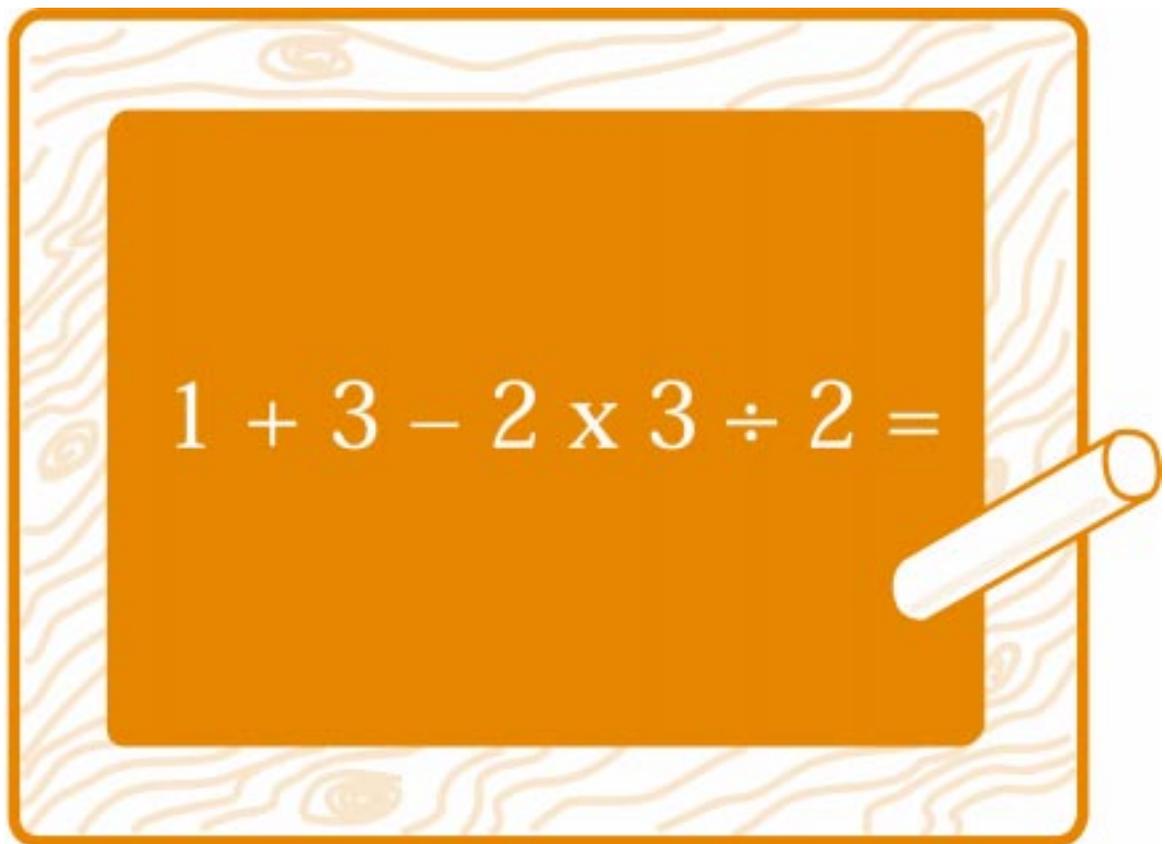


Designing
Your Own School Program

1

What Is Mathematics?



A "True Education" Mathematics Series

“Learn of me; for I am meek and lowly in heart....”

Matthew 11:29



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Teacher Section



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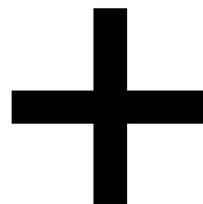
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Mathematics

Instructions

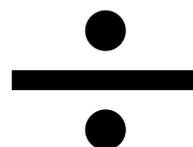
1. Try to make mathematics more concrete and enjoyable by making story problems from your Bible lesson and nature lesson; use a blackboard and write a problem out (or a stick writing in the dirt), letting the student work out the answer, then let the child give the teacher a problem; or, as you are working at a project, make it into a mathematics problem, etc. Help the student to see that mathematics is a simple part of life.



