

Australian



# Signpost

MATHS

Sample pages

2

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# What is Australian Signpost Maths?

Australian Signpost Maths is a mathematics activity book series for students from Foundation to Year 6. The series has been written to meet the requirements of the Australian Curriculum.

The components of the series include Student Books, Teacher's Books, Mentals Books and an interactive

Website. Teachers can select an appropriate program for every student from the rich and varied material provided.

The content has been carefully sequenced within each year level and across the series to take into account students' likely mathematical development.



Student Books



Teacher's Books



Mentals Books



Website

Wow! Signpost for all of Australia.



## Structure of Australian Signpost Maths

Australian Signpost Maths emphasises the curriculum's syllabus content as well as problem-solving strategies, language development and the use of technology.

To maximise the benefits of the program, the Student Book, Teacher's Book, Mentals Book and Website should be used together.

The sequence of units in the **Student Book** forms a suggested program for the year. The **Teacher's Book** also provides lesson plans for each page of the **Student Book**, and blackline masters to assist teachers in implementing the program.

The Student Book presents lessons as a mix of content strands. However, the Contents and Contents Cross-reference pages in the Student Book allow teachers to construct programs based on the specific content strands

(Number and Algebra, Measurement and Geometry, and Statistics and Probability). Progress Tests and remediation records are located in the Teacher's Book and on the website. These tests are also now included in the back of this book.

The **Mentals Book** mixes examples from all content strands, reviewing the content of previous units of the Student Book.

The innovative **Website** help teachers to bring mathematics alive with technology. The website provides interactive maths tools, games and practice opportunities as well as relevant resource masters and worksheets for all year levels. These can be used for whole-class, small-group and individual learning. The website also includes **Concept Check-In**, a new diagnostic screener.

## Special Features of Australian Signpost Maths

- **Traffic Light** system allows students to reflect on their work and highlight any units that they are having trouble understanding. They tick the red for units they feel they still don't understand, and green for those they feel they understand fully.
- Exercises are **well graded**. Work is reinforced in the Mentals Book.
- The **Progress Tests** (now also in the back of this book) allow the teacher to discover each student's strengths and weaknesses, and the cross-references direct students to the pages where that work is introduced.
- **Answers** are supplied in the Teacher's Book.
- The **Dictionary** at the beginning of this Student Book will help students to learn the language of mathematics.



- **ID Cards** (in the Mentals Book, Teacher's Book and Website) review the language of mathematics by asking students to identify common terms, shapes and symbols.
- Important **rules and concepts** are clearly highlighted.
- **Worked examples** and explanations are given throughout the Student Book where new ideas are introduced.
- The use of **colour** makes emphasis clear and is highly motivating.
- **Cartoons** give instruction and friendly advice.
- **Interactive Activities** are provided on the website for whole-class, small-group and individual learning.

# Australian Signpost Icons

Signpost icons are used throughout the book as cues to the essential nature of exercises and activities, and as a guide to ways of engaging with them. These icons often indicate alternative or more concrete approaches to dealing with concepts.



This icon highlights **important rules and concepts** occurring throughout the book. It often appears with worked examples.



Activities provide **applications and enrichment**. These activities usually involve the use of concrete materials and partner or group work.



These enjoyable activities are used to **motivate and involve** students in mathematical pursuits. They usually involve games and puzzles.



Investigations allow students to **explore and discover** maths concepts.



This icon indicates the use of computers, calculators or other **information and communications technology**.

# Australian Curriculum Proficiency Strands

The proficiency strands of the Australian Curriculum describe how content is explored or developed – that is, the ‘thinking and doing’ of mathematics.

## Understanding

### Learning the concepts

*Students build a robust knowledge of adaptable and transferable mathematical concepts. They make connections between related concepts and progressively apply the familiar to develop new ideas. They develop an understanding of the relationship between the ‘why’ and the ‘how’ of mathematics.\**

Conceptual understanding of maths ideas includes the explanation of a concept using text and diagrams. This occurs throughout Australian Signpost Maths at the top of many pages and is indicated by the Concept icon.

