



Lesson 120

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

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

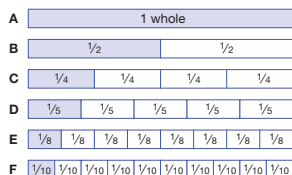


FIGURE E shows 1 whole amount in eighths.

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

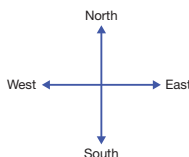
	Coin value	Mass (approx)	100 g Number of coins (approx)	1 kg Number of coins (approx)
	\$2	6.6 g	15	150
	\$1	9.0 g	11	110
	50c	15.6 g	6	60
	20c	11.3 g	9	90
	10c	5.7 g	18	180
	5c	2.8 g	36	360

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

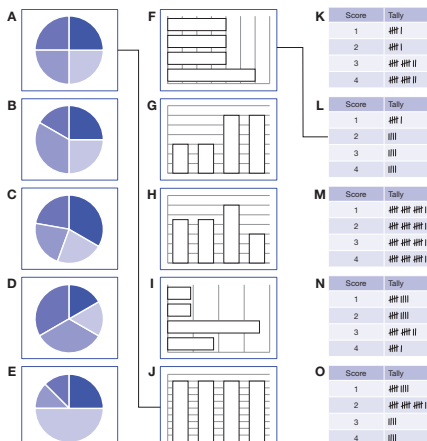


The amount of rotation around a point is measured by degrees ranging from 0 to 360.

QUESTION 10 I face north and turn counterclockwise through an angle of 270 degrees and 360 degrees more. 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

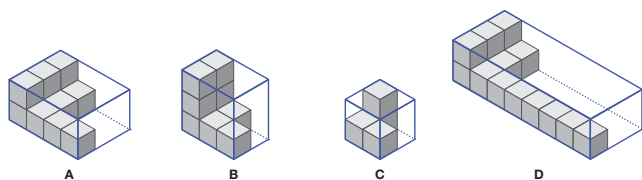
December 31 (morning)	
Adelaide	7:00 a.m.
Brisbane	6:30 a.m.
Darwin	6:00 a.m.
Perth	4:30 a.m.
Sydney	7:30 a.m.

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*)

Note to teacher: In the previous edition, the Question 14 snapshot showed Vessels A and C in swapped positions.

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

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