

Week beginning: 18/5/20

Class and Subject: **MATHS** Ms. Quill

SEN Teacher: Ms. Hogan



ST. PATRICK'S GIRLS NATIONAL SCHOOL
GARDINER'S HILL, CORK

Hi girls,
Hope you are keeping well. Here are some extra activities for you to do at home. Activity 1 is a word problem. These are fun problems for you to work out with an adult. Give them a go each day. Activity 2 is suggested work. Don't worry if you don't get it all done. You can carry over uncompleted work to next week.

Monday 18/5	Warm up Practice counting out loud by 10s. -start at 2....stop at 132 -start at 3 Stop at 133 -start at 4.... Stop at 144 -start at 5.... Stop at 155	Activity 1 'Basket of fruit' problem solving	Activity 2: Money Coin equivalence
Tuesday	Warm up Count forward and backwards in 5s to 100	Activity 1 'Soccer Field' problem solving	Activity 2 :Money Ordering coins from smallest to largest
Wednesday	Warm up Put these numbers in order starting with the smallest <ul style="list-style-type: none">• 75, 62, 47, 98• 198, 127, 165, 188• 568, 267, 187, 345	Activity 1 'Bears in a Cave' Problem Solving	Activity 2: Money Addition of money
Thursday	Warm up What number comes after <ul style="list-style-type: none">• 67, 89, 56, 110, 159, 199	Activity 2 'Three on a bench' problem solving	Activity 2: Money Find the change

Monday

Activity:

A class of 25 students are sharing a basket of fruit. There is exactly one piece of fruit for each student.

In the basket are:

- 10 green apples
- 5 bananas
- Some oranges

How many oranges are in the basket?



S: There are ten oranges.

T: How did you work that out?

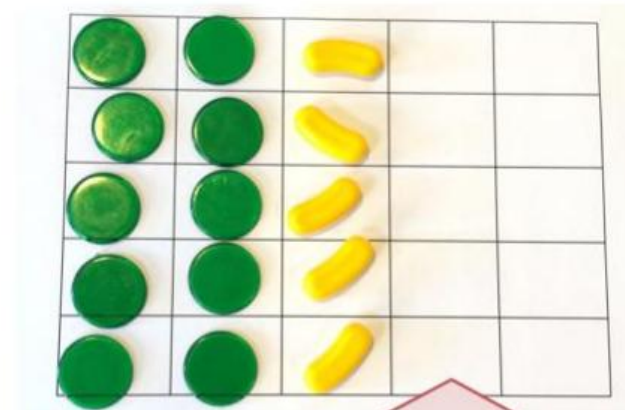
S: I counted up the spaces left.

T: And that gave you the answer?

S: Yeah cos there's one space for each thing in the fruit bowl.
So the empty spaces are oranges.

Prompts from the teacher could be:

1. Here is a grid with five rows and five columns. How many spaces are on that grid?
2. What does that number represent in the shared fruit problem?
3. How many apples are there in the fruit bowl?
4. Count out one object (tiles, counters or buttons) for every apple. Put one 'apple' in each space on the grid.
5. Count out one object (tiles, counters or buttons) for every banana. Put one 'banana' in each space on the grid.
6. How many spaces are left for oranges?



Tuesday

Activity:

A school has three football fields.

At lunchtime, there is a five-a-side football game on each of the fields.

Two of the teams are made up of year one students and the others are all year two students.

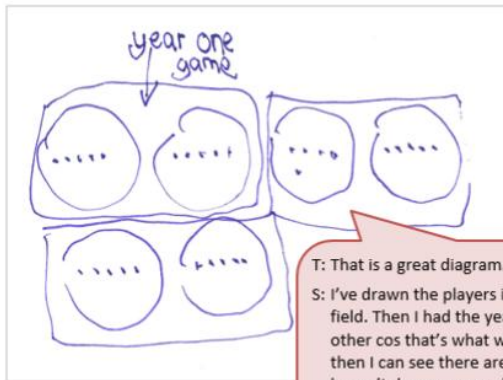
How many of the **players** on the fields are year two students?

Note: Five-a-side means five players on each team. There are no subs.



Prompts from the teacher could be:

1. How could you show the three fields?
2. How many teams can at the same time on these fields?
3. How many players are on each team?
4. How could you show one player?
5. How many of those players are year one students?
6. How many of those players are year two students?



