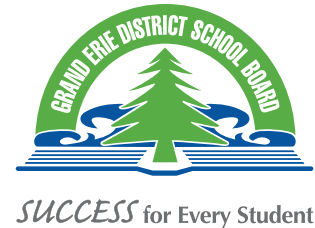


Grade 7

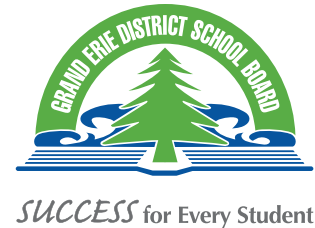


Literacy Calendar


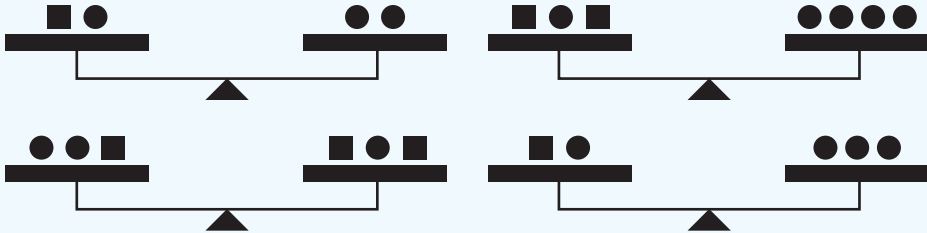
Grand Erie values languages and home cultures. We invite all our families and students to complete some of these activities in English, French, or their own first/home language.

Date	Activity
Tuesday, May 19	Make a list from 1 to 20. Write twenty words that represent you. Share this list with a family member. Without telling them it's all about you...Will they be able to figure who the list is describing? Try this for things, places, or other people too.
Wednesday, May 20	Similes and metaphors are examples of figurative language often used in poetry to show comparison of unlike things to add interest and create mental images. Notice the difference – The world is like a stage. Or The pillow is as soft as a cloud. vs. The world is your oyster. A simile uses like or as- a metaphor does not. Create a t-chart to make a list of similes and metaphors. You may want to brainstorm some idea with a family member. Ask yourself- do you ever use similes or metaphors without even realizing in conversations?
Thursday, May 21	Search your house for reading material (magazines, books, flyers, manuals). What medium do you find easiest to read? Which is the most difficult for you? Why?
Friday, May 22	Think about the city or town you live in. What are some of your favourite things about it? Design a tourist brochure with drawings or pictures found online to attract tourists to visit your town.

Grade 7



Numeracy Calendar

Date	Activity
Tuesday, May 19	<p>A larger shape can be composed from four smaller congruent square. Identify 3 other shapes you can use to compose a larger shape that is similar to the original.</p>
Wednesday, May 20	<p>An aquarium has a base in the shape of a trapezoid. The aquarium is 75 cm high. The base is 50 cm long at the front, 75cm long at the back and 25 cm wide. Find the capacity of the aquarium. If you are able to, do some research. What is the largest fish you could put in this aquarium?</p>
Thursday, May 21	<p>This scale is balanced.</p>  <p>Which scale below is also balanced.</p> 
Friday, May 22	<p>How reliable are your results if you only sample 10 girls to determine the favourite type of book read by students in your grade? How can you change this to a census of your grade and not a sample?</p>

Grade 7



SUCCESS for Every Student

Numeracy Calendar

Sources:

Small, Marian. Math Up

Small, Marian. Leaps and Bounds. Grade 5/6

Small, Marian. Open Questions for the Three-Part Math Lesson. Measurement / Patterning and Algebra Grades 4-8

Small, Marion: Open Questions for the Three-Part Lesson; Number Sense and Numeration Gr. 4-8

Which Ones Doesn't Belong?; <https://wodb.ca/shapes.html> & <https://wodb.ca/graphs.html>

Ministry of Education: Ontario Mathematics Curriculum; Grade 1-8, 2005

<https://nrich.maths.org/eggsinbaskets>

<https://thelearningexchange.ca/wp-content/uploads/2017/01/Number-Sense-and-Numeration-1-3-Revised.pdf>

