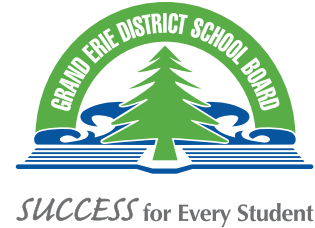


Grade 7



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.

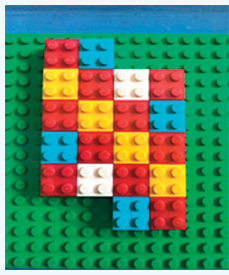
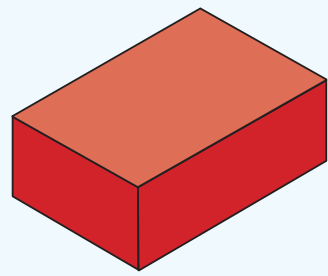
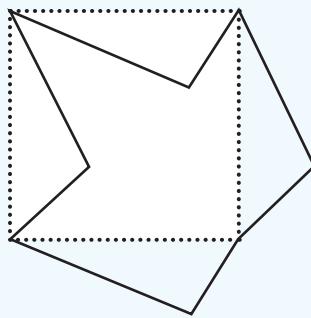
Date	Activity
Monday, June 15	Look around your house and count to ten. When you get to ten, stop and write a poem about the first object that you see. Your poem must be a minimum of 6 lines long and accurately describe the object.
Tuesday, June 16	What is a “Works Cited Page” or a “References Page”? Why is it important for an author to include this?
Wednesday, June 17	Write about a person you believe to be a “hero”, either real or fictional. What did they do to demonstrate heroism? Explain your choice.
Thursday, June 18	Last year a woman in Alberta was giving away a 3-million-dollar house to the person who wrote her with the best reasons for why they should be the one chosen. Outline an argument for why she should give you the house. Begin by organizing your arguments in point form.
Friday, June 19	Create your own Categories game! Over the past three weeks you wrote a list of either nouns, adjectives or verbs related to social media. This time create a list of either all nouns, adjectives or verbs (your choice) related to any theme or topic. Share this list with a family member. Are they able to figure out what all the words in your list relate to?

Grade 7

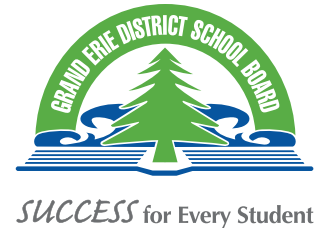


SUCCESS for Every Student

Numeracy Calendar

Date	Activity
Monday, June 15	<p>What is the ratio of red bricks to blue? Yellow to white? Red to the whole? Can you make a different design with the same proportions? Explain your thinking.</p> 
Tuesday, June 16	<p>Can you find a cuboid (with edges of whole number lengths) that has a surface area of exactly 100 square units? Is there more than one? Can you find them all? Can you provide a convincing argument that you have found them all?</p> 
Wednesday, June 17	<p>Tessellation activity – Starting with a square cut out from a cereal box or other thin cardboard, make a cut-out from the side. Tape this cut-out to the opposite side of the shape. If you want, you can do the same thing with the top and bottom of the square. You might end up with a template that looks like this:</p> <p>Use this template to create a tessellation pattern on a piece of plain paper.</p> 

Grade 7



Numeracy Calendar

Date

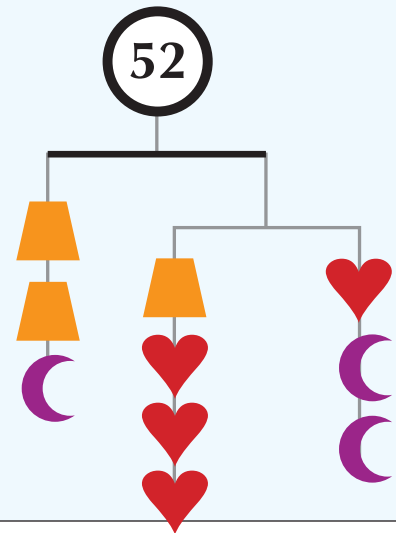
Activity

**Thursday,
June 18**

Math Challenge

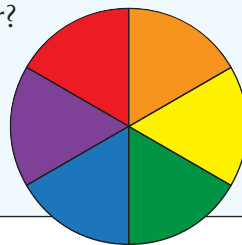
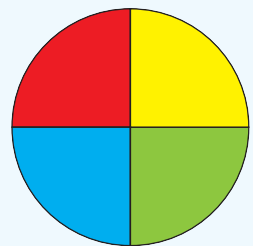
Using the above image, write three different algebraic equations. See if you can solve for each shape. Clue – Consider how the mobile show equality (balance).

