

Using the numerals 1,7,7,7 and 7 (a "1" and four "7"s) create the number 100.

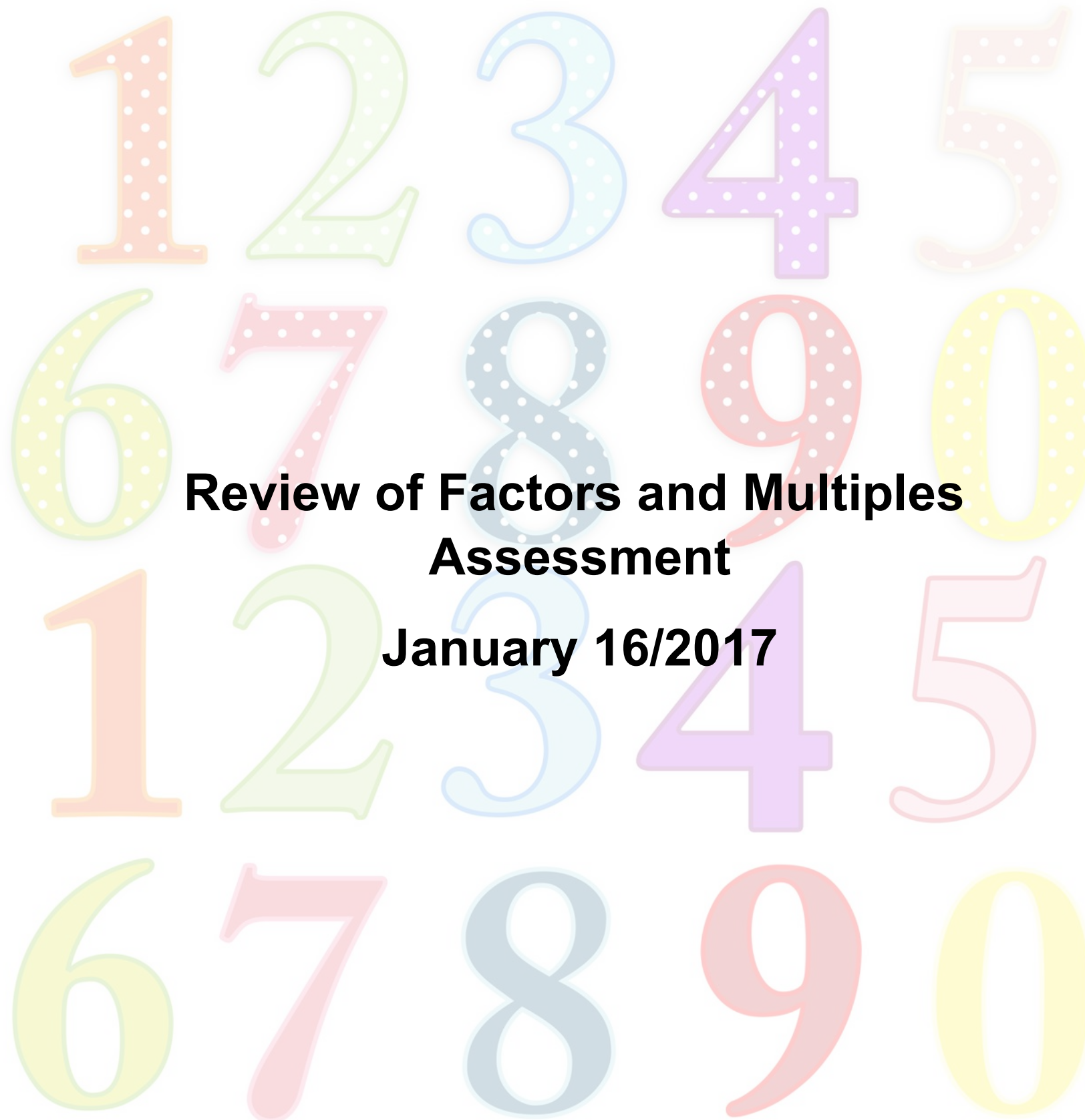
As well as the five numerals you can use the usual mathematical operations +, -, ×, ÷ and brackets ().

