

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
Monday, May 4	A picture is worth a thousand words. Think about picture books and remember that picture books not only for younger readers. Who tells the story better? The author or the illustrator? Think about arguments/reasons for both sides. Perhaps this could be a friendly debate topic. As your family members their opinion.
Tuesday, May 5	Tune into a news broadcast (this could be the 6 o'clock news or a clip from a news radio). Listen and take jot notes to summarize the important points. After, review your jot notes and ask yourself the following – Does it capture the gist of what was being said? If I could listen again what would I make sure to do pay more attention to? If I could what questions would I ask? Do I need more clarification?
Wednesday, May 6	Personification is an example of figurative language. It means to personify things or ideas. The wind whistled throughout the day. Brainstorm a list of 10+ things that you can practice personifying. Thinking about your favourite movies or stories from when you were young. Can you think of examples of personification?
Thursday, May 7	Complete the 6 likes and 6 tags challenge, citing 6 things that you are grateful for. Then, tag 6 people to pass it on and keep it going. #grateful
Friday, May 8	Write a letter to yourself and date it for years from now (you decide 5 years from now 10 years?) Write about what you are experiencing during the school closure. Why do you think it is worthwhile to write a letter to yourself dated for the future?

Grade 7



SUCCESS for Every Student

Numeracy Calendar

Date	Activity
Monday, May 4	<p>Which numbers are square numbers and explain how you know? Use a picture or model in your explanation.</p> <p>18 9 36</p>
Tuesday, May 5	<p>Why do we use units squared when writing an area measurement and units cubed when writing a volume measurement? For example, the area of the floor is 20 m^2, the volume of the box is 36 cm^3.</p> <p>Choose two things to measure, one for area and one for volume. Measure the items and record how you calculated the measurements.</p>
Wednesday, May 6	<p>Draw and label a triangle on graph paper. Choose an axis point. Reflect the triangle on this axis. Draw and label the reflection image. What do you notice about the figure and its image?</p>
Thursday, May 7	<p>For the pattern 1, 3, 5, 7, 9,, investigate and compare different ways of finding the 50th term. What ways did you find? Which way made the most sense to you?</p>
Friday, May 8	<p>Construct a frequency table to organize the following data: 15, 17, 13, 15, 14, 17, 17. Describe the data. Where might this data have been collected from and why might have it been collected? Which number in the data might you question as to why it's there?</p>

Grade 7



SUCCESS for Every Student

Numeracy Calendar

Sources:

Big Ideas from Dr. Small; Marion Small, 2009

Open Questions for the Three-Part Lesson: Gr. 4-8, M. Small, 2016

Teaching Student-Centered Mathematics, Pre-K to 2, J. VanDeWalle, 2014

Making Math Meaningful to Canadian Students, K-8, M. Small, 2013

schools.wrdsb.ca/athome/learn/elementary-home/elementary-2/math/math-grades-1-3/how-much-how-many/

A Guide to Effective Instruction in Mathematics, Grades 1-3, Number Sense and Numeration 2016

A Guide to Effective Instruction in Mathematics, Kindergarten to Grade 3, Measurement 2007

schools.wrdsb.ca/athome/learn/elementary-2/math/math-grades-1-3/patterns-patterns-everywhere/

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www.youcubed.org/resources/whats-going-on-outside-your-window-k-12-video/

mathclips.ca/swfPlayer.html?swfURL=tools/Notepad1.swf&title=Notepad

mathies.ca/files/representationCards/Beads_0_to_50_AODA.pdf

www.mathies.ca/tools/NumberChart/index.html?show=true&title=Number%20Chart

Tap Into Teen Minds: tapintoteenminds.com/3act-math/penny-a-day/, Kyle Pearce and Jon Orr

Grade 7



Science

May 4 - May 8

Big Idea

We can show an understanding of the properties of pure substances and mixtures and are able to describe these characteristics using the particle theory.

Option 1

Acting out the P.T.

The particle theory explains the behaviour of particles of matter. Watch the Learn 360 video in your Brightspace account at: **learn360.infobase.com/p_ViewVideo.aspx?xtid=35306&luid=25064&tScript=0**

Using the principles, you learned about the particle theory and the characteristics of the states of matter, create your own dramatization of particles in a solid, a liquid and a gas. Think about particle movement, the amount of particle energy and temperature in each of the three states of matter – as you act out each state. Take photos or a video of each state.

Option 2

PURE OR MIXED UP? - THE HOUSEHOLD HUNT

A pure substance contains only one kind of particle, but a mixture contains more than one kind of particle.

Distinguish between mixtures and pure substances in your life. Go around your house and label things that are pure substances and those that are mixtures. When you discover mixtures, try to determine the type of mixture (for example, a can of pop would be gas in a liquid; a metal garbage can would be a solid in a solid). Make a chart to record your findings, aiming for 20 total items (or more!)

Students must have the appropriate supervision for safety when completing these science tasks. Adult participation is required for safety when completing some of the science tasks. If you have any concerns with completing these science tasks, please don't attempt them.

Grade 7



Science

May 4 - May 8

Big Idea

We can show an understanding of the properties of pure substances and mixtures and are able to describe these characteristics using the particle theory.

Option 3

MIX IT AGAIN

A mechanical mixture contains different components that you can see, whereas a solution is a mixture that looks like a pure substance. Both contain more than one kind of particle.

Why would people want to separate mixtures?

What mixtures get separated in real life and how are they separated?

