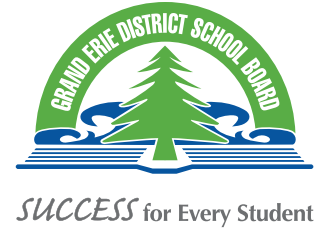


# Grade 7



## Literacy Calendar

Grand Erie values languages and home cultures. We invite all our families and students to complete some of these activities in English, French, or their own first/home language.

Date	Activity
<b>Monday, April 20</b>	<b>Think about a memorable setting in a book you have read.</b> You are now a travel agent and must “sell” tourists on coming to your location. How would you do this?
<b>Tuesday, April 21</b>	<b>Imagine you can have any animal in the world as a pet.</b> Write a letter to your parents explaining why they should let you get this animal. Think about costs and housing as well as the benefits you will get from having it.
<b>Wednesday, April 22</b>	<b>Something strange happened over night and you have woken up as one of your pets (or a pet you wish you had).</b> Create a timetable for what you would do for one full day. Who would you interact with and why?
<b>Thursday, April 23</b>	<b>Amazing Artifact</b> – An artifact is an object that has significance or meaning behind it. What would be an artifact that would best describe YOU? Communicate what it is, and why it best exemplifies you.
<b>Friday, April 24</b>	<b>A haiku is a short poem consisting of 3 lines.</b> Line 1 has 5 syllables, line 2 has 7 and the third line has 5 again. They are usually about nature and use similes and metaphors to compare two different elements. Experiment with this type of poetry to see what you can create.

# Grade 7



SUCCESS for Every Student

## Numeracy Calendar

Date	Activity
<b>Monday, April 20</b>	<p>Some numbers like <b>1, 4, 9, 16</b> are called <b>square numbers</b>. Some numbers like 1, 3, 6, 10 are called triangular numbers. Why would these numbers be identified as square or triangular. Can you name other square and triangular numbers? (Hint: you might find building these quantities with objects helpful to answer this question.)</p>
<b>Tuesday, April 21</b>	<p>Draw three different triangles that have one side 2cm long and one side 4cm long. Which triangle has the greatest area?</p>
<b>Wednesday, April 22</b>	<p>Using string or yarn and some chair legs (one or more chairs), see how many different angles you can make? How could you measure those angles if you don't have a protractor?</p>
<b>Thursday, April 23</b>	<p>A number is 5 times larger than another number. If you add 6 to the sum of those numbers it equals 60. What are the 2 numbers?</p>
<b>Friday, April 24</b>	<p>If the theoretical probability of rolling a "4" on a die is <math>\frac{1}{6}</math>, predict how many times the outcome will be "4" if you roll the die 42 times. Now try it. Roll the die 42 times. Did the number of times you rolled a "4" agree with the theoretical probability? Explain why this happened.</p>

# Grade 7



## Science

### Understanding Life Systems

#### Big Idea

Ecosystems are connected by their biotic (living) and abiotic (non-living) elements, relying on each other to form functional environments. For this week, choose one option below.

#### Option 1

##### The A-B-E-Challenge

In the A-B-E Challenge, you are looking to observe abiotic and biotic elements in an ecosystem. Remember, an ecosystem is any place where non-living and living parts interact and affect each other. You can do this activity on a trail, in your backyard, looking out the window or even within your house.

Record as many abiotic and biotic factors as possible in a chart. Give an example of a smaller ecosystem existing within your larger ecosystem. Is an ecosystem limited in the number of things it can support? Why or why not? Explain your thinking.

#### Option 2

##### Sketch or create a model of an ecosystem of your choice.

An ecosystem is any place where interactions between biotic and abiotic factors occur.

This can be an existing ecosystem that you've seen (the ocean), one that you've heard of (the Sahara Desert), or even one from a TV show or movie (ex. a landscape from Game of Thrones or The Avengers).

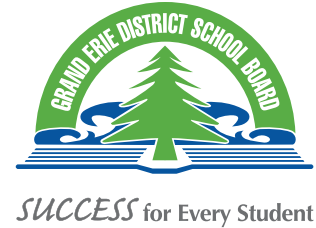
Label, highlight and explain 5 interactions between biotic and abiotic elements.

For example: Biotic to Biotic – blue spruce tree and blue jay – The blue jay uses the blue spruce tree for a home to nest in.

Abiotic to Biotic – soil and tree – the soil provides nutrients (food) for the tree.

Abiotic to Abiotic – temperature and sun – the temp. rises with more sunlight.

# Grade 7



## Science

### Understanding Life Systems

#### Option 3

On Brightspace, go to Encyclopedia Britannica and search for the **Energy Flow in Ecosystems video**, or go to:

<https://school.eb.com/levels/middle/assembly/view/191260>

Explain how this video could be used to explain trophic levels and using energy efficiently for someone considering becoming a vegetarian. Is it more efficient to be a primary consumer (vegetarian) or a tertiary consumer (carnivore), based on what you know? Explain your answer in a persuasive response of your choice (brochure, advertisement or PSA video) using the energy - producer - consumer connection.

### Questions to prompt discussion:

- How can you tell if something is abiotic (non-living) or dead? What is the difference? Describe your answer using examples.
- If you could be any abiotic or biotic element, which would you choose? Why would you choose it?
- Brainstorm a list of biotic and abiotic elements - forming the energy, producer, consumer model. Can you find a set that begins with the first letter of your name for a scientific alliteration? For example, Sara – sun - sunflower - squirrel.
- Can a rotting log can be classified as an ecosystem? Explain your thinking.
- The main abiotic factors are SAWS– Sun, Air, Water and Soil. Rank them in order of importance to the “biotics”, in your opinion.