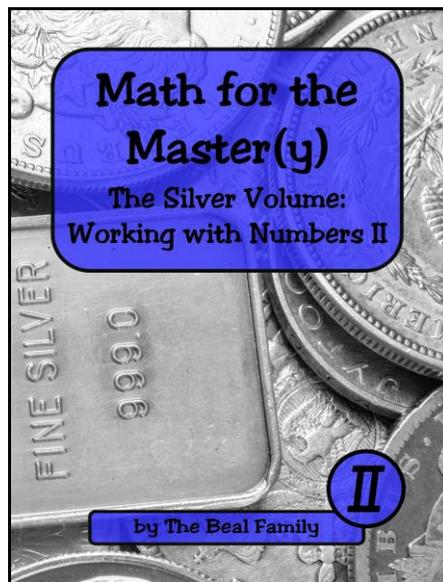


All sample pages in this document are taken from

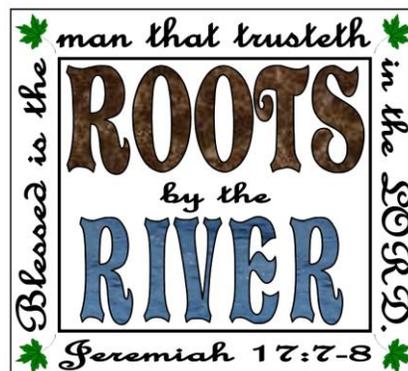
# Math for the Master(y)

The Silver Volume:

Working with Numbers II



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## Lesson 2

In the first unit of *Working with Numbers* (Lesson 67) you learned what place value is and the place value names for ones, tens, and hundreds. Study the chart below to learn the place value names for thousands, ten thousands, and hundred thousands.

hundred thousands	ten thousands	thousands	hundreds	tens	ones

Copy the chart above with the place value names and place the following numbers in the chart:

- 5,328
- 16,497
- 381,502
- 9,566
- 32,768
- 405,291

*Repeat this lesson as many days as necessary. Child should be able to copy and label the chart and place the numbers correctly before advancing to the next lesson.*

## Lesson 4

Learn to read more numbers larger than 1,000. Study these examples:

1,876 one thousand, eight hundred seventy-six

4,940 four thousand, nine hundred forty

8,002 eight thousand, two

35,609 thirty-five thousand, six hundred nine

53,096 fifty-three thousand, ninety-six

77,111 seventy-seven thousand, one hundred eleven

203, 588 two hundred three thousand, five hundred eighty-eight

654,456 six hundred fifty-four thousand, four hundred fifty-six

900,700 nine hundred thousand, seven hundred

*Repeat this lesson as many days as necessary. Child should be able to read the numbers correctly with the words covered before advancing to the next lesson.*

## Lesson 21

Read the numbers and write the digits for each. Remember to use a comma every three spaces from the right.

Example: one billion, two hundred million, three hundred thousand, four hundred

**1,200,300,400**

1. two hundred thirty-four million, one hundred fifty-three thousand, two hundred twenty-four
2. three million, six hundred four thousand, one hundred ninety-eight
3. nine billion, one hundred fifty-six million, four hundred forty-seven thousand, three hundred eighty-six
4. seventy-six million, seven hundred seventy thousand, nine hundred one
5. one hundred fifty million, six hundred ninety-five thousand, three hundred forty-one

Continued on next page.

6. seven million, two hundred twenty-four thousand, six hundred thirty-two
7. eight billion, twenty-eight million, one hundred twenty-nine thousand, nine hundred five
8. ninety-eight million, two hundred seventy-five thousand, thirteen
9. six hundred seventy-six million, forty thousand, six hundred seventy-six
10. five million, thirty-six thousand, seven
11. three billion, eight hundred ten million, one hundred fifty-four thousand, eight hundred fifty-five
12. twenty-five million, five hundred fifteen thousand, five hundred eighty-three

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

## Lesson 42

For each Roman numeral, write its corresponding Arabic number.