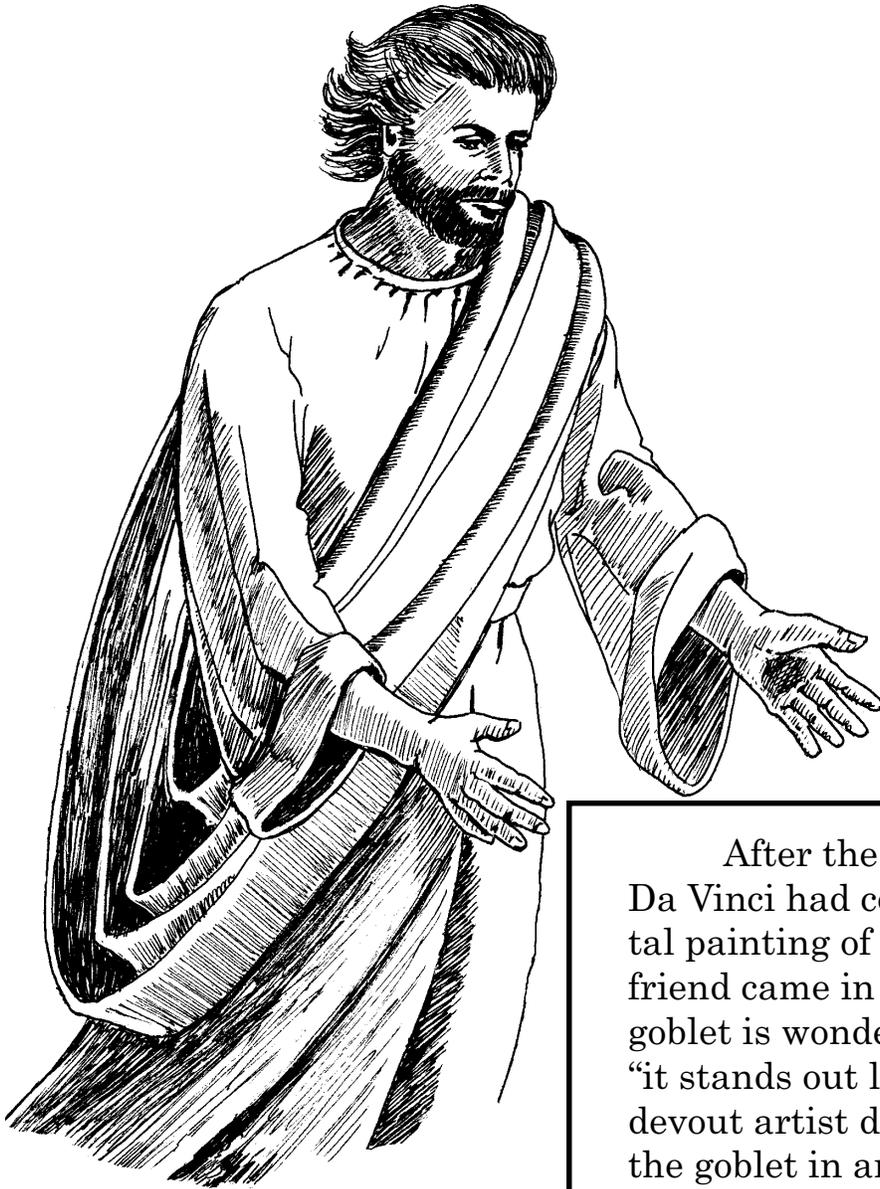
2. Practice mental problems—where the child has to work out the answer in his head.



3. Let the child work in whatever level he is capable of doing in the workbooks.



Behold Christ



After the celebrated painter Da Vinci had completed his immortal painting of the “Last Supper,” a friend came in to inspect it. “That goblet is wonderful,” said the friend; “it stands out like solid silver.” The devout artist dashed his brush over the goblet in an instant and exclaimed, “Nothing shall draw the eye of the beholder from my Lord!” O Christian worker, keep Christ in the foreground. Let nothing hide thy Saviour from the sight of men. Your mission is to point out “...*Behold the Lamb of God, which taketh away the sin of the world*” (John 1:29).



