

<u>Date</u>	<u>Period</u>	<u>class</u>	<u>Attendance</u>	<u>Absent</u>	<u>Total</u>
_ .... / ..... / .....	.....	5 / .....	.....	.....	.....

**Unit : ( 1 ) , Lesson : (1) (Decimals to the thousandths place )**

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

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

1- Read decimal numbers to the thousandths place.

2- Write decimal numbers to the thousandths 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 ) :** Read the passage about (the Fayoum basin )  
and receive the answers of the students

**Lesson activities ( Learn ) :**

(1) In 734.28 the digit 8 is in the ..... place. Its value is.....

(2) In 452.09 the digit 5 is in the ..... place. Its value is .....

**THINK :** Use the digits to create the greatest possible number. Record it in the  
place value chart.

**7 , 2 , 9 , 4 , 1 , 2 , 0 , 6 , 3 , 7**

Milliards		Millions			Thousands			Ones			.	Decimals	
O		H	T	O	H	T	O	H	T	O	.	Tenths	Hundredths

**Closing the idea ( Summary ):**

Complete : a ) The value of 6 in 563,478.56 is .....

b ) The number which represents tenths in 234.456 is .....

**0.197 = ..... tenths , ..... hundredths , ..... thousandths**

**0.205 = ..... tenths , ..... hundredths , ..... thousandth**

<u>Date</u>	<u>Period</u>	<u>class</u>	<u>Attendance</u>	<u>Absent</u>	<u>Total</u>
_ .... / ..... / .....	.....	5 / .....			

**Unit : (1) , Lesson: ( 2 ) ( Place value shuffle )**

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

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

1- Explain how the value of any digit will be change when it moves to the right or left in the decimal 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 )** : Which Number Fits Which? Read the  
Decide which value best represents .categories describing data about Fayoum  
each category.

**Lesson activities ( Learn )** : Use the place value charts to solve each  
problem. Fill in the blanks to show how the value of each digit also changed. An  
example is shown.

**Example:**  $57 \times 10 =$

Thousands	Ones			.	Decimals	
O	H	T	O	.	Tenths	Hundredths
		5	7	.	0	0
	5	7	0	.	0	0

**THINK** : Find the result :

$$3.12 \times 10 = \dots\dots\dots$$

$$0.199 \times 100 = \dots\dots\dots$$

**Closing the idea ( Summary ):**

$$\text{Complete : } 92.14 \div 10 = \dots\dots\dots$$

<u>Date</u>	<u>Period</u>	<u>class</u>	<u>Attendance</u>	<u>Absent</u>	<u>Total</u>
_ .... / ..... / .....	.....	5 / .....	.....	.....	.....

**Unit : (1) , Lesson: ( 3 ) ( Composing and decomposing decimals)**

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

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

1- Write the decimal numbers in different ways

**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 )** : Look at page 14 , answer the questions about  
(daylight in fayoum)

**Lesson activities ( Learn )** : write the number (34.527) in

Thousands	Ones			.	Decimals		
O	H	T	O	.	Tenths	Hundredths	Thousandths

1<sup>st</sup> way (expanded form): \_\_\_\_\_

2<sup>nd</sup> way: \_\_\_\_\_

3<sup>rd</sup> way: \_\_\_\_\_

**THINK** : Write in expanded form :

**5.702 = .....**

**42.8 = .....**

**Closing the idea ( Summary ):**

Write in the word form: **11.07** .....

<u>Date</u>	<u>Period</u>	<u>class</u>	<u>Attendance</u>	<u>Absent</u>	<u>Total</u>
_ .... / ..... / .....	.....	5 / .....	.....	.....	.....

**Unit : (1) , Lesson : ( 4 )      (Comparing decimals )**

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

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

1- Compare decimal numbers to thousandths

**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 )** : Look at page 18 , compare temperature at the basin

**Lesson activities ( Learn )** : Compare the decimal numbers using the symbols : > , = or <

1. 45.057 \_\_\_\_\_ 45.100

2. 98.013 \_\_\_\_\_ 98.101

3. 50.009 \_\_\_\_\_ 50.100

4. 10.1 \_\_\_\_\_ 10.011

**THINK** :

Select the largest number:

1.401    1.341    1.440    1.055    1.3    1.30    1.28    1.49

**Closing the idea ( Summary )**

Select the smallest number:

20.09    20.1    20.001    20.011    20.10    20.010    20.9    20.21



<u>Date</u>	<u>Period</u>	<u>class</u>	<u>Attendance</u>	<u>Absent</u>	<u>Total</u>
_ .... / ..... / .....	.....	5 / .....	.....	.....	.....

**Unit: (1) , Lesson: ( 5 ) ( Rounding decimals )**

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

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

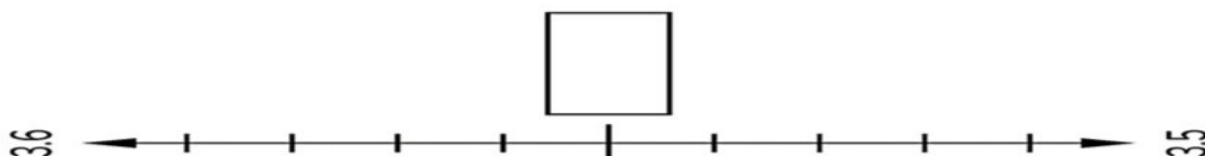
1- Round decimal numbers to nearest tenths , hundredths or thousandths

**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 student wants to round the area of the upper lake to the nearest whole number. He rounds 50.90 square kilometers to 50.00 square kilometers. Try to solve the problem correctly. Explain your thinking

**Lesson activities ( Learn )** : Round 3.54 to the nearest Tenth



**THINK** : Round the following to the nearest Tenth :

2.541 ≈ .....

12.762 ≈ .....

0.25 ≈ .....

100.921 ≈ .....

**Closing the idea ( Summary )**

Round the following to the nearest hundredths :

2.541 ≈ .....

12.762 ≈ .....

0.259 ≈ .....

100.921 ≈ .....

Round each of the following numbers to the nearest Thousandth.

a. 2.0509 ≈ \_\_\_\_\_

b. 0.0474 ≈ \_\_\_\_\_

c. 4.6798 ≈ \_\_\_\_\_

d. 19.9996 ≈ \_\_\_\_\_

e. 0.0004 ≈ \_\_\_\_\_

f. 0.9986 ≈ \_\_\_\_\_

<u>Date</u>	<u>Period</u>	<u>class</u>	<u>Attendance</u>	<u>Absent</u>	<u>Total</u>
_ .... / ..... / .....	.....	5 / .....	.....	.....	.....

**Unit: (1) , Lesson: ( 6 ) ( Estimating decimal sums )**

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

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

1- Estimate the sum of decimal 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 ) :**

List some numbers that are close to one, but less than a whole

List some numbers that are not close to one and are less than a whole.

**Lesson activities ( Learn ) :** Estimate the sum :  $2.361 + 3.783$

**Estimation Strategies**  
(Try to use as many as you can.)

Front-End Estimation  
Round to Ones

Benchmark Decimals  
Round to Tenths

Separate Wholes and Parts  
Round to Hundredths

**THINK :**

1.  $3.451 + 8.091$

2.  $9.98 + 4.56$

Estimate: \_\_\_\_\_

Estimate: \_\_\_\_\_

**Closing the idea ( Summary )**

Samar wanted to ride her bike 40 kilometers this week. By Thursday she had ridden 34.99 kilometers. On Friday she rode 4.01 kilometers. Estimate to see if she has met her goal.

Estimate : .....

