



Sept. 2016 - June 2017

Belmont Elementary School
20390 40th Avenue
Langley, BC V3A 2X1

Tel: 604-533-3641
Fax: 604-533-8694

Internet: belmont.sd35.bc.ca

Calvin Leung
Principal

Beth Cairnie
Vice-Principal

Judy Boivin
Administrative Assistant

Student Name: _____

Teacher: _____

Division: _____ Room # _____

Principal's Message

A big welcome to Belmont for all our students and families! The **school staff** has been working very hard in preparation for a new school year. Preparing the building, instructional units, materials, etc. is a huge job. Last year many of the operational, behind the scenes structures changed in schools - attendance, student records, websites and accounting all saw new systems put in place. Staff also spent numerous days and hours learning about and studying the new curriculum for the 2016-17 year. It is a massive undertaking with changes in philosophy, what is taught, how it is delivered, and how it is assessed; all done "on the fly" as we operated the school. Teaching in and of itself is extremely taxing work mentally, emotionally, and physically - put on top that all of the changes... It will be important that everyone be patient and understanding as we work our way through all of this - virtually every thing we do as "educational work" (even the children, families, and communication methods) has changed in some major way. Thankfully the Belmont staff members are incredibly dedicated, hardworking, professional, and caring; I'm sure we'll handle it all well.

As the year goes on, coaching teams; directing musicals; arranging field trips; teaching Language Arts in both languages, Math, Fine Arts, Physical Education (and much more); organizing school operations; maintaining the building; etc. are just some of the things adults do in and around the school. We do it because it is important work and we look forward to welcoming all of you (children and families) to Belmont. Please take the time and effort to work along with our caring staff as we guide and support children through their elementary years.

Students, along with the staff, your **parents** play a tremendously important role in your learning years. Parents get you to school and fulfill important roles by: supporting you at home, in your classroom, and on extra curricular activities; communicating with staff, participating on planning councils, fundraising, fieldtrips, and much more. They will be with you after you leave Belmont and throughout your life will provide wisdom, values, and guidance. Listen to your parents, work with them, respect them, trust them, and love them.

Who is the most important person in your education? It's **you, the student!** The choices you make in the classroom, on the playground, at home, online, and in the community will make the biggest difference to the success of your year. **Do not be a bystander!** If teaching and learning are happening, you need to focus, join in, and **be engaged in your learning.** If you think another person is bullying or harassing someone, you need to help make it stop – either ask the person to stop or get an adult to help. Get exercise to help improve your health by joining in a game. Communities are made up of citizens – the more active and positive people we have, the better it is for everyone!

I am looking forward to a fabulous year working and learning with everyone at Belmont. I hope you are as well!

A handwritten signature in black ink, appearing to read 'C. Leung', with a stylized, cursive script.

Mr. C. Leung

Belmont offers a bilingual and multicultural learning environment providing strategies for lifelong success in a caring and trusting community.

School Goal for 2016-17 and 2017-18

Our main focus is to improve student performance on higher level, open ended thinking tasks and assessments. Our underlying belief: if we improve students' self-regulation and ability to focus and persevere, they will be more engaged and productive on challenging learning tasks. Social emotional learning (SEL) will be a major emphasis in approaching our goal.

School Staff for 2016 – 2017

Principal	Mr. Leung	Resource/L.A.	Mme Guillemette
Vice Principal	Mme Cairnie		Mrs. Grunnewaldt
Admin. Assistant	Mrs. Boivin		TBA
Intermediate	Mrs. Ford/Ms. Robb	Counselor	Ms. Fuller
Intermediate	Mme Beaulieu	Child Care Worker	Miss O'Connor
Intermediate	Mme Balzarini/Mme Baker	Library Technician	Mrs. Busch
Intermediate	Mrs. Dewsbury	Special Ed Assistants	Mrs. Artemenko
Intermediate	Mme Bournelis		Mrs. Burnell
Intermediate	Mme Gray		Mme Evans
Intermediate	Mrs. Makaroff		Miss Mitton
Intermediate	Mrs. Ronse		Mr. Nakamura
Intermediate	Mme Randa		Mrs. Philpott
Intermediate	M Buchin		Mrs. Quaite
Primary	M Proulx		Mrs. Reynolds
Primary	Mme Carlson		Mrs. Visram
Primary	Mrs. Read	Aboriginal Support	Ms. Malcolm
Primary	Mrs. De Giusti/Mrs. Baker	Custodians	Ms. Faulkes
Primary	Mme Starr/Mme Bergeron		Ms. Buchanan
Primary	Mme Browne		Mr. Brucal
Primary	Mrs. Sutherland	Noon Supervisors	Mrs. Herbert
Primary	Mme Macaulay/TBA		Mrs. Beuk
Primary	Mme Todd		Mrs. Gelineau
Primary	Mrs. Jonasen		Mrs. Swan
Primary	Mrs. Pisiak		
Primary	Mme Archambault/		
Primary	Mme Sylvestre		
Primary	Mme Evans/TBA		
Music	Mr. Thomas		
Learning Commons	Mme Cairnie		