INSTRUCTIONS

For the Teacher

Step 1

Study the Bible Lesson and begin to memorize the Memory Verses. Familiarize Yourself With the Character Quality. The student can answer the Bible Review Questions. See page 6. Use the Steps in Bible Study.

Bible Lesson

“**God With Us**” – Genesis 3:14-15; 12:1-3; Galatians 3:16; Genesis 49:10; Deuteronomy 18:17-19; II Samuel 7:12-17; Ezekiel 21:25-27; Luke 1:32; Isaiah 9:6-7; Psalm 45:1-8; 72:1-11; Isaiah 53; Zechariah 12:10; John 14:9; Matthew 1:23; John 1:1-4

Memory Verses

Matthew 1:23; 1:20-21; John 8:28; 6:57; 7:18; 8:50; Philippians 2:5-11

Character Quality

Love – an affection of the mind excited by beauty and worth of any

kind, or by the qualities of an object; charity or **love**.

Antonyms – hate; detestableness; abomination; loathing; scorn; disdainfulness; selfishness

Character Quality Verse

I Corinthians 13:4-7 – “*Charity [love] suffereth long, and is kind; charity envieth not; charity vaunteth not itself, is not puffed up,*

Doth not behave itself unseemly, seeketh not her own, is not easily provoked, thinketh no evil;

Rejoiceth not in iniquity, but rejoiceth in the truth;

Beareth all things, believeth all things, hopeth all things, endureth all things.”

Step 2

Understand How To/ And

A. Do the Spelling Cards so the student can begin to build his own spiritual dictionary.

B. Mark Your Bible.

C. Evaluate Your Student's Character in relation to the character quality of **love**.

D. Familiarize Yourself With "What is Mathematics?" Notice the Projects.

E. Review the References for "Mathematics."

F. Notice the Answer Key.

A. Spelling Cards Spelling Lists

Math Words

Place I - II - III

addition
algebra
decimal
division
fraction
geometry
inclined
learn
mathematics
multiplication
subtraction

Bible Words

blessing
bruise

Emmanuel
enmity
forever
head
heel
Judah
kingdom
lawgiver
love
peace
Prophet
sceptre (or er)
seed
Shiloh
throne
woman

Place I = Grades 2-3-4
Place II = Grades 4-5-6
Place III = Grades 6-7-8

B. How to Mark the Bible

1. Copy the list of Bible texts in the back of the Bible on an empty page as a guide.

2. Go to the first text in the Bible and copy the next text beside it. Go to the next one and repeat the process until they are all chain referenced.

3. Have the student present the study to family and/or friends.

4. In each student lesson there is often one or more sections that have a Bible marking study on the subject studied. (See the student's section, pages 21-22.)

C. Evaluate Your Student's Character

This section is for the purpose of helping the teacher know how to encourage the students in becoming more **loving**. See page 7.

See the book
Spelling from the Scriptures
for instructions
about the Spelling Cards.

D. Familiarize Yourself With “What is Mathematics?” – Notice the Projects Projects

1. What are the laws of **love** in your home? Make a list. Can you think of a new one your family may need. Practice it, and especially this week. (Example: All family members will be respectful of other peoples’ things because they **love** them.)

2. Do you see mathematics in nature? Find examples on at least two days during your nature walks this week. Use your backpack. (Example: leaf pattern on a branch—spiral, alternating, parallel). Write the examples you find in *Our Nature Study Book*. Make a parallel to your Bible story and use the character quality of **love**.

Use three examples (1) numbers, (2) quantities, and (3) measurements.

3. Help the child think about Mathematics as he goes about his daily life. (Examples: the time he eats each day, the number of people eating at each meal, etc.) Have the child draw pictures of three laws of mathematics he experiences in his

day (as relates to **love** and the Bible lesson).

