

Designing
Your Own School Program

2

A Place



A “True Education” Mathematics Series

“Even unto them will I give
in mine house and within my walls
a place and a name
better than of sons and of daughters.”

isaiah 56:5



Printed by SEM
627 Highland Loop Rd.
Kettle Falls, WA 99141
(509) 684-6843

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SonLight Education Ministry
P.O. Box 518
Colville, WA 99114

Teacher Section






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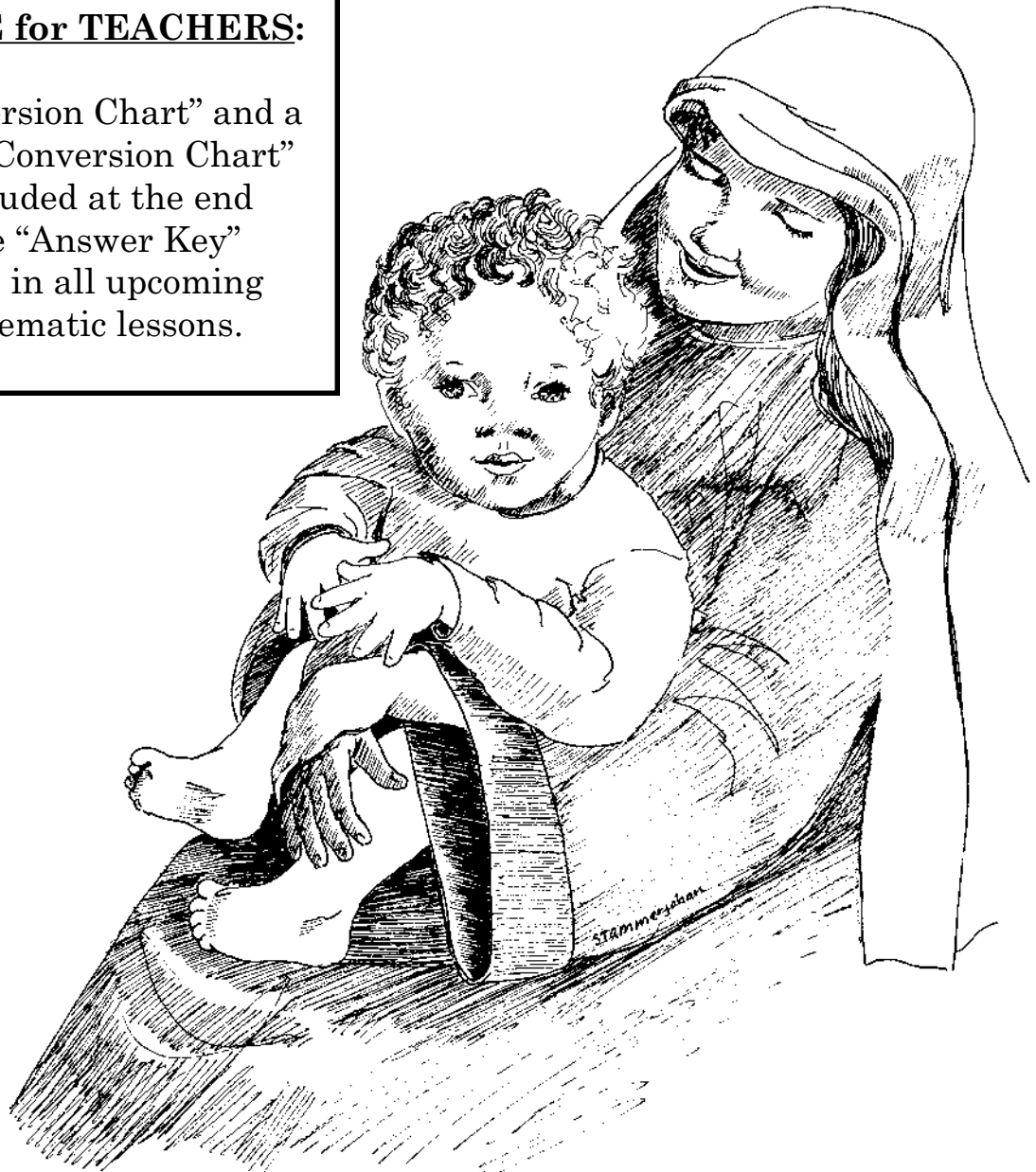


“And speak unto him [Joshua], saying,
Thus speaketh the Lord of hosts, saying,
Behold the man whose name is the BRANCH [Christ];
and he shall grow up [to spring forth] out of his place,
and he shall build the temple [spiritual house] of the Lord.”

Zechariah 6:12

NOTICE for TEACHERS:

A “Conversion Chart” and a
“Metric Conversion Chart”
is included at the end
of the “Answer Key”
for use in all upcoming
mathematic lessons.



Instructions

1. Work through the sections that your child can do. Each section becomes increasingly harder. Just because a section is marked for a certain level do not stop there if your student can move on through more mature material. (Place I – Ones/Tens/Hundreds • Place II – Hundreds/Thousands • Place III – Thousands/Millions/Billions)

2. If your child needs extra help, the teacher can make more problems by using the Bible, nature, or the other lessons.

3. **Bible Lesson:** “*The Chosen People*” (*The Desire of Ages*, pages 27-30)—Keep bringing the child’s mind back to this lesson during your daily living. If you need reminders, write on a 3 by 5 card some ideas and carry them with you through the day.

Memory Verses: Deuteronomy 4:5-6
Deuteronomy 28:10
Deuteronomy 26:18-19
Isaiah 56:7

When waking, going for walks, riding in the car, working in the kitchen, or whatever, have your student repeat his memory verses.

Character Quality: Diligence – constant effort to accomplish what is undertaken; exertion of body or mind without unnecessary delay or sloth; due attention; industry.

Use every daily opportunity to teach your student **diligence**. We are told: “*They that sow in tears shall reap in joy*” (Psalm 126:5). Think about the following thoughts. “By labor fire is got out of a stone.” —*Dutch Proverb*

“Elbow-grease is the best polish.” —*English Proverb*

“Few things are impossible to **diligence** and skill.” —*Samuel Johnson* (1759)

Dictionary of Terms

digit – any of the numerals 1 to 9 and the symbol 0.

chosen – selected or marked for favor or special privilege as chosen by God.

lose sight – to be unable to find or see.

place – the position of a numeral in relation to others of a series and especially of a numeral to the right of a decimal point.

ones' place – one digit

tens' place – two digits

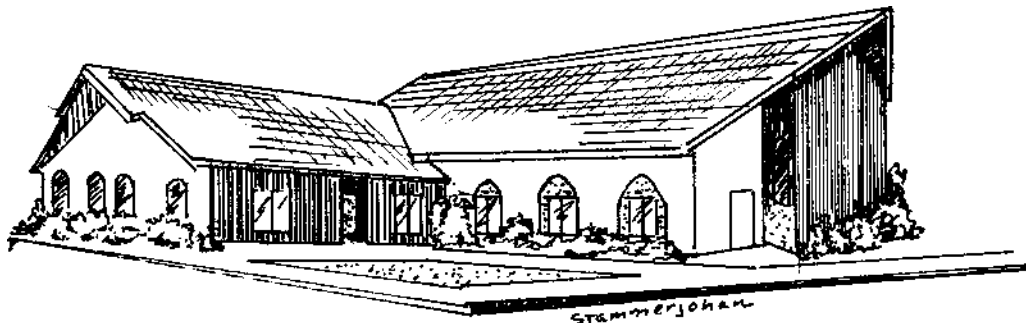
hundreds' place – three digits

thousands' place – four, five, and six digits

millions' place – seven, eight, or nine digits

billions' place – ten, eleven, twelve digits

value – the worth, usefulness, or importance of something (like numbers, people, especially you.)