<u>Date</u>	<u>Period</u>	<u>class</u>	<u>Attendance</u>	<u>Absent</u>	<u>Total</u>
_ .... / ..... / .....	.....	5 / .....	.....	.....	.....

**Unit: (1) , Lesson: ( 7 ) ( Modeling decimal addition )**

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

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

1- add decimal numbers by models

**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 ) :**

Round 2,406.69 to the nearest Thousand.

**Lesson activities ( Learn ) :** Use two different colors to create a model of the expression  $0.13 + 0.23$

nd the result of each of the following.

a. 
$$\begin{array}{r} 0.231 \\ + 0.754 \\ \hline \end{array}$$

b. 
$$\begin{array}{r} 2.53 \\ + 0.19 \\ \hline \end{array}$$

c. 
$$\begin{array}{r} 4.89 \\ + 0.87 \\ \hline \end{array}$$

**THINK :** Record 0.13 and 0.23 in the place value chart

Thousands	Ones			.	Decimals	
O	H	T	O	.	Tenths	Hundredths

**Closing the idea ( Summary )**

Find the result using place value chart :  $1.245 + 3.403$

<u>Date</u>	<u>Period</u>	<u>class</u>	<u>Attendance</u>	<u>Absent</u>	<u>Total</u>
_ .... / ..... / .....	.....	5 / .....	.....	.....	.....

**Unit: (1) , Lesson: (8) ( Modeling decimal subtracting )**

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

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

1- Represent subtracting decimals by models

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

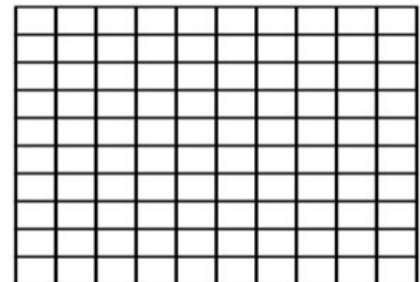
**Learning strategies** : Sharing ●, Thinking ○ , Grouping ○ ,  
Role playing ○, Brain storming ● , Problem solving ○ , Explain discussion ○

**Discover ( opening the idea ) :**

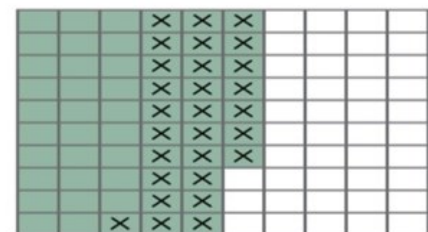
Find the result :  $23,152 - 11,001$

**Lesson activities ( Learn ) :**

Find the result using the opposite model:  $0.1 - 0.09$



**THINK :** Write an expression to match the model



**Closing the idea ( Summary )**

Find the result using the model :  $0.57 - 0.23$



<u>Date</u>	<u>Period</u>	<u>class</u>	<u>Attendance</u>	<u>Absent</u>	<u>Total</u>
_ .... / ..... / .....	.....	5 / .....	.....	.....	.....

**Unit: (1) , Lesson: (9) ( Estimating decimal differences )**

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

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

1- Estimate the difference of two decimal 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 ) :**

Round 0.456 to the nearest hundredths

**Lesson activities ( Learn ) :**

Complete :

1.  $2.419 - 1.240$  Estimate: \_\_\_\_\_

2.  $35.9 - 10.8$  Estimate: \_\_\_\_\_

**THINK** : Complete :

3. Estimate:  $29.98 - 11.99$  \_\_\_\_\_

4. Evaluate:  $29.98 - 11.99 =$  \_\_\_\_\_

**Closing the idea ( Summary )**

Think of an example from real life where you would need to estimate the difference between 45.30 and 30.20. Write a story problem using the numbers.

<u>Date</u>	<u>Period</u>	<u>class</u>	<u>Attendance</u>	<u>Absent</u>	<u>Total</u>
_ .... / ..... / .....	.....	5 / .....	.....	.....	.....

**Unit: (1) , Lesson: (10) ( Subtracting to the thousandths place )**

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

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

- 1- Apply subtracting strategies to thousandths
- 2- Check the reasonableness of the answer

**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 : 9,224 – 3,112

**Lesson activities ( Learn ) :** Complete :

1. 8 Thousandths – 5 Thousandths = \_\_\_\_\_ Thousandths
2. 57 Thousandths – 12 Thousandths = \_\_\_\_\_ Thousandths  
Place value: \_\_\_\_\_ Hundredths and \_\_\_\_\_ Thousandths

**THINK : Complete :**

3. 32 Thousandths – 15 Thousandths = \_\_\_\_\_ Thousandths  
Place value: \_\_\_\_\_ Hundredths and \_\_\_\_\_ Thousandths

**Closing the idea ( Summary )**

Find the result : 9.24 – 3.22

<u>Date</u>	<u>Period</u>	<u>class</u>	<u>Attendance</u>	<u>Absent</u>	<u>Total</u>
_ .... / ..... / .....	.....	5 / .....	.....	.....	.....

**Unit: (1) , Lesson: (11) ( Decimal story problems )**

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

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

1- I can add and subtract decimal numbers to the Thousandths place to solve 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 ) :**

Find :  $0.12 + 0.6$

$0.684 - 0.5$

**Lesson activities ( Learn ) :** Complete :

The Tahya Misr Bridge was built using 200 cranes. The cranes varied in size and weighed between 6.44 and 544.3 tons (1 ton = 1,000 kilograms). What is the difference between the lightest crane and the heaviest crane

**THINK** : Complete :

The total length of the Tahya Misr Bridge is 16.7 kilometers. Salem rode his bike along the pedestrian section of the bridge. He rode 3.25 kilometers before he had a flat tire. How many more kilometers does he need to travel

**Closing the idea ( Summary )**

Ehab and his brother went fishing for 2 days. On the first day, they each caught an African tigerfish. On the second day, Ehab managed to catch a marbled lungfish. What is the total length of 2 tigerfishes and 1 marbled lungfish

<u>Date</u>	<u>Period</u>	<u>class</u>	<u>Attendance</u>	<u>Absent</u>	<u>Total</u>
_ .... / ..... / .....	.....	5 / .....	.....	.....	.....

**Unit : (2) , Lesson : (1 ) (Expressions , equations and variables )**

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

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

- 3- Students will explain the difference between expressions and equations.
- 4- Students will use letters or symbols to represent unknowns in expressions and 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 )** : East of Cairo Work with students to read the passage. Then, ask students to answer the questions. Review the answers together.

**Lesson activities ( Learn )** :

**Mathematical expression** : is statement contains numbers and symbols  
and (  $\times$  , + , - ,  $\div$  ) .

**Equation**: is mathematical expression contains the sign ( = ) .

Moez has 80 pounds to buy a shirt ( Neither equation nor expression )

**THINK** : Check your understanding of equation or expression :

- a)  $4.7 + 3.6 = m$  , b)  $6.5 + 2.3 + n$  , c) Ali had 3.5 kg of apple
- d)  $h - 2.4 = 4.6$  , e)  $3.76 - 1.4$  , f) I have 3 LE

**Closing the idea ( Summary )**:

**Put the suitable sign (  $\sqrt{\phantom{x}}$  ) or (  $\times$  )** :

A )  $n + 3 = 7$  is an equation ( ... )

(B)  $3 + 2 = 5$  is mathematical expression ( ....)



<u>Date</u>	<u>Period</u>	<u>class</u>	<u>Attendance</u>	<u>Absent</u>	<u>Total</u>
_ .... / ..... / .....	.....	5 / .....			