4. Together, as a family, save enough money to purchase the book *Number in Scripture* by Bullinger to add to the family’s library for a resource.

5. Do a survey with adults and ask them the question, “What is Mathematics?” Write down their answers. What did you learn from them?

Notes

E. Review the References for “Mathematics”

Teacher, read through this section before working on the lesson with the student.

See the student section, pages 21-22.

F. Notice the Answer Key

The answer key for the student section is found on page 8.

Step 3

Read the Lesson Aim.

Lesson Aim

This lesson is an introduction to mathematics. Teach your child the character quality of **love** through “God With Us” and “*What Is Mathematics?*”

“Satan represents God’s law of **love** as a law of selfishness. He declares that it is impossible for us to obey its precepts. The fall of our

first parents, with all the woe that has resulted, he charges upon the Creator, leading men to look upon God as the author of sin, and suffering, and death. Jesus was to unveil this deception. As one of us He was to give an example of obedience. For this He took upon Himself our nature, and passed through our experiences. *‘In all things it behooved him to be made like unto his brethren’* (Hebrews 2:17). If we had to bear anything which Jesus did not endure, then upon this point Satan would represent the power of God as insufficient for us. Therefore Jesus was *‘in all points tempted like as we are’* (Hebrews 4:15). He endured every trial to which we are subject. And He exercised in His own behalf no power that is not freely offered to us. As man, He met temptation, and overcame in the strength given Him from God. He says, *‘I delight to do thy will, O my God: yea, thy law is within my heart’* (Psalm 40:8). As He went about doing good, and healing all who were afflicted by Satan, He made plain to men the character of God’s law and the nature of His service. His life testifies that it is possible for us also to obey the law of God.”*

Mathematics is based on law and it helps us to explain numbers, quantities, measurements, and the relations between them. As Jesus explained the law of **love** by coming to

*The Desire of Ages 24

this Earth, so does mathematics help explain the physical world we live in by the laws that govern it.

Mathematics also helps us demonstrate how the laws of numbers work in our everyday life. And, they can remind us how the character quality **love** would work practically in the life.

Step 4

Prepare to begin the Mathematics Lesson.

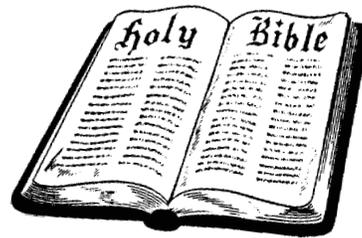
To Begin the Mathematics Lesson

Go for a mathematics walk and teacher can point out things in the home and outside in nature that relate to mathematics.

Step 5

Begin the Mathematics lesson. Cover only what can be understood by your student. Make the lessons a family project by all being involved in part or all of the lesson. These lessons are designed for the whole family.

Steps in Bible Study



1. Prayer
2. Read the verses/meditate/memorize.
3. Look up key words in *Strong's Concordance* and find their meaning in the Hebrew or Greek dictionary in the back of that book.
4. Cross reference (marginal reference) with other Bible texts. An excellent study tool is *The Treasury of Scripture Knowledge*.
5. Use Bible custom books for more information on the times.
6. Write a summary of what you have learned from those verses.
7. Mark key thoughts in the margin of your Bible.
8. Share your study with others to reinforce the lessons you have learned.

Review Questions

1. What were the circumstances under which the first promise of a Redeemer was given? (Genesis 3:14-15)
2. What promise was made to Abraham, and what did it mean? (Genesis 12:1-3; Galatians 3:16)
3. Through what tribe of Israel was the Messiah to come? (Genesis 49:10)
4. What promise was given through Moses? (Deuteronomy 18:17-19)
5. Through whom was the permanence of David's kingdom assured? (II Samuel 7:12-17; Ezekiel 21:25-27; Luke 1:32)
6. What exalted ideas concerning the Messiah were made prominent? (Isaiah 9:6, 7; Psalm 45:1-8; 72:1-11)
7. What also was foretold of His relation to sin? (Isaiah 53; Zechariah 12:10)
8. What is the significance of the name which John applies to Christ? (John 14:9; Matthew 1:23)
9. What important facts are stated of Him in John 1:1-4
 - a.
 - b.
 - c.
10. As part of the great scheme of human redemption, what did the Word become? What is the meaning of the words "*became flesh?*" (Matthew 1:23)

Notes



Evaluating Your Child's Character

Check the appropriate box for your student's level of development, or your own, as the case may be.