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 10. Use the Steps in Bible Study.

Bible Lesson

God's Chosen People – Exodus 20:3-6; Psalm 115:4-8; Isaiah 43:10, 11; 49:3-6; 56:7; Ezra 9:5-7; Romans 1:22-23

Memory Verses

Isaiah 56:7; Deuteronomy 26:18-19; 28:10; 4:5-6

Character Quality

Diligence – constant effort to accomplish what is undertaken; exertion of body or mind without unnecessary delay or sloth; due attention; industry.

Antonyms – dilatoriness; slowness; casualness; slothfulness

Character Quality Verses

Colossians 3:23 – *“And whatsoever ye do, do it heartily, as to the Lord, and not unto men.”*

Proverbs 4:23 – *“Keep thy heart with all **diligence**; for out of it are the issues of life.”*

Step 2

Understand How To/And

A. Do the spelling cards so the student can begin to build his own spiritual dictionary.

B. How to Mark Your Bible.

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

D. Familiarize Yourself With “A Place.” Notice the Projects.

E. Review the Scripture references for “A Place.”

F. Notice the Answer Key.

A. Spelling Cards

Spelling Lists

Math Words

Place I - II- III

burdens

choice

chosen

digital

eye(s)

heavy

lost

place

placed

position

precious

right

sight

trials

value

waiting

watching

worker

worth

writing

(Place I should

be able to spell

the numbers

1-12.)

Place II- III

billions

ceremonies

hardships

hundreds

humiliation

millions

sacrifices

separated

serving

thousands

tribulations

Bible Words

Place I - II - III

chosen

covenant

diligence

diligent

diligently

fools

glorified

graven

idols

image

iniquities

jealous

light

likeness

professing

restore

servant

serve

trespass

witnesses

wise

B. How to Mark Your 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 one or more sections that have a Bible marking study on the subject studied. (See the Student's Section, pages 71-72.)

C. Evaluate Your Student's Character

This section is for the purpose of helping the teacher to know how to encourage the students to become more **diligent**.

See page 11.

See the booklet
Spelling from the Scriptures
for instructions about how to make
the Spelling Cards.

D. Familiarize Yourself With “A Place” – Notice the Projects Projects

1. Help your child learn his place in the home to become a **diligent** son or daughter. Help him learn his value in God’s sight—He even sent His Son to redeem him.

2. As you work in the kitchen or go shopping be aware of the value of numbers and their place in your everyday life.

3. Notice the starry sky on a clear night. Discuss the value of each one of these lights in God’s great universe. Find Bible verses that refer to these stars or suns.

4. Discuss the church and how certain people have been chosen to fill different places of responsibilities in the church. How about in the home? In the community? In the government?

5. Each child choose a friend and share the concepts that are being learned in this lesson. Do this by letter or in person.

6. Take a nature walk and find several things in nature that have a place, then parallel it with your

Bible lesson and the character quality of **diligence**. Use *Our Nature Study Book*.

(Example: A tree has a set place. The tree occupies the place God has put it. Israel had a set place assigned to them. They were not **diligent** in occupying their place nor did they value their own worth and advantages.)

7. Read and explain Matthew 10:31.

8. Read together Isaiah 13:12. How does this verse relate to our Bible story, “God’s Chosen People?” Record your discussion so each can evaluate how well they express themselves.

9. Clean your room and find a place for all of your things.

10. On the next 4 pages are additional stories and poems to use when appropriate.

Placement of Student

Place I = Grades 2-3-4

Place II = Grades 4-5-6

Place III = Grades 6-7-8

A Sensible Suggestion

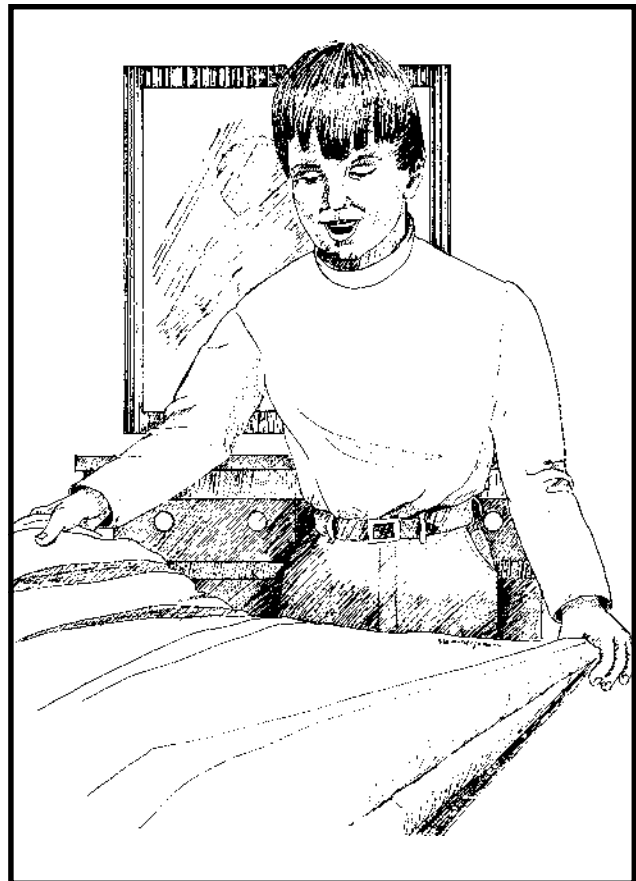
“If I could only be of some use in the world, or fill some place in it,” cried Frances, impatiently, “I would not complain.”

“Well,” suggested Cousin Patty, “making beds is very useful work, and your mother seems to need some one to fill the place of mender-in-ordinary to the family. Why not begin where you are? I never saw anybody willing to be of use who couldn’t be used right where he stood. And as for filling places—did you ever think that you are put in your own place so as to fill it? This business of wanting to climb out of your own place before you’ve filled it, to go hunting for an empty one somewhere else, never did seem sensible to me. Start right in to be of use, and you’ll be useful, never fear.”

It was a sensible suggestion. There are many useless people excusing themselves today by saying that they would rejoice to be of use somewhere else. Our own place, after all, is the only one we can ever fill. The moment we fill it full, we shall overflow it into wider bounds. Mending and making beds, running errands, doing chores—the large careers begin by these small use-

fulnesses, and widen irrepressibly as the man and the woman develop into broader activities. “Begin where you are” is common sense. As a matter of fact, we can develop what we shall be—only from where we stand can the first forward step be made. Shirking and complaining belong together. They are a poor pair of twins to have about, and the sooner we turn them out of doors, and determine to be **alert** and thoroughly useful in our own present place, the better.

—*Well Spring*



An Incident for the Boys

At the head of an important department in one of the great stores in New York City is a man with an interesting history. His career affords a fine illustration of the kind of spirit that wins in the business world of today. Only a few years ago he appeared at this store as an applicant for a position. “No place for you,” gruffly said the manager. “But I’ve got to have a place,” persisted the man. “My family will starve unless I get something to do. Look at me. Things have gone against me, but through no fault of mine. Am I a decent-looking fellow?” “Yes, you are,” replied the manager, “but I have no place which I can give you.”

