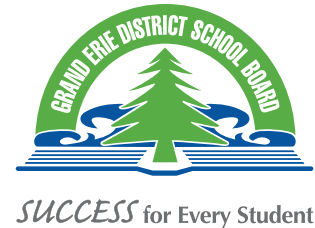


Grade 7



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,
June 1**

What is a cliff-hanger? Think of a popular fairy tale, fable or short story. Challenge yourself to retell the story by adding a cliff-hanger ending.

**Tuesday,
June 2**

Idioms! Have you ever heard the phrases Break a leg; It's raining cats and dogs; We'll cross that bridge when we come to it, etc. An idiom is a figure of speech or expression that does not literally mean what it says, rather it implies meaning. Take a look at these examples. What is the implied meaning? This week try using some of these in context.

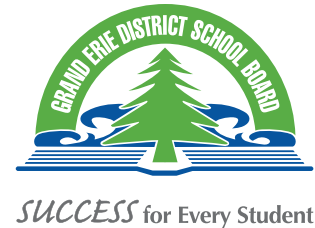
When pigs fly
Dropping like flies
Saved by the bell
A picture paints a thousand words
Handwriting on the wall
Apple of my eye
Chip on your shoulder

French option
faire la grasse matinée
arriver comme un cheveu sur la soupe
avoir la chair de poule
avoir un coup de foudre
avoir la frite
donner sa langue au chat

**Wednesday,
June 3**

Write one short narrative including EACH of the following words. Be sure to use descriptive language to describe the setting, mood and experience for your audience: ELEPHANT, THAILAND, TOURIST, PASSPORT, and ENVELOPE.

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

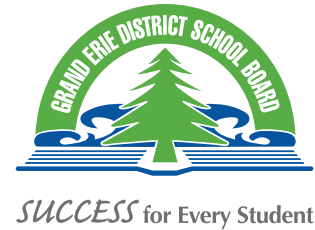
**Thursday,
June 4**

An **"allusion"** is a casual reference to a famous historical or literary figure or event. These are created all the time in novels and in pop culture – especially in music. For example, "Dana had a smile rivaling that of the Mona Lisa". This week, your task is to find an allusion for the following topics: nature, love, fear and hard work.

**Friday,
June 5**

Categories! Using only adjectives, write down anything and everything that comes to mind that you associate with social media.

Grade 7



Numeracy Calendar

Date	Activity
Monday, June 1	Explain why 10×0.08 is smaller than $10 \div 0.08$. Use a model or diagram in your explanation.
Tuesday, June 2	Find a box. Measure the surface area of that box. Find another box that you predict is 3 times larger than that box. Calculate to see how close your prediction is. Is the second box 3 times larger?
Wednesday, June 3	Last week you explored the artwork of M. C. Escher. Use similar transformations to create your own work of art.
Thursday, June 4	For the pattern 1,3,5,7,9, ..., investigate and compare different ways of finding the 50th term. Which of these ways makes the most sense to you and why?
Friday, June 5	The probability that a fish caught in Lake Goodfish will be a bass is 29%. Predict how many bass will be caught in a fishing derby there, if 500 fish are caught.

Grade 7



SUCCESS for Every Student

Numeracy Calendar

Sources:

NCTM.org

Teaching Math with Meaning, Kathy Marks Krpan, 2018.

Mathies.ca Relational Rods Tool

Mathies.ca Set Tool

Mathies.ca 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

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.

www.nat.banting.com Min-Max-imize Dice Game

Dice Difference - @Jordanrappaport27

Mathigon.org/polypad

Open Questions for the Three-Part Lesson Measurement & Patterning and Algebra: Gr. 4-8; Marion Small, 2016

Grade 7



Science

June 1 - June 5

Big Idea – Understanding Earth and Space Systems

Heat is a form of energy that can be transformed and transferred. We can explain these processes using the Particle Theory of Matter.

Option 1

Heat Wave

Heat Energy is often called thermal energy. Thermal energy is present in the molecules of all objects. When an object is hot the molecules have a lot of energy and move fast. When an object is cold, the molecules have little energy and move slowly. Remember, the faster molecules are moving, the more space they take up. Think back to the Particle Theory from our Pure Substances and Mixtures unit and the three changing states of matter:

http://www.harcourtschool.com/activity/states_of_matter/index.html

As we increase the thermal energy of particles, we create:

- a) **Solid – Liquid** (Melting)
- b) **Liquid – Gas** (Evaporation)
- c) **Solid – Gas** (Sublimation)

As we decrease the thermal energy of particles, we create:

- d) **Gas – Solid** (Deposition)
- e) **Gas – Liquid** (Condensation)
- f) **Liquid – Solid** (Freezing)

Create 6 frames on a page. Draw and label a real-life example of each changing state due to thermal energy changes.

