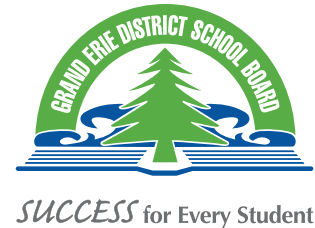


Grade 7



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 25	Think of any topic that you do not know much about at all! Engage in a conversation about and try to sound as convincing as possible (pretend you know what you are talking about!). Now ask yourself - How does reading about an issue or topic help you participate in a discussion about it?"
Tuesday, May 26	A-B-C Order Challenge – Think of as many categories as you can where you can brainstorm words that start with your topic – in A-B-C order. For example, foods – apple, broccoli, cauliflower.... Can you get all the way through from A-Z? Challenge someone else!
Wednesday, May 27	What is the different between a table of contents and an index? What if an information book (like a textbook, or reference book) did not have either of these? How could you organize the information with the text?
Thursday, May 28	Find a painting or photograph in your house that you like. Create a story for how the events depicted came to be and what might be happening next.
Friday, May 29	Categories! Using only nouns. Write down anything and everything that comes to mind that you associate with social media.

Grade 7



SUCCESS for Every Student

Numeracy Calendar

Date

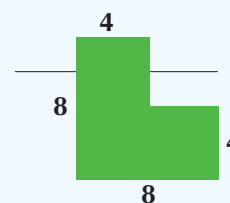
Activity

**Monday,
May 25**

Factor Game: This game is played with a hundreds chart. The first player chooses a number on the game board and marks or covers it. This is his score for the first round. The second player covers all the factors of the first player's number that are not already covered and adds their values. This is her score for the first round. (Example: The first player selects 15, which is his score. The second player covers 1,3,5, which are the remaining factors of 15. This gives her a score of 9.) The next round begins when the second player chooses a number, and the first player covers any not covered factors left on the board. Play continues in this manner. If at any time a player selects a number that has no uncovered factors, the opponent does not get any points. The game ends when all the numbers are covered. Points are added, and the player with the greater sum wins. (Math Fact Fluency, by Jennifer Bay-Williams and Gina Kling, pp. 98.)

**Tuesday,
May 26**

Divide this shape into four equal parts.
Explain how you know they are four equal parts.



**Wednesday,
May 27**

Visit the M.C. Escher collection:

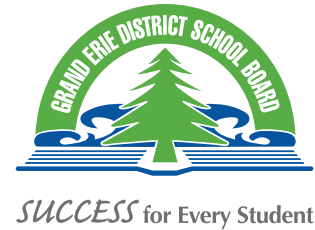
<https://mcescher.com/gallery/>

Escher created amazing artworks utilizing geometric transformations (dilatations, translations, reflections, etc.). Explore the site and select an artwork to really delve into. Describe all the transformations you see.

**Thursday,
May 28**

Create a table of values and graph the relationship between distance and time for a car travelling at a constant speed of 40 km/h. At that speed, how far would the car travel in 3.5 hours? How many hours would it take to travel 220km?

Grade 7



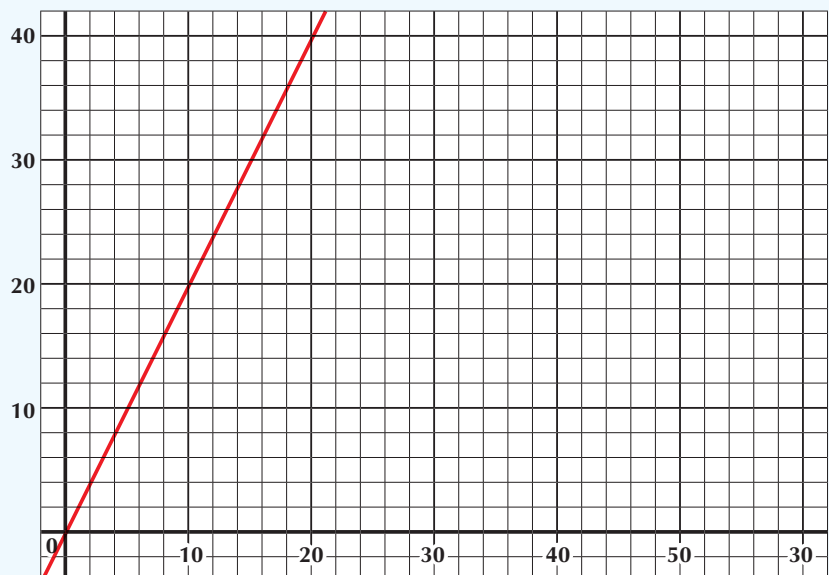
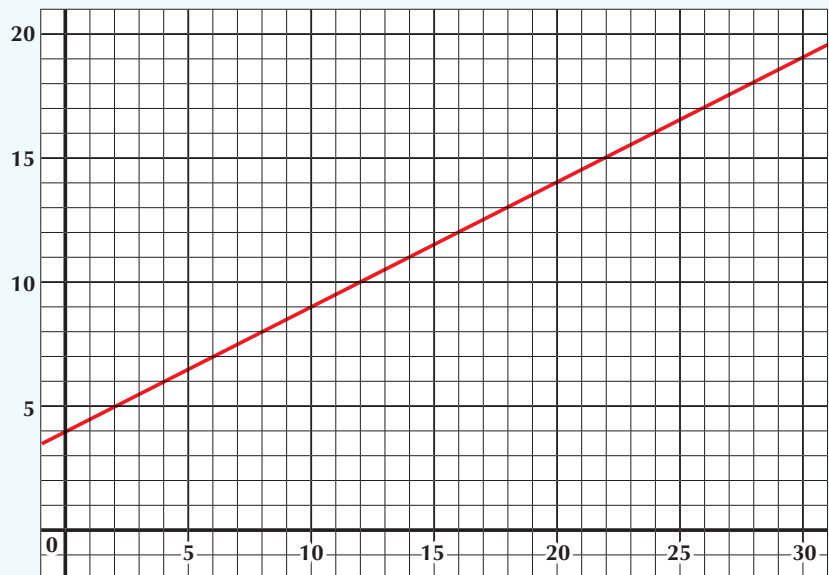
Numeracy Calendar