“But my wife and children are dependent upon me, and will soon be at the point of suffering unless I get work. Is there not some way in which I could be useful, and for which I could receive a sufficient amount with which to buy bread at least?” There was an earnestness of voice that made its appeal. “What are you willing to do?” said the manager. “Anything and everything,” replied our friend. “Well, I suppose I could give you a place as sort of lackey boy. You will have to do plenty of work, some of it very

disagreeable, and your pay will be but six dollars a week.” “All right, sir, I’ll take the job, and I thank you for it.”

Thus humbly did he begin. He studied to make himself useful. He was one of the first to be on hand in the morning, and often lingered after close of hours to put everything in perfect order for the next day. He did not wait to be told what to do. He could not have taken a livelier interest had he been one of the proprietors. In a short time promotion came. After a few months he was put in charge of a delivery route. Some way he found time to do extra work. Every day he brought in new orders for goods. The increase of trade on his route attracted attention. Little by little he won his way until he was placed at the head of a most important department. For several years he has drawn a salary of eighteen thousand dollars a year. How silly the cry that there are no opportunities for young men in business! There were never better opportunities than now. Push, pluck, and a right spirit are the great needs, and are sure to win.

—William F. Anderson,
in *Epworth Herald*.

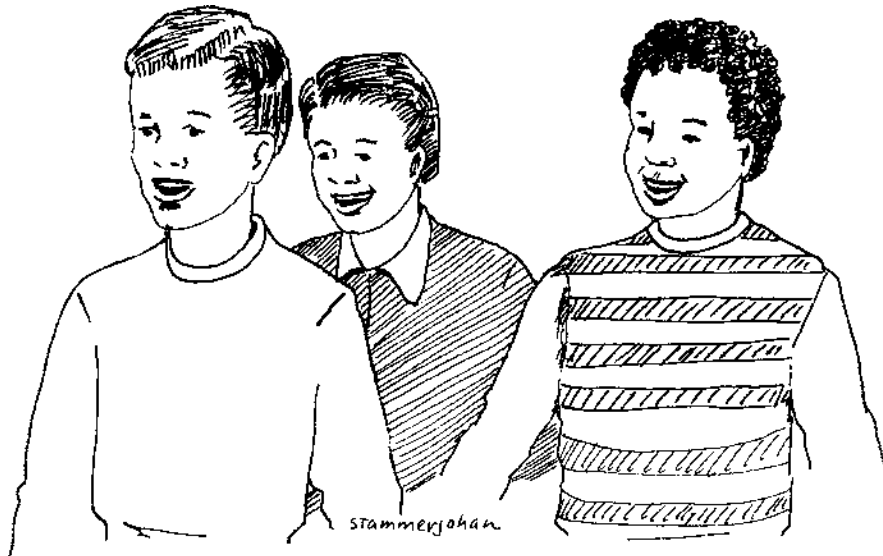
Quality, Not Place

Said A, "Whene'er I stand between
The letters B and D,
I'm in the midst of all that's BaD,
As you can plainly see."

"How strange!" said merry, laughing E,
"When I between them am,
I'm tucked up comfortably in BeD,
And happy as a clam."

"It's quality within ourselves,"
Then mused the letter A,
"And not the place we occupy,
That makes us sad or gay."

—*Nicholas*



A Place

It was Johnny, the seven-year-old, who tired of the “merry-go-round.” The previous summer it had fascinated him, and he could not ride on it too often; this season a single trip satisfied him, and he declined another. “No, thank you, grandfather,” he said, in his quaintly polite way. “You see we ride and ride, but we stay under that old tent all the time. I guess when anybody gets to be seven years old, he’s too big to care about going and going that doesn’t get anywhere.”

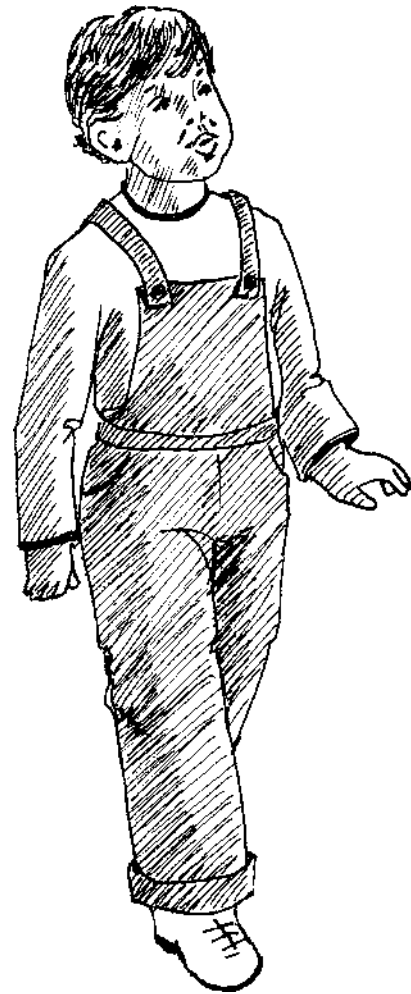
“Now, may the boy hold fast to his wisdom!” commented the grandfather, relating the incident. “Selecting a goal and traveling toward it would seem to be a reasonable theory of existence, but there are plenty of grown-ups who are content to spend a lifetime in the sort of ‘going and going that never gets anywhere.’ I don’t know that it matters much whether it is an occupation, or society, or only a childish merry-go-round that carries us, if we are content with the mere round, and seek no worthy destination.”

—*Selected*

One Spot

God gives all men all earth to love,
But, since man’s heart is small,
Ordains for each one spot shall prove
Beloved over all.

—*Rudyard Kipling*



“The lowly places
are the holy places.”

—*The Youth Instructor 613*

E. Review the Scripture References for “A Place”

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

See pages 71-72 in the Student Section.

F. Notice the Answer Key

The Answer key for the student book is found on page 12.

Step 3

Read the Lesson Aim.

Lesson Aim

The purpose of this lesson is: to teach the child the definition of place value and digital value; to help the child make spiritual parallels from the Bible lesson and the Nature lesson; to teach the child place value, to teach the child how to write numbers out; to teach the

child his place, to teach the child the value of that place as God designed; to encourage him to be **diligent** in all his responsibilities.

“To His servants Christ commits ‘His goods’—something to be put to use for Him. He gives ‘to every man his work.’ Each has his place in the eternal plan of heaven. Each is to work in co-operation with Christ for the salvation for souls. Not more surely in the place prepared for us in the heavenly mansions than is the special place designated on earth where we are to work for God.” (*Christ’s Object Lessons* 326-327)

God had designed a place for His people, the children of Israel. They were the ones through whom the Messiah would come to this earth. They were to help prepare the world for His first advent. The children of Israel were to be **diligent** in their responsibility. Were they?

God designed a place for each galaxy. He designed a place for this world to fill in the massive universe. He designed a place for each member of your family to fill. Jesus is coming again. Will you take your place and be **diligent** in helping to prepare others for this event? And then like the people in Acts 2:1 “...They were all with one accord in one place.”

Step 4

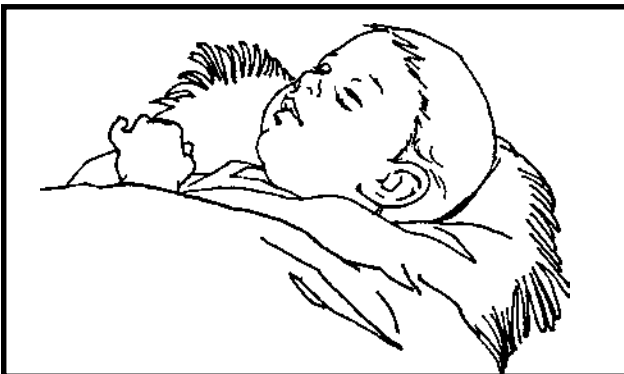
Prepare to begin the “A Place” Lesson.