BELL SCHEDULE

8:30	Welcome Bell
8:35	Classes in session
10:15	Recess begins
10:30	Recess ends
12:10	Lunch eating time
12:32	Lunch playtime
12:55	End lunch - return to class
2:29	Dismissal
2:44	Supervision ends

BELMONT SCHOOL MOTTO “*At Belmont We Are One*”

EXPECTATIONS

At Belmont Elementary all students and staff are expected to:

- Be responsible and dependable
- Be respectful of yourself, others, the school building and environment, and the learning opportunities
- Strive for the district's core values: integrity, excellence, courage, and community in their thoughts, words, and actions both in person and online
- Show up on time prepared for work with appropriate learning materials
- Complete assignments to the best of his/her ability
- Contribute creatively, productively and responsibly
- Use language appropriate to the school setting

STUDENT BEHAVIOUR AND CONDUCT

At Belmont Elementary emphasis is placed upon promoting an attitude that reflects respect, responsibility, and community. Students are expected to conduct themselves in a responsible manner that is neither physically nor emotionally damaging to themselves or others. We will always emphasize the message that school should be a safe, fun, enjoyable, and comfortable place for development of healthy personal, social, academic, artistic, athletic, and cultural knowledge, skills, attitudes, and talents.

DISCIPLINE POLICY

At Belmont Elementary our approach to discipline is based upon the following:

- We will make students aware of and hold them accountable to appropriate behaviour.
- That unacceptable behaviour will not be tolerated. However the approach to discipline will be progressive and always look to allow students to learn to be successful over time.
- When misbehaviour occurs, it provides opportunity for problem solving and corrective teaching. Thus, for the most part, it can be effectively dealt with through positive interaction and intervention.
- That effective teaching of appropriate behaviour requires involvement and commitment from educators, parents, and students. Where appropriate restorative action processes will be used.
- The safety of the entire community will be considered when dealing with inappropriate conduct.
- District policies and procedures concerning drugs, alcohol, weapons, threats, and self-harm will be followed.

CONSEQUENCES

In most cases, a warning or recognition of the inappropriateness and commitment to improve is all that is required. Defiance or disobedience as a result of incidental misbehaviour is considered unacceptable. Continual chronic misbehaviour is also considered unacceptable. The consequences for unacceptable behaviour may include warnings, loss of privileges (e.g., missing playtime, loss of field trips, eating in alternative locations, etc.), detentions, in school suspension, and out of school suspension. Consistent unacceptable behaviour can lead to a recommendation for alternate placement.

BELMONT SCHOOL “EXPECTATIONS”

All parties (students, teachers, parents and administration) have assisted in creating our Belmont Elementary School Expectations. These expectations are adjusted annually and posted in classrooms and other areas throughout the school. We continually review our expectations through discussions in classrooms, assemblies, and by formally publishing them in our school agendas and/or newsletters. Our expectations have been developed for all parties in order to facilitate the orderly and smooth operation of the school; simply stated - we want our children to know what is expected of them while at school.

COMMUNICATION

We make every effort to communicate regularly with parents. Both PAC and school news and information are sent home via email. If you do not receive your newsletter please check with the office. The calendar and upcoming events are also posted on the school's web site at belmont.sd35.bc.ca/news-events/. Classrooms also send home notices and information related to special activities. We also welcome your calls, suggestions and comments.