Date

Activity

Friday,
May 29

How are these graphs different? How are they the same? What could the data shown on these graphs be about? Justify why you think this. Label the graphs so that it reflects these topics.



Grade 7



SUCCESS for Every Student

Numeracy Calendar

Sources:

www.NCTM.org

Teaching Math with Meaning, Kathy Marks Krpan, 2018.

www.mathies.ca – Relational Rods Tool, Set Tool and Pattern Blocks

https://mathies.ca/files/representationCards/Tallies_0_to_50_AODA.pdf

<https://nrich.maths.org/145> - magic plant

<https://nrich.maths.org/159> - splitting plant

<https://nrich.maths.org/1159> - take the right angle

A Guide to Effective Instruction in Mathematics Grades 1-3 Geometry and Spatial Sense 2016

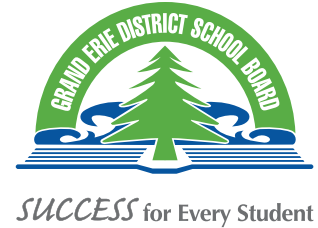
A Guide to Effective Instruction in Mathematics Kindergarten to Grade 3 Data Management and Probability 2007

Taking Shape: Activities to Develop Geometric and Spatial Thinking, Grades K-2, J. Moss, C. Bruce, B. Caswel, T. Flynn, Z. Hawes, 2016.

Small, Marian. Open Questions for the Three-Part Lesson – Geometry and Spatial Sense/Data Management and Probability. Grades 4-8

Inspiration from: <https://www.wouldyourathermath.com/category/3to5/>

Grade 7



Science

May 25 - May 29

Big Idea – Understanding Structures and Mechanisms

The design and function of various structures are dependent on the forces that act upon them.

Option 1

It Takes Both Sides to Build a Bridge

Read the following Britannica article:

<https://school.eb.com/levels/middle/article/bridge/273351>

Bridge Challenge:

In your Brightspace account about the five stable bridge construction types, found here:

<http://www.pbs.org/wgbh/buildingbig/bridge/challenge/index.html>

Using what you have learned, you are now tasked with making an example of each type of bridge, using items from your house. You could even use a family member to demonstrate a beam bridge (with their permission, of course!) or you could make an arch bridge using popsicle sticks or pieces of a cardboard box! Be creative as you show or act out your understanding of bridge structures, and how forces act upon them.

Extension: Once you have built your bridge models, add an extra challenge by completing The Bridge Challenge online, using the skills you have acquired.

Option 2

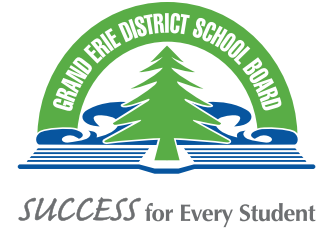
If you Build it, it will Last

Go to the link:

<http://web.archive.org/web/20180919092850/http://legacy.mos.org:80/etf/force.html>

...and read more about types of forces and design strength options. Now, apply what you have learned by virtually constructing a Skyscraper on the site that will withstand a variety of forces, while staying within the budget given to you. Next, write a journal reflection about what was successful in your design, and how you were able to improve your design through trials and the design feedback. Be sure to use the terminology from this unit to explain your results.

Grade 7



Science

May 25 - May 29

Option 3

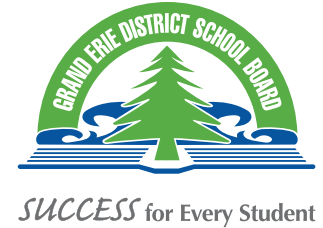
The Roller Coaster Design - Hills, Loops, and Turns

The effect of a force is dependent on 3 things – the amount of the force (the magnitude), where the force is going (the direction) and where the force is applied (the location). Your job is to draw your own prototype of a Roller Coaster shell structure which demonstrates the effects of magnitude, direction and location – and label where and how each of these force effects can be demonstrated within the ride. Don't forget to give your coaster design a fitting name!