Extend your learning: Read the following article about how temperature and heat differ:

<https://school.eb.com/levels/middle/article/temperature/313807>

Option 2

The Heat is On

Heat always transfers from hotter objects to cooler objects. When two objects are in direct contact with each other (touching), heat is able to transfer. This is called conduction. When heat flows through a liquid or a gas, it is called convection.

Grade 7



Science

June 1 - June 5

Option 2 Continued...

Heat that is transferred through light does not rely on any contact between the heat source and the heated object. This is radiation.

Complete the interactive lesson at:

<https://www.wisc-online.com/learn/abe-ell/science/sce304/heat-transfer-conduction-convection-radiation>

Now, brainstorm the ways that you have experienced conduction, convection and radiation as forms of heat transfer in your life and record your examples in a 3-column chart. Which do you experience most? Why do you think this is the case?

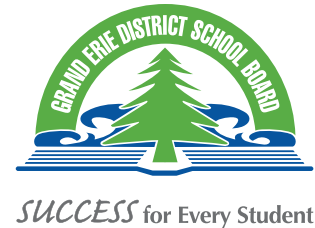
Option 3

If you can't stand the heat, don't try these at home!

We know there are many sources of heat, but can we witness thermal energy at work? Try these experiments and record your observations with jot notes or diagrams for each to document your results.

- a) **Colours of the Sun** – Do you think different colors absorb solar energy differently? Think about what you wear on a hot day. Now let's test your hypothesis. First, wrap three identical drinking glasses in paper of different colors. Then fill each glass with the same amount of water. Next, leave the glasses in direct sunlight for one hour. Finally, check the temperature of each glass of water. Which type of container absorbs the most heat energy? Why is this the best conductor?
- b) **This is Cool!** – You will need a balloon (or latex glove), a plastic pop/water bottle, two bowls, and a freezer. First, put the balloon and the bottle in the freezer for 5 minutes. Next, fill a bowl with lukewarm water. Put the mouth of the balloon over the opening of the bottle and place the bottle in the bowl of warm water. Record what happens to the balloon. Next, with the balloon still stretched over the mouth of the bottle, place the bottle in a bowl of ice water. What happens now? Thermal energy has caused this transformation – explain how.

Grade 7



Science

June 1 - June 5

Option 3 Continued...

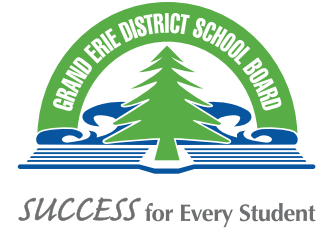
c) **The Bottle Crusher** - You will need a plastic bottle (like the one above), a sink with hot water, and a fridge or freezer. First, run the empty plastic bottle (with the cap off) under hot water for 60 seconds. Next, put the cap on and place the bottle in the fridge or freezer for 10 minutes. After 10 minutes, take the bottle out – what do you see? Why has it done this? Finally, run the bottle under hot water again, with the cap on. What happens to the bottle? This is called Charles' Law – and shows how the volume of a gas relates directly to its absolute temperature.

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.

Prompts for discussion:

- What are the ways that we use heat in our everyday lives?
- Why did humans invent machines to dry their laundry when it can dry naturally in the open air? Can you think of 2 other examples of "inventions of convenience" that use heat?
- Explain how an ice cube can cool off a glass of warm lemonade.
- Anders Celsius chose to use water as his reference point for temperature. What are the (Celsius) temperature points for freezing water? Boiling water? Body temperature?
- Water is one of the few materials that EXPANDS as it freezes. Using what you know about the particle theory, how is this different than most materials?

Grade 7



History

June 1 - June 5

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

The first half of the nineteenth century was a time of major conflict and change in Canada.

Option 1

There were a variety of reactions of different groups to the Call of Arms in 1812. You have been given the task of investigating the reactions of different groups, including Indigenous peoples and sharing this information with the public.

- 1) Create a chart similar to the one below, list 5 questions that would guide your research, explaining why you chose these specific questions and what information you hope to gain with their answers.

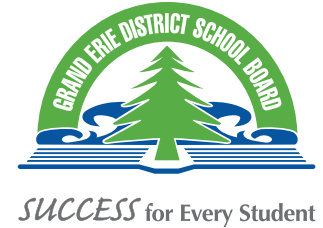
Questions to Guide Research	Explanation

- 2) What is the most effective way to present your information and explain the different perspectives on this issue to your audience? What format best suits your audience?

Consider the following formats or choose one of your own. Explain your choice.

- a dual perspective poem or story
- a dramatic presentation
- a work of art depicting the various groups involved in an event along with a write-up explaining their viewpoints

Grade 7



History

June 1 - June 5

Option 2

You have been hired in the year 2020 to research information on life in the early to mid 1800's and publish a report with your findings.