<https://mathclips.ca/swfPlayer.html?swfURL=tools/PatternBlocks1.swf&title=Pattern%20Blocks%2B>

Chain of Changes: <https://nrich.maths.org/221>

Three Block Towers: <https://nrich.maths.org/137>

<https://thelearningexchange.ca/wp-content/uploads/2017/01/Number-Sense-and-Numeration-1-3-Revised.pdf>

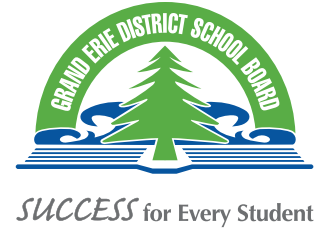
<https://oame.on.ca/eduproject/ontariomathedresources/files/Patterning%20and%20Algebra%20K-3.pdf>

Image of coordinate grid: <https://www.eqao.com/en/assessments/primary-division/assessment-docs/g3-geometry-spatial-sense-strand-2012-2016.pdf#search=geometry>

Four triangles puzzle: <https://nrich.maths.org/141>

Missing titles: <https://oame.on.ca/eduproject/ontariomathedresources/files/Data%20Management%20and%20Probability%20K-3.pdf>

Grade 7



Science

May 19 - May 22

Understanding Structures and Mechanisms – Big Idea:

There is a distinct relationship between structural forms and in the forces that act on and within them.

Option 1

Around the World in 3 Forms

Solid, Frame or Shell?

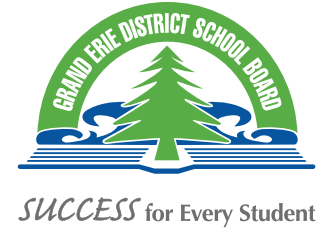
Structures can be natural or manufactured, but all structures have one of three basic forms – solid, frame or shell (or some use a combination of the three). They form supports different loads for different purposes. Your task is to go to: Structures in the World (Source: WorldAtlas.com) and classify these famous landmarks in a chart as:

- a) a solid (using solid materials – for example, a dam or a mountain)
- b) a frame (a skeleton of materials - for example, a bike frame)
- c) a shell (a hollow or curved shape – for example, an egg or a helmet) OR
- d) a combination of the above (a solid and a frame – for example, a house)

Looking at these famous structures, which form do you think is the strongest? Why do you think so? What are the benefits of each kind of structure?

Extension: You can test the strength of a shell structure by holding a raw egg in your hand and trying to break it by squeezing it (be sure to get permission and perform this experiment over the sink, with gloves – just in case!) Where does the strength come from in this “shell” design?

Grade 7



Science

May 19 - May 22

Option 2

May the Force be with You

A force is a push or pull that tends to cause an object to change its movement or shape. Every force has a strength and a direction. Forces can be external, and act on a structure (things like gravity, wind, or loads acting on an object). They can also be internal, where the force acts between parts within the structure.

Go to the following: Forces Lab (Source: pbskids.com) and Internal Forces: Forces of Wonder with Mr. Stronginsky (Source: Wonderville.org)

After completing both the virtual lab and the interactive game to uncover the four internal forces, your task is to represent the ways that you can apply these forces using household objects. For example, I can demonstrate compression by putting my head on a pillow. You can communicate your learning by drawing your findings, making an informational video, creating a chart, or any other method that you can think of.

Option 3

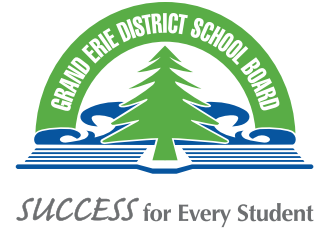
Get a Load of This

The force acting on a structure is called a load, and a stable structure needs to be able to withstand substantial loads. There are 3 kinds of loads:

- 1) A Dead Load (caused by gravity) - this load is the weight of the structure.
- 2) A Live Load (caused by gravity) - this is the weight of the objects that the structure supports (think of people or cars on a bridge).
- 3) A Dynamic Load – this is a load on a structure that is not caused by gravity, but by some other force (think of rushing water, high winds, temperature, soil or connecting a bat to a ball).