BELMONT SCHOOL ROUTINES AND PROCEDURES

- Students are asked to use their classroom exterior doors when entering and exiting the building.
- Students are expected to walk their bikes and scooters on school property; skateboards and rollerblades must be carried. They are asked to store bikes in the bicycle racks and stay off them during the day. Locks are recommended. Helmets must be worn to and from school.
- Supervision on school grounds begins at 8:15 am. Students should NOT be arriving to school before 8:15 am. For the couple of students who “*must*” arrive before 8:15 am, they are to silently read a book by the office until it is time to go outside.
- Students are expected to go directly home after dismissal (2:29) unless they have an after school activity to attend. After school supervision ends at 2:44 and students should have left the school grounds.
- Students must obtain permission to leave the school premises during school hours.
- **Student Absentees - please call the office or send a note with a sibling to inform us of your child's absence from school. In the interest of student safety, all homes will be contacted in the event of an “unexplained absence”.**
- School Visits - when visiting the school or a classroom we request that you sign in at the office as you arrive and wear a “Visitor” badge. In order to keep class disruptions to a minimum please leave lunches, books, etc. in the office for your child to be called down at the breaks. Please sign out when leaving.
- Student Pickup - if you are sending someone to pick up your child(ren) please inform the classroom teacher of this intent.
- Early departure – if you are picking your child up early from school please send a note to your child's teacher informing him/her of the time and collect them from the office.
- Students may not use cameras (digital, cell phone, or film) without staff supervision at school. This is for student safety as there are a number of children for whom publishing of photos is a danger or not permitted.
- Cell phone use by students (voice, text, IM, etc.) is not allowed at school. All contact from students to home must be made through the school office so that the school has knowledge of any illnesses or other problems. To reduce the likelihood of theft, cell phones (if at school at all) should be turned off and in your pocket or stored as per classroom procedures. The school is not responsible for any loss, theft, or damage.
- *Cell phone, iPods, MP3 players, or other electronic games/toys are brought to school at students' and parents' own risk.* The school accepts no responsibility for them if they go missing or are damaged. In some classrooms use of devices may be allowed under adult supervision. **All students are expected to follow classroom/school guidelines of turning in devices and how and when they may be used.**
- No chewing gum or foods like sunflower seeds at school as they are unhygienic for an institutional setting. Students typically leave chewed gum or wet, empty shells in places that someone else's hands will find them.

STUDENTS ARE RESPONSIBLE FOR:

1. **Attending school every day... on time!**
2. Coming in from recess and noon playtime as soon as the bell rings (games end at the bell.)
3. Having the necessary books, paper and writing instruments ready for each class.
4. Making every effort to do their work well.
5. Respecting the rights of others:
 - a) to be able to come to school and return home without being hurt or bothered in any way.
 - b) to be able to use the classroom and library without being disturbed by other children.
 - c) to play without being hit by rocks, ropes, sticks, snowballs or other dangerous objects.
 - d) to be able to play and work where offensive language is not used.
 - e) to be able to come to school without fear of having personal objects, lunches and money misplaced by other children.
6. Taking care of personal cleanliness and appearance.
7. Observing school rules implies:
 - a) Sharing all play equipment.
 - b) Leaving personal toys and items at home unless an arrangement has been made with your teacher
 - c) Eating lunch seated in a chair in the classroom and not in the halls or playground.
 - d) Avoiding the chewing of gum or the wearing of hats in the school.
 - e) Not scratching or marring furniture, books, buildings or school equipment.
 - f) Settling quarrels by talking with the playground teacher, classroom teacher, or Principal
 - g) Walking, rather than running in school halls, classrooms, library, and washrooms.
 - h) Using only friendly names when talking to others.
 - i) Moving in the hallways silently and entering and exiting assemblies silently
8. Completing all assignments (in school and/or at home).

Sports and games for the playground

We've had some groups of students get into numerous conflicts over soccer and other types of competitive games. Here are some basic rules to keep in mind so that everyone can play comfortably and safely.

