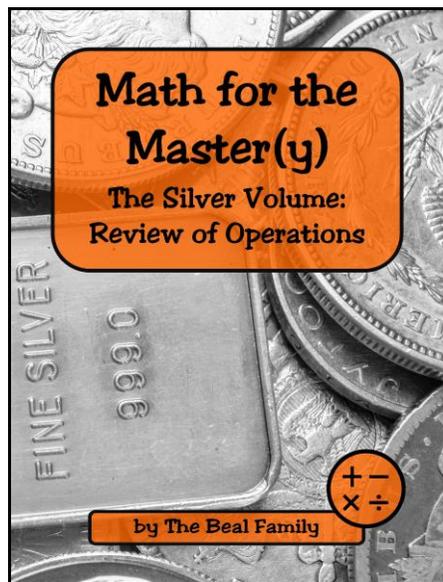


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# Math for the Master(y)

## The Silver Volume: Review of Operations



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## Lesson 5

Answer the following questions using knowledge you acquired in the *Addition* unit.

1. What does it mean to add?
2. What do you call the numbers being added?
3. And what do you call the answer?
4. What is the Commutative Property of Addition?
5. What two parts are required in answer to a word problem?
6. When adding, do you start with the digits on the right or left? What about subtracting?
7. What do you do if the sum of the digits in a column you are adding is greater than 9?

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8. And what does that (the answer to #7) mean?
9. And how is that done?
10. When mentally adding a string of one-digit numbers, it can be helpful to look for groups of \_\_\_\_.
11. When adding, is it the digits to the right or to the left that must line up? What about subtracting?
12. Name one of the two ways to check an addition problem without using any other operation.
13. When using a calculator, are digits entered starting from the left or from the right?

*Repeat this lesson as many days as necessary. Child should be able to write the correct answers before advancing. Corresponding lesson numbers are given in the key in case any review is desired.*

## Lesson 13

Record the missing number for each equation.\*

Watch the signs.

1.  $9 - \underline{\quad} = 4$       $7 + \underline{\quad} = 14$       $\underline{\quad} + 6 = 11$

2.  $9 + \underline{\quad} = 18$       $4 + \underline{\quad} = 12$       $\underline{\quad} - 6 = 6$

3.  $\underline{\quad} - 6 = 8$       $10 - \underline{\quad} = 4$       $\underline{\quad} + 4 = 11$

4.  $6 + \underline{\quad} = 15$       $18 - \underline{\quad} = 9$       $\underline{\quad} - 4 = 4$

5.  $11 - \underline{\quad} = 7$       $\underline{\quad} + 5 = 12$       $\underline{\quad} - 7 = 8$

6.  $7 + \underline{\quad} = 16$       $14 - \underline{\quad} = 5$       $\underline{\quad} + 6 = 15$

7.  $\underline{\quad} - 8 = 7$       $10 - \underline{\quad} = 6$       $5 + \underline{\quad} = 13$

8.  $\underline{\quad} + 4 = 8$       $5 + \underline{\quad} = 9$       $\underline{\quad} - 4 = 5$

9.  $\underline{\quad} + 7 = 15$       $8 + \underline{\quad} = 16$       $13 - \underline{\quad} = 6$

10.  $\underline{\quad} - 8 = 9$       $\underline{\quad} + 9 = 13$       $11 - \underline{\quad} = 6$

*Repeat this lesson as many days as necessary. Child should be able to write the correct answers before advancing. \*See note in Lesson 2 of Addition unit, if needed.*

## Lesson 32

Divide, saying answers aloud. Goal: \_\_\_\_\_ seconds

1.  $50 \div 10 = \underline{\quad}$        $3 \div 1 = \underline{\quad}$        $16 \div 2 = \underline{\quad}$

2.  $77 \div 11 = \underline{\quad}$        $14 \div 7 = \underline{\quad}$        $72 \div 8 = \underline{\quad}$

3.  $48 \div 12 = \underline{\quad}$        $36 \div 3 = \underline{\quad}$        $9 \div 1 = \underline{\quad}$

4.  $80 \div 10 = \underline{\quad}$        $0 \div 3 = \underline{\quad}$        $99 \div 9 = \underline{\quad}$

5.  $54 \div 6 = \underline{\quad}$        $8 \div 8 = \underline{\quad}$        $36 \div 9 = \underline{\quad}$

