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

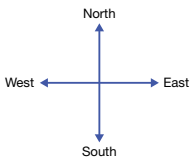
	Coin value	Mass (approx)	100 g Number of coins (approx)	1 kg Number of coins (approx)
	$2	6.6 g	15	150
	$1	9.0 g	11	110
	50c	15.6 g	6	60
	20c	11.3 g	9	90
	10c	5.7 g	18	180
	5c	2.8 g	36	360

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

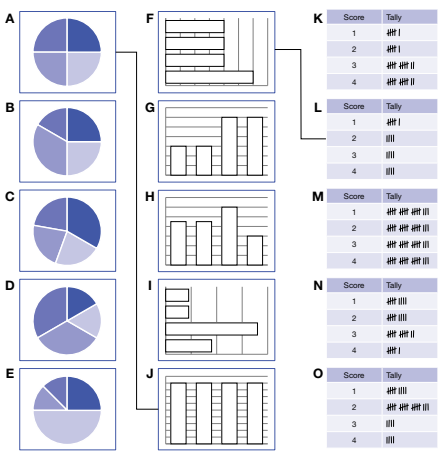


The amount of rotation around a point is measured by degrees ranging from 0 to 360.

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

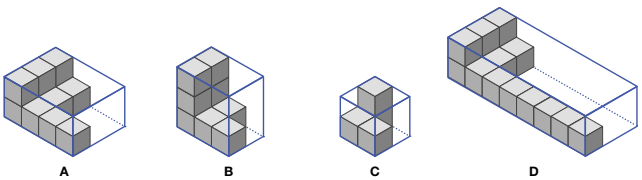
December 31 (morning)	
Adelaide	7:00 a.m.
Brisbane	6:30 a.m.
Darwin	6:00 a.m.
Perth	4:30 a.m.
Sydney	7:30 a.m.

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	¾	120.15	yes
120.8	8.1		