

## LEARNING AND EVALUATION SITUATION (SAÉ)

2<sup>ND</sup> LEVEL

## STUDENT'S NOTEBOOK

***Your challenge***

Once you have watched the "My Friend Needs My Help..." video, you will participate in a fundraising campaign suggested by Leucan to help families and cancer-stricken children. As part of a fundraiser taking mostly place on Halloween, you will carry a money box to raise funds. Next, you will calculate the total amount collected by all student groups from your level through effective work processes.

Name: \_\_\_\_\_



## Activity #1

### "My Friends Needs My Help..."

Date: \_\_\_\_\_

What is a fundraiser? \_\_\_\_\_  
\_\_\_\_\_

I have already taken part in a fundraiser. Yes  No

You and your classmates will organize a fundraiser to support Leucan.

What do you know about cancer? \_\_\_\_\_  
\_\_\_\_\_

In order to acquire efficient work processes, you and your team must first come up with a plan.

Here are the members of my team:


# Before

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Tasks	Date
•	
•	
•	
•	

# During

Tasks	Date
<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>	

# After

Tasks	Date
<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>	

Mark activities completed with an arrow (→).

Mark activities not completed with an ✘.

INDICATORS	VERY GOOD	GOOD	NEEDS IMPROVEMENT
Understanding of the task to be completed	Student prepares a structured and detailed work plan.	Student prepares a work plan including essential elements.	Student prepares a work plan including a few elements.



## Activity #2

### "Adding decimal numbers"

Date: \_\_\_\_\_

1. Which value would you attribute to...



• cubes? \_\_\_\_\_

• sticks? \_\_\_\_\_

□ • chips? \_\_\_\_\_

2. In a dyad and with the Multibase Material, represent every decimal number called by your teacher.

A1	A2
B1	B2
C1	C2

*Leave your traces.*

A1

A2

B1

B2

C1

C2

INDICATORS	VERY GOOD	GOOD	SATISFACTORY	NEEDS IMPROVEMENT
Selection of processes	Student accurately reads, writes and illustrates decimal numbers with no mistake.	Student accurately reads, writes and illustrates decimal numbers with one or two mistakes.	Student accurately reads, writes and illustrates decimal numbers with three or four mistakes.	Student reads, writes and illustrates decimal numbers with five mistakes or more.

With the material, calculate the sum of two decimal numbers.

 Leave traces of your calculation.

$A1 + A2 =$

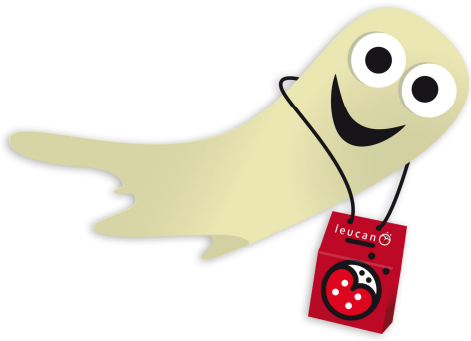
$B1 + B2 =$

$C1 + C2 =$

3. Now, complete the additions provided by your teacher.

 Leave traces of your calculation.

INDICATORS	VERY GOOD	GOOD	SATISFACTORY	NEEDS IMPROVEMENT
Appropriate use of the acquired process	Student completes the addition of decimal numbers with no mistake.	Student completes the addition of decimal numbers with one or two mistakes.	Student completes the addition of decimal numbers with three or four mistakes.	Student completes the addition of decimal numbers with five mistakes or more.



### Activity #3 "A tidy sum"

Date: \_\_\_\_\_

With your team,

1 - Add up the money included in your envelope. Use the space below:

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2- Illustrate the results in a chart. Write down the total of each coin/bill, the value and the total amount. Compare your results with your team.

Number of coins/bills		Total		
	Me	My team	Me	My team
\$0.01			\$	\$
\$0.05			\$	\$
\$0.10			\$	\$
\$0.25			\$	\$
\$1			\$	\$
\$2			\$	\$
\$5			\$	\$
The total amount raised by my team:			\$	\$
Similar <input type="checkbox"/> or different <input type="checkbox"/> from the amount calculated by my teammate				

The total amount raised by my team:

\$

Can you describe how you adjusted your calculations?