General rules:

- Keep your hands, feet, and body to yourself. If someone is holding a ball, Frisbee, scoop, etc. that item is now "part of the person." Grabbing it, hitting it, or kicking out their hands is neither safe nor allowed.
- When playing games involving "tag", if you're tagged, then you are caught so stop running away. Do not continue running away - this frustrates people and they will want to grab or pull you (neither of which is allowed.)
- No grabbing/dragging, piggy backing, jumping on, piling on top of people, rough horse play, etc. as it's not safe.
- We never allow "play fighting" of any type on the playground.

Specific games and equipment

Skateboarding, bikes, and scooters - not allowed to be ridden on the school grounds from before school to 2:44. Skateboard club members (parent permission/contract form must be signed) may use them when supervised as part of the club.

Lacrosse and hockey - not allowed on the school grounds as the ball or puck can be thrown/shot very hard. Also students have a tendency to "check or challenge" each other and get too aggressive with their sticks. Mini-hockey with a tennis, soft bouncy, or whiffle ball is okay.

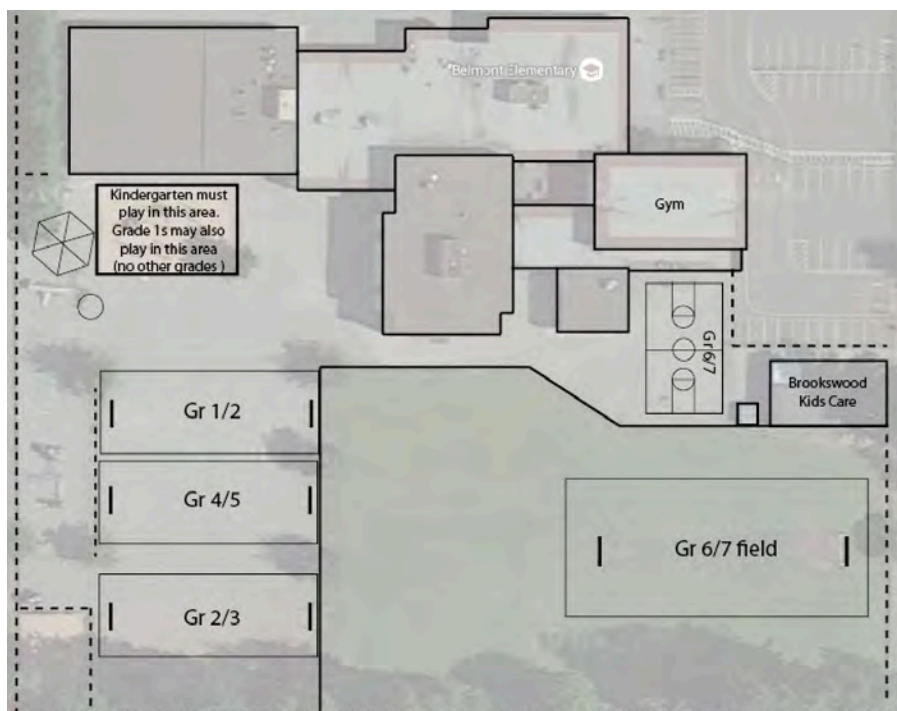
Balls - We do not allow balls that are hard, e.g., regulation baseball, softball, lacrosse ball, hard rubber bouncy balls, etc. A tennis ball, large utility ball, football, basketballs are the best types that are safe enough for playing with during a busy playtime. We will also allow *practice* softballs and baseballs as they are "spongy."

Soccer - **school** playground rules (remember there is no referee available)

- No switching of goalies in the middle of play - this leads to handball arguments. The designated goalie must be the player to drop kick or throw the ball back into play.
- Do not interfere with or jump in front of the goalies when they are going to drop kick the ball.
- If someone is reaching down to pick up the ball, do not run into them or push them from behind.
- No shoulder-to-shoulder checking. Get the ball, do not try to lean or push another player off the ball.
- No slide checking allowed at all.
- Do not trap the ball under your legs or body. If the someone does trap the ball, do not try to kick it free.

Football

- Once the ball is fumbled, the play ends at the spot where the player fumbled the ball.
- No pushing or running into each other for blocking. As a blocker you can get "in the way" then the defender or rusher has to go around you. Definitely NO tackling allowed.



All students will be on a common morning recess time and lunch playtime next year. Please see the image for the designated play areas for each grade. These areas are in effect for recess and lunch play.

