

Chapter 1 : Lunch - Reviews, Photos - Soups and Such Cafe - TripAdvisor

over 30 years experiencing soup and life. My name is Jeanette Bayley and my husband Tim, likes to call me "The Lady of the Ladle". My journey into soup and wellness started 30 years ago.

Posted Mon Dec 9 Then, in groups of two, the students will group the patterns into areas of similarity. They will then use Inspiration to create a map that represents each group and idea. Each student will get a thin sheet of white paper tracing paper may be used, but watch out for bleeding on the table or desks. They will fold it long ways hot dog style. Then the children will use a black or whatever is available permanent marker to trace over their name. The color will bleed through the crease and it will appear on the opposite side. The students need to trace over the part that bled through, creating their name on the opposite side. When this is done, they will open their paper and see a reflection of their name as if the crease were a mirror. We will discuss the ideas of reflection. Each student will be paired with a partner. We will start out slow and then move on to doing it faster. If time permits the students can change partners. Each group will be given a hand held mirror and a large floor to ceiling mirror will be located in the class. The groups will look at themselves, other objects in the class, and a sheet containing different symbols through the mirror. As we get to the symbols, we will talk formally about where the point of reflection is for each of the objects. Each student will write down the properties of reflection. Then he or she will draw a polygon, a line of reflection, and the reflection. The student will do all of this as a journal entry. Students will see a code on the board and will be asked to decipher it in their table groups. The code will be composed of letters that in some way have a line of symmetry. The students will be given one half of the symmetrical letter and the other half will be left off. The students must try to figure out what is going on and give me the deciphered sentence. We will do several of these on the board. Then we will discuss why the letters are halved, as they are, why some show the top half, while others show the left or right segment. The same symbol worksheet that is used in mirror reflection will be used in this activity. The students will be asked to circle the symbols that are an exact match if you fold the paper together on an imaginary line. We will then discuss that this is line symmetry because the shape that is formed after you fold exactly matches the other half. This activity used the same worksheet as above, except this time the students are asked to draw the line of symmetry on each object. Students are asked to discuss the different types of symmetry in nature. Some examples that may come up are body, face, butterflies, snowflakes, etc. The students will be asked to draw and color one an example of symmetry in nature that was not discussed in class, showing the imaginary line of symmetry. The class will look at examples of company logos. The class will determine if they have a symmetrical shape or not, and will classify them. Each student will then develop his or her own symmetrical logo for a company. The logo can be for an existing company or an imaginary one. The students will present their creation and tell why they chose as they did. As a class we will discuss things that rotate. Some things that may come up in the discussion are hubcaps, the moon, tires, combination locks, hands on a clock, doorknobs, compact disks, etc. We will discuss how things that rotate have a center of rotation, an angle of rotation, and how it does not change the orientation of the shape. The students will be in their table groups and they will get an array of pattern blocks to share and each student will receive a paper with a dot to be used as the center of rotation. They will need to use these blocks to illustrate rotations. The students will be given a sheet that contains several rotated polygons. They will need to label what they think is the angle of rotation is using the features of Sketchpad. The students will create art by rotating an object several times around a fixed point of rotation. The art will be defined by coloring it in. The students will exchange pictures and try to determine the center, angle, and direction of the rotations. Before class the teacher will create an x and y axis grid on the floor using masking tape. The students will come up by table groups and choose a figure to represent. The figure will be written down in x, y ordered notation form. Each student will represent a point of the polygon and the polygon will be completed using yarn to connect the points students. The next group will come up and perform the given translation. Each group will get a chance to be the original figure and the translated figure. Each student will be given access to a geoboard. The teacher will call out the points of a polygon and the students will put it on their board with a band. The teacher will