## Fluency

### Using the concepts

*Students develop skills in choosing appropriate procedures, carrying out procedures flexibly, accurately, efficiently and appropriately, and recalling factual knowledge and concepts readily.\**

The practice of maths skills to build fluency occurs on every page of Australian Signpost Maths.

## Problem Solving

### Applying concepts and strategies to develop solutions to problems

*Students develop the ability to make choices, interpret, formulate, model and investigate problem situations, and communicate solutions effectively.\**

Problem solving provides opportunities for students to use strategies and skills such as investigating and questioning, to collaborate with others and to communicate their findings to different audiences. Such activities are often indicated throughout Australian Signpost Maths by the Activity and Investigation icons.

## Reasoning

### Coherent and logical thought

*Students develop an increasingly sophisticated capacity for logical thought and actions, such as analysing, proving, evaluating, explaining, inferring, justifying and generalising.\**

Students require opportunities to explain their mathematical thinking and can do so through both diagrams and written explanations. Reasoning questions are located throughout Australian Signpost Maths.

\*The Australian Curriculum: Mathematics, v1.2 – Content structure

# 2

# Contents and Syllabus Overview

Contents Cross-reference . . . . . ix  
 Dictionary . . . . . xiii  
 Diagnostics Tests. . . . . 148



### KEY

	Number & Algebra
	Measurement & Geometry
	Statistics & Probability

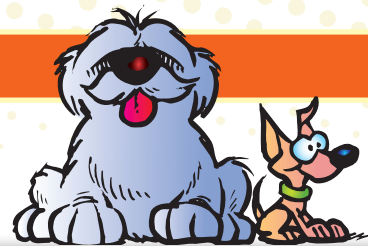
Page	Unit	Title	Strand	Number and Algebra	Measurement and Geometry	Statistics and Probability	Sub-strand	Number and place value	Fractions and decimals	Money and financial mathematics	Patterns and algebra	Using units of measurement	Shape	Location and transformation	Chance	Data representation and interpretation	Suggested progress
1		Thinking Skills															Term 1
2	1A	Addition Combinations to 10		■				●									
3	1B	Subtraction to 10		■				●									
4	1C	One Half		■					●								
5	1D	Parallel Lines			■								●				
6	2A	Ordinal Numbers		■				●				●					
7	2B	Position Words			■									●			
8	2C	Revision of Time			■							●					
9	2D	Ordering Capacities			■							●					
10	3A	Counting Patterns		■				●			●						
11	3B	Counting		■				●			●						
12	3C	One Quarter		■					●								
13	3D	Describing 3D Objects			■								●				
14	4A	Addition to 20		■				●									
15	4B	Addition to 20		■				●									
16	4C	Comparing Masses			■							●					
17	4D	Balance Scales			■							●					
18	5A	Modelling Numbers		■				●									
19	5B	Doubling and Near Doubling		■				●									
20	5C	2D Shapes			■								●				
21	5D	Informal Units of Length			■							●					
22	6A	Groups and Rows		■				●									
23	6B	Groups and Rows		■				●									
24	6C	Analogue Time			■							●					
25	6D	Analogue Time			■							●					T1*
26	7A	Sharing		■				●									
27	7B	Sharing		■				●									
28	7C	Graphing the Weather				■										●	
29	7D	Thinking About Graphs				■										●	
30	8A	Subtraction to 20		■				●									
31	8B	Addition to 20		■				●									
32	8C	Half of a Group		■					●								
33	8D	Quarter of a Group		■					●								