**Unit : (2) , Lesson: (2) ( Variable in equations )**

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

**LEARNING OBJECTIVES** : In this lesson the student should be able to :  
Apply the relationship between addition and subtraction to find the value of the unknown 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 ):** find the value of x ?

A)  $5 + x = 11$  ?

b)  $0.5 + x = 1$  ?

**Lesson activities ( Learn ):**

**Into the Unknown** First, use mental math to estimate and then solve the equations. Use a place value chart, if needed.

1.  $8.23 + p = 10.24$

$p = \underline{\hspace{2cm}}$

5.  $h - 6.82 = 1.23$

$h = \underline{\hspace{2cm}}$

2.  $T - 2.45 = 0.26$

$T = \underline{\hspace{2cm}}$

6.  $j - 12.40 = 3.01$

$j = \underline{\hspace{2cm}}$

**THINK:**

1. Ezz ran three days last week. He ran 5.24 kilometers on Monday and 6.50 km on Wednesday. If he ran a total of 15 km for the week, how much did he run on Friday?

What would the variable in the problem represent? Solve the problem.

**Closing the idea ( Summary ):**

1. Basma wanted to write an equation with a variable to represent "12.5 plus a number equals 15." Which of the following would be correct?
- $12.5 + 15 = x$
  - $12.5 + x = 15$
  - $15 + x = 12.5$
  - $15 - x = 12.5$

<u>Date</u>	<u>Period</u>	<u>class</u>	<u>Attendance</u>	<u>Absent</u>	<u>Total</u>
_ .... / ..... / .....	.....	5 / .....	.....	.....	.....

**Unit : (2) , Lesson: (3) (Telling stories with numbers )**

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

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

- 1- Write story problems involving addition and subtraction of decimal numbers.
- 2- Solve equations involving decimal numbers to the Thousandths 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 ) :**

**What Is the Equation?** Read the story problems and follow the directions given by your teacher.

- A. Ola needed 10 meters of wood to build a garden bed. She found 3.5 m in her garage. How many more meters of wood does she need for the bed?
- B. Nagi is training for a race. Each day of the week he runs 3.5 kilometers. If he runs for 10 days, how far will he have run?

**Lesson activities ( Learn ) :**

**What Is the Story?**

1. Write a story problem for the equation and then solve:  $x + 2.75 = 12.5$ .
2. Write a story problem for the equation and then solve:  $124.6 - 72.25 = m$ .

**THINK : Solve :**  $4.56 + n = 45.6$

**Closing the idea ( Summary ) :**

A truck carries 1.35 ton of fruits and 2.45 ton of vegetables what is the total load of the truck ?

<u>Date</u>	<u>Period</u>	<u>class</u>	<u>Attendance</u>	<u>Absent</u>	<u>Total</u>
_ .... / ..... / .....	.....	5 / .....	.....	.....	.....

**Unit : (2) , Lesson : ( 4 ) (Prime factorization )**

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

**LEARNING OBJECTIVES** : In this lesson the student should be able to :  
Use a factor tree to identify the prime factors of a given 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 ) :**

**A prime number** : has only 2 factors 1 and a number itself.

**A composite number** : has more than two factors.

Factorize the numbers to its prime factors : 10 , 12 , 16 , 20 ?

**Lesson activities ( Learn ) :**



**Whiteboard: Exploring Factor Trees** Work with your teacher to complete the factor trees.

Complete the factor trees by filling in the missing factors in your journal or using the digital tool.



**THINK** : Complete :

a )  $2 \times 2 \times 5 = \dots\dots\dots$

Other factors .....

**Closing the idea ( Summary ):**

A ) Write the prime numbers up to 30 ?

B ) Is 1 is prime or composite or neither ?

<u>Date</u>	<u>Period</u>	<u>class</u>	<u>Attendance</u>	<u>Absent</u>	<u>Total</u>
_ .... / ..... / .....	.....	5 / .....	.....	.....	.....

**Unit : (2) , Lesson: (5) (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 :**

- 1- Use factor trees to identify common factors of two whole numbers.
- 2- Use factor trees to identify the greatest common factor of 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 two numbers 6 and 8 ?

**Lesson activities ( Learn ) :**

**What Do They Have in Common?** Read and complete each problem.

1. List the factors of 20.
2. List the factors of 28.
3. What is the product of the following prime numbers?  $2 \times 3 \times 3 =$  \_\_\_\_\_
4. What is the product of the following prime numbers?  $3 \times 3 \times 5 =$  \_\_\_\_\_

**THINK :** Complete the factor tree for 42 and write out the prime factorization

Find G.C.F for two numbers : 6 and 24 ?

$$6 = \dots\dots\dots$$

$$\underline{24 = \dots\dots\dots}$$

$$\text{G.C.F} = \dots\dots$$

**Closing the idea ( Summary ) :**

Using prime factorization , Find G.C.F for 15 and 45 ?



<u>Date</u>	<u>Period</u>	<u>class</u>	<u>Attendance</u>	<u>Absent</u>	<u>Total</u>
_ .... / ..... / .....	.....	5 / .....	.....	.....	.....

**Unit : (2) , Lesson: (6) (Identifying multiples)**

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

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

- Explain the meaning of multiples.
- Identify common multiples of two whole numbers up to 12.

**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 ) :**

List the multiples of 2 up to 20 ?

**Lesson activities ( Learn ) :**

**Skipping Along** Complete the following.

1. List the first five multiples of 6.
2. List the first six multiples of 7.
3. List eight multiples of 10.

Photo Credit

**THINK :**

**12.** Select the three numbers that are NOT common multiples of 5 and 7.

- |       |       |        |
|-------|-------|--------|
| A. 14 | C. 35 | E. 70  |
| B. 21 | D. 55 | F. 105 |

**13.** Select the three numbers for which 24 and 32 are common multiples.

- |      |      |      |
|------|------|------|
| A. 2 | C. 4 | E. 7 |
| B. 3 | D. 6 | F. 8 |

**Closing the idea ( Summary ):**

Find the multiples of 4 and 6 up to 30 , then find common multiples between them ?

<u>Date</u>	<u>Period</u>	<u>class</u>	<u>Attendance</u>	<u>Absent</u>	<u>Total</u>
_ .... / ..... / .....	.....	5 / .....	.....	.....	.....

**Unit : (2) , Lesson : (7) (Least common multiple ( L.C.M ) )**

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

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

1- Students will explain the meaning of least common multiple.

2- Students will identify the least common multiple of two whole numbers up to 12.

**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 L.C.M for 6 and 9 ?

**Lesson activities ( Learn ) :**

**Least Common Multiple** List at least three multiples of each number, then find the least common multiple (LCM) for each pair of numbers. If you do not find the LCM in the first three multiples, continue to list multiples until you find one.

1. 6 and 9

Multiples of 6: \_\_\_\_\_

Multiples of 9: \_\_\_\_\_

LCM: \_\_\_\_\_

2. 2 and 3

Multiples of 2: \_\_\_\_\_

Multiples of 3: \_\_\_\_\_

LCM: \_\_\_\_\_

**THINK :**

3. 10 and 5

Multiples of 10: \_\_\_\_\_

Multiples of 5: \_\_\_\_\_

LCM: \_\_\_\_\_

5. 5 and 11

Multiples of 5: \_\_\_\_\_

Multiples of 11: \_\_\_\_\_

LCM: \_\_\_\_\_

**Closing the idea ( Summary ) :**

Using prime factorization find L.C.M For 15 and 40 ?