Watch the following Learn 360 video in your Brightspace account at: learn360.infobase.com/p_ViewVideo.aspx?xtid=74359&luid=359467&tScript=0

asp?xtid=74359&luid=359467&tScript=0

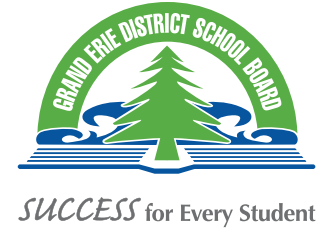
Write a journal entry about the importance of the separation of mixtures, answering the journal questions below (for example, sorting change to roll coins, obtaining minerals from mined ore, filtering air in a plane, sorting recycled items, cleaning up oil spills, filtering and treating water/sewage, or separating blood into plasma, red blood cells, platelets).

Would your example be considered a mechanical mixture or a solution? Why is it important to separate this mixture? What would happen if we were unable to separate this mixture?

Prompts for discussion:

- How can you tell the difference between a pure substance and a homogeneous mixture?
- List the five important points of the Particle Theory of Matter. Which two are the most important when dealing with solutions, in your opinion?
- Ice cream is a mixture. The ingredients in a typical recipe for making ice cream are sugar, cream, milk, eggs and vanilla. Predict what would happen to the mixture if the amount of milk was doubled? What if the amount of sugar was halved?
- Why do you think water is considered a universal solvent? (Remember, a solvent is able to dissolve other substances – known as solutes).

Grade 7



History

May 4 - May 8

Big Idea

Different groups responded in different ways to the shift in power in Canada from France to Britain.

Option 1

Read the following article:

school.eb.com/levels/middle/article/Canada/273474#198164.toc

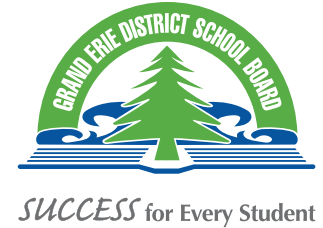
- 1) Why was the Quebec Act passed?
- 2) Who supported the Quebec Act? Who Opposed it? Why?
- 3) Choose either a group that supported or a group that opposed the Quebec Act from the question above and write three social media posts that they would have shared in 1774 to communicate their perspective.

Option 2

Imagine you are a reporter living in the mid 1700's reporting on the events of the British victory over the French in colonial Canada. You are aware that there are different perspectives, both positive and negative, about this victory. You will be writing an article to report on these important events.

- a) Write a list of 10 questions you would ask to guide your investigation to gain perspectives of different individuals and groups during this time.
- b) Why is it important to formulate questions before we gather and organize information and evidence?
- c) Is there another format besides a written article you could use to communicate these events to your audience? Explain your choice.

Grade 7



History

May 4 - May 8

Big Idea

Different groups responded in different ways to the shift in power in Canada from France to Britain.

Option 3

Research the meaning of the following vocabulary of New France and British North America.

- perspective
- colony
- treaty
- expulsion
- displacement
- values
- roles
- power
- conflict

Why is it important for you to understand historical vocabulary when learning about history?

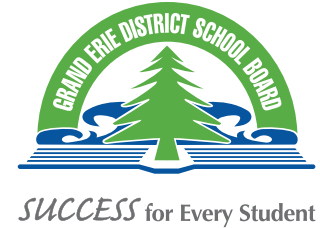
Why is it important to understand historical vocabulary while conducting research?

How does understanding historical vocabulary involved in history help you to communicate your understanding of it in a meaningful way?

Prompts for discussion:

- Why might different people view the same event in different ways?
- What types of developments permit us to respond to them in different ways than people did in the past?

Grade 7



Geography

May 4 - May 8

Big Idea

Natural events and human activities that change Earth's physical features can have social, political, environmental, and economic consequences.

Option 1

Natural phenomena are caused by climate patterns. They cannot be controlled, and they can have a huge impact on human lives.

In your opinion, why do you think people choose to live in areas with high rates of natural phenomena (i.e. hurricanes, tornado belts, earthquakes, etc.)?

Option 2

Inquiry: Select a topic from the table below to learn more about.

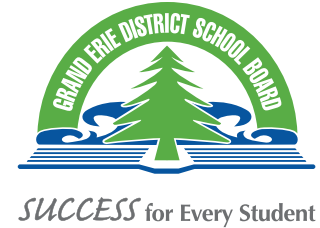
Natural Disasters	Human Activities
Earthquakes	Deforestation
Volcanic Eruptions	Industrial Pollution into a river system
Drought	Ecotourism
Floods	Other
Hurricane	
Typhoons	
Tsunamis	

Your inquiry should include:

- A description of the natural event or human activity.
- An explanation for how and why this event or activity occurs.
- The social, political, economic, and environmental impacts of this event or activity.
- Create a presentation to communicate the results of your inquiry.

NOTE: Consider which presentation form is best suited to an audience made up of your peers. How might you use photos or charts in your presentation?

Grade 7



Geography

May 4 - May 8

Big Idea

Natural events and human activities that change Earth's physical features can have social, political, environmental, and economic consequences.

Option 3

Read the following article:

school.eb.com/levels/middle/article/agriculture/272753

What are the social, political, economic, and environmental impacts of traditional farming? Of organic farming?

Do you think one way of farming is better than the other? Justify your opinion.

Communicate the results of your thinking. Consider the following:

- write an editorial outlining the impacts of each type of farming and argue for or against one or the other
- write a newspaper article for the local or school paper on the impact of either type of farming on your local community
- an oral presentation or a photo essay to highlight and explain the impacts

Prompts for discussion:

- Why do different people have different responses to the environment and the opportunities and challenges it presents?
- Why do we need to consider various perspectives when determining the impact of human activities?
- Why do Earth's physical features change?