then call out a translation. The students will place it on their board with another band. The teacher will show on the overhead what should be on the boards and the students will check themselves. The students will be asked to create a stationary letterhead for a toy company using a horizontal translation of an object. The letterhead can be computer generated or hand drawn. Each student will present their stationary and tell why they chose to create it how they did. We will determine if any of the letters are translational. If they were then they would be undistinguishable to the blind. As a class we will discuss scale factors with some real world examples, such as: The teacher will give the students the measurements of an average woman according to the research. The students will then measure the Barbie doll and record their measurements. They will determine the ratio and calculate what size Barbie would be if she were real. The teacher will call out a figure using ordered pair notation. The first student will construct it on the board. Then, the teacher will give a dilation of the original structure. The second student will demonstrate the dilation on the second board. The student will check their answers and switch roles. This will continue for several trials. The students write down their commands for the first initial tessellation and then they will tessellate the plane with that figure. A discussion of real life tessellation examples will be discussed. Some examples that may be discussed are as follows: The students will learn about M. Escher and his artwork through a power point presented by the teacher. The students will discover the transformations associated with Frieze Patterns. We will use classifications in order to find out what transformation or combinations of transformations are associated with certain Frieze Patterns. The students will create their own Frieze Pattern for each classification and each student will find one pattern in their real life and present this to the class and explain how it could be classified using the Frieze Pattern model. The teacher will read the following poem to the class. McGruder with a frown on this face And he walks towards his table at a slow, steady pace. McGruder as everyone knows, Is fussy and picky from head to toe. My drink is too warm and my food is icy!!! So find only those letters before I take a sip. They will work with concrete alphabet letters magnetic or card stock to find the answer. The letters that appear in all three columns go into the soup O H I X. Each student will write a one-page conversation between themselves and M. Escher or some other transformational artist of their choice with teacher approval. The student may take on any role in the conversation. Some acceptable examples are teacher, friend, magazine, television, or newspaper interviewer, or parent. Those who are willing can share their writings. As a class we will discuss art and geometry. The main question and topic of discussion will be: Is there a relationship between art and geometry? Why or Why not? Each student will write a one-page paper comparing the work of quilters with that of mosaic artists. Each student group of three will be given a prompt in which to research and present about.

Chapter 2 : Soups and Such Cafe, Julian - Restaurant Reviews, Phone Number & Photos - TripAdvisor

reviews of Soups & Such Cafe' "We had the best meal of our week. We all had a half sandwich with a salad - a great value and very filling - but they have it with salad and soup as well.

Chapter 3 : Soup 'n Such Cafe (@soupnsuch) - Instagram photos and videos

Soup and Such Cafe and Catering. likes. fresh food prepared daily. soups salads sandwiches hot meals bakery, and monthly supper club.

Chapter 4 : Soups 'n Such Cafe Review - North County and Around California - Restaurant | Fodor's Traveller

Soups and Such Cafe, Julian: See unbiased reviews of Soups and Such Cafe, rated of 5 on TripAdvisor and ranked #4 of 21 restaurants in Julian.

Chapter 5 : Great food and friendly staff. - Soup 'n Such Cafe, Toronto Traveller Reviews - TripAdvisor

Soup 'n Such Cafe Inc., Toronto, ON. likes. previous restaurant owned by a family that want to get the word out as food=fuel.

Chapter 6 : It is alright - Review of Soup 'n Such Cafe, Toronto, Canada - TripAdvisor

The latest Tweets from Soup 'n Such Cafe (@Soup_n_Such). Quick service restaurant for the health conscious consumer. Fresh soup, salads and paninis. Dundas St. W. Toronto, ON.

Chapter 7 : Healthy food & friendly staff - Soup 'n Such Cafe, Toronto Traveller Reviews - TripAdvisor

Read our expert review of Soups 'n Such Cafe in North County and Around.

Chapter 8 : Soup 'n Such Cafe, Dundas St W, Toronto Roncesvalles

Julian's premier soup spot, Soups & Such Cafe's warm flavors will keep you coming back for those winter months. Parents, bring your kids along to this restaurant, where you'll find a family-friendly menu and blog.quintoapp.com who appreciate a no-frills environment come to Soups & Such Cafe in jeans and a hoodie.

Chapter 9 : Lesson Plans: Transformations in Geometry (Middle, Mathematics)

Prior to this lesson, you will need to cut out the letters on the Alphabet Worksheet. Hand one letter of the alphabet to each student as they enter the classroom. After the class is seated, place the Soups 'N Such Caf  Worksheet on the overhead and read the poem to your class.