Now that you know this, your task is to classify examples of the 3 kinds of loads that you would find acting on or within the C.N. Tower in Toronto.

Grade 7



Science

May 19 - May 22

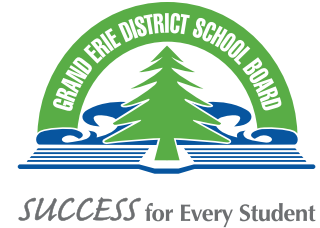
Option 3 Continued...

Next, pick another structure of your choice and decide what the dead, live and dynamic loads would be in your structure too. What kind of load do you think is of most consequence when building a structure? Explain your answer.

Prompts for discussion:

- Structures are built for function (what they do) and/or form (how they appear). Do you think most skyscrapers in big cities were built primarily form or function? Why?
- Describe how tension and torsion are different from one another, using examples to explain.
- Triangles, rectangles and arches are the most common shapes in structures. Which shape can withstand the greatest force, do you think?
- Homes in Florida and California are often built on one floor and have “shear walls”. Why do you think houses are built with these features in these areas?
- What do you know about the Leaning Tower of Pisa? What kind of load is occurring here?

Grade 7



History

May 19 - May 22

New France and British North America – Big Ideas:

- Understanding the experiences of and challenges facing people in the past helps put our experiences and challenges into context.
- Different groups responded in different ways to the shift in power in Canada from France to Britain.
- The significance of historical events is determined partly by their short- and long-term impact.

Option 1

Reflect on your learning:

- What are three new things you have learned in the History strand of New France and British North America, 1713–1800?
- What are two things that you found interesting in the History strand of New France and British North America, 1713–1800?
- What is one thing you have a question about or want to learn more from this History strand?

TASK:

Conduct a mini-inquiry on the one thing that you have a question about or want to learn more about.

Communicate the results of your mini-inquiry. Consider the following:

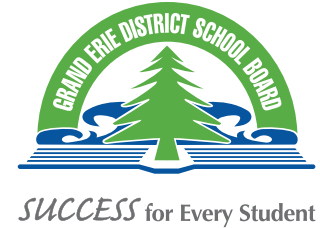
- Create an artifact
- Write an editorial
- Create an infographic

Option 2

Answer 5 of the following questions to review some of the key concepts of study in the History strand of New France and British North America, 1713–1800.

- 1) What was daily life like in New France? Consider the various groups that existed in that time period.
- 2) What were some of the challenges facing Loyalists on their arrival to Canada?
- 3) What were the underlying causes of the Seven Years War?
- 4) What was the importance of the fur trade, what challenges did they face?

Grade 7



History

May 19- May 22

Option 2 Continued...

- 5) What relations existed between First Nations and Loyalists in Upper Canada and between French settlers and Loyalists in Lower Canada?
- 6) Why were the Filles du Roi important to the development of New France?
- 7) What role did the catholic church play in the lives of colonists in New France?
- 8) Why did the British government expel the Acadians?
- 9) What was the Royal Proclamation of 1763 and the Treaty of Peace and Friendship of 1760?
- 10) How did the British defeat New France?
- 11) What were the specific events in the development of British North America? Create a timeline outlining these events.

Option 3

Research a significant individual or group who made a large impact in the history of New France and British North America in 1713-1800.

The focus of your research is to answer the following questions:

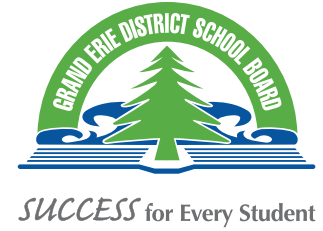
- What does their story tell us about Canada in this period?
- What was their contribution to Canadian heritage and/or identity?

Research one of the individuals or groups listed in the table on the next page or choose a person or group from this time period you are interested in.