Page	Unit	Title	Strand	Number and Algebra	Measurement and Geometry	Statistics and Probability	Sub-strand	Number and place value	Fractions and decimals	Money and financial Mathematics	Patterns and algebra	Using units of measurement	Shape	Location and transformation	Chance	Data representation and interpretation	Suggested progress
34	9A	Numbers to 150		●				●									Term 2
35	9B	Numbers to 1000		●				●									
36	9C	Features of 2D Shapes			●								●				
37	9D	Looking at 3D Objects			●								●				
38	10A	Problem Solving		●				●									
39	10B	Multiplication Sign		●				●									
40	10C	Chance				●									●		
41	10D	Area			●							●					
42	11A	Subtraction to 20		●				●									
43	11B	Number Lines		●				●									
44	11C	Number Lines		●				●									
45	11D	Cones and Cylinders			●								●				
46	12A	Fair Shares		●				●									
47	12B	Division		●				●									
48	12C	Halves and Quarters		●				●									
49	12D	Halves and Quarters		●				●									
50	13A	Linking Addition and Subtraction		●				●									
51	13B	Linking Addition and Subtraction		●				●									
52	13C	Left and Right			●									●		●	
53	13D	The Trapezium and Kite			●								●				
54	14A	Sharing		●				●									
55	14B	Using Groups		●				●									
56	14C	Digital Time			●							●					
57	14D	Lists, Graphs and Tables				●										●	
58	15A	Numbers to 1000		●				●									T2*
59	15B	Numbers to 1000		●				●									
60	15C	Reading Graphs				●										●	
61	15D	Using Graphs				●										●	
62	16A	Ordering Numbers		●				●			●						
63	16B	Addition by Looking for Tens		●				●									
64	16C	Fraction of a Whole		●					●								
65	16D	Fraction of a Group		●					●								
66	17A	Adding 10s		●				●									
67	17B	Adding and Subtracting 10s		●				●									
68	17C	Analogue Time			●							●					
69	17D	Months of the Year			●							●					
70	18A	How Many More?		●				●									
71	18B	Flipping a Shape			●									●			
72	18C	Chance				●									●		
73	18D	Sliding a Shape			●									●			

Page	Unit	Title	Strand	Number and Algebra	Measurement and Geometry	Statistics and Probability	Sub-strand	Number and place value	Fractions and decimals	Money and financial mathematics	Patterns and algebra	Using units of measurement	Shape	Location and transformation	Chance	Data representation and interpretation	Suggested progress
74	19A	Numbers to 1000		●				●									
75	19B	Number Patterns		●				●			●						
76	19C	Balance Scales			●							●					Term 3
77	19D	Ordering Masses			●							●					
78	20A	Value of Coins		●				●		●							
79	20B	Value of Coins		●				●		●							
80	20C	Comparison of Areas			●							●					
81	20D	Area Using Informal Units			●							●					
82	21A	Multiplication Sign		●				●									
83	21B	Multiplication Sign		●				●									
84	21C	The Parallelogram			●							●					
85	21D	Using Tally Marks				●										●	
86	22A	Building to the Next 10		●				●									
87	22B	Building to the Next 10		●				●									
88	22C	Pyramids and Prisms			●							●					
89	22D	Recognising 3D Objects			●							●					
90	23A	Australian Coins		●				●		●							
91	23B	Money		●				●		●							
92	23C	Making Graphs				●										●	
93	23D	Tally Marks				●										●	
94	24A	Number Patterns		●				●			●						
95	24B	Amounts to \$2		●				●		●							
96	24C	Fractions		●				●									
97	24D	Giving Directions			●								●				T3*
98	25A	Multiplication Problems		●				●									
99	25B	Multiplication		●				●									
100	25C	Rounding		●				●									
101	25D	Telling the Story from Data				●										●	
102	26A	Split Strategy (Addition)		●				●									
103	26B	Split Strategy (Subtraction)		●				●									
104	26C	Seasons			●							●					
105	26D	Months and Seasons			●							●					
106	27A	Shopping		●				●		●							
107	27B	Chance				●									●		
108	27C	3D Objects			●							●					
109	27D	Drawing 2D Shapes			●							●					
110	28A	Division		●				●									
111	28B	Repeated Subtraction		●				●									
112	28C	The Calendar			●							●					
113	28D	The Calendar			●							●					
114	29A	Jump Strategy (Addition)		●				●									