<u>Date</u>	<u>Period</u>	<u>class</u>	<u>Attendance</u>	<u>Absent</u>	<u>Total</u>
_ .... / ..... / .....	.....	5 / .....	.....	.....	.....

**Unit : (2) , Lesson : (8) ( Factors or multiples ? )**

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

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

- 1-Explain the difference between factors and multiples.
- 2- Identify the greatest common factor and least common multiple of two given 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 ) :**

What is the common factor for all numbers ?

What is the common multiple for all numbers ?

**Lesson activities ( Learn ) :**

**Factors and Multiples** Discuss the questions with your Shoulder Partner and then solve.

What are two factors that 12 and 8 share? What are two multiples that they share?  
What do you notice? Find their LCM and GCF.

**Greatest and Least** Find the GCF and LCM for each number pair.

1. 12 and 10

GCF: \_\_\_\_\_

LCM: \_\_\_\_\_

2. 9 and 5

GCF: \_\_\_\_\_

LCM: \_\_\_\_\_

**THINK :**

Find G.C.F and L.C.M for numbers 12 and 16 ?

**Closing the idea ( Summary ) :**

Find G.C.F and L.C.M for numbers 12 and 24 ?

<u>Date</u>	<u>Period</u>	<u>class</u>	<u>Attendance</u>	<u>Absent</u>	<u>Total</u>
_ .... / ..... / .....	.....	5 / .....	.....	.....	.....

**Unit : (3) , Lesson : (1) ( Using the Area Model to Multiply )**

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

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

1- Multiply using the area model.

**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 result :

A )  $2 \times 1000 = \dots\dots$

B )  $100 \times 7 = \dots\dots$

**Lesson activities ( Learn ) : Area Model Example:  $234 \times 27$**

	200	30	4
20	4,000	600	80
7	1,400	210	28

$$\begin{array}{r}
 1 \quad 1 \\
 4,000 \\
 1,400 \\
 600 \\
 210 \\
 80 \\
 + 28 \\
 \hline
 6,318
 \end{array}$$

**THINK** : find the result : :  $374 \times 62$

	70		
2		140	8

**Closing the idea ( Summary )**: Solve the problems using an area model.

A)  $572 \times 98 =$

B)  $201 \times 32$



<u>Date</u>	<u>Period</u>	<u>class</u>	<u>Attendance</u>	<u>Absent</u>	<u>Total</u>
_ .... / ..... / .....	.....	5 / .....	.....	.....	.....

**Unit : (3) , Lesson: (2 ) (The Distributive 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 relationship between the area model of multiplication and the Distributive 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 )** : Complete :

A )  $4 \times \dots\dots\dots = 4,000$

B )  $10,000 \times \dots\dots\dots = 90,000$

**Lesson activities ( Learn )** : find the result :  $58 \times 42$

	50	8
40	2,000	320
2	100	16

$$(40 \times \text{---}) + (40 \times 8) + (\text{---} \times 50) + (2 \times \text{---}) = \text{---}$$

**THINK :**

Mrs. Mona would like you to solve a problem. Create an area model and evaluate:  $42 \times 34$  ?

**Closing the idea ( Summary )**: find the result :

$$(80 \times 10) + (80 \times 4) + (3 \times 10) + (3 \times 4)$$

<u>Date</u>	<u>Period</u>	<u>class</u>	<u>Attendance</u>	<u>Absent</u>	<u>Total</u>
_ .... / ..... / .....	.....	5 / .....	.....	.....	.....

**Unit :** (3) , **Lesson :** (3)      **( Multiplying by a 2-digit number )**

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

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

1- Multiply using the standard algorithm

**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 result :

A )  $40 \times 900 =$  .....

$7,000 \times 300 =$  .....

**Lesson activities ( Learn )** : find the product  $45 \times 37$  ?

$$\begin{array}{r}
 1 \\
 \cancel{3} \\
 45 \\
 \times 37 \\
 \hline
 315 \\
 + 1,350 \\
 \hline
 1,665
 \end{array}$$

**THINK :**

Akram says that  $34 \times 69$  will give you the same product as ( )  
 $34 \times 70 - 34$ . Do you agree or disagree? Why?

**Closing the idea ( Summary )** : find the product :

$76 \times 82 =$  \_\_\_\_\_

$234 \times 53 =$  \_\_\_\_\_

<u>Date</u>	<u>Period</u>	<u>class</u>	<u>Attendance</u>	<u>Absent</u>	<u>Total</u>
_ .... / ..... / .....	.....	5 / .....	.....	.....	.....

**Unit : (3) , Lesson: (4) (Multiplying Multi-Digit Numbers)**

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

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

- 1- Multiply 4-digit numbers by 2-digit numbers using the standard algorithm
- 2- Use estimation to check the reasonableness of their answers

**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 result :

A )  $36 \times 6 = \dots\dots\dots$

B )  $208 \times 5 = \dots\dots\dots$

**Lesson activities ( Learn )** :

$3,567 \times 24$

My Estimate: \_\_\_\_\_

Evaluate:  $3,567 \times 24 = \dots\dots\dots$

Matching Model Letter: \_\_\_\_\_

**THINK:**

$2,521 \times 74$

My Estimate: \_\_\_\_\_

Solve:  $2,521 \times 74 = \dots\dots\dots$

Matching Model Letter: \_\_\_\_\_

**Closing the idea ( Summary )** : find the product :

A )  $5,421 \times 26 = \dots\dots\dots$  B )  $1,234 \times 35 = \dots\dots\dots$

<u>Date</u>	<u>Period</u>	<u>class</u>	<u>Attendance</u>	<u>Absent</u>	<u>Total</u>
_ .... / ..... / .....	.....	5 / .....	.....	.....	.....

**Unit : (3) , Lesson: (5) (Multiplication Problems in the Real World)**

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

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

1- Solve multistep story problems involving 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 ) :**

Ali bought 10 pens , if the price of one pen is 6.5 pounds

How much money Ali paid ?

**Lesson activities ( Learn ) :**

For Wael's baklava syrup, he needs 250 milliliters of honey, 15 mL of orange extract, and 30 mL of lemon juice per recipe. How many total milliliters of liquid ingredients will he need for the sauce if he needs to make 18 batches?

**THINK :**

Mona makes freshly squeezed lemonade each day for her customers. She uses lemons for each liter of lemonade. She makes 8  
After 365 days, how many lemons has she .liters of lemonade a day used How many liters of lemonade does she make in 365 days?

**Closing the idea ( Summary ): find the product :**

Mona's son Wael makes baklava to sell at his family's restaurant. His recipe calls for 170 grams each of pistachios, walnuts, and hazelnuts. In order to make enough for the customers, he needs to multiply his recipe by 18. How many total grams of nuts will he need?

<u>Date</u>	<u>Period</u>	<u>class</u>	<u>Attendance</u>	<u>Absent</u>	<u>Total</u>
_ .... / ..... / .....	.....	5 / .....	.....	.....	.....

**Unit : (4) , Lesson: (1) ( Dividing by a 2 – digit numbers )**

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

**LEARNING OBJECTIVES** : In this lesson the student should be able to :  
Use the area model to 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 ) :**

**Patterns in Multiplication** Complete each set of multiplication equations, and explain any patterns you noticed.

1.  $3 \times 5 =$  \_\_\_\_\_

4.  $40 \times 2 =$  \_\_\_\_\_

$3 \times 50 =$  \_\_\_\_\_

$40 \times 20 =$  \_\_\_\_\_

$3 \times 500 =$  \_\_\_\_\_

$400 \times 200 =$  \_\_\_\_\_

**Lesson activities ( Learn ) :**

 **Whiteboard: Using the Area Model** Work with your teacher to use the area model strategy to solve the division equations.