PARENT ADVISORY COUNCIL

Purpose:

The purpose of the PAC is to promote and support education and to contribute to a sense of school community at Belmont Elementary.

Objectives:

- To provide a formal means of consultation and recommendations for budgetary matters, curriculum, new instructional programs, facilities, equipment and learning resources
- To promote cooperation between home and school
- To promote involvement of parents and other community members
- To provide extra activities and equipment for the students
- To fund raise for student activities and school equipment

Members:

All parents and guardians of students registered at Belmont Elementary School are voting members.

Meetings:

General meetings are generally held every second Monday in the school library at 6:30 p.m. Decisions are made at these meetings that affect your children. Your input is important. Meeting dates are published in the school newsletter. All parents are welcome!

Belmont Elementary School 2016 – 2017 School Calendar

Sept 5 (M)	<i>*Labour Day</i>
Sept 6 (T)	Schools Open (Students attend from 8:35 to 10:15 only)
Sep 30 (F)	<i>*Curriculum Implementation Day</i>
Oct 3 (M)	Individual Photo day
Oct 7 (F)	School Improvement Half Day (Students dismissed at 11:15)
Oct 10 (M)	<i>*Thanksgiving</i>
Oct 21 (F)	<i>*Professional Development Day (Provincial)</i>
Oct 24 (M)	Collaboration afternoon (Students dismissed at 1:14)
Nov 2 (W)	Early dismissal at 1:29 for Parent/Teacher Interviews
Nov 3 (Th)	Early dismissal at 1:29 for Parent/Teacher Interviews
Nov 11 (F)	<i>*Remembrance Day</i>
Nov 21 (F)	Report Card Prep Half Day (Students dismissed at 11:15)
Nov 29 (T)	Collaboration afternoon (Students dismissed at 1:14)
Dec 9 (F)	Term 1 Formal Report Card
Dec 16 (F)	Last day prior to Christmas Vacation
Jan 3 (T)	Schools Re-open
Jan 9 (M)	Collaboration afternoon (Students dismissed at 1:14)
Feb 1 (W)	Collaboration afternoon (Students dismissed at 1:14)
Feb 13 (M)	<i>*Family Day</i>
Feb 20 (M)	Report Card Prep Half Day (Students dismissed at 11:15)
Feb 24 (F)	<i>*Professional Development Day (District)</i>
Mar 3 (F)	Term 2 Formal Report Card
Mar 8 (W)	Early dismissal at 1:29 for Parent/Teacher Interviews
Mar 9 (Th)	Early dismissal at 1:29 for Parent/Teacher Interviews
Mar 10 (F)	Last day prior to Spring Vacation
Mar 11-26	<i>*Spring break</i>
Mar 27 (M)	Schools Re-open
Apr 7 (F)	Collaboration afternoon (Students dismissed at 1:14)
April 14 (F)	<i>*Good Friday</i>
April 17 (M)	<i>*Easter Monday</i>
May 5 (F)	<i>*Professional Development Day</i>
May 11 (Th)	Collaboration afternoon (Students dismissed at 1:14)
May 22 (M)	<i>*Victoria Day</i>
June 29 (Th)	Final Report Card & last day for students (dismissal at 11:15)
June 30 (F)	Administrative Day
July 6 (Th)	Summer Session begins
Aug 10 (Th)	Summer Session ends

* Students do not attend school on these days.

LANGLEY SCHOOL DISTRICT

PURPOSE/MISSION

TO INSPIRE ALL LEARNERS
TO REACH THEIR FULL POTENTIAL
AND CREATE A POSITIVE LEGACY
FOR THE FUTURE

Vision

AN
INNOVATIVE,
INSPIRING and UNIFIED
Learning community

RELEVANT, MEANINGFUL
CHOICES for STUDENTS
IGNITE A PASSION
for LEARNING

Awakened
sense of curiosity
& wonder
Personalized,
self-directed
learning
Engaged
learners