For example: $(7+1) \times (7+7) = 112$ would be a good attempt, but not right, because it is not 100.

$$1777 - 777 = 1000$$



$$77 \div .77 \times 1 =$$
$$(7+7) \times (7 + (1 \div 7))$$
$$14 \times 7 + 0.1428571$$
$$14 \times 7.1428571$$
$$* 99.9999999999$$



**Review of Factors and Multiples
Assessment**

January 16/2017

Some consistent things that I noticed....

- Be systematic! For #2, many of you got a factor and stopped once you found one. You needed to find the greatest common factor.
- Read and then reread the question
- Use pictures! Rewrite it! If you understand the question, feel confident in the strategy,
- **RECHECK YOUR WORK!** #1 really brought this up. If you made a mistake skip-counting, you were in trouble!
- Use all the time you have!

1. Find a common multiple of 4, 5, and 6. Explain how you know the number you found is a common multiple.

4, 8, 12, 16, 20, 24, 28, 32, 36, 40, 44, 48

5, 10, 15, 20, 25, 30, 35, 40, 45, 50, 55, 60

6, 12, 18, 24, 30, 36, 42, 48, 54, 60

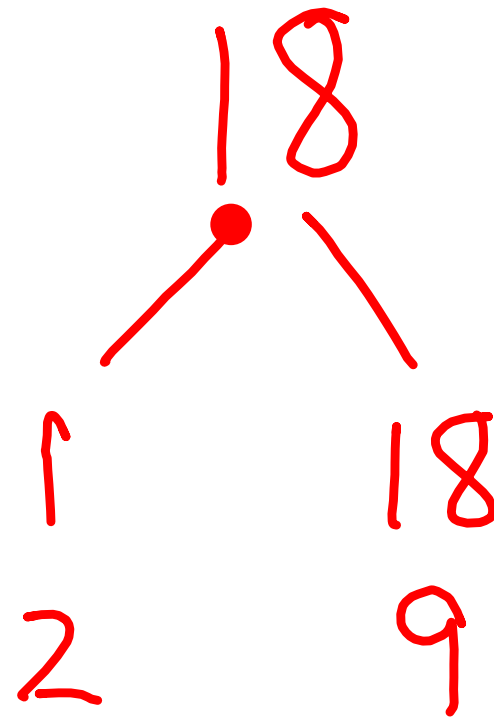
60, 120, 180, 240, 300

2. Look at the following list of numbers: 2, 36, 9, 8, 24. Which number is a factor of 18, but not a multiple of 2?

9

$$9 \times 2 = 18$$

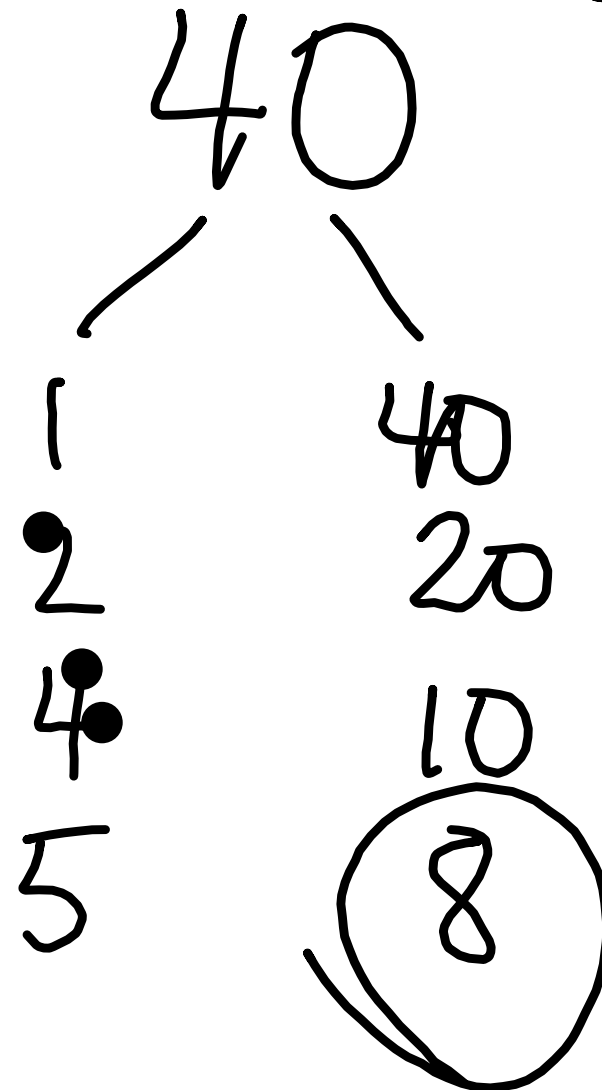
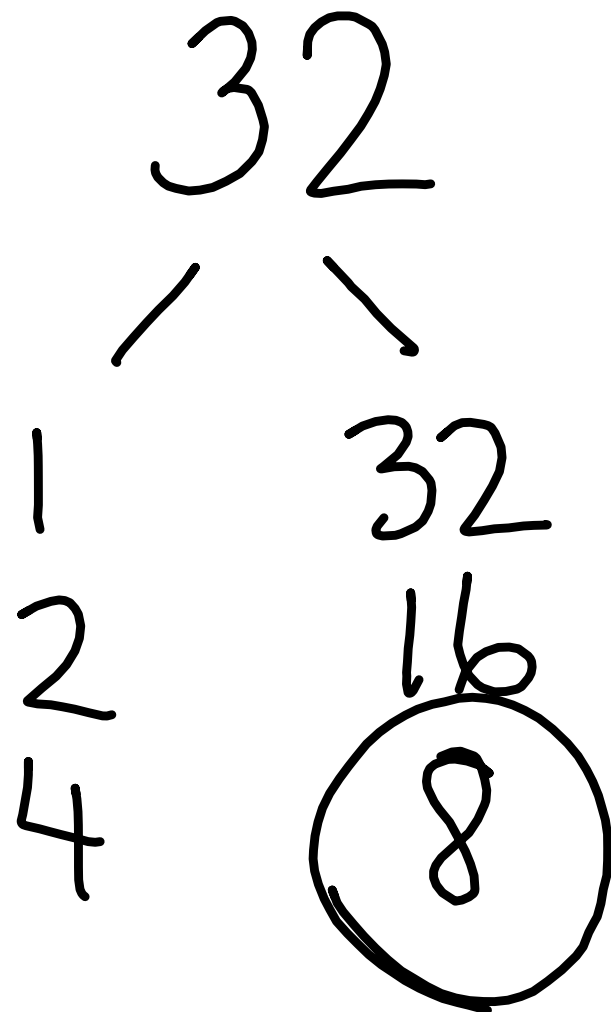
2, 4, 6, 8, 10



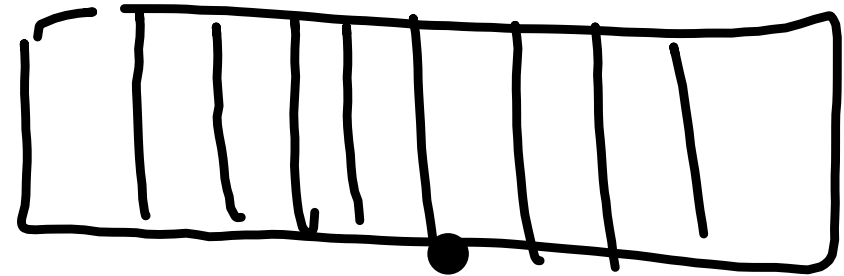
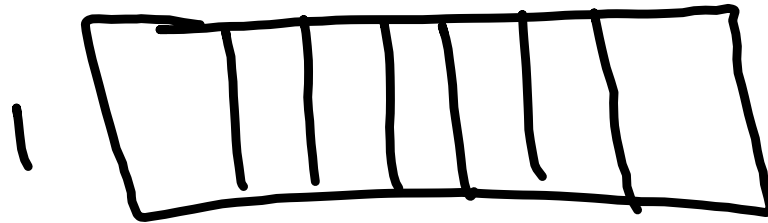
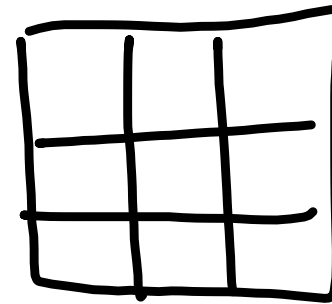
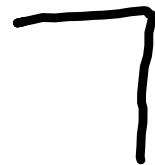
3. Find the greatest common factor of 32 and 40

↓ factor

$$\text{---} \times \text{---} = 32$$



4. Identify a prime number and a composite number. Use words, pictures and symbols to explain how you know.



5. Mr. Burima needs to ship 12 comedy DVDs, 24 animated DVDs, and 30 musicals. He can pack only one type of DVD in each box and he must pack the same number of DVDs in each box. What is the greatest number of DVDs Mr. Burima can pack in each box?

