

00:00 Let's get started. First of all my name is Joe Condon. You guys can call me Mr. C.
00:06 I teach in Brisbane School District. Down near San Francisco. Right next to the Cow Palace.
00:12 We'll talk about one thing before we start and that's active listening. I know that we've moved your desks to make it difficult to actively listen but I ask you...
00:21 If somebody is sharing, to turn towards them. If I am speaking, to turn towards me. So we actively listen with our eyes and our ears. O.K. 00:31 Everybody good with that? Alright.
00:37 We're going to do a little experiment with rate. O.K. ?
00:43 I'm going to do the first one and then you guys are going to do some experiments.
00:47 We're going to talk to each other. We're going to talk across our desks with our partners and as a group.
00:54 And in the end I think you guys are going to come away with an excitement about continuing the study of rate and, a little bit, deeper knowledge about what rates are.
01:07 All right. So. I'm going to start. I need this group to time me for ten seconds.
01:17 Up in the front of the room is a five meter tape.
01:21 I'm going to walk this tape as fast as I can.
01:26 I need this group to count how many times I walk back and forth on that five meter tape. All right?
01:35 This group, you guys have to tell me what was my total number of meters, that I walked. Based on the fact that this is a five meter tape. 01:47 You guys back there, when they yell start, you watch the clock for ten seconds and you yell stop.
01:56 Thumbs up everybody understands their job. All right. You guys are going to tell me when to start.
02:02 So, eyes on the clock. Use the second hand up there. Give me a Ready, Set , Go, whenever you are ready. Let's actually have, what is your name?
02:11 Sammie.
02:12 Sammie? Why don't you yell it out for us. Tell me when I'm ready to go.
02:18 Now.
02:33 Stop. Good. Now. O.K. stop.
02:39 Let's go here. How many, back and forths, did I do?
02:43 Seven.
02:45 Everybody agree?
02:46 Yes.
02:47 Total meters?
02:48 Thirty-five.
02:59 Thirty-five meters. All right. Let's put down our first rate.
02:55 I traveled thirty-five meters in ten seconds.
03:08 What I'm going to ask you guys to do is if I double the amount of time. If I double the amount of time to twenty seconds.
03:26 Talk to your group. If I am keeping the exact same pace, talk with your group, about how far I will travel.
03:35 Go ahead. Talk to your group right now.
03:39 Once I see a thumbs up from everybody in a group I will know they all agree.
03:43 All right. Looking around I see some from everybody. Well then on the count of three tell me how many meters I will have traveled. One, two, three.
03:51 Seventy.
03:53 All right.
04:01 Same situation. Now I'm going to do that shuttle walk for sixty seconds. How far will I have traveled? Talk with your group.
04:14 Make sure everybody in your group understands how you did it.
04:29 When I see thumbs from your groups I will know we can get an answer.
04:34 All right on the count of three. One, two, three.

04:38 Two hundred and ten.

04:39 Oh my goodness. Now obviously I would have passed out by then but... we will put his up. That's why we did only ten seconds.

04:48 Hey guys notice what I am doing after each term. Whether it be the meters or the seconds.04:38 Two hundred and ten.

04:39 Oh my goodness. Now obviously I would have passed out by then but... we will put his up. That's why we did only ten seconds.

04:48 Hey guys notice what I am doing after each term. Whether it be the meters or the seconds.04:56 What is this?

04:58 Quiet hand. Anybody know the M and the S represent?

05:04 Meters and seconds.

05:06 Meters and seconds. Super important when you are writing a rate, that it has meaning. O.K.?

05:12 Each of the terms has meaning. All right.

05:17 Let's switch this up. Let's talk about how long it would take, given the pace that we've established here. How long would it take for me to go a hundred meters?

05:30 Go ahead and talk with your group.

05:33 What the heck. Go ahead you guys. Pull out a calculator.

05:40 Had a group over here estimating. Any groups come up with an estimation also?

05:47 O.K. So going this direction you are thinking divide. And in going this direction you are multiplying.

05:54 How many times are you going to multiply thirty-five.

05:59 Two point eight five rounded off.

06:02 So you tell me that it's two point eight five. Good enough.

06:10 How do we use that two point eight five?

06:12 Twenty-eight point five what?

06:15 Seconds.

06:17 Agreement? You were right there. Very nice job, this group. Really good job.

06:23 Do you agree also? Is that where you were headed Ryan?

06:25 Yeah

06:26 Excellent. All right. Notice I continued to put the M and the S. All right.

06:36 Last one. Our unit rate. How many meters per second am I walking?

06:44 Make sure your whole group understands it before you put that thumb up.

06:49 We've got a thumbs up, this group. Thumbs up here. Thumbs up back there. Great. On the count of three. Tell me, how many meters per second am I moving. One, two, three.

07:00 Three point five.

07:01 All right. I agree. That's quick. It's fast. All right.

07:08 All right you guys. That was excellent. You guys really, obviously, have a good grasp of rate.