Maturing Nicely (MN), Needs Improvement (NI), Poorly Developed (PD), Absent (A)

Love

1. "**Charity** suffereth long and is kind" (I Corinthians 13:4). Does my child show a maturity of **love** that enables them to be kind while suffering from hunger, tiredness, or discomfort?

MN NI PD A

2. When the child encounters people with character deficiencies, is the child's reaction one of **loving** pity and concern instead of condemnation?

MN NI PD A

3. Does your child seem to **love** God more as a result of studying the material contained in the Bible?

MN NI PD A

4. "**Charity...vaunteth not itself; is not puffed up.**" Does the child refrain from comparing himself with others? Do they make comments like "I can read better than _____."

MN NI PD A

5. "**Charity...seeketh not her own.**" Is the child willing for others to have the best or the most of desirable things?

MN NI PD A

6. "**Love your enemies.**" Does the child initiate reconciliation with or do kind things for those who have hard feelings toward him or who have treated him unfairly?

MN NI PD A

7. "**Love covers a multitude of sins.**" Is the child eager to tell you about the failures of others or do they **lovingly** shield others from exposure where possible to do so with integrity?

MN NI PD A

8. "**Charity...thinketh no evil.**" Is the child unsuspecting, ever placing the most favorable construction upon the motives and acts of others?

MN NI PD A

Page 5

Teacher, check.

Page 7

1. Learn
2. Character
3. God

Page 8

1. "Inclined to learn"
2. His character
3. Teacher, check.
4. Yes
5. Teacher, check.
6. Yes
7. **Love** of God

Mathematics

mat	mit	mat
he	me	that
ma	sit	tame
them	sat	cats
the	met	etc.

$$+ \quad - \quad \mathbf{x} \quad \div$$

$$\mathbf{x} = \mathbf{y}$$
Page 13

A tree adding buds, blossoms, and fruit

An animal subtracting food from a tree to store for winter

A wasp building a nest

A tree dividing its leaves.

Page 15

Some examples:

1. John 14:3
2. Genesis 1 (each day new things added)
3. John 2:16
4. Matthew 14:15-20;
Genesis 1:22
5. Genesis 1:4, 7, 14

Page 22

1. Using the laws God has made and working within these laws
2. See page 10.
3. See Matthew 13—the parables.
4. The garden
5. Prepares us to do good work
6. God

Gardening Sheet

Lesson One Subject Mathematics

Title “What is Mathematics?”

In Season

Make a list of gardens or orchards as found in the Bible. See if you can glean any ideas from them to help you in planning your garden.

Use scale paper to draw your garden plan.