What do I know?

* What do I need to find out?

same amount
one type

12 - C

24 - A

30 - M

[6C] [6C] [6A] [6A]

[6A] [6A]

[6M] [6M] [6M] [6M] [6M]

6. Ms. McNeil has decided to make party baskets for the fundraiser. Balloons are sold in bags of 20, party horns are sold in bags of 10, and there are 8 candy bars in a package. How many of each should she buy so there are an equal number of balloons, horns and candy bars in each basket?

$$\begin{array}{l} 8 \times 5 = 40 \\ 10 \times 4 = 40 \\ 20 \times 2 = 40 \end{array}$$

Classroom Design Challenge

How can we create the optimal learning environment for all students?

“What do you really need in a learning environment?”

Ping Pong- Interview for Empathy

- Goal: Understand what your partner needs for learning
- take turns asking the above question
- share your map to help explain
- jot down notes in your journal



Watering hole



Here you: come together to exchange ideas and cross-pollinate.

Think: a student learning programming and a student learning to dance sharing ideas about the creative process while having a drink.

Mountain top



Here you: celebrate and sharing your learning 'one to many'. You 'sing it from the mountaintop'.

Think: showing to the rest of your class a summary of your science project findings.

Sandpit



Here you: play, prototype and experiment without worrying about mess, water or damaging surfaces.

Think: testing your bridge design to see if it can support the weight of a toy car.

Cave



Here you: withdraw from the noise of the classroom to be alone with your thoughts and reflection. A place to explore questions and make connections.

Think: a beanbag enclosed by bookshelves.

Campfire



Here you: share stories, exchange ideas and allow the group to build on each others' ideas.

Think: a group brainstorming ways to advertise their product to the community.

For more information: See 'Campfires in Cyberspace' by David D. Thornburg, <http://tcpd.org/Thornburg/Handouts/Campfires.pdf>



Generating Ideas

Speed Date

- grow your ideas
- no one owns an idea
- plussing (Yes, and)
- add to your list

Residential Schools

Enduring Understandings

- Both church and state used Indian Residential Schools to promote their goals to destroy traditional culture and assimilate First Nations people into Western culture.
- The legacy of destruction caused by Indian Residential Schools is inter-generational, as family and societal disruption impacted successive generations.
- First Nations people have endured a long journey to bring the hard truths about Indian Residential Schools to the attention of the Canadian government and society, and to see the start of a road to reconciliation.
- All Canadians can help the reconciliation process by learning about and understanding the truths about the history and legacy of Indian Residential Schools.

- The Indian Act controlled (and still controls) the lives of First Nations people. As well as laws about Indian Residential Schools, other aspects of the Indian Act include:
 - The creation of Indian reserves that restrict people to small pieces of land and take away rights to their sources of traditional territories.
 - The control over identity was taken away. The government determines who has “Indian status” and who doesn’t
 - First Nations were not allowed to vote
 - Sometimes people had to have permission from the Indian Agent to leave the reserve
 - First Nations could not own property
- Many of these laws are not longer in existence (e.g. people can vote, wear ceremonial regalia) but reserves and land issues still exist, and the Indian Act is still in force.
- This topic will fit well with the content of the draft BC Social Studies 5 concepts and content:
 - Aboriginal policies and the Aboriginal response over time, including those concerning residential schools, treaties, and traditional self-government.
 - contrasting perspectives about land ownership and use.

Indian Act

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Memories

Student Reflection on Elbow Park

- What will you remember about your time at Elbow Park School? Why?
 - > What are your BIG memories?
What *really* stands out? It can be a story, a classroom, a person.
- What does our regular day look like?