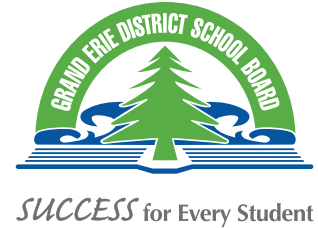
The following questions can help guide your inquiry:

- 1) How and where could you search for primary sources on Indigenous perspectives on the War of 1812 and its aftermath?
- 2) Where might you find information about the viewpoints of different individuals or groups on political issues leading up to the Rebellion in Lower Canada?
- 3) If you were consulting websites for information on the Pemmican Proclamation, how would you determine which sites were the most reliable and credible?
- 4) What types of maps might you use to gather information on immigrants entering Canada?
- 5) What type of graphic organizers might you use to help you determine whose perspectives are present in and absent from these documents describing the impact of the War of 1812 on First Nations and Métis families?

Reflection:

Why is it important to consider some of the contents above, such as efficiently searching for primary sources, using reliable and credible websites, choosing specific maps, charts and graphic organizers to compliment research, when completing an inquiry in History?

Grade 7



History

June 1 - June 5

Option 3

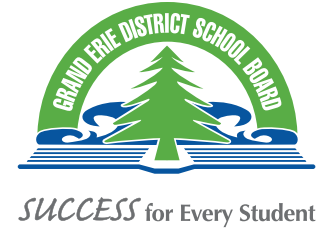
Research the meaning of the following vocabulary words and explain their historical meaning.

1. Immigrant
2. Rebels
3. Famine
4. Loyalist
5. Reformer
6. Patriote
7. British North America
8. Upper Canada
9. Lower Canada
10. Family Compact
11. Château Clique
12. Responsible Government

- 1) When you use appropriate historical vocabulary does it change the impact for your audience? Explain.
- 2) How does understanding historical vocabulary involved in history help you to communicate your understanding of it in a meaningful way?
- 3) One type of visual organizer that promotes vocabulary development is called a word map. Create a word map like the example below for three of the vocabulary words above.

Definition	Historical Meaning
VOCABULARY WORDS	
Use it meaningfully in a sentence	Draw a picture to represent it

Grade 7



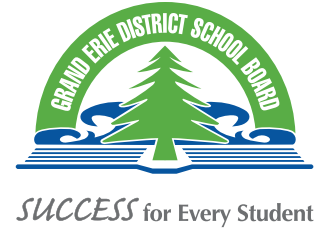
History

June 1 - June 5

Prompts for discussion:

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

Grade 7



Geography

June 1 - June 5

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

The ways in which people extract and use natural resources can have social, economic, political, and environmental consequences.

Option 1

Where might you find information on the impact of resource extraction/harvesting on local people? How can you be sure that the information you have gathered is accurate and reliable? In your opinion, do you think the website of the resource companies involved would be a good source for such information? Why or why not?

Option 2

Read the following:

<https://school.eb.com/levels/middle/article/conservation/273782>

Consider:

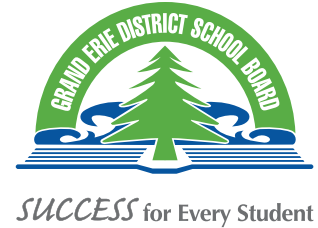
1. What is the current impact of the global consumption of fresh water?
2. What is likely to be the economic and environmental impact in the near future?
3. What political action do you think should be taken to protect the world's fresh water?"

TASK: Communicate the results of your investigation and thinking.

Consider the following:

- an essay on the impact of water use
- a plan of action to preserve the world's fresh water
- a thematic or annotated map showing the extent of damage to a water system
- a fictionalized narrative about a person or animal affected by global consumption of water
- a web page that includes links to sites providing varying opinions on the impact of global water consumption
- a public service announcement educating people about the economic and environmental impact of global water consumption

Grade 7



Geography

June 1 - June 5

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

The ways in which people extract and use natural resources can have social, economic, political, and environmental consequences.

Option 2 Continued...

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?

Option 3

Natural resource extraction and harvesting comes with environmental challenges.

1. Choose a topic from the list provided below:

- Bottled water
- Overfishing
- Deforestation
- Alternative energies
- Fossil fuels
- Other

2. Investigate your chosen topic:

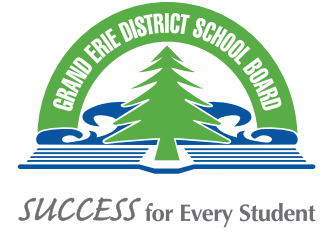
- Who, What, Where, Why, and How?
- Social, economic, political, and environmental impacts?
- Local and global connections?

3. Communicate the results of your investigation. Consider the following:

- a media presentation of your choice
- an infographic
- an editorial for your local newspaper

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

June 1 - June 5

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?