LEARNERS ARE
KNOWLEDGEABLE,
SKILLED and
INNOVATIVE

Student
success +
confidence

Empowered
to Create

Every
child
belongs

Respect for
learning
differences

Socially
responsible
contributing
citizens

OUR SCHOOLS
FOSTER an
INCLUSIVE & ACCEPTING
culture

LEARNING TAKES
PLACE THROUGH
FLEXIBLE & CONNECTED
ENVIRONMENTS

Anywhere,
any time

Connected
to local & global
community

Networked &
collaborative
learning

Success • Effort

EXCELLENCE

Engagement • Hope
Adaptability
Achievement

CORE VALUES

INTEGRITY

Accepting
Respectful • Kind
Trustworthy

COURAGE

Creativity • Inspiration
Critical thinking
Problem-solving

COMMUNITY

Connection • Caring
Relationship • Inclusion
Collaboration • Belonging
Teamwork • Partnership

Mathematical Helpers

Place Value and Written Form

928 630 154.762

Millions
 Hundreds Tens Ones
Thousands
 Hundreds Tens Ones
 Hundreds Tens Ones
 Tens
 Hundredths
 Thousandths

Nine hundred twenty eight million six hundred thirty thousand
 one hundred fifty four and
 seven hundred sixty two thousandths

Mathematical Symbols

< less than
 > greater than
 = equal to
 ≈ approximately equal to
 ≤ less than or equal to
 ≥ greater than or equal to
 ~ proportional or similar to
 ∴ therefore

Multiplication Chart

x	1	2	3	4	5	6	7	8	9	10	11	12
1	1	2	3	4	5	6	7	8	9	10	11	12
2	2	4	6	8	10	12	14	16	18	20	22	24
3	3	6	9	12	15	18	21	24	27	30	33	36
4	4	8	12	16	20	24	28	32	36	40	44	48
5	5	10	15	20	25	30	35	40	45	50	55	60
6	6	12	18	24	30	36	42	48	54	60	66	72
7	7	14	21	28	35	42	49	56	63	70	77	84
8	8	16	24	32	40	48	56	64	72	80	88	96
9	9	18	27	36	45	54	63	72	81	90	99	108
10	10	20	30	40	50	60	70	80	90	100	110	120
11	11	22	33	44	55	66	77	88	99	110	121	132
12	12	24	36	48	60	72	84	96	108	120	132	144

Canadian Coins

	Coin name	Cent value	Dollar value	Equal to
	Penny	1¢	\$0.01	1 cent
	Nickel	5¢	\$0.05	5 pennies
	Dime	10¢	\$0.10	10 pennies 2 nickels
	Quarter	25¢	\$0.25	25 pennies 5 nickels
	Loonie	100¢	\$1	100 pennies 20 nickels 10 dimes 4 quarters
	Toonie	200¢	\$2	200 pennies 40 nickels 20 dimes 8 quarters 2 loonies

To Add or Subtract Fractions

Think about: 3 nickels + 2 dimes
 Same as: 15 cents + 20 cents
 Equals: 35 cents

Q: Should you add the 3 + 2?
 A: No, because nickels and dimes
 are different (unlike) things.

Think about: 3 fourths + 2 thirds
 Same as: 9 twelfths + 8 twelfths
 Equals: Seventeen twelfths

Q: Should you add the 3 + 2?
 A: No, because fourths and thirds
 are different (unlike) things.

$$\frac{3}{4} + \frac{2}{3}$$

When adding fractions, this is why you need a common denominator!

$$\frac{3 \times 3}{3 \times 4} + \frac{2 \times 4}{3 \times 4}$$

What you multiply into the top, you must multiply into the bottom

$$\frac{9}{12} + \frac{8}{12}$$

Only add the numerators (tops). See the money example above.

$$\frac{17}{12} \text{ or } 1 \frac{5}{12}$$

Just like cents + cents still = cents
 twelfths + twelfths still = twelfths

Order of Operations

Think: BEDMAS

1st) **B**rackets - do the operations inside any brackets

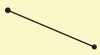

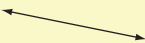
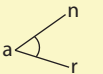

