



# Lesson 120

Display ERS Lesson 120, or display Colour Masters (see page xiv).

**1** Refer to ERS Question 1 or Colour Master.

### SNAPSHOT

-29	-28	-27	-26	-25	-24	-23	-22	-21	-20
-19	-18	-17	-16	-15	-14	-13	-12	-11	-10
-9	-8	-7	-6	-5	-4	-3	-2	-1	0
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70

Listen and follow along while I skip count back in tens, from 104 to 4.

One hundred and four, 94, 84, 74, **SIXTY-FOUR**, **FIFTY-FOUR**, **FORTY-FOUR**, **THIRTY-FOUR**, **TWENTY-FOUR**, **FOURTEEN**, **FOUR**.

**QUESTION 1** Listen again, and write the numbers I omit. One hundred and four, 94, 84, 74, 64, 54, 24, 14, 4. (Repeat question)

**2** Display ERS Question 2. Apart from identifying lesson and question number the slide is blank – the object of the display is simply to keep students on track. Colour Master not required.

**QUESTION 2** If  $246 + 594 = 840$ , what is  $546 + 594$ ? (Repeat question)

**3** Display ERS Question 3. Apart from identifying lesson and question number the slide is blank – the object of the display is simply to keep students on track. Colour Master not required.

**QUESTION 3** What number is 7 tens and 12 ones, minus 35? (Repeat question)

**4** Display ERS Question 4. Apart from identifying lesson and question number the slide is blank – the object of the display is simply to keep students on track. Colour Master not required.

**QUESTION 4** What is 35 multiplied by 3? (Repeat question)

**5** Display ERS Question 5. Apart from identifying lesson and question number the slide is blank – the object of the display is simply to keep students on track. Colour Master not required.

**QUESTION 5** What is 9236 divided by 2? (Repeat question)

**6** Refer to ERS Question 6 or Colour Master.

### SNAPSHOT

-29	-28	-27	-26	-25	-24	-23	-22	-21	-20
-19	-18	-17	-16	-15	-14	-13	-12	-11	-10
-9	-8	-7	-6	-5	-4	-3	-2	-1	0
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70

A negative number is a number less than **ZERO**.

Look at the grid.

The numbers before **ZERO** are negative numbers.

**NEGATIVE FIVE** is less than, **NEGATIVE THREE**.

**NEGATIVE EIGHTEEN** is less than, **NEGATIVE EIGHT**.

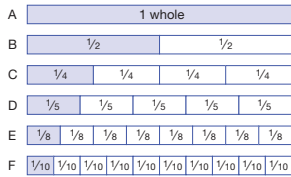
The difference between  $-8$  and  $-18$  is 10.

**QUESTION 6** What is the difference between  $-15$  and  $-25$ ? (Repeat question)



**7** Refer to ERS Question 7 or Colour Master.

**SNAPSHOT**



**FIGURE E** shows 1 whole amount in eighths.

Figures **A**, **B**, **C**, **D**, **E**, and **F** are all different, but show the same amount.

**QUESTION 7** Compare all figures. Write the fraction equivalent to 6-eighths. (*Repeat question*)

**8** Display ERS Question 8. Apart from identifying lesson and question number the slide is blank – the object of the display is simply to keep students on track. Colour Master not required.

**QUESTION 8** Write the decimal 8 and 1-tenth. (*Repeat question*)

**9** Refer to ERS Question 9 or Colour Master.

**SNAPSHOT**

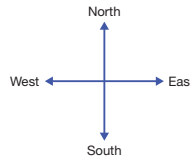
	Coin value	Mass (approx)	100 g Number of coins (approx)	1 kg Number of coins (approx)
	\$2	6.6 g	15	150
	\$1	9.0 g	11	110
	50c	15.6 g	6	60
	20c	11.3 g	9	90
	10c	5.7 g	18	180
	5c	2.8 g	36	360

Look at the coin table.

