Lesson 80

Display ERS Lesson 80, or display Colour Masters (see page xii).

1 *Display ERS Question 1. Apart from identifying lesson and question number the slide is blank—the object of display is simply to keep students on track. Colour Master not required.*

QUESTION 1 What number is **12 more** than 99? *(Repeat question)*

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

QUESTION 2 What number is **12 less** than 101? *(Repeat question)*

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

QUESTION 3 2 boys share some coins. They get 10 coins each. Write 2 multiplication facts showing how many coins they started with. *(Repeat question)*

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

QUESTION 4 Use digits 1, 5, and 9 to write the **largest** 3-digit number. *(Repeat question)*

5

Refer to ERS Question 5 or Colour Master.

SNAPSHOT

4 ⟌ 24	6 ⟌ 24
? ⟌ 24	? ⟌ ?

The display should help you solve this problem.

QUESTION 5 6 yabbies ate 4 fish each. How many fish did they eat **altogether**? *(Repeat question)*

6

Refer to ERS Question 6 or Colour Master.

SNAPSHOT

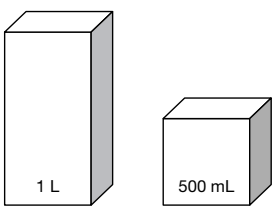
Grocery	**Price** (cost)
milk	$2.05
bread	$1.95
cheese	$1.05
yoghurt	95c

QUESTION 6 Talia gave **three** $2 coins to pay for MILK, bread, and cheese. How much change did Talia receive? *(Repeat question)*

7

Refer to ERS Question 7 or Colour Master.

SNAPSHOT



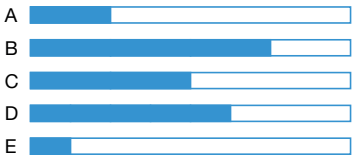
The **large** container holds ONE LITRE of liquid.
The **small** container holds FIVE HUNDRED mL.

QUESTION 7 How many **millilitres** in 1L? *(Repeat question)*

8

Refer to ERS Question 8 or Colour Master.

SNAPSHOT

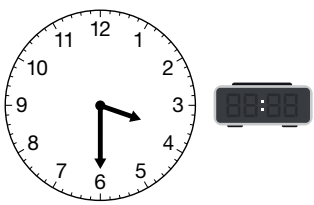


QUESTION 8 Which picture **A, B, C, D**, or **E** shows **between** 1-half and 3-quarters shaded? *(Repeat question)*

9

Refer to ERS Question 9 or Colour Master.

SNAPSHOT



The time shown on the **CLOCK** is **half** past 3.

QUESTION 9 Write the time one half hour **later** in digital time. *(Repeat question)*

10

Refer to ERS Question 10 or Colour Master.

SNAPSHOT

Springville

	Year 3	Year 4	Total
Footballers	16	11	**27**
Cricketers	10	13	**23**
Total	**26**	**24**	**50**

Springville Year 3 and Year 4 students play either **FOOTBALL** or **CRICKET**.

QUESTION 10 2 footballers leave. How many footballers are left? *(Repeat question)*

Correct all questions.

DEBUG directly after corrections.

Students should complete the Self-evaluation, the JEMMathon, the JEMMathon Task and the Challenges.

ANSWER KEY

80.1	111
80.2	89
80.3	2 × 10 = 20, 10 × 2 = 20
80.4	951
80.5	24
80.6	95c (accept 95 cents)
80.7	1000 (accept 2 × 500)
80.8	D
80.9	04:00
80.10	25

STRATEGIC THINKING UNIT

Square Off

This unit consists of 20 interlinked lessons. No printed guidance is offered to the students. The intention is to encourage students to solve problems on their own. Explain that challenges like these often can't be solved immediately.

Materials

Each student needs:

1 × Square Off Student Mat (**SOSM 1**) ideally laminated (page 371)

1 × Square Off Student Mat (**SOSM 2**) ideally laminated (page 373)

1 × Square Off Piece Sheet (**SOPS**) ideally printed on card of contrasting colour to the **SOSM** (page 369)

For this lesson distribute student SOPS cut outs and SOSM 2.

Describe the Challenge.

Challenge: Place all 9 pieces to cover the square exactly. When completed raise your hand.