1.  $2,207 \div 7 =$  \_\_\_\_\_

--	--	--

**THINK** : Divide :  $2,623 \div 43 =$  .....

	50	10	1
43	$\begin{array}{r} 2,623 \\ - 2,150 \\ \hline 473 \end{array}$	$\begin{array}{r} 473 \\ - 430 \\ \hline 43 \end{array}$	$\begin{array}{r} 43 \\ - 43 \\ \hline 0 \end{array}$

\_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

**Closing the idea ( Summary ):** Divide :  $3,622 \div 31 =$  .....

A.	100	10	6
31	$\begin{array}{r} 3,622 \\ - 3,100 \\ \hline 522 \end{array}$	$\begin{array}{r} 522 \\ - 310 \\ \hline 212 \end{array}$	$\begin{array}{r} 212 \\ - 186 \\ \hline 26 \end{array}$

$100 + 10 + 6 = 116 \text{ R}26$



<u>Date</u>	<u>Period</u>	<u>class</u>	<u>Attendance</u>	<u>Absent</u>	<u>Total</u>
_ .... / ..... / .....	.....	5 / .....	.....	.....	.....

**Unit : (4) , Lesson: (2) ( Estimating quotients )**

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

**LEARNING OBJECTIVES** : In this lesson the student should be able to :  
Use estimation to check the reasonableness of their answers.

**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 ) :**

Ask students to follow along as you model how to estimate quotients using compatible numbers. Write  $3,156 \div 62 = \underline{\hspace{2cm}}$  on the board. (  $3,000 \div 60 = 50$  )

**Lesson activities ( Learn ) :**

**Mental Math** Use mental math to divide.

1.  $5,600 \div 70 = \underline{\hspace{2cm}}$

2.  $140 \div 20 = \underline{\hspace{2cm}}$

3.  $8,100 \div 90 = \underline{\hspace{2cm}}$

**THINK :**

4.  $2,400 \div 80 = \underline{\hspace{2cm}}$

5.  $3,600 \div 9 = \underline{\hspace{2cm}}$

**Closing the idea ( Summary ) :**

**Compatible Numbers** Estimate using compatible numbers. Then, solve using an area model or the partial quotients model.

$5,814 \div 47 = \underline{\hspace{2cm}}$

My Estimate:  $\underline{\hspace{2cm}}$

My Solution:  $\underline{\hspace{2cm}}$

<u>Date</u>	<u>Period</u>	<u>class</u>	<u>Attendance</u>	<u>Absent</u>	<u>Total</u>
_ .... / ..... / .....	.....	5 / .....	.....	.....	.....

**Unit : (4) , Lesson: ( 3 ) ( Using the division algorithm )**

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

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

- Use the standard algorithm to divide by a two-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 ) :**

Ask students to share what they remember about the standard algorithm for division.

**Lesson activities ( Learn ) :**

**Let's Try It** Divide using the standard algorithm for division.

1.  $32 \overline{)192}$

3.  $22 \overline{)756}$

**THINK :**

**Making Connections** Solve the problems using the standard algorithm. Check your work using an area model or the partial quotients model.

1. At her cafe, Rana sells cookies baked by a local bakery. She receives an order of 350 cookies. Rana packages the cookies in groups of 12 cookies per bag. Solve to find how many full bags, containing 12 cookies each, Rana can sell from her order of 350 cookies and how many cookies are left over.

**Closing the idea ( Summary ) :**

**2 - How could Rana Package the cookies so that each bag contains the same number of cookies and she has none left over ?**

<u>Date</u>	<u>Period</u>	<u>class</u>	<u>Attendance</u>	<u>Absent</u>	<u>Total</u>
_ .... / ..... / .....	.....	5 / .....	.....	.....	.....

**Unit : (4), Lesson : (4) ( The relation between Division and Multiplication )**

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

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

Students will use the standard algorithm to divide by a two-digit divisor.

• Students will use multiplication to check answers to 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 ) : Notice that :**

$$125 \div 25 = 5 \quad , \quad \text{then} \quad 5 \times 25 = 125$$

Remind students that multiplication and division are inverse operations

**Lesson activities ( Learn ) :**

**Error Analysis** Ayman says that  $8,858 \div 43 = 26$ . Analyze Ayman's work. Do you agree or disagree with his solution? Explain your thinking.

$$\begin{array}{r} 26 \\ 43 \overline{) 8,858} \\ \underline{- 86} \phantom{0} \\ 258 \\ \underline{- 258} \\ 0 \end{array}$$

**THINK :**

**Ziad's Buttons** Ziad works in a clothing factory that produces shirts. He has 100 buttons and needs 16 buttons for each shirt. After dividing, he thinks he has enough to make 6 shirts and will have 4 buttons left over. Is Ziad correct in his thinking? Why or why not? Explain your thinking.

**Closing the idea ( Summary ):**

Write  $300 \div 16$  on the board in the standard algorithm format. Ask students to help you solve the problem using the standard algorithm. Then, model on the board how to check the answer using multiplication.

<u>Date</u>	<u>Period</u>	<u>class</u>	<u>Attendance</u>	<u>Absent</u>	<u>Total</u>
_ .... / ..... / .....	.....	5 / .....	.....	.....	.....

**Unit : (4) , Lesson : (5) ( Multistep Story Problems )**

**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 involving whole numbers and the four 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 ) :**

1. A baker made 140 servings of baklava for a party. If each baking tray holds 12 servings of baklava, how many trays will be needed to hold all the baklava?

$$\begin{array}{r} 11 \text{ R}8 \\ 12 \overline{)140} \\ \underline{-12} \phantom{0} \\ 20 \\ \underline{-12} \\ 8 \end{array}$$

**Lesson activities ( Learn ) :**

2. Mom baked a batch of 12 balah el sham. Two balah el sham fell on the floor, leaving 10 on the platter. If 4 kids split the remaining balah el sham equally, how many balah el sham will each child get?

$$\begin{array}{r} 12 \\ \underline{-2} \\ 10 \end{array}$$

$$\begin{array}{r} 2 \text{ R}2 \\ 4 \overline{)10} \\ \underline{-8} \\ 2 \end{array}$$

**THINK :**

1. Computer Depot sold 762 reams of paper. Paper Palace sold 3 times as much paper as Computer Depot and 143 reams more than Office Supply Central. How many reams of paper were sold by all three stores combined?

**Closing the idea ( Summary ) :**

2. Zeinab ordered 12 packages of fabric squares to make a quilt. Each package has 18 fabric squares, and Zeinab used all the squares for her quilt. Reem made a quilt that was 13 squares wide by 13 squares long. How many fewer squares did Reem use than Zeinab for her quilt?

<u>Date</u>	<u>Period</u>	<u>class</u>	<u>Attendance</u>	<u>Absent</u>	<u>Total</u>
_ .... / ..... / .....	.....	5 / .....	.....	.....	.....

**Unit : (5) , Lesson : (1 ) ( Multiplying by Powers of Ten )**

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

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

Explain patterns when multiplying whole numbers by powers of ten

**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 result :**

A )  $9 \times 100 = \dots\dots\dots$

B )  $100 \times 4 = \dots\dots\dots$

**Lesson activities ( Learn ) :**

$4.2 \times 10 = \dots\dots\dots$

$360 \times 0.1 = \dots\dots\dots$

$7.4 \times 0.01 = \dots\dots\dots$

**THINK** : find:

$25 \times 0.1 = \dots\dots\dots$

$25 \times 0.01 = \dots\dots\dots$

$25 \times 0.001 = \dots\dots\dots$

**Closing the idea ( Summary ):**

Complete :  $0.2 \text{ Km} = \dots\dots\dots \text{ M}$



<u>Date</u>	<u>Period</u>	<u>class</u>	<u>Attendance</u>	<u>Absent</u>	<u>Total</u>
_ .... / ..... / .....	.....	5 / .....	.....	.....	.....