<https://solveme.edc.org/mobiles/>
Puzzle #77



**Friday,
June 19**

What is the probability of rolling a 4 and spinning red, when you roll a number cube and spin a spinner that is equally divided into four different colours? How would the probability change with the following spinner?



Grade 7



SUCCESS for Every Student

Numeracy Calendar

Sources:

Box Cars and One-Eyed Jacks

<https://www.nctm.org/Classroom-Resources/CRCC-Archive/>

A Guide to Effective Instruction in Mathematics, Kindergarten to Grade 6. Data Management and Probability, Grades 4 – 6

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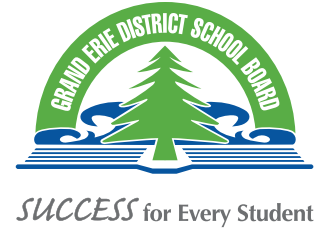
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The Weather Network:

<https://www.theweathernetwork.com/ca/monthly/ontario/brantford?year=2020&month=5&dispt=calendar-container-monthly>

Grade 7



Science

May 11 - May 15

Option 1

Chemical and environmental engineers are tasked with the problem of cleaning up oil spills, caused by human interaction with our environment.

You will simulate an oil spill in this experiment, and work to “clean up” your ocean. You will need: oil, water and a large container, as well as a few feathers or fur (felt or fabric will work too!) that you can find in your house, your yard or a walk around the neighbourhood. Simply mix oil and water in a large container and add a few feathers or pieces of fur to represent the wildlife. Your job is to use materials like sponges, paper towels or little spoons to try to remove the oil from the water and “wildlife”. Which materials were most effective in removing the oil? Why do you think this was the case? Can you think of any other materials that you could use to minimize this environmental impact?

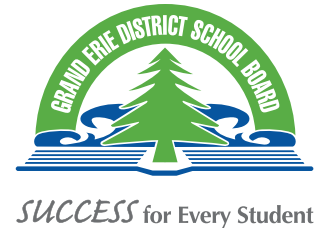
Option 2

Take a look at a bicycle – either one that you have, or a picture of one that you can find online.

What makes it an efficient vehicle to get you from one place to another? Think about the forces that work on a bike (Tension, Compression, Torsion and/or Shear forces).

Your task is to create a drawing of a prototype of an All-Season, All-Terrain Ultimate Bicycle. Materials and costs are not concerns. Think about the consumer and what would make this bike functional, efficient, easy to use, and durable. Would a self-driving machine be possible? Can you design it so that it will only work for the owner? Can you design it using materials to withstand the Canadian elements? Think about changes you can make to be ergonomically geared towards the owner... maybe a bike that grows up as you do? Be creative and make a bike that’s right!

Grade 7



Science

June 15 - June 19

Option 3

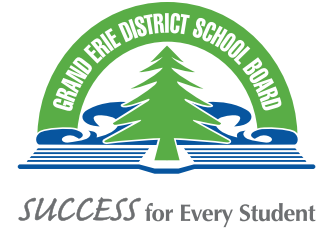
Examining the Speed of Water – In this task, you will apply the Particle Theory to explain why materials move at different speeds through different temperatures. You will need: two glasses, food colouring (or vegetable oil will work as an alternative) and both hot and cold water. Your task is to fill one glass with hot water (be careful!) and one glass with cold water, ensuring that there is equal amounts of water in each. Now, squeeze 3 drops of food colouring or vegetable oil into each glass, one at a time – and observe. At which temperature did the dye/oil move through the water faster? Using the Particle Theory, how can you explain this? Can you think of other liquids you could try this with?

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:

- Think about how human actions are affecting our ecosystems. What is one thing that you can do today to positively affect an ecosystem?
- Using famous structures around the world, what do you think is the most common function of these structures?
- Are heterogeneous materials more common in the natural environment than homogeneous materials? Why? What about the human-made environment?

Grade 7



History

June 15 - June 19

Big Idea

- Throughout Canadian history, people have struggled to meet challenges and to improve their lives
- The first half of the nineteenth century was a time of major conflict and change in Canada.
- Social and political conflicts and changes in the first half of the nineteenth century have had a lasting impact on Canada.

Option 1

Reflect

Reflect on your learning: What are three new things you have learned in the History strand of Canada, 1800–1850: Conflict and Challenges?

- 1.
- 2.
- 3.

What are two things that you found interesting in the History strand of Canada, 1800–1850: Conflict and Challenges?

- 1.
- 2.