Example: LXVII 67

1. LXX \_\_\_\_\_ LVIII \_\_\_\_\_ LXXI \_\_\_\_\_ XCVIII \_\_\_\_\_

2. XCVI \_\_\_\_\_ LXII \_\_\_\_\_ LXXXVI \_\_\_\_\_ LXXIII \_\_\_\_\_

3. LXXXIII \_\_\_\_\_ C \_\_\_\_\_ XCI \_\_\_\_\_ LX \_\_\_\_\_

4. LXXVII \_\_\_\_\_ LXIV \_\_\_\_\_ LIII \_\_\_\_\_ LXXIX \_\_\_\_\_

5. XCIX \_\_\_\_\_ LXXV \_\_\_\_\_ LXXXVIII \_\_\_\_\_ LVI \_\_\_\_\_

*Repeat this lesson as many days as necessary. Child should be able to write the value of each Roman numeral correctly before advancing to the next lesson.*

## Lesson 50

To solve problems with a mix of operations (addition, subtraction, multiplication, and division), you will need to learn and remember the correct order of operations. First, complete multiplication and division steps from left to right. Then, complete any remaining addition and subtraction steps from left to right.

Examples:

$$5 + \underline{10 \div 2} \times 4 - 7 =$$

$$5 + \underline{5 \times 4} - 7 =$$

$$\underline{5 + 20} - 7 =$$

$$25 - 7 =$$

**18**

step 1 : Compute  $10 \div 2$ .

step 2 : Compute  $5 \times 4$ .

step 3 : Compute  $5 + 20$ .

step 4 : Compute  $25 - 7$ .

step 5 : Write the answer.

$$9 - \underline{2 \times 3} \div 6 + 8 =$$

$$9 - \underline{6 \div 6} + 8 =$$

$$\underline{9 - 1} + 8 =$$

$$8 + 8 =$$

**16**

step 1 : Compute  $2 \times 3$ .

step 2 : Compute  $6 \div 6$ .

step 3 : Compute  $9 - 1$ .

step 4 : Compute  $8 + 8$ .

step 5 : Write the answer.

Go to practice problems on next page.

Solve the following problems.

