 =$ <input type="text"/>

Date	Period	class	Attendance	Absent	Total
_ / /	4 / .....	.....	.....	.....

Unit : (7) , Lesson : (8) (The Area model and division)

Teacher guide's Page : , Student book's Page :

LEARNING OBJECTIVES : In this lesson the student should be able to :
Use area models to represent and solve division problems.

Learning tools and resources: Worksheets ○ , S.B ● , Cards ●
Internet ○ , Chart ○ , Money ● , Small places ○ , Other things ●

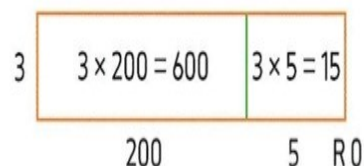
Learning strategies : Sharing ● , Thinking ○ , Grouping ○ ,
Role playing ○ , Brain storming ● , Problem solving ○ , Explain discussion ○

Discover (opening the idea) :

Bassem's family drove 615 kilomet
3 days. They drove the same numb
kilometers every day.

How many kilometers did they driv

Divide : $615 \div 3$



Lesson activities (Learn) :

Draw an area model to solve each problem.

a. $69 \div 3$

b. $825 \div 4$

c. $3,600 \div 6$

THINK :

1. Use the area model to solve each of the following.



a. $64 \div 2$

b. $85 \div 4$

Closing the idea (Summary):

Use the area model to solve :

A) $34 \div 2 = \dots\dots$

B) $50 \div 2 = \dots\dots\dots$

Date	Period	class	Attendance	Absent	Total
_ / /	4 / .....	.....	.....	.....

Unit : (7) , Lesson : (9) (The partial quotients algorithm)

Teacher guide's Page : , Student book's Page :

LEARNING OBJECTIVES : In this lesson the student should be able to :
Will use the partial quotients algorithm to divide dividends with up to four digits by one – digit divisor.

Learning tools and resources: Worksheets ○ , S.B ● , Cards ●
Internet ○, Chart ○ , Money ● , Small places ○ , Other things ●

Learning strategies : Sharing ●, Thinking ○ , Grouping ○ ,
Role playing ○, Brain storming ● , Problem solving ○ , Explain discussion ○

Discover (opening the idea) :

Bassem packs the cakes in groups of 4
to sell in his market.
If an order calls for 898 cakes,
how many packages will Bassem need ?

$$\begin{array}{r}
 4 \overline{) 898} \quad 200 \\
 - \quad 800 \\
 \hline
 98 \quad 10 \\
 - \quad 40 \\
 \hline
 58 \quad 10 \\
 - \quad 40 \\
 \hline
 18 \quad 4 \\
 - \quad 16 \\
 \hline
 2 \quad \text{remainder}
 \end{array}$$

Lesson activities (Learn) :

Divide.

a. $78 \div 6$

Solution 

$$\begin{array}{r}
 6 \overline{) 78} \quad 10 \\
 - \quad 60 \\
 \hline
 18 \quad 3 \\
 - \quad 18 \\
 \hline
 0
 \end{array}$$

b. $658 \div 3$

$$\begin{array}{r}
 3 \overline{) 658} \quad 200 \\
 - \quad 600 \\
 \hline
 58 \quad 10 \\
 - \quad 30 \\
 \hline
 28 \quad 9 \\
 - \quad 27 \\
 \hline
 1
 \end{array}$$

THINK :

Estimate the quotient of $63 \div 4$

Solution 

The dividend 63 is between 40 and 80.
, then $40 \div 4 = 10$ and $80 \div 4 = 20$
, then the quotient is between 10 and 20.

Closing the idea (Summary):

Divide : $125 \div 5 = \dots\dots$

Date	Period	class	Attendance	Absent	Total
_ / /	4 / .....	.....	.....	.....

Unit : (7) , Lesson : (10) (The standard division algorithm)

Teacher guide's Page : , Student book's Page :

LEARNING OBJECTIVES : In this lesson the student should be able to :
Estimate quotients using properties of place value and Patterns in multiplication and division .

Learning tools and resources: Worksheets ○ , S.B ● , Cards ●
Internet ○, Chart ○ , Money ● , Small places ○ , Other things ●

Learning strategies : Sharing ●, Thinking ○ , Grouping ○ ,
Role playing ○, Brain storming ● , Problem solving ○ , Explain discussion ○

Discover (opening the idea) :

Divide : $525 \div 3 = 175$

Lesson activities (Learn) :

Divide : $432 \div 4$

Solution 

[Zero in the quotient]

Step 1

Divide the 4 hundreds.

$$\begin{array}{r} 1 \\ 4 \overline{) 432} \\ \underline{- 4} \\ 0 \end{array}$$

Step 2

Bring down the 3 tens.
Divide the 3 tens.

$$\begin{array}{r} 10 \\ 4 \overline{) 432} \\ \underline{- 4} \\ 03 \\ \underline{- 0} \\ 3 \end{array} \quad \begin{array}{l} 3 < 4 \\ \text{, so write a 0} \\ \text{in the quotient.} \end{array}$$

Step 3

Bring down the 2 ones.
Divide the 32 ones.

$$\begin{array}{r} 108 \\ 4 \overline{) 432} \\ \underline{- 4} \\ 03 \\ \underline{- 0} \\ 32 \\ \underline{- 32} \\ 0 \end{array}$$

THINK :

Divide.

a. $525 \div 5$

b. $685 \div 4$

Closing the idea (Summary):

Divide : a) $65 \div 5 = \dots\dots$

B) $105 \div 3 = \dots\dots\dots$

Date	Period	class	Attendance	Absent	Total
_ / /	4 / .....	.....	.....	.....