To Begin The “A Place” Lesson

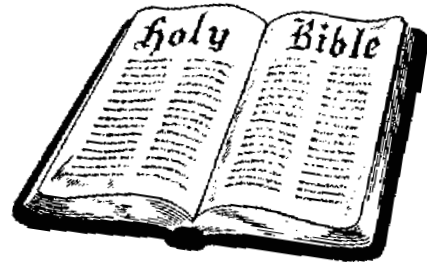
Make a list of each family member and the place they have in the family. Next, list the order of place in the heavenly family. Finally, discover the place you will have someday in heaven!

Step 5

These lessons are designed for the whole family. Begin “A Place” lesson. Cover only what can be understood by your student. Make the lessons a family project by involving everyone in part or all of the studies.



Steps in Bible Study



1. Prayer
2. Read the verses/meditate/memorize.
3. Look up key words in *Strong's Concordance* and find their meanings 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 religious worship prevailed in ancient times? (Romans 1:22-23; Psalm 115:4-8)

2. What was the great mission of the chosen people, Israel? (Exodus 20:3-6; Isaiah 43:10, 11; 49:3-6; 56:7)

3. How did they fail in their duty? (Ezra 9:5-7)

4. Thought Question: How did God overrule Israel's failure for the accomplishment of His purpose and their mission?

5. What three nations or races were most influential in the civilized world at the time of Christ? For what was each remarkable? (a. Rome—Law; b. Greeks—Language; c. Jews—Religion)

6. What had each contributed to prepare the way for the spread of the gospel? (a. Rome – Government; b. Greek – Language; c. Jews – Knowledge of the true God)

7. God prepared the Gentile world for the coming of the Redeemer by:

a. Causing the system of heathenism to lose its hold on the people;

b. Translating the Bible into Greek, which was the universal language;

c. Having a remnant of Jews who were steadfast to the true God; and

d. Allowing Palestine to be the center of the world's gatherings.

8. Who are God's chosen people today? Who are His faithful followers?

Questions 5, 6 and 7 will need to be asked and then answered by the teacher.



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)

Diligence

1. Does the student have difficulty in following through on assigned tasks without being reminded?

Yes No

2. Does the student tend to take on the responsibilities of others, leaving his own responsibilities unattended?

Yes No

3. Is the student able to complete tasks in spite of distractions?

Yes No

4. Does the student need constant supervision in order to perform at his best level?

Yes No

5. Is the time that a child can wait between achievement and reward increasing appreciably?

MN NI PD A

6. Does the student move quickly and efficiently on the job, or does he move slowly?

MN NI PD A

7. Does the student look forward to the job or complains about the task?

MN NI PD A

8. Will the student first do the job to please the Lord and then his parents?

MN NI PD A

Answer Key

Page 2

Trials = humiliation, tribulations, and hardships, trouble, misery, and affliction

Page 3

12

Page 4

- (1) 1, 1, 2, 2
1, 2, 2, 2
1, 2, 2, 2
1, 1, 2, 2
1, 1, 2, 2

- (2) 12
1
2
1, 2
1, 2
12, 1, 2

Page 5

1st generation	268
2nd generation	1,072
3rd generation	4,288
4th generation	17,152
5th generation	68,608
6th generation	274,432
7th generation	1,097,728 males
	<u>1,097,728</u> females
Total	2,195,456

Page 7

- 1, 3, 12
(1) 1 one
(2) 3 three
(3) 12 twelve

Page 8

1, 7, 10

Page 9

- (1) 1 one
(2) 7 seven
(3) 10 ten

Page 10

- 9, 11, 6
(1) 9 nine
(2) 11 eleven
(3) 6 six

Page 11

Mullitudinous = consisting of a multitude or great number. Extravagant = one who is confined to no general rule or limits
8, 5, 4

- Page 12** (1) 8 eight
(2) 5 five
(3) 4 four

Answer Key

Page 13

constant effort to accomplish what is undertaken;
exertion of body or mind without unnecessary delay or
slothfulness; due attention; industry

Israel wanted to be important in this world. They
diligently served themselves instead of **diligently**
making Jesus most important in their lives and in the
lives of others.

13,500 days; 135,000 working hours; 90,000 working hours

Page 15

66, 39, 27

- (1) 66 sixty-six
- (2) 39 thirty-nine
- (3) 27 twenty-seven

Page 16

- (4) 9
9 nine
9
9 nine
- (5) 18 eighteen

Page 17

40, forty
30, thirty
8, eight
50, fifty
39, thirty-nine
27, twenty-seven

Notes

Answer Key

Page 18 4, 0
 3, 0
 8
 5, 0
 3, 9
 2, 7

Page 21 (1) L, L, L
 G, L, G
 G, G, L
 G, L, G
 (2) 0 - zero

Page 22 1 - one
 2 - two
 3 - three

Page 23 4 - four
 5 - five
 6 - six

Page 24 7 - seven
 8 - eight
 9 - nine

Page 25 10 - ten
 11 - eleven
 12 - twelve

Page 26 (1) ones'
 (2) tens' and ones'
 (3) see right of
 this page

Page 26 continued

(4) zero
 one
 two
 three
 four
 five
 six
 seven
 eight
 nine

Tens	Ones
	1
	2
	3
	4
	5
	6
	7
	8
	9
1	0
1	1
1	2
2	7
3	9
6	6
1	8
4	0
3	0
5	0

Answer Key

Page 27

- ten
 eleven
 twelve
 (5) 3, 5
 2, 2
 1, 1
 4, 6
 5, 3
 6, 6
 9, 1
 7, 5
 6, 4
- (6) thirty-nine
 twenty-seven
 sixty-six

Page 31

- (1) 9
 3, tens'
 ones'
- (2) hundreds', 6
 ones'

Page 32

- (3) 3
 (4) 2
 (5) 1
 (6) 150, 0, 5, 1
 (7) $66 + 52 = 118$
 8, 1, 1

Page 33

Commandment	Hundreds	Tens	Ones
1			<u>8</u>
2		<u>9</u>	<u>1</u>
3		<u>2</u>	<u>7</u>
4		<u>9</u>	<u>4</u>
Total	<u>2</u>	<u>2</u>	<u>4</u>

Commandment	Hundreds	Tens	Ones
5		<u>2</u>	<u>2</u>
6			<u>4</u>
7			<u>5</u>
8			<u>4</u>
9			<u>9</u>
10		<u>3</u>	<u>3</u>
Total		<u>7</u>	<u>7</u>

Page 34

297

Page 36

- (1) place
 digital
- (2) It tells you whether a digit is in the ones', tens', or hundreds' place.

Answer Key

Page 37

(3) It tells how many ones', how many tens', how many hundreds'.