Typical Schedule in a Residential School

Grade 5a Boys

1. 7:00 Wake up. Dormitory room unlocked. Wash and dress.
2. 7:30 Bell rings. March down stairs to dining room for breakfast.
3. 8:00 March to Church for prayers. Boys sit in front rows.
4. 8:15 March up to dormitory to make beds and do work assignments. Your assignment: sweep boys' staircase.
5. 9:00 Bell rings, go to the boys' classroom for lessons.
6. 10:30 Recess.
7. 12:00 Lunch in dining room.
8. 1:00 Go to the piggery to clean and feed the pigs.
9. 4:00 Free time.
10. 5:00 Dinner in dining room.
11. 6:00-8:00 Free time, get ready for bed.
12. 8:00 pm Lights out.

Grade 5a Girls

1. 7:00 Wake up. Dormitory room unlocked. Wash and dress.
2. 7:30 Bell rings. March down stairs to dining room for breakfast.
3. 8:00 March to Church for prayers. Girls sit in back rows.
4. 8:15 March up to dormitory to make beds and do work assignments. Your assignment: clean washroom.
5. 9:00 Bell rings, go to your work assignment. Today's assignment - laundry room.
6. 12:00 Lunch in dining room.
7. 1:00 Bell rings: go to girl's classroom for lessons.
9. 4:00 Free time.
10. 5:00 Dinner in dining room.
11. 6:00-8:00 free time, get ready for bed.
12. 8:00 pm Lights out.

Student Reflection on Residential Schools

Student

Why do you think the day was like this?
What were the reasons?

What are your thoughts on the day?

What are the differences between our day
and their day?

Student Reading (Taking notes) We have some quotes from actual Indian Residential School Survivors that can help tell us about the legacy of residential school system. In pairs the students can read through some of the memories

- > In Google Drive 5/6 Room 10 Projects - Residential Schools

Questions For Discussion....

Do you think that Aboriginal families and community members were effected, even if they didn't go to residential schools themselves?

What were the lasting effects of Indian Residential Schools on how people felt about themselves?

Steps towards education and healing...

<https://www.youtube.com/watch?v=TK483UHGd7k>



Government Apology

<https://www.youtube.com/watch?v=xCpn1erz1y8>



Truth and Reconciliation Commission

- By 2005, the Government of Canada was facing a large number of court cases seeking restitution from damages suffered by survivors of Indian Residential Schools. That year the survivors and the government reached a negotiated settlement, known as the Indian Residential School Settlement Agreement. It provided financial compensation to survivors and established the Truth and Reconciliation Commission.
- In 2008 the Government of Canada issued a formal apology for the Indian Residential Schools. Part of the apology included this statement about the goals of the TRC:

A cornerstone of the Settlement Agreement is the Indian Residential Schools Truth and Reconciliation Commission. This Commission presents a unique opportunity to educate all Canadians on the Indian Residential Schools system. It will be a positive step in forging a new relationship between Aboriginal peoples and other Canadians, a relationship based on the knowledge of our shared history, a respect for each other and a desire to move forward together with a renewed understanding that strong families, strong communities and vibrant cultures and traditions will contribute to a stronger Canada for all of us.

Rainbow Loom 3 Act Problem

Act 1
What do you want to
know about this?

- Could it stretch 2 f.b.
- Is it all one? fields?
- How many elastics?
- How long to make?
- How long is it?
- How much did it cost?
- How should we measure?
- Colour to patterns?
- Weight?
- World's longest?
- How long stretched?



5 000 775 ft

Estimate too high?

112 m

5 miles

200 ~~decillion~~
miles

Estimate too low?

5 ft

2 cm

0.2 cm
1 ft

Estimate just right?

35 m
50 m

50 ft

88 m

Brainstorm all the
different ways you
can measure
something...

ear lobe

~~feet~~

~~yards~~

inches

~~miles~~

How many
different units can
you come up
with?

acres

tsp = 5 mL

tbsp = 15 mL
nanometer
cups

(km)
kilometers
meters
(m)

decimeters
(dm)

cm

(mm)
millimeters

HOW MANY FEET IN A YARD?