Page	Unit	Title	Strand	Number and Algebra	Measurement and Geometry	Statistics and Probability	Sub-strand	Number and place value	Fractions and decimals	Money and financial mathematics	Patterns and algebra	Using units of measurement	Shape	Location and transformation	Chance	Data representation and interpretation	Suggested progress
115	29B	Jump Strategy (Subtraction)		●				●									
116	29C	Dice, Cards and Spinners				●									●		
117	29D	Following Instructions			●									●			
118	30A	The Division Sign		●				●									Term 4
119	30B	Division as Repeated Subtraction		●				●									
120	30C	Comparing Areas			●							●					
121	30D	Gathering Data				●										●	
122	31A	Multiplication		●				●									
123	31B	Division as Repeated Subtraction		●				●									
124	31C	Turning a Shape			●									●			
125	31D	Turning Shapes			●									●			
126	32A	Subtraction Using Blocks		●				●									
127	32B	Addition Using Blocks		●				●									
128	32C	Quarters and Eighths		●				●									
129	32D	Naming Fractions		●				●									
130	33A	Choosing a Strategy		●				●									T4*
131	33B	Choosing a Strategy		●				●									
132	33C	Faces, Edges and Corners			●								●				
133	33D	Comparing Volume			●							●					
134	34A	Problem Solving		●				●									
135	34B	Counting Coins		●					●								
136	34C	Informal Units of Length			●							●					
137	34D	Comparing Objects			●							●					
138	35A	Using a Calculator		●				●									
139	35B	The Calculator		●				●		●							
140	35C	Flip, Slide and Turn			●									●			
141		Appendix 1: Australian Money															
142		Appendix 2: Money															

\*Suggested placement for Progress Tests 1 to 4 (see the Teacher's Book). It is assumed that there are 10 weeks in each term.



## Number and Algebra

1	Counting	Pages	Australian Curriculum Reference
	Counting to and from any starting point	10, 11, 18, 59	Investigate number sequences, initially those increasing and decreasing by twos, threes, fives and tens from any starting point, then moving to other sequences (ACMNA026); Group, partition and rearrange collections up to 1 000 in hundreds, tens and ones to facilitate more efficient counting (ACMNA028)
	Number sequences of twos, threes, fives and tens	10, 11, 18, 75, 79, 94, 139	Investigate number sequences, initially those increasing and decreasing by twos, threes, fives and tens from any starting point, then moving to other sequences (ACMNA026)
	Using a calculator	10, 11, 102, 103, 126, 127, 130, 138, 139	Investigate number sequences, initially those increasing and decreasing by twos, threes, fives and tens from any starting point, then moving to other sequences (ACMNA026)
	Ordinal numbers	6, 112, 113	Recognise, model, represent and order numbers to at least 1 000 (ACMNA027)
2	Numeration		
	Numbers to 1 000	10, 11, 18, 34, 35, 58, 59, 74	Investigate number sequences, initially those increasing and decreasing by twos, threes, fives and tens from any starting point, then moving to other sequences (ACMNA026); Recognise, model, represent and order numbers to at least 1 000 (ACMNA027); Group, partition and rearrange collections up to 1 000 in hundreds, tens and ones to facilitate more efficient counting (ACMNA028)
3	Place value		
	Grouping in tens and in hundreds	34, 35, 58, 59, 74	Recognise, model, represent and order numbers to at least 1 000 (ACMNA027); Group, partition and rearrange collections up to 1 000 in hundreds, tens and ones to facilitate more efficient counting (ACMNA028)
	Partitioning and regrouping numbers	58, 59, 74	Recognise, model, represent and order numbers to at least 1 000 (ACMNA027); Group, partition and rearrange collections up to 1 000 in hundreds, tens and ones to facilitate more efficient counting (ACMNA028)
4	Addition and subtraction		
	Addition problems	2, 14, 15, 19, 31, 43, 50, 51, 63, 66, 67, 70, 86, 87, 102, 114, 127, 130, 131	Explore the connection between addition and subtraction (ACMNA029); Solve simple addition and subtraction problems using a range of efficient mental and written strategies (ACMNA030); Describe patterns with numbers and identify missing elements (ACMNA035)
	Subtraction problems	3, 30, 42, 43, 44, 50, 51, 66, 103, 115, 126, 130, 131	Explore the connection between addition and subtraction (ACMNA029); Solve simple addition and subtraction problems using a range of efficient mental and written strategies (ACMNA030)