(4) 2, 2, 0
0, 7, 7
2, 9, 7
1, 1, 9
1, 7, 6
1, 1, 7

Page 38

6, 0, 0
4, 0, 6
4, 0, 4
1, 0, 3

Page 39

(1) hundreds'
3

(2) ~~7~~42 ~~77~~2 166 ~~7~~89

48~~7~~ 269 34~~7~~ 666

5~~7~~6 3~~7~~2 292 ~~777~~

H HT — H
O — O —
T T — HTO

H = Hundreds'
T = Tens'
O = Ones'

Page 40

(3) two
place
digital
(4) one
two
three
four
five
six
seven
eight
nine
ten
eleven
twelve

(2)

H	T	O
7	4	2
7	7	2
1	6	6
7	6	9
4	8	7
2	6	9
3	4	7
6	6	6
5	7	6
3	7	2
2	9	2
7	7	7

Answer Key

Page 43 (1)

Milky Way Galaxy

	ten thousands	thousands	hundreds	tens	ones
thickness		$\frac{3}{-}$	$\frac{0}{-}$	$\frac{0}{-}$	$\frac{0}{-}$
diameter	$\frac{3}{-}$	$\frac{0}{-}$	$\frac{0}{-}$	$\frac{0}{-}$	$\frac{0}{-}$

three thousand
thirty thousand

Thought for the Teacher

“All heaven is interested in the work going on in this world, which is to prepare men and women for the future, immortal life. It is God’s plan that human agencies shall have the high honor of acting as co-workers with Jesus Christ in the salvation of souls. The word of God plainly reveals that it is the privilege of the instrument in this great work to realize that there is One at his right hand ready to aid him in every sincere endeavor to reach the highest moral and spiritual excellence in the Master’s work. This will be the case with all who feel their need of help. They should look upon the work of God as sacred and holy, and should bring to Him, every day, offerings of joy and gratitude, in return for the power of His grace, by which they are enabled to make advancement in the divine life. The worker should ever take humble views of himself, considering his many lost opportunities for want of **diligence** and appreciation of the work. He should not become discouraged, but should continually renew his efforts to redeem the time.”

—5 Testimonies 573-574

Answer Key

Page 46 (1)

Galaxy	distance /diameter	hundred thousands	ten thousands	one thousands	hundreds	tens	ones
Milky Way	distance						
“	diameter		<u>3</u>	<u>0,</u>	<u>0</u>	<u>0</u>	<u>0</u>
Large Mag	distance		<u>4</u>	<u>8,</u>	<u>0</u>	<u>0</u>	<u>0</u>
“	diameter		<u>1</u>	<u>0,</u>	<u>0</u>	<u>0</u>	<u>0</u>
Small Mag	distance		<u>5</u>	<u>6,</u>	<u>0</u>	<u>0</u>	<u>0</u>
“	diameter			<u>8,</u>	<u>0</u>	<u>0</u>	<u>0</u>
Ursa Minor	distance		<u>7</u>	<u>0,</u>	<u>0</u>	<u>0</u>	<u>0</u>
“	diameter			<u>1,</u>	<u>0</u>	<u>0</u>	<u>0</u>
Sculptor	distance		<u>8</u>	<u>3,</u>	<u>0</u>	<u>0</u>	<u>0</u>
“	diameter			<u>2,</u>	<u>2</u>	<u>0</u>	<u>0</u>
Draco	distance	<u>1</u>	<u>0</u>	<u>0,</u>	<u>0</u>	<u>0</u>	<u>0</u>
“	diameter			<u>1,</u>	<u>4</u>	<u>0</u>	<u>0</u>
Fornax	distance	<u>1</u>	<u>9</u>	<u>0,</u>	<u>0</u>	<u>0</u>	<u>0</u>
“	diameter			<u>6,</u>	<u>6</u>	<u>0</u>	<u>0</u>
Leo II	distance	<u>2</u>	<u>3</u>	<u>0,</u>	<u>0</u>	<u>0</u>	<u>0</u>
“	diameter			<u>1,</u>	<u>6</u>	<u>0</u>	<u>0</u>

Answer Key

Page 47

Galaxy	distance /diameter	hundred thousands	ten thousands	one thousands	hundreds	tens	ones
Leo I	distance	<u>2</u>	<u>8</u>	<u>0,</u>	<u>0</u>	<u>0</u>	<u>0</u>
“	diameter			<u>1,</u>	<u>5</u>	<u>0</u>	<u>0</u>
NGC6822	distance	<u>4</u>	<u>6</u>	<u>0,</u>	<u>0</u>	<u>0</u>	<u>0</u>
“	diameter			<u>2,</u>	<u>7</u>	<u>0</u>	<u>0</u>
NGC147	distance	<u>5</u>	<u>7</u>	<u>0,</u>	<u>0</u>	<u>0</u>	<u>0</u>
“	diameter			<u>3,</u>	<u>0</u>	<u>0</u>	<u>0</u>
NGC185	distance	<u>5</u>	<u>7</u>	<u>0,</u>	<u>0</u>	<u>0</u>	<u>0</u>
“	diameter			<u>2,</u>	<u>3</u>	<u>0</u>	<u>0</u>
NGC205	distance	<u>6</u>	<u>8</u>	<u>0,</u>	<u>0</u>	<u>0</u>	<u>0</u>
“	diameter			<u>5,</u>	<u>0</u>	<u>0</u>	<u>0</u>
NGC221	distance	<u>6</u>	<u>8</u>	<u>0,</u>	<u>0</u>	<u>0</u>	<u>0</u>
“	diameter			<u>2,</u>	<u>4</u>	<u>0</u>	<u>0</u>
IC1613	distance	<u>6</u>	<u>8</u>	<u>0,</u>	<u>0</u>	<u>0</u>	<u>0</u>
“	diameter			<u>5,</u>	<u>0</u>	<u>0</u>	<u>0</u>
Andromeda	distance	<u>6</u>	<u>8</u>	<u>0,</u>	<u>0</u>	<u>0</u>	<u>0</u>
“	diameter		<u>4</u>	<u>0,</u>	<u>0</u>	<u>0</u>	<u>0</u>
NGC	distance	<u>7</u>	<u>2</u>	<u>0,</u>	<u>0</u>	<u>0</u>	<u>0</u>
“	diameter		<u>1</u>	<u>7,</u>	<u>0</u>	<u>0</u>	<u>0</u>

Answer Key

Page 48

Galaxy	distance /diameter	Write out appropriate number
Milky Way	distance	We are in the Milky Way galaxy
“	diameter	thirty thousand
Large Mag	distance	forty-eight thousand
“	diameter	ten thousand
Small Mag	distance	fifty-six thousand
“	diameter	eight thousand
Ursa Minor	distance	seventy thousand
“	diameter	one thousand
Sculptor	distance	eighty-three thousand
“	diameter	two thousand two hundred
Draco	distance	one hundred thousand
“	diameter	one thousand four hundred
Fornax	distance	one hundred ninety thousand
“	diameter	six thousand six hundred
Leo II	distance	two hundred thirty thousand
“	diameter	one thousand six hundred
Leo I	distance	two hundred eighty thousand
“	diameter	one thousand five hundred

Answer Key

Page 48 continued

Galaxy	distance /diameter	Write out appropriate number
NGC6822	distance	four hundred sixty thousand
“	diameter	two thousand seven hundred

Page 49

Galaxy	distance /diameter	Write out appropriate number
NGC147	distance	five hundred seventy thousand
“	diameter	three thousand
NGC185	distance	five hundred seventy thousand
“	diameter	two thousand three hundred
NGC205	distance	six hundred eighty thousand
“	diameter	five thousand
NGC221	distance	six hundred eighty thousand
“	diameter	two thousand four hundred
IC1613	distance	six hundred eight thousand
“	diameter	five thousand
Andromeda	distance	six hundred eighty thousand
“	diameter	forty thousand

Answer Key

Page 49 continued

Galaxy	distance /diameter	Write out appropriate number
NGC	distance	seven hundred twenty thousand
“	diameter	seventeen thousand

- Page 53**
- (1) thousands'
 - (2) ten thousands'
 - (3) hundred thousands'
 - (4) see chart below

hundred thousands	ten thousands	one thousands'	hundreds'	tens'	ones'
		7	6	6	2
	3	4	6	5	8
7	3	2	5	1	3
		2	2	5	1
	7	3	8	7	8
3	1	8	3	1	4
			3	6	6
	1	3	1	0	9
	6	1	8	2	2
9	5	4	6	3	3
				2	