1.  $5 \div 5 \times 9 + 5 =$

$7 + 9 \times 1 - 6 =$

2.  $8 \times 2 - 4 \div 4 =$

$4 + 2 \times 9 + 8 =$

3.  $8 \times 3 \times 7 \times 6 =$

$2 + 6 \times 9 \times 2 =$

4.  $2 + 2 \times 8 \times 9 =$

$7 + 1 - 2 - 4 =$

5.  $9 \div 3 - 4 \div 2 =$

$6 \times 4 \div 1 - 6 =$

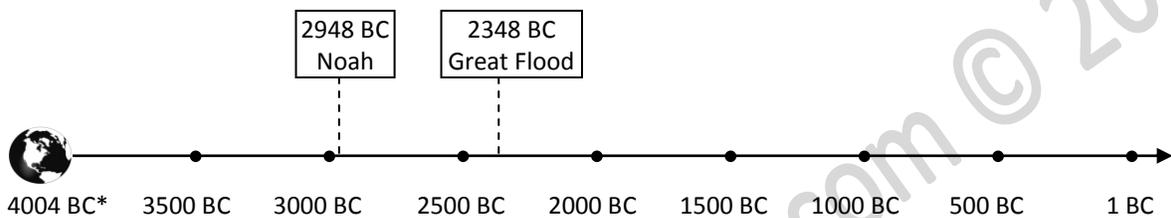
6.  $4 - 4 + 8 \times 4 =$

$8 \div 1 + 9 - 4 =$

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

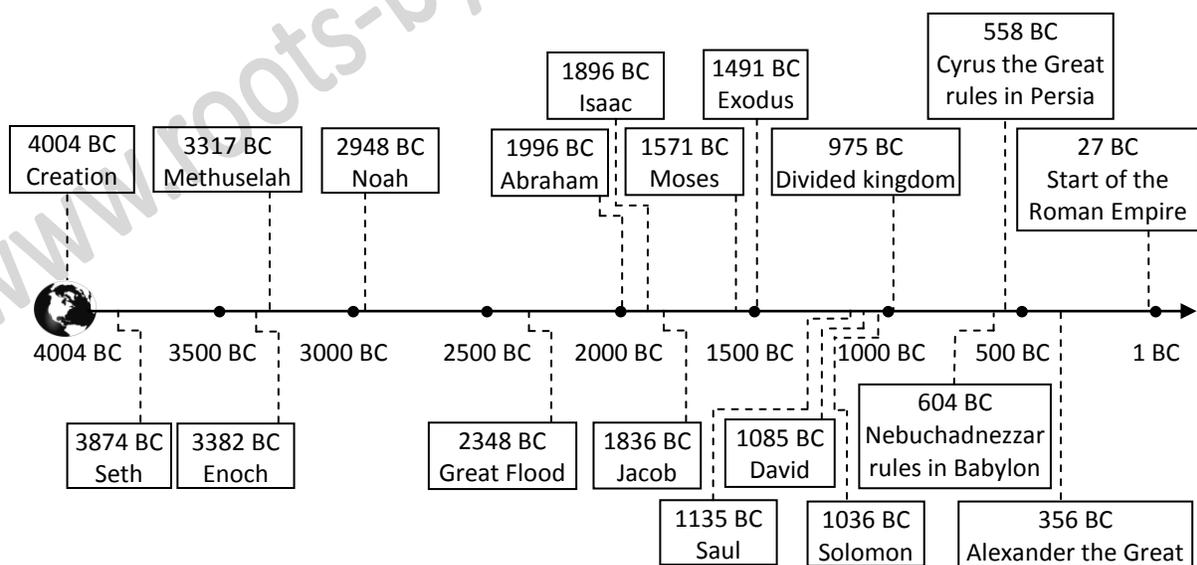
## Lesson 66

Numbers can be presented on timelines to help us visualize a span of years. In the timelines below all the years represented are BC, meaning the years are those *Before (the birth of) Christ*. They count upward from 1 BC back to the beginning of time. To find out how many years apart two different events took place, subtract the smaller number from the larger.



Example: Noah was born in 2948 BC. The Great Flood occurred in 2348 BC. How many years passed between these two events?

$$2948 \text{ BC} - 2348 \text{ BC} = 600 \text{ years}$$



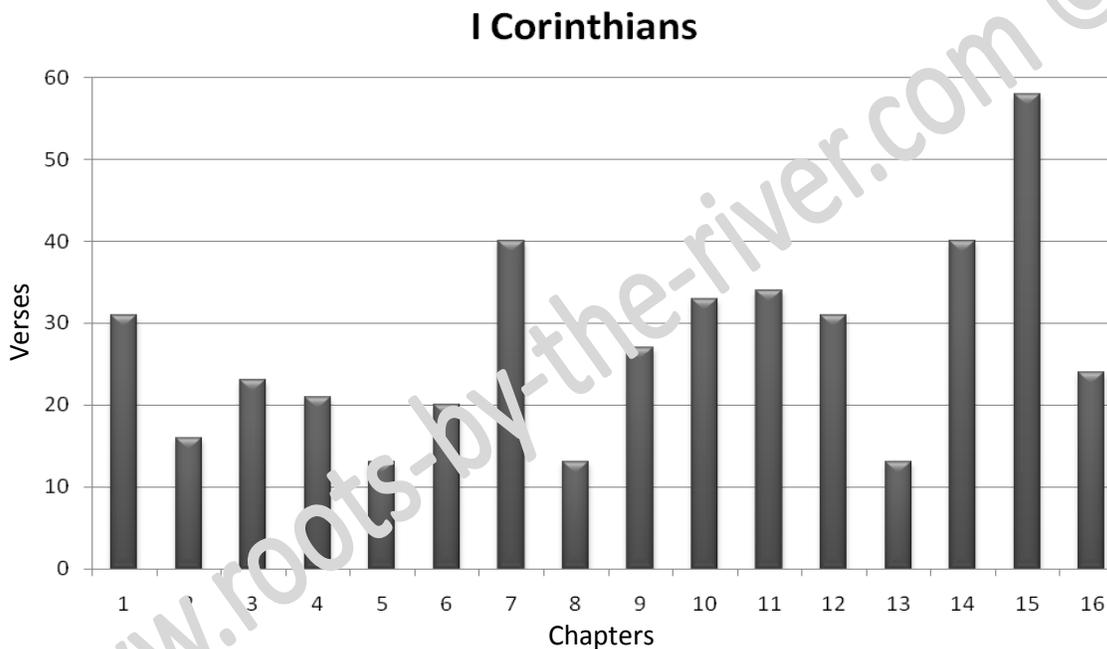
Using the timeline on the previous page, figure the answers to the following questions.

1. How much time elapsed between the birth of Abraham and the birth of Moses?
2. And how old was Moses when he led the Israelites out of Egypt during the Exodus?
3. How many years passed between the birth of Enoch and the birth of his great-grandson Noah?
4. How long after Creation did God destroy all people on the Earth in the Great Flood (except for the 8 people in the Ark)?
5. How old was King David when his son Solomon was born?
6. How long after the Kingdom of Israel was divided did the Israelites fall into captivity under King Nebuchadnezzar of Babylon?
7. How many years passed between the rise to power of Cyrus the Great of Persia and the birth of Alexander the Great of Macedon?
8. How old was Isaac when Jacob was born?