DEPENDS ON HOW MANY PEOPLE IN THE YARD.



CARTOONSTOCK.com

Search ID: mfln6388



“Uh oh. I measured the drywall in feet,
but you measured it in metric.”

Metric vs. Imperial

<https://www.youtube.com/watch?v=MekxJse2vgs>

<https://www.youtube.com/watch?v=U04nHNUMfPA>

What unit would you use to measure?



What unit would you use to measure?





© Alice Bartlett

~ Tweety Petie Products ~





marked in centimetres and millimetres.
Have a scavenger hunt.

- Estimate to find an object whose length fits each description:
 - about 25 mm
 - about 80 mm
 - about 250 mm
 - between 500 and 1000 mm
 - shorter than 10 mm
- Measure to check your estimate.
Record your results in a table.

Given measurement	Object	Actual measurement
about 25 mm	an eraser	30 mm



25 mm

80 mm

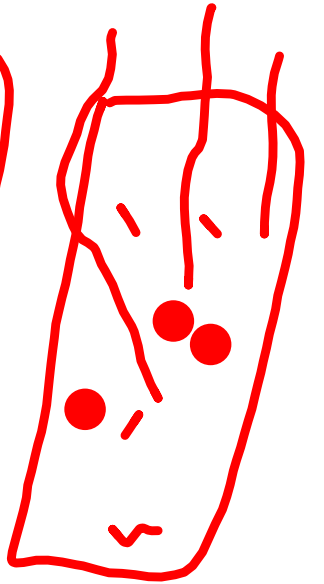
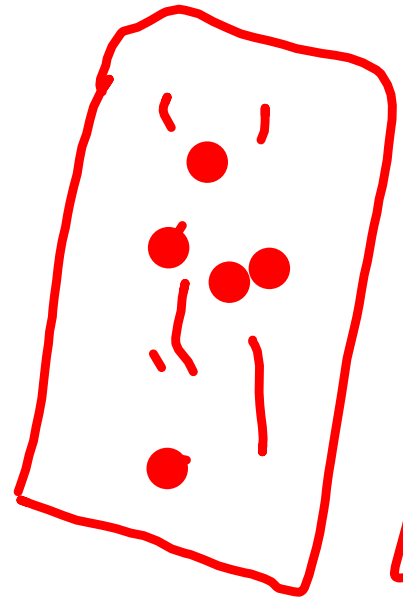
250 mm

500-1000 mm

Less than 10 mm

Will it stick?

Why were you able to do
this? What causes the
balloon to stick? What do
you wonder?