Notes

Answer Key

Page 54 (5) sixty-two
 seven thousand, six hundred fifty-eight
 thirty-four thousand, six hundred thirteen
 seven hundred thirty-two thousand, five hundred fifty-one
 two hundred seventy-two
 two thousand, two hundred seventy-one
 seventy-three thousand, eight hundred eighteen
 three hundred eighteen thousand, three hundred sixty-four
 three hundred six
 thirteen thousand, one hundred twenty-nine
 sixty-one thousand, eight hundred thirty-two
 nine hundred fifty-four thousand, six hundred twenty-three

(6)

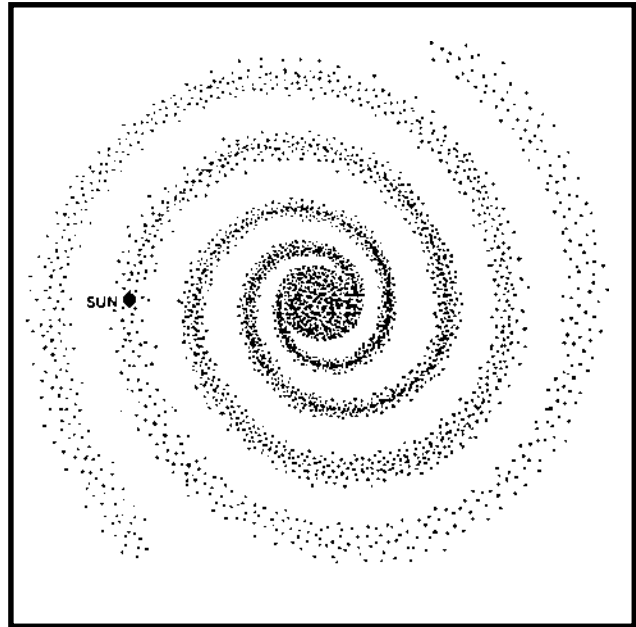
	hundred thousands	ten thousands	one thousands'	hundreds'	tens'	ones'
A.			5	4	4	7
B.			3	1	8	2
C.			1	3	2	9
D.		5	0	9	2	1
E.		6	3	6	0	2
F.		2	4	8	6	9
G.	2	4	0	6	0	1
H.	4	3	9	5	3	6
I.	7	6	3	2	1	3

Notes

Answer Key

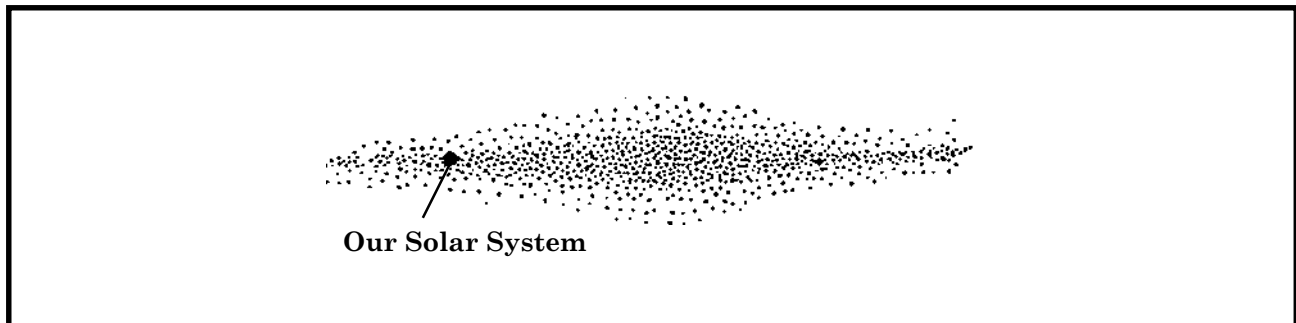
**Page 54 (7)
continued**

1,715
325
243,316
47
9,408
65,307
948,106
38,977
26,701
84,600
2,347
336,862



Page 61

	Hundred Billions	Ten Billions	Billions	Hundred Millions	Ten Millions	Millions	Hundred Thousands	Ten Thousands	Thousands	Hundreds	Tens	Ones
A.				<u>2</u>	<u>2</u>	<u>5</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
B.				<u>7</u>	<u>0</u>	<u>0</u>	<u>4</u>	<u>5</u>	<u>2</u>	<u>6</u>	<u>5</u>	<u>4</u>
							<u>6</u>	<u>4</u>	<u>3</u>	<u>4</u>	<u>1</u>	<u>1</u>
						<u>3</u>	<u>1</u>	<u>9</u>	<u>8</u>	<u>7</u>	<u>6</u>	<u>2</u>
C.	<u>9</u>	<u>9</u>	<u>9</u>	<u>9</u>	<u>9</u>	<u>9</u>	<u>9</u>	<u>9</u>	<u>9</u>	<u>9</u>	<u>9</u>	<u>9</u>
		<u>6</u>	<u>3</u>	<u>4</u>	<u>1</u>	<u>1</u>	<u>2</u>	<u>7</u>	<u>0</u>	<u>8</u>	<u>9</u>	<u>9</u>
			<u>1</u>	<u>9</u>	<u>8</u>	<u>8</u>	<u>4</u>	<u>6</u>	<u>5</u>	<u>4</u>	<u>3</u>	<u>2</u>



Answer Key

Page 61 continued

	Hundred Billions	Ten Billions	Billions	Hundred Millions	Ten Millions	Millions	Hundred Thousands	Ten Thousands	Thousands	Hundreds	Tens	Ones
D.				_____	_____	_____	_____	<u> 3 </u>	<u> 3 </u>	<u> 0 </u>	<u> 0 </u>	<u> 0 </u>
				<u> 2 </u>	<u> 2 </u>	<u> 1 </u>	<u> 0 </u>	<u> 0 </u>	<u> 0 </u>	<u> 0 </u>	<u> 0 </u>	<u> 0 </u>
E.				<u> 1 </u>	<u> 0 </u>	<u> 0 </u>	<u> 0 </u>	<u> 0 </u>	<u> 0 </u>	<u> 0 </u>	<u> 0 </u>	<u> 0 </u>

- A. two hundred twenty-five million
- B. seven hundred million, four hundred fifty-two thousand, six hundred fifty-four
six hundred forty-three thousand, four hundred eleven
three million, one hundred ninety-eight thousand, seven hundred sixty-two
- C. nine hundred ninety-nine billion, nine hundred ninety-nine million, nine hundred ninety-nine thousand, nine hundred ninety-nine
sixty-three billion, four hundred eleven million, four hundred sixty-five thousand, eight hundred ninety-nine
one billion, nine hundred eighty-eight million, four hundred sixty-five thousand four hundred thirty-two
- D. thirty-three thousand
two hundred twenty-one million
- E. one hundred million

- Page 63**
- (1) The millions' places have seven, eight, and nine digits.
 - (2) The billions' places have ten, eleven, and twelve digits.
 - (3) 6 million million miles (9.5 million million km).
One hundred eighty-six thousand miles per second or 186,000.