**Unit : (5) , Lesson : (2) ( Multiplying Decimals by Whole Numbers )**

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

**LEARNING OBJECTIVES** : In this lesson the student should be able to : multiply a decimal by a whole number.

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

**Discover ( opening the idea )** : find :

$$9 \times 213$$

$$546 \times 4$$

**Lesson activities ( Learn )** :

Find :  $0.6 \times 23 = \dots\dots\dots$

$$12 \times 0.3 = \dots\dots\dots$$

$$55 \times 0.4 = \dots\dots\dots$$

**THINK** : find:

$$0.23 \times 2 = \dots\dots\dots$$

$$0.12 \times 5 = \dots\dots\dots$$

$$2.4 \times 7 = \dots\dots\dots$$

**Closing the idea ( Summary )**:

Find:  $78 \times 0.6$

<u>Date</u>	<u>Period</u>	<u>class</u>	<u>Attendance</u>	<u>Absent</u>	<u>Total</u>
_ .... / ..... / .....	.....	5 / .....	.....	.....	.....

**Unit : (5) ,Lesson : ( 3 )**      **( Multiplying tenths by tenths )**

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

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

- Use the area model to multiply decimals.

**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 :

$$9 \times 3$$

$$7 \times 4$$

**Lesson activities ( Learn )** :

Use the Base 10 grids to find the products.

$$0.3 \times 0.4$$

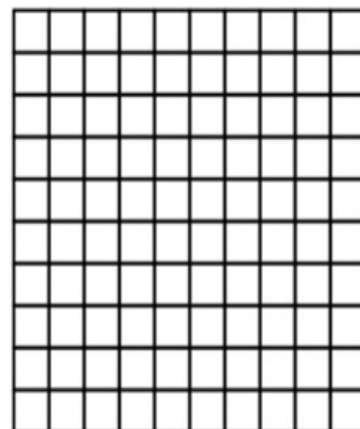
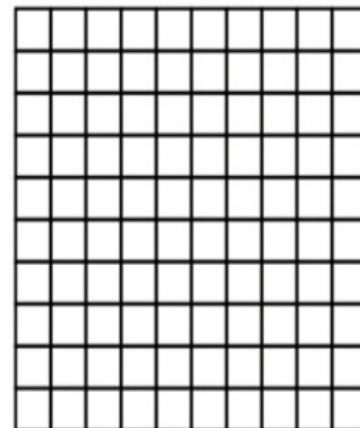
**THINK** : find:

Use the Base 10 grids to find the products.

$$0.9 \times 0.5$$

**Closing the idea ( Summary )**:

$$\text{Find: } 0.4 \times 0.6$$



<u>Date</u>	<u>Period</u>	<u>class</u>	<u>Attendance</u>	<u>Absent</u>	<u>Total</u>
_ .... / ..... / .....	.....	5 / .....	.....	.....	.....

**Unit : (5), Lesson : (4)** (Multiplying decimals using the area of a rectangle model)

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

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

- Use the algorithm to multiply decimals through the hundredths place.

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

1- Use the Area Model to Multiply Decimals

**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 :

$$2 \times 12$$

$$5 \times 15$$

**Lesson activities ( Learn )** :

	40	?
80	3,200	560
?	120	21

Product: \_\_\_\_\_

**THINK** : find:

$$1.3 \times 6.8$$

	6	0.8
1	6	0.8
0.3	1.8	0.24

$$1.3 \times 6.8 = 8.84$$

$$\begin{array}{r}
 1 \\
 6.00 \\
 0.80 \\
 1.80 \\
 + 0.24 \\
 \hline
 8.84
 \end{array}$$

**Closing the idea ( Summary )**:

Find using area model:  $1.2 \times 4.3$

<u>Date</u>	<u>Period</u>	<u>class</u>	<u>Attendance</u>	<u>Absent</u>	<u>Total</u>
_ .... / ..... / .....	.....	5 / .....	.....	.....	.....

**Unit : (5) , Lesson : (5)** (Multiplying decimals through the hundredths place )

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

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

1- use the standard algorithm to multiply decimals through the Hundredths place

2- use estimation to check the reasonableness of my answers.

**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 :

$$5 \times 9$$

$$8 \times 7$$

**Lesson activities ( Learn )** :

$$\begin{array}{r} \phantom{0}^{\wedge} \\ 43 \\ \times 18 \\ \hline 344 \\ + 430 \\ \hline 774 \end{array}$$

$$\begin{array}{r} \phantom{0}^{\wedge} \\ 4.3 \\ \times 0.18 \\ \hline 344 \\ + 430 \\ \hline 0.774 \end{array}$$

**THINK** : find:

$$29.35$$

$$\times 3.4$$

$$8.92$$

$$\times 0.17$$

**Closing the idea ( Summary )**:

Find:  $1.9 \times 9.1$

<u>Date</u>	<u>Period</u>	<u>class</u>	<u>Attendance</u>	<u>Absent</u>	<u>Total</u>
_ .... / ..... / .....	.....	5 / .....	.....	.....	.....

**Unit : (5) , Lesson : (6)** (Multiplying decimals through the thousandths place )

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

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

1- use the standard algorithm to multiply decimals through the thousandths place

2- use estimation to check the reasonableness of my answers.

**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 :

$$2 \times 8$$

$$6 \times 6$$

**Lesson activities ( Learn )** :

$$7.184$$

$$6.429$$

$$\times 6.3$$

$$\times 1.9$$

**THINK** : find:

$$5.328$$

$$8.375$$

$$\times 7.9$$

$$\times 20$$

**Closing the idea ( Summary )**:

Find:  $0.425 \times 1.1$



<u>Date</u>	<u>Period</u>	<u>class</u>	<u>Attendance</u>	<u>Absent</u>	<u>Total</u>
_ .... / ..... / .....	.....	5 / .....	.....	.....	.....

**Unit : (5) , Lesson : ( 7 )      (Decimals and the Metric System)**

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

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

- 1- explain relationships between the metric system and decimals
- 2- use decimals to represent equivalent measurements

**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 :

$$7 \times 9$$

$$2 \times 5$$

**Lesson activities ( Learn ) :**

$$10,870 \text{ g} = \text{_____ kg}$$

$$3,465 \text{ mL} = \text{_____ L}$$

$$22 \text{ cm} = \text{_____ m}$$

$$0.7 \text{ m} = \text{_____ cm}$$

**THINK** : find:

$$17.6 \text{ kg} = \text{_____ g}$$

$$95 \text{ mm} = \text{_____ cm}$$

$$19,629 \text{ mL} = \text{_____ L}$$

$$3.3 \text{ m} = \text{_____ cm}$$

**Closing the idea ( Summary ) :**

Find:  $1254 \div 1000$

<u>Date</u>	<u>Period</u>	<u>class</u>	<u>Attendance</u>	<u>Absent</u>	<u>Total</u>
_ .... / ..... / .....	.....	5 / .....	.....	.....	.....