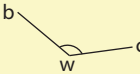

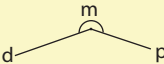

2nd) **E**xponents & powers - calculate all exponent operations

3rd) **D**ivisions and **M**ultiplications as they appear from *left to right*

4th) **A**dditions and **S**ubtractions as they appear from *left to right*

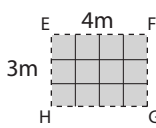
$$\begin{aligned}
 &(8 + 12) - 20 \div 4 + 4^2 \times 3 \\
 &\quad \downarrow B \\
 &= 20 - 20 \div 4 + 4^2 \times 3 \\
 &\quad \quad \downarrow E \\
 &= 20 - 20 \div 4 + 16 \times 3 \\
 &\quad \quad \quad \downarrow DM \\
 &= 20 - 5 + 16 \times 3 \\
 &\quad \quad \quad \downarrow DM \\
 &= 20 - 5 + 48 \\
 &\quad \quad \quad \downarrow AS \\
 &= 15 + 48 \\
 &\quad \quad \quad \downarrow AS \\
 &= 63
 \end{aligned}$$

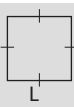
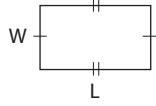
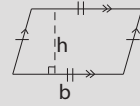
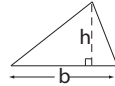
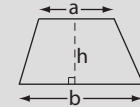
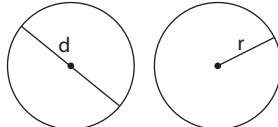
Geometry Information

 Line segment
 Ray
 Line
 Acute angle
 $0^\circ < \angle nar < 90^\circ$
 Right angle
 $\angle = 90^\circ$
 Obtuse angle
 $90^\circ < \angle cwb < 180^\circ$
 Straight angle
 $\angle = 180^\circ$
 Reflex angle
 $180^\circ < \angle dmp < 360^\circ$
 Rotation
 $\angle = 360^\circ$

Perimeter (P) is the distance from one point to another. Because it is a distance, it is measured in linear units, e.g., metres (m) or feet (ft). For the rectangle below, it is shown by the *dashed lines*. The perimeter is how far you would walk from E to F to G to H and back to E.

$4m + 3m + 4m + 3m = 14m$
See the formulas in the table.

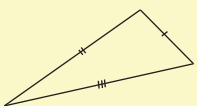



 Square
 $A = L^2$
 $P = 4L$
 Rectangle
 $A = W \times L$
 $P = 2W + 2L$
 $P = 2(W + L)$
 Parallelogram
 $A = b \times h$
 Triangle
 $A = \frac{1}{2} (b \times h)$
 Trapezoid
 $A = h \times \left(\frac{a + b}{2} \right)$
 Circle
 $A = \pi r^2$
 $C = \pi d$
 $C = 2\pi r$

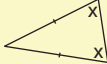
Area (A) is the amount of surface a shape covers. Since it covers a surface in 2 dimensions the units usually have an exponent "2" on them, e.g., m² or ft². In the illustration above, area is shown by the *grey squares*. Each square is 1m x 1m = 1m². There are 12 of them altogether.


$3m \times 4m = 12m^2$
See the formulas in the table.

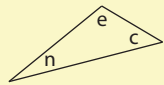
Basic triangle definitions and facts


 Scalene: no angles or sides are equal


 Right triangle: one angle = 90°


 Isosceles: 2 angles and 2 sides are equal


 Equilateral 3 sides equal, all $\angle s = 60^\circ$


 In any triangle the sum of all the $\angle s = 180^\circ$
 $\angle n + \angle e + \angle c = 180^\circ$

Tips on how to find a book you might enjoy reading

Ways to choose a book ¹

- Front cover/inside jacket
- Back cover information
- Characters we've read about in other books
- Another book in a series
- Interesting title
- Great illustrations
- Authors we know and like
- Book recommendations from teachers, friends, and critics
- Books that are movies
- Genres we like to read
- Try the beginning
- Read some of the middle
- "Must-read" rack in our room
- New/popular book
- Sequel to a book we've read
- Heard it read aloud
- Read it before and enjoyed it

¹ Adapted from "Guiding Readers and Writers, Grades 3-6", I.C. Fountas and G.S. Pinnell, 2001.

Different genres - pick one that interests you but don't be afraid to try something new! ¹

Fiction:

Traditional literature

Originates from stories passed down orally throughout history, examples include: folktales (including fairy tales), myths, legends, and epics.

Fantasy

Fiction that contains unrealistic or unworldly elements. It includes modern fantasy (which has a known author) and science fiction.

Science Fiction

A special division of fantasy that involves or is based on scientific principles.