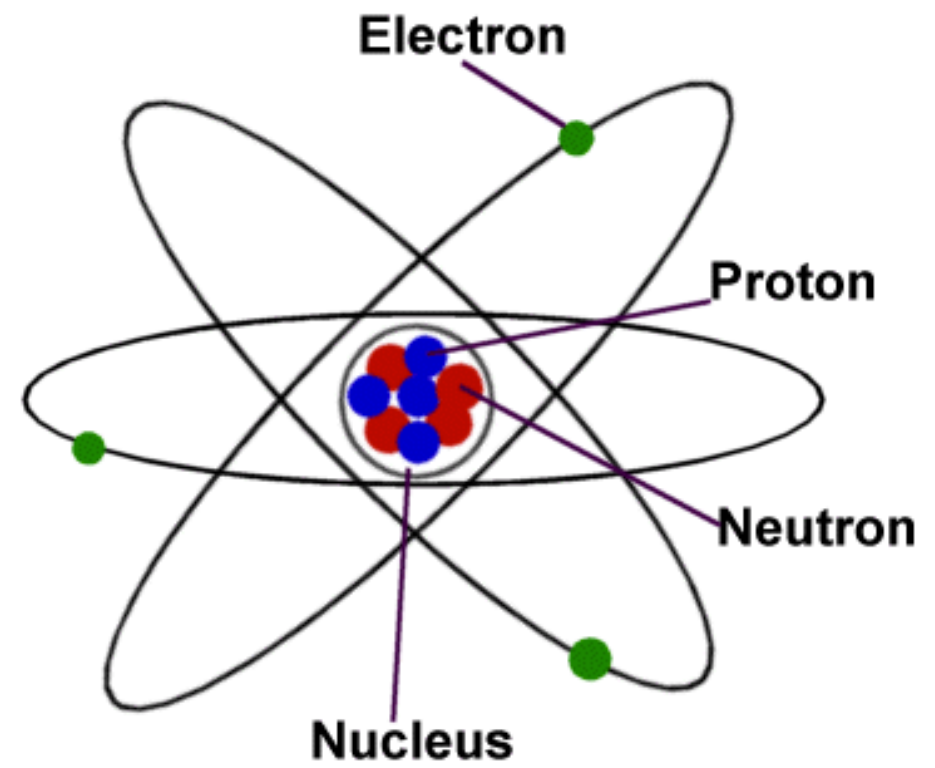
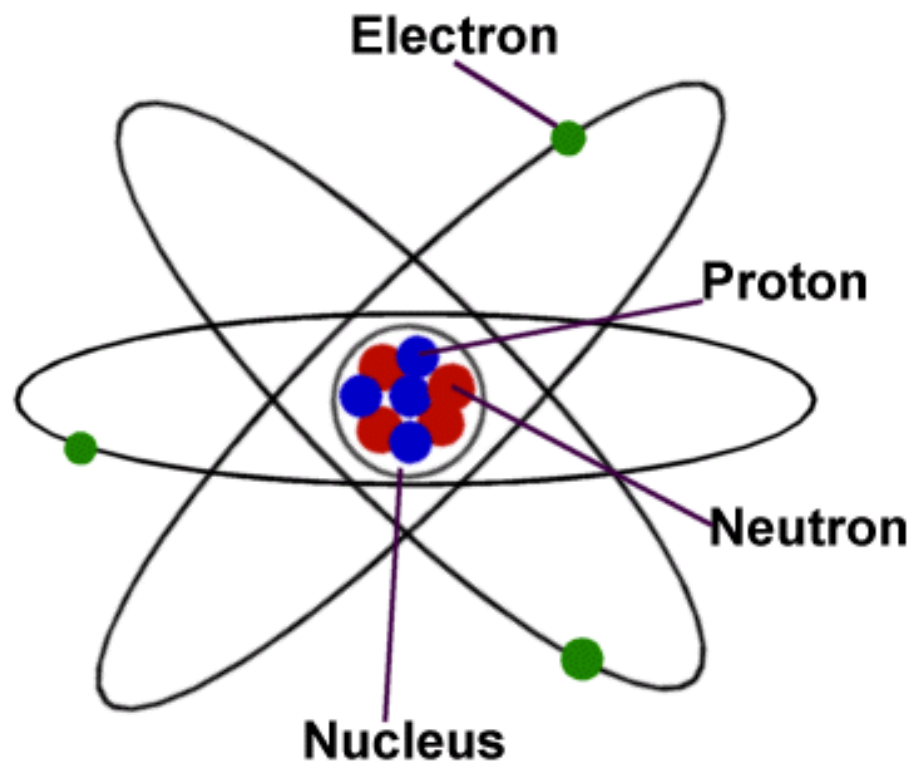


Photo: Classic **static**: When you rub a balloon on your pullover, you create **static electricity** that makes it stick. The rubbing shifts electrons from your pullover (which becomes positively charged) to the latex rubber in the balloon (which becomes negatively charged). The opposite charges make the two **things** stick. Dec 1, 2016



+++++++ **POSITIVE** +++++++

- + Air
- + Skin
- + Leather
- + Asbestos
- + Glass
- + Mica
- + Quartz
- + Nylon
- + Wool
- + Fur
- + Lead
- + Silk
- + Aluminum
- 0 Paper
- 0 Cotton
- 0 Steel
- 0 Wood
- Amber
- Latex
- Hard rubber
- Nickel
- Copper
- Brass
- Silver
- Gold
- Platinum
- Polyester
- Polystyrene
- Neoprene
- Saran ("cling film")
- Polyethylene
- Polypropylene
- Polyvinylchloride (PVC)
- Selenium
- Teflon
- Silicone rubber
- Ebonite (very hard vulcanized rubber)

-----**NEGATIVE**-----

Trick shots.....

 <https://www.youtube.com/watch?v=ViZNgU-Yt-Y>