CONCEPT

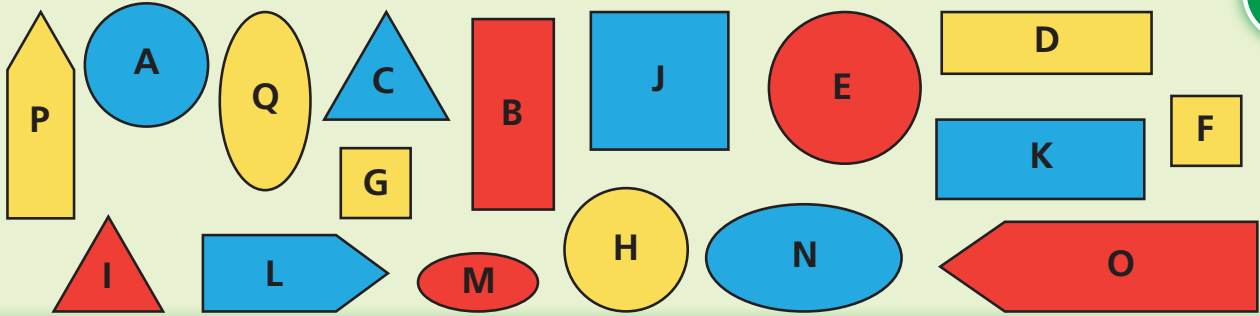


shape

number of sides

number of corners

size



1 Look at these blocks.

a Which have the same shape as E?

b Which have the same shape as K?

c Which has the same shape as I?

d Which have the same shape as G?

e Which has the same shape and size as B?

f Which has the same shape and size as A?

g Which has the same shape and size as G?

h Which have the same shape as P?

i Which have the same shape as Q?

j Which have four corners?

2 What is the name of:

a shape A?

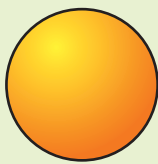
b shape B?

c shape C?

d shape F?

e shape N?

f shape L?



Sphere

One curved surface,  
no edges



A sphere is  
ball shaped.

CONCEPT



A sphere can roll  
but not slide.

1 Write some examples of spheres.

2 Choose words from the list that describe each object.

straight

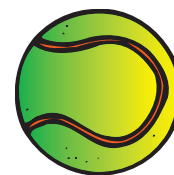
rounded

smooth

flat

pointed

curved



<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>



<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>

3 a Draw a sphere.

b Draw a 3D object that has a point.



ACTIVITY



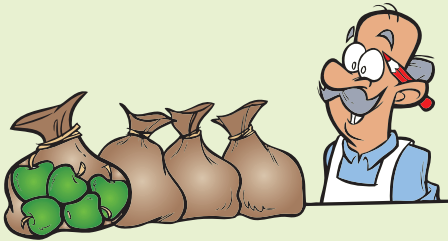


CONCEPT



Each bag has 5 apples.

To find how many apples are in 4 bags, we count the 5 apples four times.



$$\begin{matrix} \bullet & & \bullet & & \bullet & & \bullet \\ \bullet & & \bullet & & \bullet & & \bullet \\ \bullet & & \bullet & & \bullet & & \bullet \end{matrix} + \begin{matrix} \bullet & & \bullet & & \bullet \\ \bullet & & \bullet & & \bullet \\ \bullet & & \bullet & & \bullet \end{matrix} + \begin{matrix} \bullet & & \bullet & & \bullet \\ \bullet & & \bullet & & \bullet \\ \bullet & & \bullet & & \bullet \end{matrix} + \begin{matrix} \bullet & & \bullet & & \bullet \\ \bullet & & \bullet & & \bullet \\ \bullet & & \bullet & & \bullet \end{matrix} = 20$$

1 Use the picture above to find how many apples are in:

a 2 bags

b 3 bags

c 4 bags

2



In each packet there are 6 pens.  
How many pens are in:

a 2 packets?

b 3 packets?

3



In each pod there are 4 peas.  
How many peas are in:

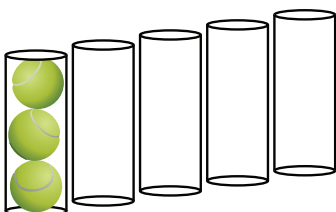
a 2 pods?

b 3 pods?

c 4 pods?

d 5 pods?

4



In each can there are 3 tennis balls.  
How many balls are in:

a 2 cans?

b 3 cans?

c 4 cans?

d 5 cans?



CONCEPT



I have 3 rows of 4 buttons.