**Unit : (5), Lesson : (8) (Measurement, Decimals and Powers of Ten)**

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

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

1- relate converting measurements in the metric system to multiplying by powers of ten

**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 :

$$10 \times 3$$

$$100 \times 4$$

**Lesson activities ( Learn )** :

$$425 \times 10 = \underline{\hspace{2cm}}$$

$$3.7 \times 100 = \underline{\hspace{2cm}}$$

$$0.94 \times 0.1 = \underline{\hspace{2cm}}$$

**THINK** : find:

$$425 \times \underline{\hspace{2cm}} = 0.425$$

$$3.7 \times \underline{\hspace{2cm}} = 0.37$$

$$0.94 \times \underline{\hspace{2cm}} = 940$$

**Closing the idea ( Summary )**:

Find:  $10 \times 3.12$

<u>Date</u>	<u>Period</u>	<u>class</u>	<u>Attendance</u>	<u>Absent</u>	<u>Total</u>
_ .... / ..... / .....	.....	5 / .....	.....	.....	.....

**Unit : (5), Lesson : (9)**                      **(Solving Multistep Story Problems)**

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

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

1- solve multistep story problems involving addition subtraction, and multiplication of decimals

**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 :

$$10 \times 2.5$$

$$100 \times 3.01$$

**Lesson activities ( Learn )** :

Dalia made a liter of sugar cane juice. She drank 320 milliliters. Her father drank 0.25 liters. How much sugar cane juice is remaining?

**THINK** : find:

Ehab's twin sister Eman also wants to know how much she grew. In January, she was 1.34 meters. At the end of the year, she was 145 centimeters. Who grew more—Ehab or Eman?

**Closing the idea ( Summary )**:

Find:  $1000 \times 0.456$

<u>Date</u>	<u>Period</u>	<u>class</u>	<u>Attendance</u>	<u>Absent</u>	<u>Total</u>
_ .... / ..... / .....	.....	5 / .....	.....	.....	.....

**Unit: (5) , Lesson: (10) ( Dividing by Powers of Ten )**

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

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

1- Explain patterns they observe when dividing by powers of ten

**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 result of each of the following;

A)  $2,456 \div 10 = \dots\dots\dots$       B)  $36,876 \div 100 = \dots\dots\dots$

C)  $389 \div 1000 = \dots\dots\dots$       D)  $2,456 \div 0.1 = \dots\dots\dots$

**Lesson activities ( Learn ) :**

**Dividing by Powers of Ten** Complete each division problem mentally. Look for patterns to predict the placement of the decimal point.

- |                                       |   |
|---------------------------------------|---|
| 1. $2,500 \div 100 = \dots\dots\dots$ | 4. $2,500 \div 0.1 = \dots\dots\dots$   |
| 2. $2,500 \div 10 = \dots\dots\dots$  | 5. $2,500 \div 0.01 = \dots\dots\dots$  |
| 3. $2,500 \div 1 = \dots\dots\dots$   | 6. $2,500 \div 0.001 = \dots\dots\dots$ |

**THINK :**

**Fill It In** Use the patterns you have just discovered to complete the division.

- |                                     |                                     |
|-------------------------------------|-------------------------------------|
| 1. $800 \div 100 = \dots\dots\dots$ | 3. $32 \div 10 = \dots\dots\dots$   |
| $800 \div 10 = \dots\dots\dots$     | 4. $5.7 \div 0.1 = \dots\dots\dots$ |

**Closing the idea ( Summary ) :**

**Challenge**  $2,500 \div 1,000 = \dots\dots\dots$

<u>Date</u>	<u>Period</u>	<u>class</u>	<u>Attendance</u>	<u>Absent</u>	<u>Total</u>
_ .... / ..... / .....	.....	5 / .....			

## Unit: (5) , Lesson: (11) (Patterns and Relationships in Powers of Ten)

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

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

Make connections between multiplying and dividing by powers of ten.

**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 Answer Is . . .** Your teacher will assign you to a group. Evaluate the expressions in the set for your assigned group. Think about how you knew which way to move the decimal point.

#### **Group 1**

$$510.05 \times 0.001 = \underline{\hspace{2cm}}$$

$$510.05 \times 0.01 = \underline{\hspace{2cm}}$$

#### **Group 2**

$$510.05 \div 0.001 = \underline{\hspace{2cm}}$$

$$510.05 \div 0.01 = \underline{\hspace{2cm}}$$

### Lesson activities ( Learn ) :

**Same Answer, Inverse Operation** Complete each equation with the correct power of 10. Be sure to look carefully at the given operation.

1.  $14.6 \times \underline{\hspace{1cm}} = 146$

$14.6 \div \underline{\hspace{1cm}} = 146$

2.  $387.23 \times \underline{\hspace{1cm}} = 3.8723$

$387.23 \div \underline{\hspace{1cm}} = 3.8723$

3.  $9.102 \times \underline{\hspace{1cm}} = 910.2$

$9.102 \div \underline{\hspace{1cm}} = 910.2$

4.  $65 \times \underline{\hspace{1cm}} = 6,500$

$65 \div \underline{\hspace{1cm}} = 6,500$

### THINK

1.  $712 \text{ mL} = \underline{\hspace{1cm}} \text{ L}$

$712 \times \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$

$712 \div \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$

### Closing the idea ( Summary ):

#### **CONNECT**

**Math at Work** Nour is making a new drink to sell at his juice stall by combining mango juice, orange juice, and guava juice. Look at the recipe to help him decide which container you think he should use to mix his new drink. Explain your choice using multiplication and division.

2,250 mL of mango juice

0.95 L of orange juice

650 mL of guava juice

Identify the container you think it is best for Nour to use:

3 L

4 L

5 L



**Measuring Juice**



<u>Date</u>	<u>Period</u>	<u>class</u>	<u>Attendance</u>	<u>Absent</u>	<u>Total</u>
_ .... / ..... / .....	.....	5 / .....	.....	.....	.....

**Unit: (5) , Lesson: ( 12 ) ( Dividing Decimals by Whole Numbers )**

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

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

Use the standard algorithm to divide decimals through the Thousandths 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 ) :**

Find the result of each of the following;

A)  $150 \div 50 = \dots\dots\dots$       B)  $2,000 \div 40 = \dots\dots\dots$

C)  $600 \div 12 = \dots\dots\dots$       D)  $225 \div 15 = \dots\dots\dots$

**Lesson activities ( Learn ) :**

1. Reda works as a plumber. He has 150 meters of copper pipe that he needs to cut into 40 equal-sized smaller pipes. How long will each pipe be?
2. The city council is beautifying the city by planting trees along the roadside. The road is 2,050 meters long and the council has 75 trees which they are spacing an equal distance apart. What is the distance between each tree?
3. Emad, the electrician, has 4.5 meters of wire that is cut into 30 pieces that are all the same length. Find the length of each piece of wire.

**THINK :**

4.  $9 \overline{)121.1}$

6.  $16 \overline{)62.24}$

8.  $30 \overline{)589.5}$

**Closing the idea ( Summary ) :**

Dalia wants to pour 20 liters of hibiscus equally into 50 cups. How much hibiscus (in liters) will be in each cup?



Hibiscus Leaves

<u>Date</u>	<u>Period</u>	<u>class</u>	<u>Attendance</u>	<u>Absent</u>	<u>Total</u>
_ .... / ..... / .....	.....	5 / .....	.....	.....	.....

**Unit: (5) , Lesson: (13) ( Dividing Decimals by Decimals )**

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

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

Use the standard algorithm to divide decimals through the Thousandths 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 ) :**

**Missing Numbers** Complete each equation by choosing from the given values.  
Choices may be used more than one time or not at all.