*Repeat this lesson as many days as necessary. Child should be able to figure the correct answers before advancing to the next lesson. Many dates are taken from Archbishop James Ussher (1581-1656).*

## Lesson 79

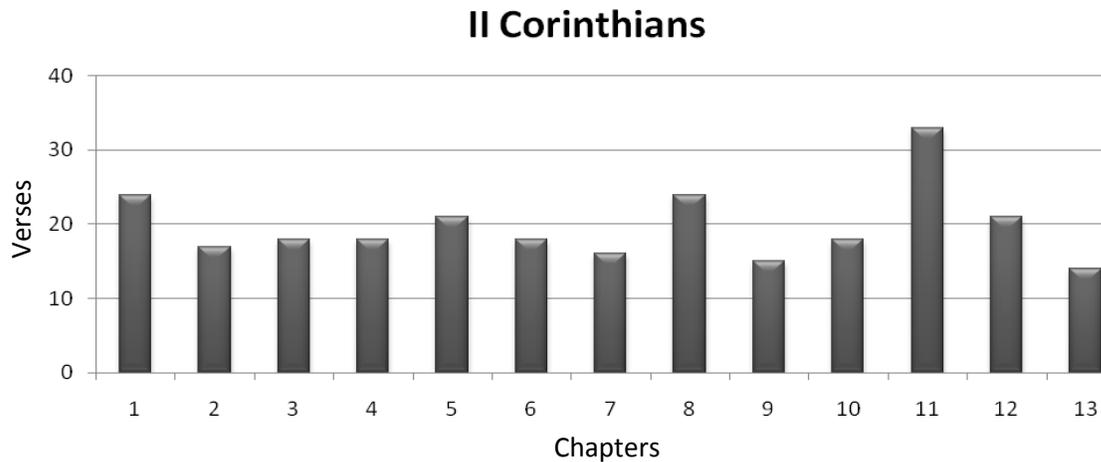
Another type of graph is a bar graph. A bar graph has two axes – a vertical axis and a horizontal axis, with information displayed on both.



In this bar graph the horizontal axis shows how many chapters are in I Corinthians, and the vertical axis shows how many verses in each chapter.

Representing the data pictorially allows one to make comparisons easily. For example, one can see at a glance which chapter in I Corinthians has the most verses (15) and which chapters tie for least (5, 8, and 13). One can also see that no chapter has more than 60 verses.

Study the following bar graph and answer the questions:



1. Which book of the Bible is represented by this bar graph?
2. How many chapters does it have?
3. What is the highest number of verses that can be represented on this chart?
4. What is represented on the horizontal axis?
5. What is represented on the vertical axis?
6. Which chapter has the most verses?

Continued ⇒

7. Which chapter has the least?
8. What is the difference between the highest and the lowest?
9. Do any chapters have the same number of verses? If so, give details.
10. By looking at the graph, what would you estimate the average number of verses per chapter to be?
11. How many chapters have more than 20 verses?
12. How many chapters have more than 15?

*Repeat this lesson as many days as necessary. Child should be able to answer the questions correctly before advancing to next lesson.*

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

## Lesson 2

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		<i>hundred thousands</i>	<i>ten thousands</i>	<i>thousands</i>	<i>hundreds</i>	<i>tens</i>	<i>ones</i>
		<b>5,</b>	<b>3</b>	<b>2</b>	<b>8</b>		
	<b>1</b>	<b>6,</b>	<b>4</b>	<b>9</b>	<b>7</b>		
<b>3</b>	<b>8</b>	<b>1,</b>	<b>5</b>	<b>0</b>	<b>2</b>		
		<b>9,</b>	<b>5</b>	<b>6</b>	<b>6</b>		
	<b>3</b>	<b>2,</b>	<b>7</b>	<b>6</b>	<b>8</b>		
<b>4</b>	<b>0</b>	<b>5,</b>	<b>2</b>	<b>9</b>	<b>1</b>		

Copy the chart above with the place value names and place the following numbers in the chart:

1. 5,328
2. 16,497
3. 381,502
4. 9,566
5. 32,768
6. 405,291

*Repeat this lesson as many days as necessary. Child should be able to copy and label the chart and place the numbers correctly before advancing to the next lesson.*