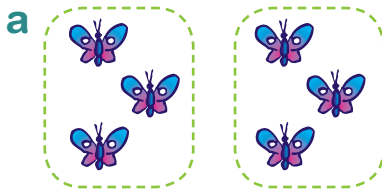
$$3 \text{ rows of } 4 = 12$$

$$3 \times 4 = 12$$



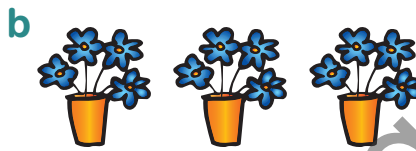
These are the same.

1 Complete:



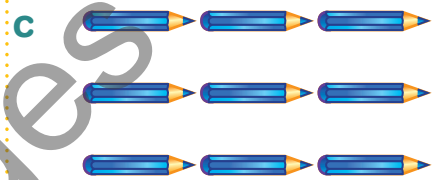
$$2 \text{ groups of } 3 = \square$$

$$2 \times 3 = \square$$



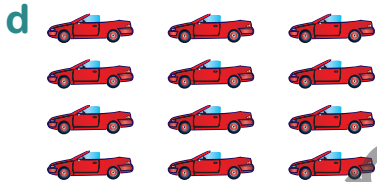
$$\square \text{ groups of } \square = \square$$

$$\square \times \square = \square$$



$$\square \text{ groups of } \square = \square$$

$$\square \times \square = \square$$



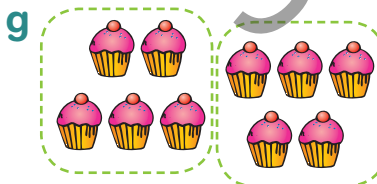
$$\square \times \square = \square$$



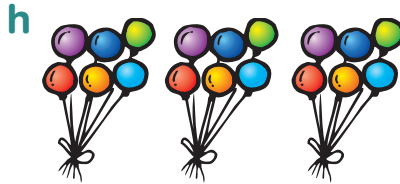
$$\square \times \square = \square$$



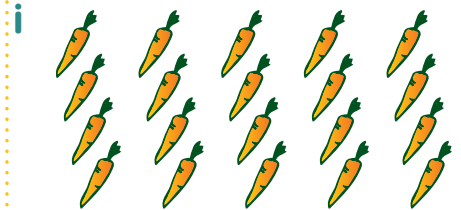
$$\square \times \square = \square$$



$$\square \times \square = \square$$



$$\square \times \square = \square$$



$$\square \times \square = \square$$

2 Use counters to make groups to answer these questions.

a  $4 \times 2 = \square$

b  $3 \times 5 = \square$

c  $2 \times 4 = \square$

d  $5 \times 4 = \square$

e  $4 \times 4 = \square$

f  $5 \times 5 = \square$



CONCEPT



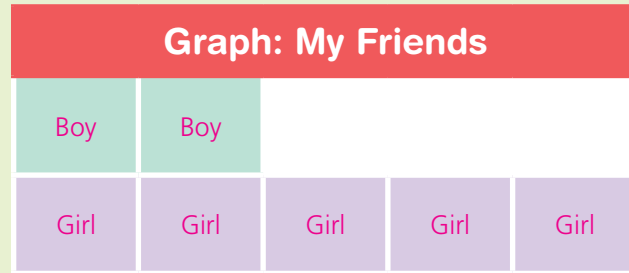
Every set of data tells a story.

**List**

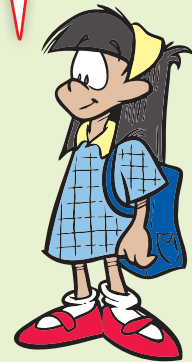
Girl, Girl, Boy, Girl, Boy, Girl, Girl

**Table**

Boys	Girls
2	5



My Story: Most of my friends are girls.



- Draw the graph.
- Draw the table.
- Tell the story.

Complete the graph and table, then tell the story.

1 Children at the party.

**Graph:**

At the Party	
Boys	Girls

**List**

Boy, Girl, Boy, Boy, Girl, Boy, Boy, Girl

**Table:**

<b>Boys</b>	
<b>Girls</b>	

Tell the story.