3      10      12      30      100      120      300      1,200

1.  $15 + \underline{\hspace{1cm}} = 5$

2.  $150 + \underline{\hspace{1cm}} = 5$

3.  $1,500 + \underline{\hspace{1cm}} = 5$

4.  $144 + \underline{\hspace{1cm}} = 12$

5.  $1,440 + \underline{\hspace{1cm}} = 12$

7.  $0.3 \times \underline{\hspace{1cm}} = 3$

8.  $0.14 \times \underline{\hspace{1cm}} = 14$

9.  $6.09 \times \underline{\hspace{1cm}} = 609$

10.  $157.4 \times \underline{\hspace{1cm}} = 1,574$

11.  $0.07 \times \underline{\hspace{1cm}} = 7$

**Lesson activities ( Learn ) :**

answers.

1.  $2.2 \overline{)26.4}$

**THINK :**

7.  $0.03 \overline{)90}$

9.  $0.5 \overline{)0.91}$

**Closing the idea ( Summary ) :**

**Complete each of the following :**

A)  $3.2 \div 0.4 = \dots\dots\dots$

B)  $4.2 \div 0.6 = \dots\dots\dots$

C)  $0.56 \div 0.07 = \dots\dots\dots$

<u>Date</u>	<u>Period</u>	<u>class</u>	<u>Attendance</u>	<u>Absent</u>	<u>Total</u>
_ .... / ..... / .....	.....	5 / .....	.....	.....	.....

**Unit : ( 6 ) , Lesson: (1 ) ( Ordering of mathematical operations )**

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

**In this lesson the student should be able to :**

**5- Use the order of operation to evaluate expressions with whole numbers and decimals.**

**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 ) :**

### **Ordering of Mathematical Operations**

1. First do the operations inside parentheses and brackets.
2. Then, multiply and divide in order from left to right.
3. Finally, add and subtract in order from left to right.

**Lesson activities ( Learn ) :**

**Use the order of mathematical operations to evaluate each expression.**

a.  $12 + (9 - 2) \times 8$

b.  $53 \times 2 + 54 \div 1.5$

**THINK :**

**Choose the correct answer.**

1. Which is the first step in evaluating  $28.1 - 3.5 \times 0.2 + 29 - 4$  ?
- A.  $28.1 - 3.5$       B.  $3.5 \times 0.2$   
C.  $0.2 + 29$       D.  $29 - 5$

[Giza 23]

2. The first operation to calculate :  $15 \div [3 - 2] \times 7 + 8$  is \_\_\_\_\_
- A. addition      B. subtraction  
C. multiplication      D. division

**Closing the idea ( Summary ):**

**Use the order of mathematical operations to evaluate each expression of the following.**

a.  $10 \times 4 - 3 =$  \_\_\_\_\_

b.  $2 + 7 \times 5 - 6 =$  \_\_\_\_\_

[Aswan 23]

c.  $15 \div 3 + 2 =$  \_\_\_\_\_

<u>Date</u>	<u>Period</u>	<u>class</u>	<u>Attendance</u>	<u>Absent</u>	<u>Total</u>
_ .... / ..... / .....	.....	5 / .....			

**Unit : (6) , Lesson : ( 2 ) ( Numerical expressions with parentheses )**

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

**In this lesson the student should be able to :**

1- Identify how grouping symbols affect the order of operation.

**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 order of mathematical operations to evaluate each expressions**

A)  $55 \div ( 2 + 9 ) - 5$

B )  $15 \div ( 3 - 2 ) \times 7 + 8$

**Lesson activities ( Learn ) :**

**Complete :**

A) The first step in evaluating  $3 \times 5 + ( 9 + 2 )$  is .....

B) The first operation to calculate  $15 \div ( 5 - 2 ) \times 7$  is .....

**THINK :**

**Use the order of mathematical operations to evaluate each expressions**

A)  $12 + 24 \div 4 + 8$

B)  $25 \times 2 \div ( 6 - 5 )$

**Closing the idea ( Summary ) : Evaluate :**

A )  $2 \times 10 \div ( 5 + 3 ) - 7$

B )  $5 \times 8 - ( 20 \div 4 ) + 23$



<u>Date</u>	<u>Period</u>	<u>class</u>	<u>Attendance</u>	<u>Absent</u>	<u>Total</u>
_ .... / ..... / .....	.....	5 / .....	.....	.....	.....

**Unit : (6) , Lesson :(3) ( Writing expressions to represent scenarios)**

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

**In this lesson the student should be able to :**

1- Write an expression to represent a written scenario.

**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 expression that matches the clues.

Then, evaluate the expression.

a. Add 22.7 and 35.3, then multiply the result by 3

**Lesson activities ( Learn ) :**

Write an expression that matches the clues, then evaluate " Subtract 6.2 from the product of 5.2 and 3. Then, multiply by 10".

**THINK :**

**Writing Expressions.** For each problem, write an expression that matches the clues. Then, evaluate the expression.

a. Add 7.4 and 2.3. Then, multiply the result by 10.

**Closing the idea ( Summary ) :**

Choose the correct answer.

1. Which expression matches the clue  
"Add 30 to 25 and divide the result  
by 0.5"?

- A.  $30 + 25 \div 0.5$
- B.  $0.5 \times [30 + 25]$
- C.  $[30 + 25] \div 0.5$
- D.  $30 \div 0.5 + 25$

[Giza 23]

2. Subtract 2.2 from 6.42 and multiply the  
result by 3 , then the expression is \_\_\_\_\_

- A.  $2.2 \times 2 - 6.42$
- B.  $3 \times 6.42 - 2.2$
- C.  $6.42 - 2.2 \times 2$
- D.  $[6.42 - 2.2] \times 3$  [Giza - Abo El Nomrous 23]



<u>Date</u>	<u>Period</u>	<u>class</u>	<u>Attendance</u>	<u>Absent</u>	<u>Total</u>
_ .... / ..... / .....	.....	5 / .....	.....	.....	.....

**Unit : (6) , Lesson: ( 4 ) ( Identifying numerical patterns )**

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

**In this lesson the student should be able to :**

1- Identify a numerical pattern.

**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. Look at each set of numbers and identify whether the numbers form a pattern.  
If yes then identify the rule.

a. 4 , 5.5 , 8.5 , 14.5

\_\_\_\_ , \_\_\_\_ , \_\_\_\_ , \_\_\_\_ , \_\_\_\_

b. 1 , 6 , 10 , 11 , 16

\_\_\_\_ , \_\_\_\_ , \_\_\_\_ , \_\_\_\_ , \_\_\_\_

**Lesson activities ( Learn ) :**

Look at each table and determine the rule use a variable to write the rule.

a.

Input	Output
1	7
2	8
3	9
4	10

Rule : \_\_\_\_\_

b.

Input	Output
4	1
8	2
12	3
16	4

Rule : \_\_\_\_\_

c.

Input	Output
10	8
12	10
14	12
16	14

Rule : \_\_\_\_\_

**THINK :**

Write the rule for each pattern with a variable, then complete the pattern by finding the missing values.

a. 52 , 44 , 36 , 28 , 20 , \_\_\_\_\_ , \_\_\_\_\_ Rule : \_\_\_\_\_

b. 23 , 27 , \_\_\_\_\_ , 35 , 39 , \_\_\_\_\_ , \_\_\_\_\_ Rule : \_\_\_\_\_

**Closing the idea ( Summary ) :**

Complete the following.

a. The missing number in the pattern 2 , 6 , 18 , ... , 162 is \_\_\_\_\_

b. The rule in the pattern : 5 , 7 , 9 , 11 , ... is \_\_\_\_\_

c. The rule in the pattern : 1 , 4 , 19 , 94 , ... is \_\_\_\_\_