Answer Key

Page 63 continued

(4) one complete year

(5) two hundred
twenty-five billion
years

(6) 561,326,003

654,305

783

64,860,995

66,321

693,285,655

25

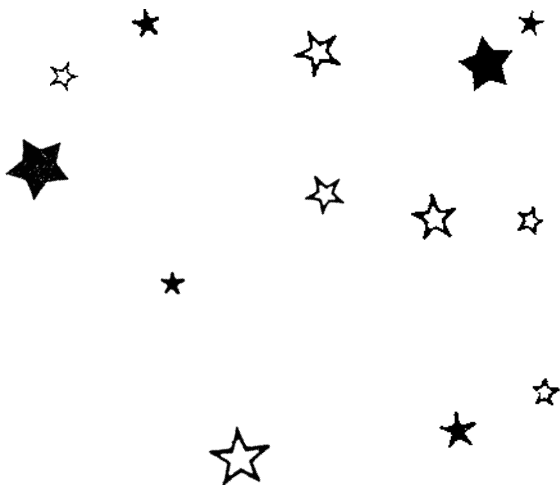
1,864

2,671,884

Page 61 (2) cares
not another
earth

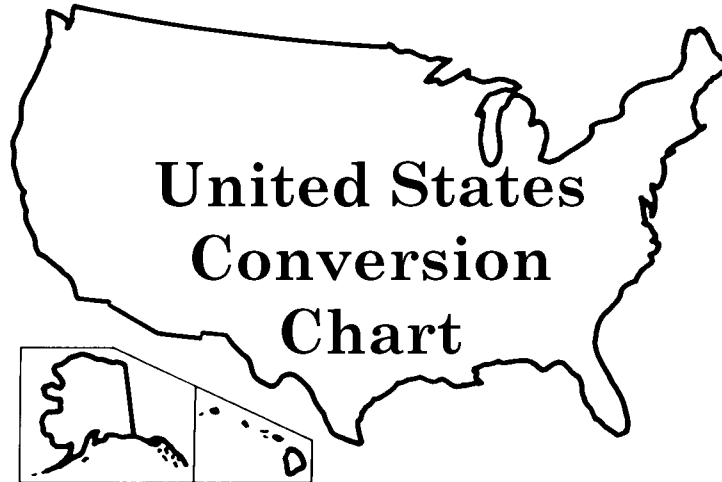
(3) Teacher, check.

Page 65 Teacher, check.



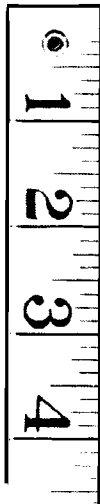
Notes





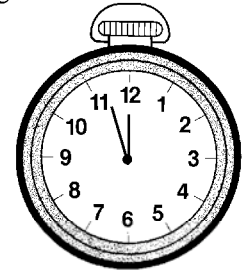
Length

12 inches = 1 foot
36 inches = 1 yard
3 feet = 1 yard
5,280 feet = 1 mile
1,760 yard = 1 mile



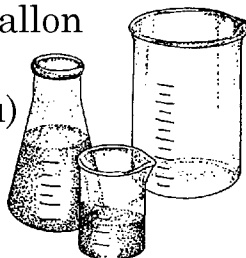
Time

60 second = 1 minute
60 minutes = 1 hour
24 hours = 1 day
7 days = 1 week
365 days = 1 year
12 months = 1 year
4 weeks = 1 months



Capacity

4 cups (c.) = 1 quart (qt.)
2 cups = 1 pint (pt.)
2 pints = 1 quart
8 pints = 1 gallon (gal.)
4 quarts = 1 gallon
3 teaspoons (tsp.) = 1 tablespoon
(Tbbs.)
8 fluid (fl.) ounces (oz.) = 1 cup
16 fluid ounces = 1 pint
32 fluid ounces = 1 quart
128 fluid ounces = 1 gallon
8 quarts = 1 peck (pk)
4 pecks = 1 bushel (bu)

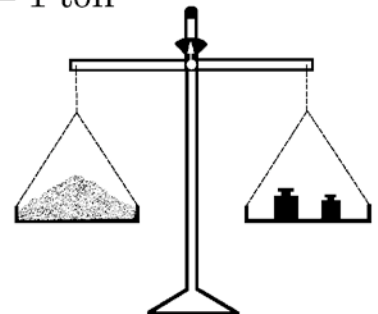


Units

1 dozen = 12 units or items

Weight

16 ounces (oz.) = 1 pound (lb.)
2,000 pounds = 1 ton





Metric Conversion Chart

Length and Distance

1 inch = 25 millimeters
1 inch = 2.5 centimeters
1 foot = .3 meters
1 foot = 30 centimeters
1 yard = .9 meters
1 mile = 1.6 kilometers

Surface or Area

1 acre = .4 hectares

Volume and Capacity (liquid)

1 fluid ounce = 30 milliliters
1 pint (U.S.) = .47 liters
1 quart (U.S.) = .95 liters
1 gallon (U.S.) = 3.8 liters



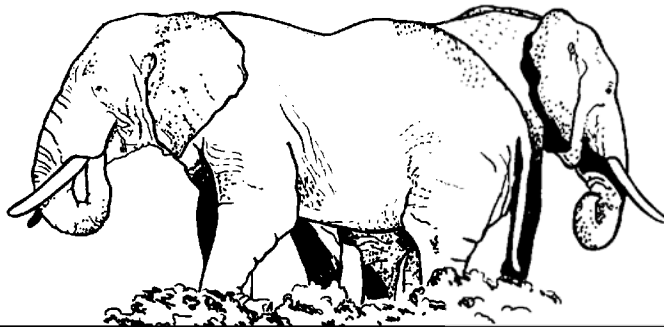
Weight and Mass

1 ounce = 28 grams
1 pound = .45 kilograms
1 ton = .9 metric tons

Temperature

$$F^{\circ} - 32 \left(\frac{5}{9}\right) = C^{\circ}$$

$$C^{\circ} \times \left(\frac{9}{5}\right) + 32 = F^{\circ}$$



Gardening Sheet

Lesson Two Subject Mathematics

Title "A Place"

In Season

(This is for In Season and Out of Season.)

In sketching your garden on paper, rule off rectangular shapes allowing 1/2 inch (12.5 millimeters) for each foot (30 centimeters) of the actual dimension of your plot. Then, take the list of vegetables you intend to grow and fit them into the space, row by row. Finding a place for each just as God has a place for you.

If possible run rows north and south to give them the most sun.

One purpose of planning on paper before planting is to keep most of the ground producing throughout the growing season. God wants you to produce the fruits of righteousness in your place.

A well-planned garden can combine small fruit trees with vegetable rows. The trees are widely