Prompts for discussion:

- Brainstorm a list of 6 different structures you can use as a seat (they may be indoors or outdoors). What are the structural advantages of each as a “chair”? Which would you consider the best design?
- Which is more of a challenge to transport – liquids or solids? Why do you think so? What designs have we created to transport each of these?
- The centre of gravity in a structure is where a structure's mass is concentrated – it's where the structure is equally balanced in all directions. Which provides greater stability, a high centre of gravity or a low one? Use an example in sports or in nature to explain your choice.
- Dome structures are particularly strong in their form. Can you think of man-made and natural structural designs that employ the dome structure?

Grade 7



History

May 25 - May 29

Big Idea – Canada, 1800-1850: Conflict and Challenges

Social and political conflicts and changes in the first half of the nineteenth century have had a lasting impact on Canada.

Option 1

Read the following article:

<https://school.eb.com/levels/middle/article/War-of-1812/277654>

What were the major causes of the war of 1812? What impact did the war have on Canadian identity?

Choose a format that is best suited in communicating your results in an engaging and meaningful manner. Some ideas include:

- historical narrative
- audiovisual presentation
- information poster

Option 2

Read the following statement:

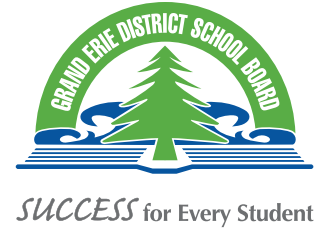
“The Métis were fighting for Canada before there was a Canada”
Explain what this statement means. Use the following site to help you:

Métis Nation of Ontario

- **<http://www.metisnation.org/culture-heritage/the-m%C3%A9tis-and-the-war-of-1812/>**
- **<http://www.metisnation.org/culture-heritage/the-m%C3%A9tis-and-the-war-of-1812/the-m%C3%A9tis-were-fighting-for-canada-before-there-was-a-canada/>**
- **<http://www.metisnation.org/culture-heritage/m%C3%A9tis-timeline/>**

Optional: Create a graphic text, drawing or painting explaining your response to this statement visually.

Grade 7



History

May 25- May 29

Option 3

What impact have the following individuals had on Canadian Heritage/identity?

- Laura Secord
- Tecumseh
- William Lyon Mackenzie

Choose one of the individuals listed above or one of your own choosing. Explain their impact through their experiences and important events that they were a part of in Canadian History.

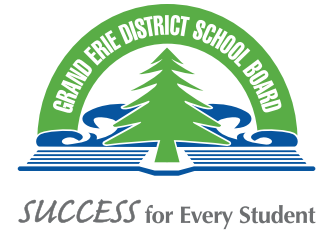
Options:

- a) Create a storyboard explaining the individuals' impact
OR
- c) Write a newspaper account explaining the individual's impact
OR
- c) Write a journal entry as the individual explaining their impact

Prompts for discussion:

- What can we learn from the ways in which people met challenges in the past?
- What types of forces can bring about change?
- Why is it important to consider various perspectives when analyzing events or issues?

Grade 7



Geography

May 25 - May 29

Big Idea – Natural Resources Around the World: Use and Sustainability

There is a relationship between Earth's physical features and the distribution of natural resources and how people use these resources to meet their needs and wants.

Option 1

Read the following article:

<https://school.eb.com/levels/middle/article/natural-resource/599843>

1. What is a natural resource?
2. What are renewable resources? Give an example.
3. What are non-renewable resources? Give an example.
4. Use a Venn Diagram to compare Renewable vs Non-Renewable.

Option 2

Read the following article:

<https://www.thecanadianencyclopedia.ca/en/article/resources>

Task:

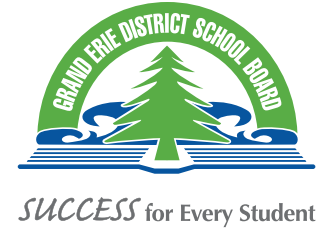
- Complete the following table for each province or territory in Canada.
- Identify the natural resources found within province or territory.
- Indicate if the natural resource is renewable or non-renewable.

Province/ Territory	Natural Resource(s)	Renewable/ Non-Renewable R/NR

Option 3

Canada is a country very rich in natural resources. In your opinion, what benefits do these natural resources bring to Canada?

Grade 7



Geography

May 25 - May 29

Prompts for discussion:

- Why might some countries be better able than others to extract and use natural resources in a sustainable way?
- How do we determine whether the extraction and/or use of a natural resource is sustainable? Is the extraction and use of fossil fuels sustainable?
- What are some of the ways in which countries around the world are practicing environmental stewardship? What can we learn from these practices?