2 Buttons on shirts.

**List**

3, 1, 4, 4, 2, 3, 3, 2, 4, 2, 3, 2, 1, 2, 5

**Numbers of Buttons**

1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1 button	2 buttons	3 buttons	4 buttons	5 buttons	

Tell the story.



CONCEPT



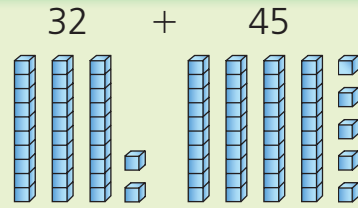
$$32 + 45$$

Add the tens, add the ones.

$$= (30 + 40) + (2 + 5)$$

$$= 77$$

$$32 = 30 + 2$$



1 Use the split strategy to find the answers.

**a**  $23 + 15$

$$= (20 + 10) + (3 + 5)$$

$$= \square$$

**b**  $32 + 47$

$$= (30 + 40) + (2 + 7)$$

$$= \square$$

**c**  $16 + 71$

$$= (10 + 70) + (6 + 1)$$

$$= \square$$

**d**  $52 + 24$

$$= \square + \square$$

$$= \square$$

**e**  $81 + 15$

$$= \square + \square$$

$$= \square$$

**f**  $45 + 54$

$$= \square + \square$$

$$= \square$$

2 Use the split strategy or place-value blocks to answer these.

**a**  $14 + 14 = \square$

**b**  $24 + 24 = \square$

**c**  $32 + 17 = \square$

**d**  $33 + 21 = \square$

**e**  $18 + 51 = \square$

**f**  $35 + 40 = \square$

**g**  $52 + 26 = \square$

**h**  $35 + 11 = \square$

**i**  $22 + 66 = \square$

3 Try to do these in your head.

**a**  $32 + 64 = \square$

**b**  $33 + 44 = \square$

**c**  $70 + 27 = \square$

**d**  $52 + 30 = \square$

**e**  $17 + 22 = \square$

**f**  $31 + 17 = \square$

**g**  $25 + 71 = \square$

**h**  $24 + 81 = \square$

**i**  $43 + 51 = \square$

**j**  $66 + 43 = \square$

**k**  $82 + 26 = \square$

**l**  $35 + 24 = \square$

Use a calculator to check your work.

I'll use the split strategy.





CONCEPT



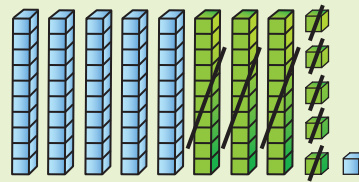
$$86 - 35$$

subtract tens      subtract ones

$$= (80 - 30) + (6 - 5)$$

$$= 51$$

86 is 80 + 6.



$$86 - 35 = 51$$

1 Use the split strategy to find the answers.

**a**  $96 - 23$

$$= (90 - 20) + (6 - 3)$$

$$= \square$$

**b**  $54 - 24$

$$= (50 - 20) + (4 - 4)$$

$$= \square$$

**c**  $56 - 35$

$$= (50 - 30) + (6 - 5)$$

$$= \square$$

**d**  $67 - 35$

$$= \square + \square$$

$$= \square$$

**e**  $77 - 62$

$$= \square + \square$$

$$= \square$$

**f**  $89 - 58$

$$= \square + \square$$

$$= \square$$

**g**  $75 - 45$

$$= \square + \square$$

$$= \square$$

**h**  $87 - 81$

$$= \square + \square$$

$$= \square$$

**i**  $68 - 8$

$$= \square + \square$$

$$= \square$$

2 Use the split strategy or place-value blocks to answer these.

**a**  $58 - 16 = \square$

**b**  $34 - 21 = \square$

**c**  $79 - 23 = \square$

**d**  $67 - 25 = \square$

**e**  $93 - 21 = \square$

**f**  $75 - 64 = \square$

3 Try to do these in your head.

**a**  $46 - 16 = \square$

**b**  $36 - 32 = \square$

**c**  $73 - 21 = \square$

**d**  $66 - 52 = \square$

**e**  $97 - 26 = \square$

**f**  $84 - 34 = \square$

Use a calculator to check your work.



Subtract the ones first.