T: That is a great diagram. Talk me through it.
S: I've drawn the players in each team on each field. Then I had the year ones versing each other cos that's what would happen. And then I can see there are four more teams. I haven't drawn any goal posts or other stuff, just the players. So I can count them up and it comes to ... twenty!

Wednesday

Activity:

Here are three caves.
There are bears in each cave.
There are 12 bears altogether.

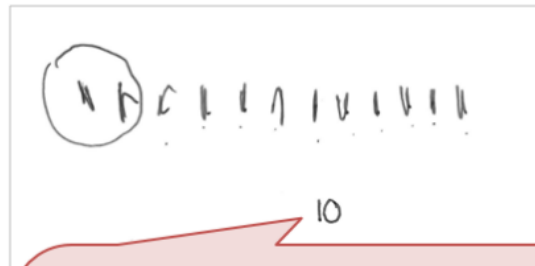
If there are 2 bears in the first cave, how many bears might be in each of the other caves?



Note to teacher: This activity requires materials for illustration. The 'bears' could be counters or buttons, the caves could be paper cups.

Prompts from the teacher could be:

1. How many bears are there altogether?
2. How many bears are in the first cave?
3. How many bears are not in the first cave? This is how many bears there are in the other two caves.
4. How many bears might be in each of the other two caves?



S: Ten! There are ten in the other two caves.

T: I see that you have counted up the bears on your diagram that aren't in the first cave. Can you tell me how many might be in each cave?

S: Oh well, they might be all in the next cave and none in the other so ten and none. Or one and ... [counts up the remaining images] ... nine.

T: Are there other possibilities?

S: Yes. Two and ... eight, or three and ... seven.

T: What if there were the same number of bears in each of the other two caves?

[student thinks for a while and counts from their diagram]

S: Um... five and five.

Thursday

There are three old men, sitting on a bench: Tom, Dick and Harry.

Tom is 78 years old.

Dick is going to have his 80th birthday next year.

Harry had his 70th birthday six years ago.

Put Tom, Dick and Harry in order from youngest to oldest.



Prompts from the teacher could be:

1. Write down the names of the three men.
2. Whose age do we know already? Write this number next to his name.
3. What do you know about Dick's age?
4. Which of these numbers is Dick's age?
5. What do you know about Harry's age?
6. Which of these numbers is Harry's age?

Tom	78	8 middle
Dick	80 79	9 oldest
Harry	70 76	6 youngest

T: Tell me what you thought about when you crossed out 80 and wrote 79.

S: Well, I started with knowing that Dick is going to be 80. Then, I thought that this happens next year so he must be one year younger so I thought about what was one before 80 and that is 79.

T: And where you have crossed out 70 and written 76?

S: Well, Harry is older than 70. So I knew that was six years ago that he was that age. So I started at 70 and then added on six more years.

T: How did you add on those six more years?

S: I counted on my fingers and got to 76.

MONEY WORKSHEET 3: COIN EQUIVALENCE

NAME: _____

DATE: _____

Match the amount on the left with an equal amount on the right.

Note: Coins are not to scale.





A. Put them in order of their value, from **smallest to largest**. (Write or draw answer in each box)

--	--	--	--	--	--	--	--

B. Put them in order of their value, from **largest to smallest. (Write or draw answer in each box)**

--	--	--	--	--	--	--	--

Addition with Money

Find the total cost of the items below. Use the space to show your working.

1.



Total price = _____

2.



Total price = _____

3.



Total price = _____

4.



Total price = _____

6.



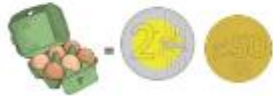
Total price = _____

7.



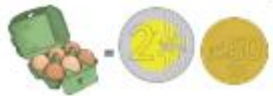
Total price = _____

8.



Total price = _____

9.



Total price = _____

Find the total cost of the items below. You will find the price of each item from the Grocery Store Price List. Use the space to show your working.

Grocery Store Price List:

apple 50c	box of peaches €2	eggs €2.50
banana 40c	pack of tomatoes 90c	spaghetti €2.30
carrot 50c	milk €2.80	pepper 60c
pineapple €1.50	cheese €2.90	rice €3.60
pack of strawberries 80c	chocolate €3.10	

1.



Total price = _____

2.



Total price = _____

3.



Total price = _____

4.



Total price = _____

5.



Total price = _____

6.



Total price = _____

Calculate the change from 5 euro.

Going to the Shop



2c



1c



4c



3c



5c



+



=



+



=



+



=



+



=



+



=



+



+



=



You have **10c**. What could you buy? Draw what you would buy in the box.