Communicate results of your research in an interesting and creative manner. Consider one of the following formats:

- Diary entries or letters written in the perspective of the person/group researched.
- Media presentation outlining the person/group researched.
- Interactive timeline of important events of the person/group researched.

Grade 7



History

May 19- May 22

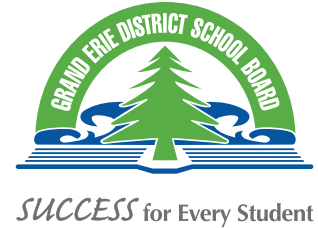
Option 3 Continued...

Individuals	Groups
Marie-Josophe Angelique	Trappers and Fur Trappers
Michel Begon	Missionaries
Esther Brandeau	Explorers
Joseph Brant	Loyalists
Molly Brant	Habitants
Alexander Mackenzie	
Elizabeth Simcoe	
John Graves Simcoe	
Thanadelthur	

Prompts for discussion:

- Do we experience any of the same challenges people in Canada experienced in earlier times? What types of developments permit us to respond to them in different ways than people did in the past?
- Why might different people view the same event in different ways?
- How do we determine what is historically significant?

Grade 7



Geography

May 19 - May 22

Physical Patterns in a Changing World – Big Idea:

- People's activities are related to the physical features and processes in their region.
- Natural events and human activities that change Earth's physical features can have social, political, environmental, and economic consequences.
- Earth's physical features can be created or changed by both natural processes and human activities.

Option 1

Reflect on your learning:

What are three new things you have learned in the Geography strand of Physical Patterns in a Changing World?

What are two things that you found interesting in the Geography strand of Physical Patterns in a Changing World?

What is one thing you have a question about or want to learn more about from this Geography strand?

TASK: Conduct a mini-inquiry on the one thing that you have a question about or want to learn more about.

Communicate the results of your mini-inquiry. Consider the following:

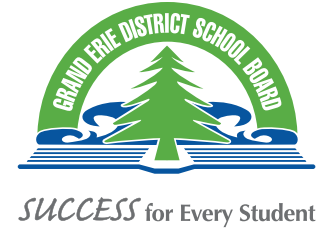
- Create a poster
- Write an editorial

Option 2

Answer 5 of the following questions to review some of the key concepts of study in the Geography strand of Physical Patterns in a Changing World.

- 1) What are some examples of landforms and bodies of water on the Earth?
- 2) Why is it important that we know about and understand different types of landforms and bodies of water?
- 3) What are topographic maps, and why are they useful?
- 4) What is climate?
- 5) How does climate differ from the term weather?
- 6) What are the different climate regions in the world?
- 7) What is climate change, and why is it happening?

Grade 7



Geography

May 19 - May 22

Option 2 Continued...

- 8) Why do you think it is important to learn about the Climate Regions and Climate Change?
- 9) How are the Earth's physical features impacted by the Natural Environment? By humans?
- 10) Why do you think it is also important to know how they are changed by humans and the environment?

Option 3

If I could live anywhere in the world...

TASK: Choose two different locations in the world that you think you might like to live one day.

Research each location to:

- Identify and describe the physical features (land, vegetation, bodies of water, etc.)
- Identify and describe how they have been impacted by natural processes (i.e. natural disasters, etc.)
- Identify and describe how they have been impacted by human activities (i.e. development, tourism, etc.)
- Examine the relationship between the local people and the land (i.e. social, political, economic, and environmental impacts, etc.)
- Identify challenges and benefits of living in the area (i.e. how people's lives been impacted, etc.)

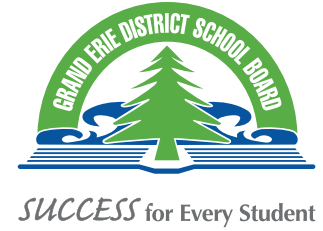
Compare each location and choose the best place to live based on your research. Communicate the results of your decision.

Consider the following:

- Create a brochure to advertise your chosen location as the best place to live
- Create a photo essay to advertise your chosen location as the best place to live
- Write a persuasive essay to convince others that your chosen location is the best place to live

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 19 - May 22

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?