Learning Intention: develop problem solving skills.

- Draw or use materials to solve this problem.
- Share your solution on Seesaw.

Biscuit Decorations

For the Teddy Bears' Picnic Andrew decorated 20 biscuits.

He lined them up and put green icing on every second biscuit.

Then he put a red cherry on every third biscuit.

Then he put a white chocolate button on every fourth biscuit.

So there was nothing on the first biscuit.

How many other biscuits had no decoration?

Did any biscuits get all three decorations?

To help you to find the answer to this puzzle you can use:
Circles as biscuits
Green counters for icing
Red counters for cherries
White counters for chocolate buttons

nrich.maths.org/roadshow

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Learning Intention: Use measuring skills in real life contexts.

Honey Crackle

Ingredients

90g butter

1/3 cup sugar

1 tablespoon honey

4 cups cornflakes or rice bubbles

Method

1) Melt butter, sugar, and honey in a saucepan until you see bubbles

2) With the stove still on, add in cornflakes and rice bubbles

3) Stir for 40 seconds

4) Put into paper cases or baking tins

5) Chill

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Pangarau
Mathematics

**Learning Intention: develop problem solving skills.**

Three Squares

What is the greatest number of squares you can make by overlapping three squares of the same size?

Send us pictures of the arrangements of your squares on Seesaw

We would also like to know how you go about the task. How will you know if your way really does have the greatest possible number of squares?

Try this link to interactivity try out your ideas

Pangarau
Mathematics
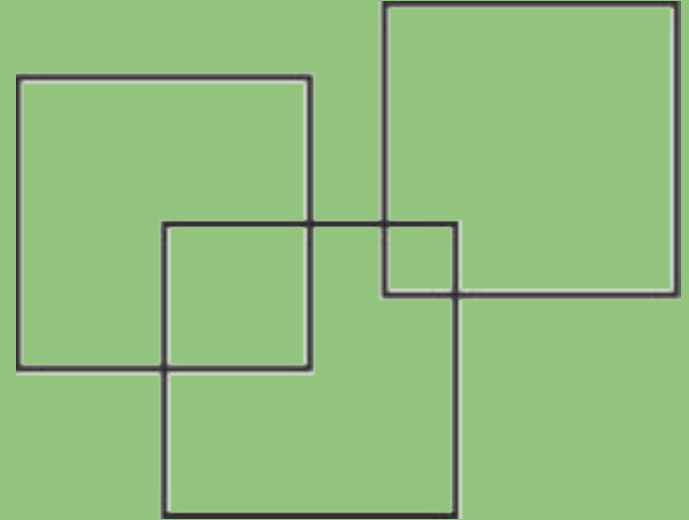
Learning Intention: to develop number fluency.

Dice Games from youcubed.org

You will need a collection of dice.

This activity allows students to develop their number fluency and connect visuals with sums. Start with 10 dice. Roll all 10 dice and set aside all the sets of dice that add up to 10. Roll the remaining dice until all the dice are grouped. You can play this alone or with others. You can play in two different ways: the winner can be the person who only has one dice remaining or the person who groups all of their dice first. This second way might involve breaking up groups of 10 you have already made to make new ones.

03:19
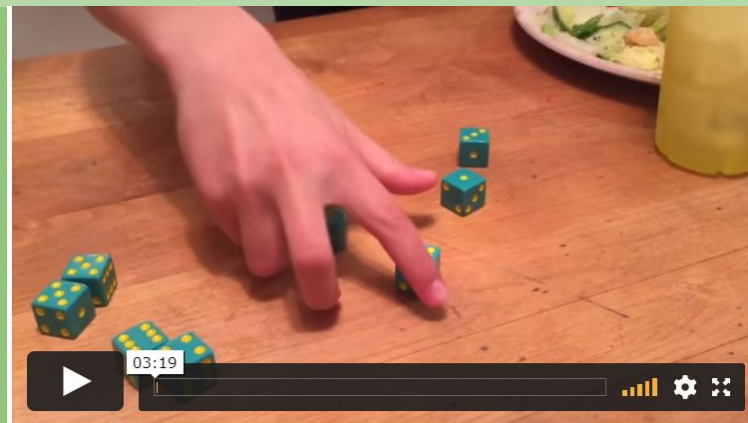
Some additional ways to play:

- Group dice into sets that add up to 15
- Group dice into sets that add up to 20
- Group dice into sets that have a product of 24
- Ask 'How many different ways can you roll 10 dice to make 55? Using just addition? What about using other operations?'

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Learning Intention: Develop a quick recall of basic facts

Remember your Sumdog login. Please email your teacher if you need your login details.

Explore mathplayground.com Find a game you enjoy and share on Seesaw (SS).

Use mathprotec to practise your basic facts. Screenshot your work and share on Seesaw (SS).

Basic Facts Maths Practice

facts and times table worksheets with instant feedback an

Introduce Yourself

Room:

Choose Your Challenge

Test Type: Sheet

4 5 6 7 8   Tables: 1,2,5,10 2-9

Learning Intention: Develop a quick recall of basic facts

$0 \div 2 = 0$

$2 \div 2 = 1$

$4 \div 2 = 2$

$6 \div 2 = 3$

$8 \div 2 = 4$

$10 \div 2 = 5$

$12 \div 2 = 6$

$14 \div 2 = 7$

$16 \div 2 = 8$

$18 \div 2 = 9$

$20 \div 2 = 10$

Division

Write out your 2, 5 and 10 division facts and notice the patterns

● Can you work out your division facts from knowing your 2, 5 and 10's timetables?

● What other division factors can you work out?

● Can you work your division problems backwards to check they are correct using multiplication?
$10 \div 2 = 5$
$10 = 2 \times 5$

Explore
Timestable.co.nz

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Pāngarau
Mathematics

Learning Intention: Develop a quick recall of basic facts

With a parent or caregiver explore the NZmaths families and whānau section

Join up to e-ako a New Zealand maths learning programme.

Student logins are free.