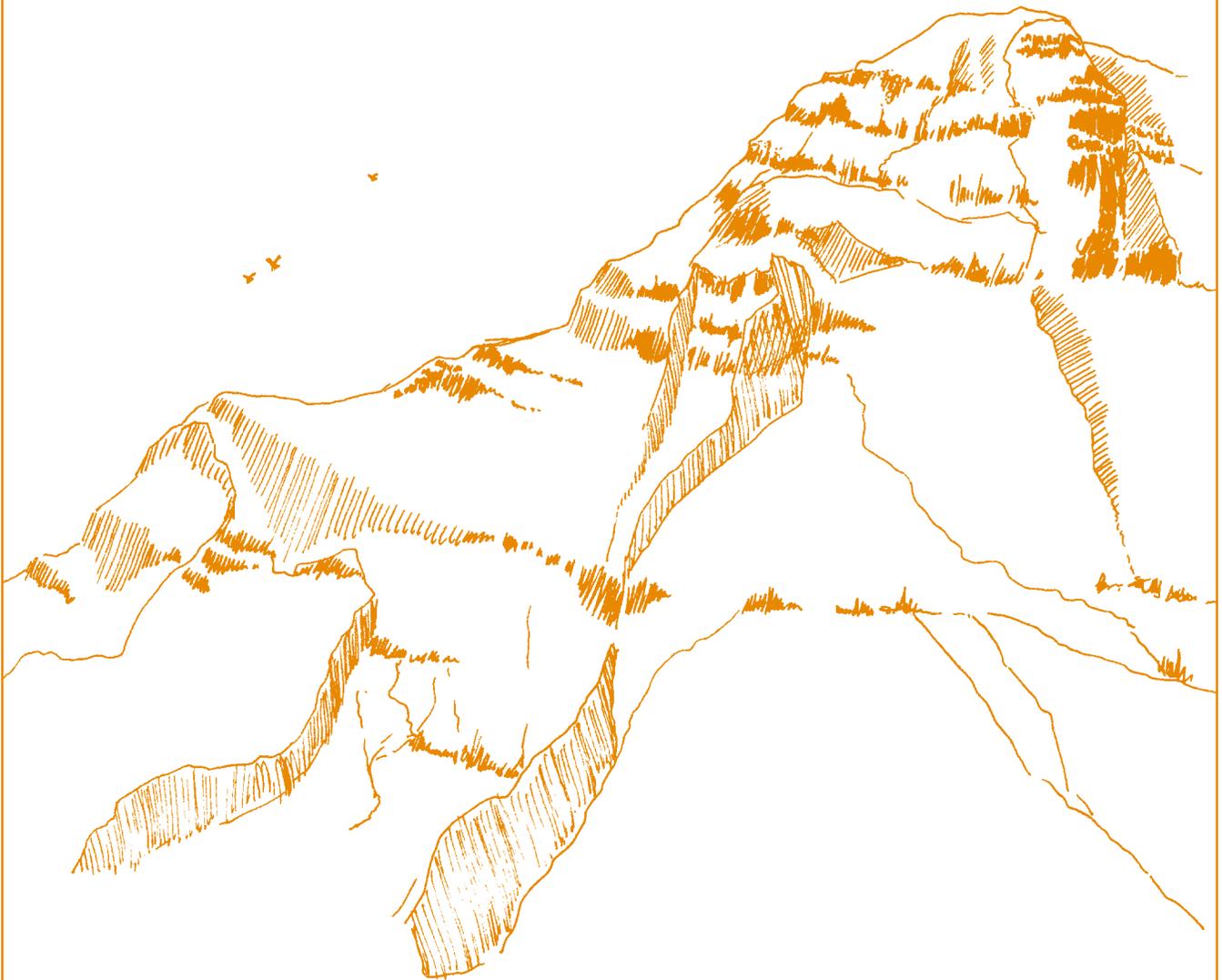
How can gardening teach you about the **love** of God and Mathematics (the laws He works with)?

Out of Season

Plan an indoor garden by building (using your mathematics) planter boxes. Plan where in the house you have south facing (most sunlight) windows. Which plants will be most usable to you for food in the winter?

“Who hath measured the waters in the hollow of his hand,
and meted out heaven with the span,
and comprehended the dust of the earth in a measure,
and weighed the mountains in scales,
and the hills in a balance?”

Isaiah 40:12



Each booklet in the series,
“Designing Your Own School Program,”
is planned for a family to study together
for their homeschool curriculum;
yet versatile enough to be used in the conventional classroom.
Learn the principles of the subject matter from the Scriptures;
discover more academic information; then apply it to your daily life.

Other booklets in the Mathematics series
are available in the following titles:

- 1 - What is Mathematics?
- 2 - A Place
- 3 - Addition i
- 4 - Addition ii
- 5 - Subtraction i
- 6 - Subtraction ii
- 7 - Multiplication i
- 8 - Multiplication ii
- 9 - Division i
- 10 - Division ii



Mark 4:29