

# Teacher cake day

## Related outcomes

- N 2.4 (a): A student approximates, calculates and represents solutions to addition and subtraction problems involving two-digit numbers, using a variety of informal strategies including mental, written and calculator methods.
- N 2.4 (b): A student approximates, calculates and represents solutions to multiplication and division problems by using a variety of informal strategies.
- N 2.5: A student uses number skills to solve real life problems (whole numbers only).
- S 2.5: A student conducts simple surveys, organising, displaying and interpreting them using column graphs.
- WM 2.2: A student uses one or more strategies to solve mathematical problems.
- VA 2: A student demonstrates a positive response to the use of mathematics as a tool in practical situations.
- VA 14: A student appreciates how mathematics is used in a range of aspects of society.

## Possible indicators

A student can:

- complete addition and subtraction problems involving two-digit numbers
- record results using tally marks
- make an appropriate choice between addition, subtraction, multiplication and division to solve money problems.

## Syllabus links

<b>Working mathematically</b>	Questioning, Communicating, Problem solving, Verifying, Reflecting (pp 20-37)
<b>Space</b>	Graphs 3
<b>Number</b>	Addition 7 Subtraction 10, 11 Multiplication 9 Money 5

## Teaching activity

1. Your class has decided to hold a “teacher cake day” to raise money for the school. Approval will need to be sought from the Principal before this is commenced.
2. As a class, decide what kinds of cakes will be baked for teachers, the size of the cakes, and an approximate price per cake.
3. In groups, students survey teachers to determine the number of cakes which will need to be baked. Ensure that groups of students are allocated to particular teachers.
4. Based on the number of teachers requiring cakes, determine the initial costs that need to be outlaid before the cake day. These might include buying eggs, flour, milk, sugar, coconut, essence, and cocoa.

5. After calculating the outlay costs, students determine strategies for calculating an appropriate price per cake, so that a suitable profit can be made.
6. Students communicate the cost of the cakes to the teachers, ensuring there is minimal difference between the approximate price per cake mentioned earlier and the final price.

Note: As an alternative, this activity could be modified to include other food products such as biscuits, toffees, jellies, and fruit kebabs.

## Language

initial costs, profit, spend, dollars, per, survey