6.  $44 \div 11 = \underline{\quad}$        $4 \div 2 = \underline{\quad}$        $12 \div 2 = \underline{\quad}$

7.  $24 \div 12 = \underline{\quad}$        $0 \div 10 = \underline{\quad}$        $5 \div 5 = \underline{\quad}$

8.  $20 \div 10 = \underline{\quad}$        $44 \div 4 = \underline{\quad}$        $60 \div 5 = \underline{\quad}$

9.  $88 \div 11 = \underline{\quad}$        $9 \div 3 = \underline{\quad}$        $8 \div 4 = \underline{\quad}$

10.  $12 \div 12 = \underline{\quad}$        $18 \div 9 = \underline{\quad}$        $0 \div 11 = \underline{\quad}$

11.  $66 \div 11 = \underline{\quad}$        $11 \div 1 = \underline{\quad}$        $40 \div 4 = \underline{\quad}$

*Repeat this lesson as many days as necessary. Child should be able to recite the correct answers within the time specified by the parent before advancing.*

## Lesson 42

In previous units word problem lessons have always had a designated operation (for example, in the *Multiplication* unit you knew you needed to multiply on all word problems), but now you will need to read each problem even more carefully to determine which of the four operations you will use to find the answer. If you are unsure which operation to use, revisit word problem lessons from earlier units to review key phrases, or see “Word Problem Helps” in Appendix.

Complete the following word problems.

1. Brother enjoys watching and feeding the birds in the backyard. He likes to record how many birds visit after breakfast each morning and also note when any new species stops by. If there were 57 birds on Monday, 39 on Tuesday, and 68 on Wednesday, what sum of birds visited the feeders in all three days?
2. Sister wanted to figure out how much birdseed Brother would need to keep feeding the birds all winter long. If cold weather lasts from November through March (approximately 22 weeks) and Brother wants to be able to put out a block of nutty suet and 5

pounds of seed each week, how much seed will he require?

3. Sister was leafing through the new phonebook to see if any of the local restaurants had included coupons with their ads. Out of the 528 pages in the entire phonebook, one out of every three pages was advertising. How many pages were ads?

4. Mother asked Brother to keep track of the calls coming into the house for one month. She was curious how many calls were people they knew versus how many were recordings, surveys, or sales calls. They received 141 calls that month, and only 52 of them were people they already knew. What number of calls did they receive that were recordings, surveys, or sales calls?

5. A friend of Father's gave him an old Bible memory book he didn't use anymore. Father paged through and discovered it contained 684 verses spread evenly over 18 sections. How many verses were included in each section of the book?

6. Father showed Grandfather the Bible memory book, and Grandfather said he and Grandmother had

actually been using a book just like it to memorize key Scriptures for years. Grandfather said that in the past decade he and Grandmother had memorized all the verses in 13 different sections (a total of 494). How many verses remained for Grandfather and Grandmother to learn?

7. The family was undergoing a hard winter. The adults were growing tired of plowing and shoveling, but the children were excited to have more snow to play in than they ever remembered having before. During January they had received snowfalls of 27, 4, 15, 22, 8, 19, and 11 inches! What was the total snowfall that month?

8. Thankfully, it was only January that was unusually snowy; the other months were milder. But if the family had tallied as much snowfall each month of winter (November through March) as they received in January, what would have been the surprising number of inches by winter's end?

*Repeat this lesson as many days as necessary. Child should be able to figure the correct answers before advancing to the next lesson.*

Key pages for **Math for the Master(y)** are full-size (like student lessons) and include answers in bold.

## Lesson 5

Answer the following questions using knowledge you acquired in the *Addition* unit.

1. What does it mean to add?  
***to find the total value of a set of numbers (Lesson 1)***
2. What do you call the numbers being added?  
***the addends (Lesson 1)***
3. And what do you call the answer?  
***the sum (Lesson 1)***
4. What is the Commutative Property of Addition?  
***The order of addends does not matter. A set of numbers added in any order will have the same sum. (Lesson 4)***
5. What two parts are required in answer to a word problem?  
***the number and at least one word telling what it represents (Lesson 35)***
6. When adding, do you start with the digits on the right or left? What about subtracting?  
***Both start on the right. (Add., Less. 37) (Subt., Less. 32)***
7. What do you do if the sum of the digits in a column you are adding is greater than 9?  
***carry (Lesson 43)***

Continued on next page.