Realistic Fiction

This is drawn from the writer's imagination but is true to life. It focuses on universal human problems.

Historical Fiction

A style drawn from the writer's imagination but is true to life in some period of the past.

Nonfiction:

Informational

These types of texts provide ideas, facts, and principles that are related to the physical, biological, or social world.

Biography

An account of the life of an individual.

Autobiography

An account of the life of an individual written by the subject.

Memoir

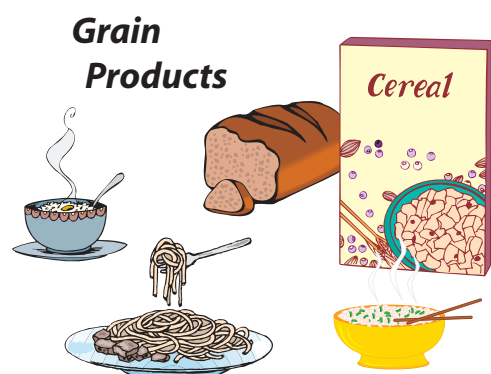
This is an account of a personal or historical event.

"Three finger rule": Find a page in the middle of the book. If there are three (or more) words you can't read or don't know the meaning of on that page, the book could be too challenging for you. It's probably not a "just right" book.

Canada's Food Guide Recommended Servings Per Day¹

Age in Years Gender	Children			Teens		Adults			
	2-3	4-8	9-13	14-18	14-18	19-50		51+	
	Girls and Boys			Females	Males	Females	Males	Females	Males
Vegetables & Fruit	4	5	6	7	8	7-8	8-10	7	7
Grain Products	3	4	6	6	7	6-7	8	6	7
Milk & Alternatives	2	2	3-4	3-4	3-4	2	2	3	3
Meat & Alternatives	1	1	1-2	2	3	2	3	2	3

The above chart shows the recommended food guide servings you should eat from each food group every day.
WHAT IS A SERVING SIZE? On the web visit www.hc-sc.gc.ca/fn-an/food-guide-aliment/index-eng.php for more information about serving sizes and lots of other Healthy Living information.



¹ Source: Health Canada. (2007) *Eating well with Canada's food guide*.

Provincial Fact Sheet

Province/Territory and flag (Capital city)	Joined Confed.	Population (2015)	Area in km ² (% of Canada)	Provincial Flower	Provincial Bird
 British Columbia (Victoria)	1871	4 683 100	944 735 (9.46%)	Pacific dogwood	Steller's jay
 Alberta (Edmonton)	1905	4 196 500	661 848 (6.63%)	Wild rose	Great horned owl
 Saskatchewan (Regina)	1905	1 133 600	651 036 (6.52%)	Western red lily	Sharp-tailed grouse
 Manitoba (Winnipeg)	1870	1 293 400	647 797 (6.49%)	Prairie crocus	Great grey owl
 Ontario (Toronto)	1867	13 792 100	1 076 395 (10.78%)	White trillium	Common loon
 Québec (Québec City)	1867	8 263 600	1 542 056 (15.44%)	Blue flag iris	Snowy owl
 New Brunswick (Fredericton)	1867	753 900	72 908 (0.73%)	Purple violet	Black-capped chickadee
 Nova Scotia (Halifax)	1867	943 000	55 284 (0.55%)	Mayflower	Osprey
 Prince Edward Island (Charlottetown)	1873	146 400	5 660 (0.06%)	Lady's slipper	Blue jay
 Newfoundland and Labrador (St. John's)	1949	527 800	405 212 (4.06%)	Pitcher plant	Atlantic puffin
 Yukon Territory (Whitehorse)	1898	37 400	482 443 (4.83%)	Fireweed	Common raven
 Northwest Territories (Yellowknife)	1870	44 100	1 346 106 (13.48%)	Mountain avens	Gyr Falcon
 Nunavut (Iqaluit)	1999	36 900	2 093 190 (20.96%)	Purple saxifrage	Rock ptarmigan

Populations for comparison (2015 source: www.bcstats.gov.bc.ca): Langley TOL: 116 863 Langley City: 27 738
Surrey: 526 004 Abbotsford: 141 498 Vancouver: 648 608 GVRD Total: 2.514 million