## Activity #4

### "A profitable Halloween"

Date: \_\_\_\_\_

1. Calculate the amount you have raised. Leave traces of your process. Use this sheet and a ruler or arithmetic paper.

2. Calculate the amount raised by your team.

*✍* Leave traces of your process.

3. With your team, think of a way to communicate this amount. Use the space below as draft. Once you are happy with your concept, copy it on a poster with a marker.

4. Now calculate the amount raised by your classroom.

 Leave traces of your process.

Copy the amount raised by your class.

The amount raised by my class:

\$



## Activity #5

### "And the amount raised..."

Date: \_\_\_\_\_

1. Write down the amounts raised by each class of your level. Use the number of lines corresponding to the number of classes included in your level.

Amount raised by class	<input type="text"/>	\$	<input type="text"/>
Amount raised by class	<input type="text"/>	\$	<input type="text"/>
Amount raised by class	<input type="text"/>	\$	<input type="text"/>
Amount raised by class	<input type="text"/>	\$	<input type="text"/>

2. Calculate the total of these amounts.

*✍* Leave traces of your process.

Amount raised by my level: \$

Lastly, sum-up your work process on the next page. ➡



## Activity #6

### "Summing up my work process"

Date: \_\_\_\_\_

1. How did you go about illustrating the amounts raised by your team, your class and your level?

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2. How did you adjust your process?

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3. How do you think people in charge of fundraisers calculate the money raised?

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4. How does your involvement in this activity can help Leucan?

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INDICATORS	VERY GOOD	GOOD	NEEDS IMPROVEMENT
Task performance	Student collects all relevant data (amounts raised by him/her, by other students in his/her group, and by other groups of his/her level).	Student collects some data (amount raised by him/her and by other students in his /her group).	Student collects some data (amount he/she raised).
	Student organizes data in a coherent manner.	Student organizes data in a clear manner.	Student organizes data in a confusing manner.



## Activity #7

### "And what if we helped Leucan in a different way..."

Date: \_\_\_\_\_

As part of Halloween activities in your classroom, your teacher gives you \$100 to purchase surprises for students wearing costumes. As a way to further help Leucan, you decide to buy promotional items from Leucan. (NB - items are fictitious.) You know the prices of these items but taxes are not included.

You must absolutely respect the following restrictions when choosing your items:

- You must have enough surprises for **all students** in your classroom.
- You must select at least four **different** surprises.
- You must respect your **budget** and consider the **taxes**.
- Should you have money **left**, the amount must be **lower** than the price of the **least expensive** item.

### Rules

1. Review the price grid.
2. Choose items, and leave traces of your process on the next page.
3. Verify your calculation.
4. Illustrate your solution through a chart on the next page.

ITEMS (fictitious)	PRICE	TAXES
Camie the ladybug refrigerator magnet	\$1.77	\$0.23
Camie necklace	\$5.32	\$0.69
Camie umbrella	\$12.40	\$1.60
LEUCAN reusable bag	\$3.54	\$0.46
LEUCAN mouse pad	\$4.43	\$0.57
LEUCAN key ring	\$2.66	\$0.34
LEUCAN bookmark	\$3.54	\$0.46

SAE 2<sup>nd</sup> Level, My Friend Needs My Help...

Project from the Leucan and Université de Montréal working group  
2009, Student's Notebook.

 **Leave traces of your process.**



## CHALLENGE

LEUCAN decided to reimburse the taxes. How much will you save?

 **Leave traces of your process.**

## Co-evaluation

Criteria	What I think	What my teacher thinks
I have copied all data required to complete my calculations.		
I have organized my data neatly to complete my calculations.		
I have accurately added up the decimal numbers.		
I have validated my solution.		

Have the Multibase blocks helped you to understand how to add up decimal numbers?  
Explain why.

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Explain how your calculation method was efficient.

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What could you do next time to validate the sum of several amounts of money?

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INDICATORS	VERY GOOD	GOOD	SATISFACTORY	NEEDS IMPROVEMENT
Evaluation and written validation of his/her process	Student wisely evaluates his/her process while using the mathematical vocabulary.	Student accurately evaluates his/her process while using a few words of the mathematical vocabulary.	Student briefly evaluates his/her process while using a few words of the mathematical vocabulary.	Student partially evaluates his/her process while using his/her regular vocabulary.