Out of Season

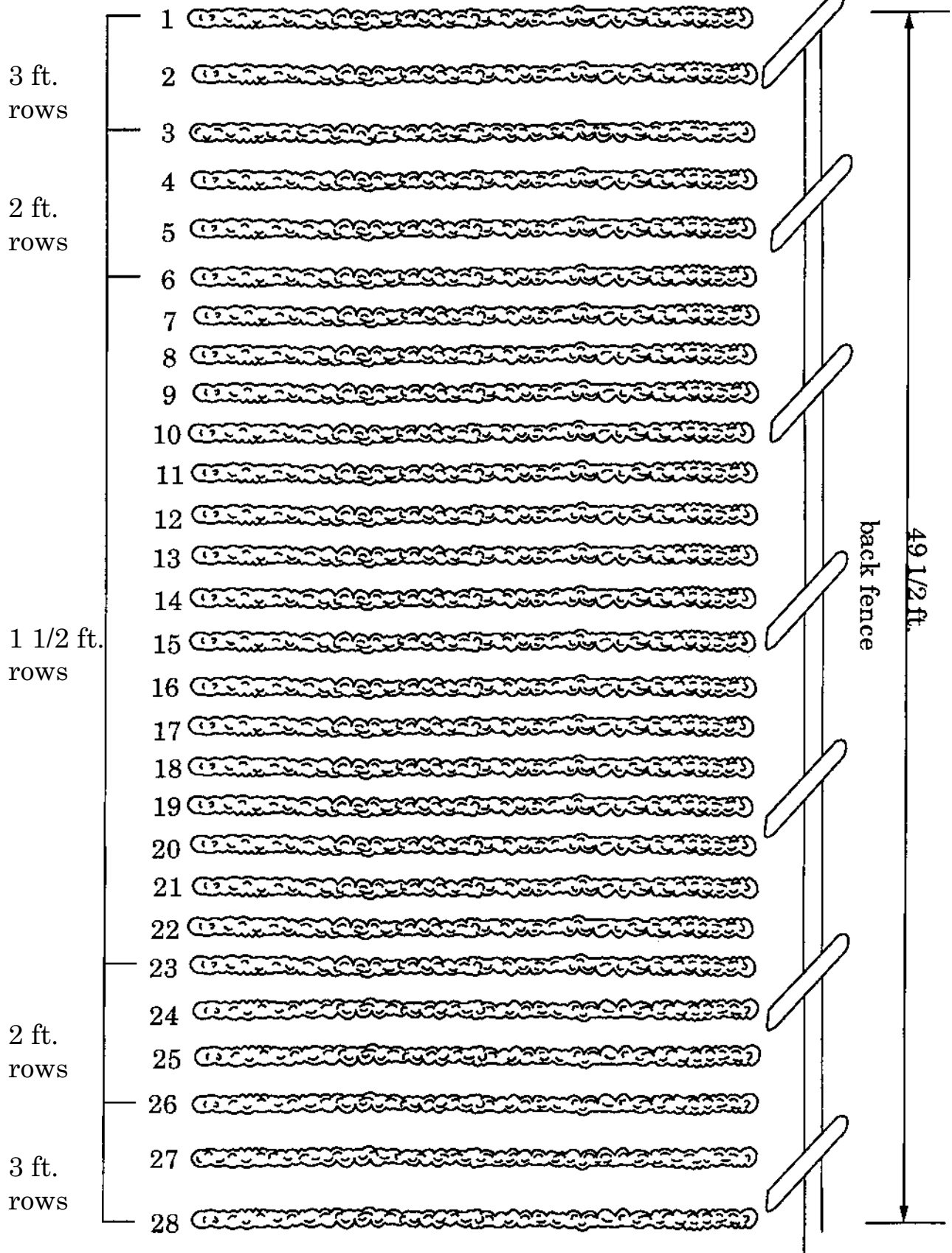
separated so that the shade they cast does not retard vegetable production. Neatly planted rows are spaced 18 to 20 inches (45 to 50 centimeters) apart for cultivation.

If you plan to stake tomatoes, provide space for setting plants eight inches (20 centimeters) from poles. Use six-foot (180 centimeters) poles and space three feet (90 centimeters) apart.

If you grow a variety of vegetables and get average yields, 1,400 to 1,600 square feet (126 m²-144 m²) will produce enough for fresh use, for sharing, and for preserving for one person for one year. So a garden 75 x 100 feet (2250 cm. x 3,000 cm.) will feed a family of four to five. A garden of 24 x 50 feet or 30 x 50 feet (720 cm. x 1500 cm. or 900 cm. x 1500 cm.) would supply the summer and fall needs of a family of four and still have some to share and preserve. See the chart.

Garden Sketch

Row Number



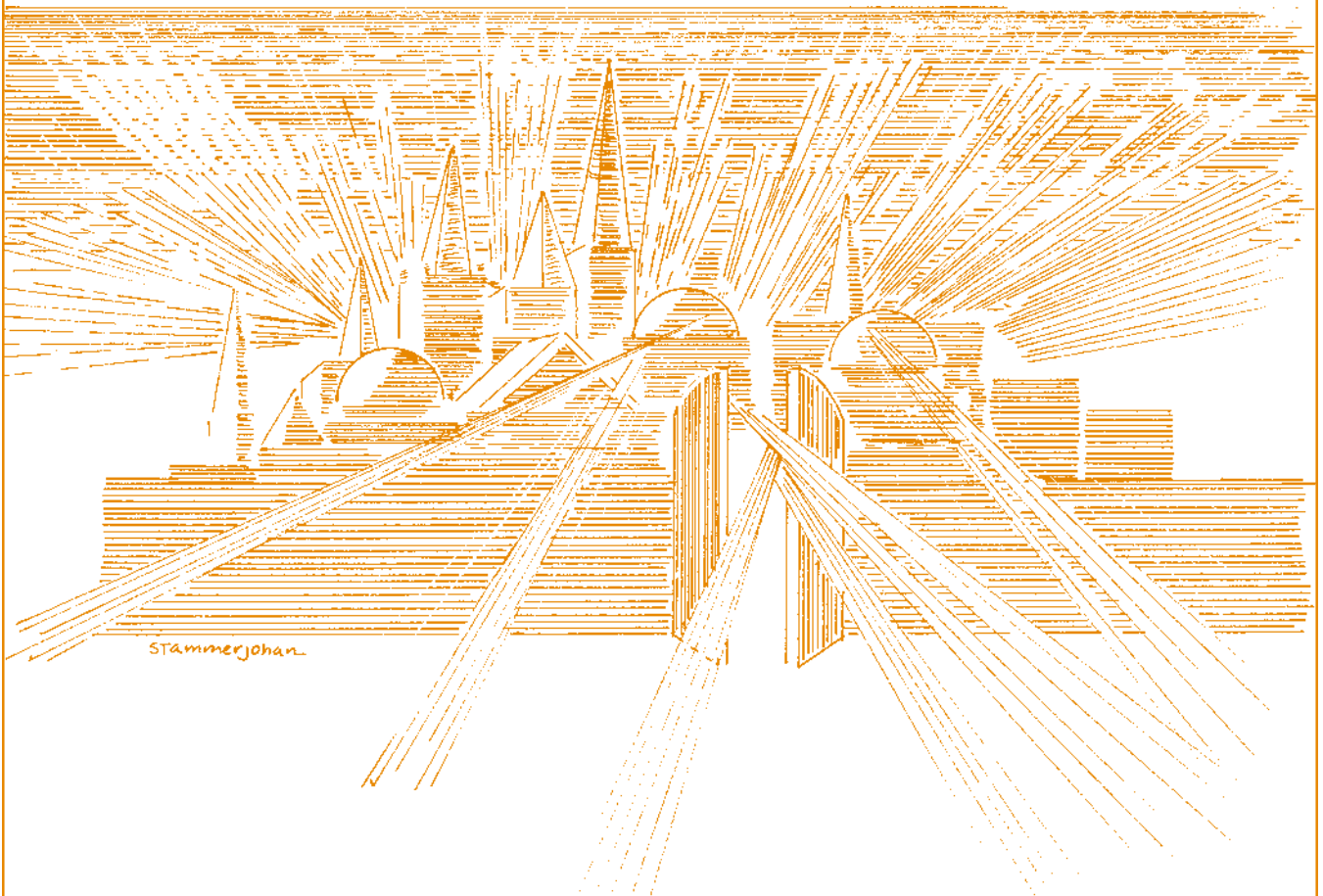
“Let not your heart be troubled:
ye believe in God, believe also in me.

In my Father’s house are many mansions:
if it were not so, i would have told you.

i go to prepare a place for you.

And if i go and prepare a place for you,
i will come again, and receive you unto myself;
that where i am, there ye may be also.”

John 14:1-3



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- 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