**QUESTION 9** About how much more than a kilogram is a pile of one hundred and eighty, \$2 coins? (*Repeat question*)

**10** Refer to ERS Question 10 or Colour Master.

**SNAPSHOT**

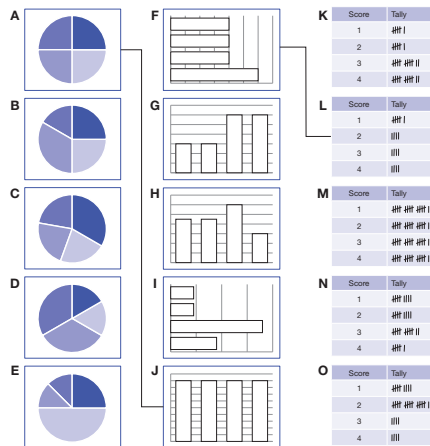


The amount of rotation around a point is measured by degrees ranging from 0 to 360.

**QUESTION 10** I face north and turn counterclockwise through an angle of 270 degrees. What direction will I be facing? (*Repeat question*)

**11** Refer to ERS Question 11 or Colour Master.

**SNAPSHOT**



Look at the figures.

**QUESTION 11** Which 2 figures, best fit the data represented in **FIGURE O**? (*Repeat question*)

**12** Display ERS Question 12. Apart from identifying lesson and question number the slide is blank – the object of the display is simply to keep students on track. Colour Master not required.

**QUESTION 12** Jan got 1-half of \$1 each day for a week. Trevor got 50-hundredths of \$1 each day for 2 weeks. Leroy got \$1 each day for 3 days. How much did they get altogether? (*Repeat question*)



**13** Refer to ERS Question 13 or Colour Master.

### SNAPSHOT

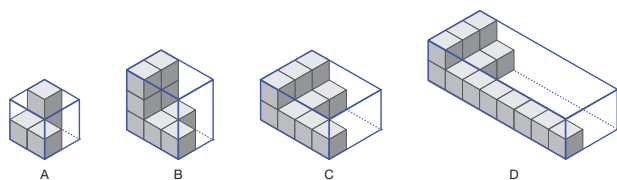
December 31 (morning)	
Adelaide	7:00 a.m.
Brisbane	6:30 a.m.
Darwin	6:00 a.m.
Perth	4:30 a.m.
Sydney	7:30 a.m.

Use the information in the table.

**QUESTION 13** The time in Sydney is 9 a.m. What time is it in Adelaide? *(Repeat question)*

**14** Refer to ERS Question 14 or Colour Master.

### SNAPSHOT



Look at **VESSELS A, B, C, and D**.

Identical cubes are stacked into each vessel as shown.

All the cubes are removed from **VESSEL B**.

The vessels are filled with water, starting at the same time and delivered at the same rate.

**QUESTION 14** Which 2 vessels will be filled first? *(Repeat question)*

**15** Refer to ERS Question 15 or Colour Master.

### SNAPSHOT

Book Week Scoring	
1st book	1 point
2nd book	2 points
Each book after 2nd	3 points

**QUESTION 15** During book week, **SCORE ONE POINT** for the first book read, 2 for the second, and 3 for each book after. Amelie read 4 books. Adam scored 9 points. Did they read an equal number of books; if not who read more? *(Repeat question)*

**Correct all questions.**

**DEBUG directly after corrections.**

**Students should complete the Self-evaluation, the JEMM+athon, the JEMM+athon Task and the Challenges.**

### ANSWER KEY

<b>120.1</b>	34, 44	<b>120.9</b>	200 g
<b>120.2</b>	1140	<b>120.10</b>	east
<b>120.3</b>	47	<b>120.11</b>	E, I
<b>120.4</b>	105	<b>120.12</b>	\$13.50
<b>120.5</b>	4618	<b>120.13</b>	8:30 a.m.
<b>120.6</b>	10	<b>120.14</b>	A, C
<b>120.7</b>	$\frac{3}{4}$	<b>120.15</b>	yes
<b>120.8</b>	8.1		