Unit : (7) , Lesson : (11) (Division and multiplication)

Teacher guide's Page : , Student book's Page :

LEARNING OBJECTIVES : In this lesson the student should be able to :
Use the properties of place value to accurately record quotient.

Learning tools and resources: Worksheets ○ , S.B ● , Cards ●
Internet ○ , Chart ○ , Money ● , Small places ○ , Other things ●

Learning strategies : Sharing ● , Thinking ○ , Grouping ○ ,
Role playing ○ , Brain storming ● , Problem solving ○ , Explain discussion ○

Discover (opening the idea) : Notice :

A) $736 \div 4 = 184$ then B) $248 \times 4 = 736$

Lesson activities (Learn) :

Write the division problem that matches the multiplication problem.

a. $53 \times 6 = 318$

\div =

b. $623 \times 3 = 1,869$

\div =

THINK :

Write the division problem that matches the multiplication problem.

a. $14 \times 2 = 28$

b. $161 \times 5 = 805$

c. $105 \times 7 = 735$

d. $320 \times 6 = 1,920$

Closing the idea (Summary):

Write the division problem that matches the multiplication problem.

\div =

$$\begin{array}{r} 27 \\ \times 6 \\ \hline 42 \\ + 120 \\ \hline 162 \end{array}$$

Date	Period	class	Attendance	Absent	Total
_ / /	4 / .....	.....	.....	.....

Unit (8) : , **Lesson : (1)** (Order of operations)

Teacher guide's Page : , **Student book's Page :**

LEARNING OBJECTIVES : In this lesson the student should be able to :

1- Use the order of operations to solve equations with multiple operations.

Learning tools and resources: Worksheets ○ , S.B ● , Cards ●
Internet ○ , Chart ○ , Money ● , Small places ○ , Other things ●

Learning strategies : Sharing ● , Thinking ○ , Grouping ○ ,
Role playing ○ , Brain storming ● , Problem solving ○ , Explain discussion ○

Discover (opening the idea) :

Order of Operations

First, perform any operations in parentheses.

Next, multiply and divide from left to right.

Then, add and subtract from left to right.

Lesson activities (Learn) :

Follow the order of operations to find the value of each expression.

a. $[8 - 2] \times 6 =$ _____

b. $5 + 10 \div 5 =$ _____

c. $3 \times [4 + 6] =$ _____

d. $6 - 4 \div 2 =$ _____

e. $[5 + 3] \div 2 =$ _____

f. $14 \div 7 \times 2 =$ _____

THINK :

Follow the order of operations to find the result.

a. $15 + 24 \div 8 - 2 =$ _____

b. $15 + 24 \div [8 - 2] =$ _____

Closing the idea (Summary):

Follow the standard order of operations to solve.

a. $2 + 5 \times 2 =$ _____

b. $3 + 8 \div 2 =$ _____

Date	Period	class	Attendance	Absent	Total
_ / /	4 / .....	.....	.....	.....

Unit : (8), Lesson : (2) (The order of operations and story problems)

Teacher guide's Page : Student book's Page :

LEARNING OBJECTIVES : In this lesson the student should be able to :
Write and solve an equation to represent a multistep story problem.

Learning tools and resources: Worksheets ☐ , S.B ☒ , Cards ☒
Internet ☐ , Chart ☐ , Money ☒ , Small places ☐ , Other things ☒

Learning strategies : Sharing ☒ , Thinking ☐ , Grouping ☐ ,
Role playing ☐ , Brain storming ☒ , Problem solving ☐ , Explain discussion ☐

Discover (opening the idea) :

Maged walked 20 kilometers every week for 3 weeks.

The next week, he walked 15 kilometers.

How many kilometers did he walk over those 4 weeks ?

He walked = $20 \times 3 + 15 = 60 + 15 = 75$ km

Lesson activities (Learn) :

Mohammed ran 8 kilometers on Saturday and twice that distance on Sunday. He ran 6 kilometers less on Monday than he did on Sunday.

How many kilometers did he run on Monday ?

He run = $8 \times 2 - 6 = 16 - 6 = 10$ km

THINK :

There were 86 people on the pitch. 9 of them were coaches, and the rest wanted to play football.

If they wanted to form teams of 11,
how many teams could they form ?

Closing the idea (Summary):

Noha bought three books for 20 L.E. each. If she had 100 L.E.,
how much money was left with Noha ?