CONCEPT



Summer

December  
January  
February

Autumn

March  
April  
May

Winter

June  
July  
August

Spring

September  
October  
November

- 1 a The season after winter is
- b The season before autumn is
- c The first month of spring is
- d The first month of summer is



- 2 Would you use minutes, hours, days or months to measure:
  - a the time to boil an egg?
  - b the time to build a house?
  - c the time to sleep at night?

In Australia, we use the same four seasons as the northern hemisphere.

Some Indigenous people in Arnhem Land, Northern Territory, use six major seasons: **Dhuludur**, **Barramirri**, **Mayaltha**, **Midawarr**, **Dharratharramirri** and **Rarrandharr**.

Use the internet to investigate these six seasons.

ICT



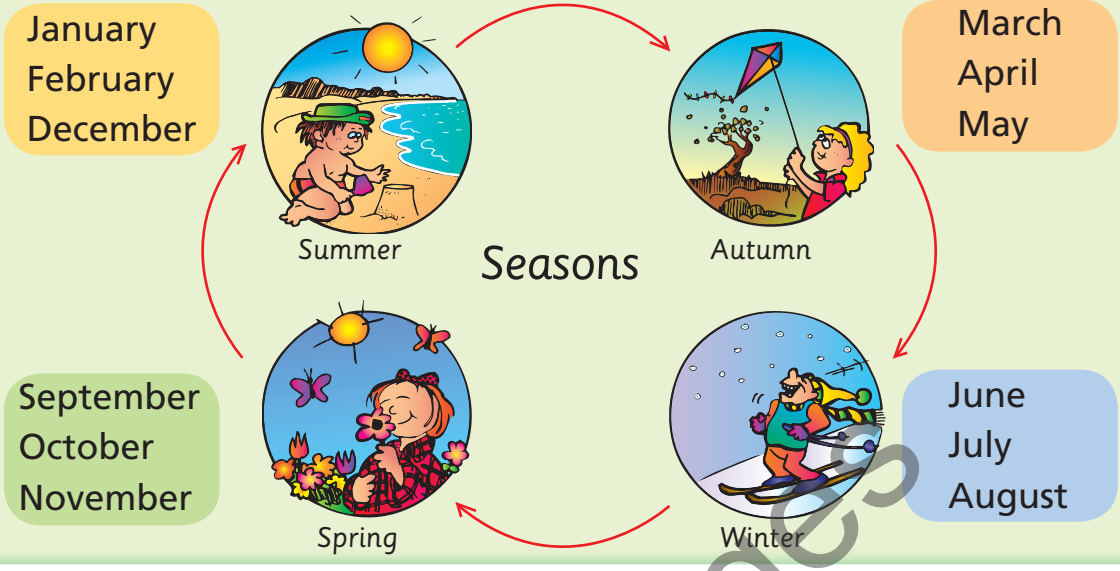




CONCEPT



There are four seasons in one year.



1 Write the months in their correct order.

- |        |           |          |          |
|--------|-----------|----------|----------|
| March  | July      | November | January  |
| August | June      | December | February |
| May    | September | April    | October  |

1	<input type="text"/>	2	<input type="text"/>
3	<input type="text"/>	4	<input type="text"/>
5	<input type="text"/>	6	<input type="text"/>
7	<input type="text"/>	8	<input type="text"/>
9	<input type="text"/>	10	<input type="text"/>
11	<input type="text"/>	12	<input type="text"/>

2 Colour your answers from Question 1 so that:

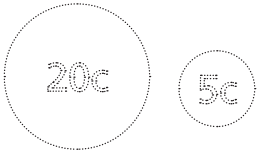
- a the summer months are yellow.
- b the autumn months are brown.
- c the winter months are blue.
- d the spring months are green.





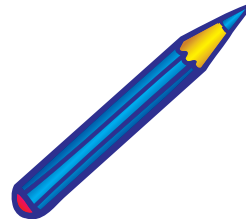
1 Trace or draw the coins you could use to buy each object.

a



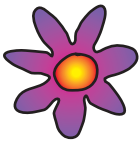
25c

b



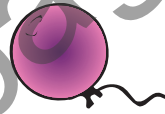
30c

c



55c

d



40c

e



45c

f



70c

g



60c

h



65c