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

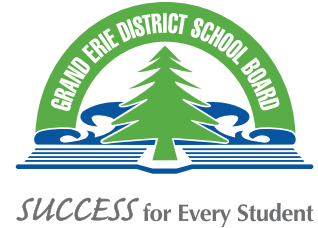
- 1.

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

Grade 7



History

June 15 - June 19

Option 2

Create

Travel brochures are documents that advertise specific locations and destinations to encourage others to travel/ work/live in certain locations around the world.

Your task is to create an engaging travel brochure to encourage immigrants to come and settle in Canada during the time period of 1800 – 1850.

Research some current travel brochures to give you some ideas when starting your brainstorming and planning.

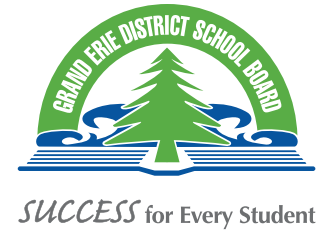
Consider including some of the following in your travel brochure:

- Brief summary of Canada in 1800-1850
- Highlights of important places (Canada East, Canada West etc.)
- Location, consider including a map
- Well-known places including Historic Sites and Landmarks
- Recreation and Outdoor Activities
- Entertainment
- Climate and overall weather conditions
- Transportation
- Arts and Culture
- Languages and Local Dialect
- Food
- Pictures/Graphics to enhance visual appeal of the location
- Additional Information that would encourage an immigrant to settle in Canada

Choose a format for your travel brochure that will communicating your information in a creative engaging and meaningful manner. Some ideas include pamphlets, blogs, posters and slideshows.

- Be creative and have fun!

Grade 7



History

June 15 - June 19

Option 3

Research

1) Research a significant individual or group who made a large impact in the history of Canada in 1800 - 1850

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?

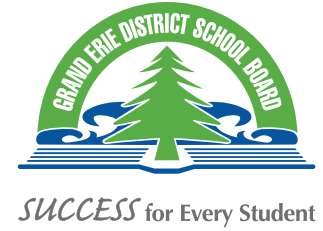
Research one of the individuals or groups listed below or choose a person or group from this time period you are interested in.

Individuals	Groups
<ul style="list-style-type: none">■ Robert Baldwin■ General Isaac Brock■ Cuthbert Grant■ Charles Ermatinger■ Peter Jones■ William Lyon Mackenzie■ Grace Marks■ John Norton■ Louis-Joseph Papineau■ Richard Pierpoint■ Peggy Pompadour■ Louis Riel Sr.■ Laura Secord■ Shawnadithit■ Tecumseh■ Catharine Parr Traill	<ul style="list-style-type: none">■ Groups advocating responsible government or public education■ Immigrant aid and other charitable organizations■ The Family Compact and Château Clique■ Groups such as Mennonites in Waterloo County or the Six Nations in the Grand River region of Upper Canada)

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



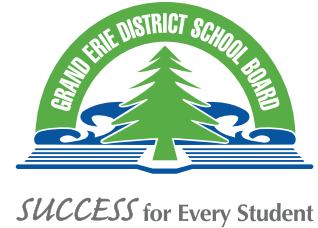
History

June 15 - June 19

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 15 - June 19

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

- Resource development is affected by social, political, economic, and geographic factors
- The ways in which people extract and use natural resources can have social, economic, political, and environmental consequences.
- 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

Reflect on your learning:

What are three new things you have learned in the Geography strand of Natural Resources around the World: Use and Sustainability?

- 1.
- 2.
- 3.

What are two things that you found interesting in the Geography strand of Natural Resources around the World: Use and Sustainability?

- 1.
- 2.

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

- 1.

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

Grade 7



Geography

June 15 - June 19

Option 2

Answer the following questions to review some of the key concepts of study in the Geography strand of Natural Resources around the World: Use and Sustainability.

1. Define renewable, non-renewable, and flow resources.
2. List examples of renewable, non-renewable, and flow resources.
3. What are some examples of Natural Resources found in Canada?
4. Explain the relationship between renewable, non-renewable, and flow resources to the Earth's physical features.
5. What are some ways that people use the natural environment, including specific elements within it, to meet their needs and wants?
6. What are significant short- and long-term effects of natural resource extraction/harvesting?
7. What are the social and/or environmental challenges arising from the use of natural resources?
8. How does Canada ensure Natural Resources are sustainable? Is this enough?

Option 3

Call to Action!

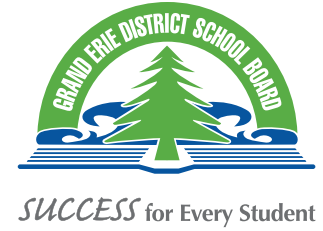
TASK: You are going to create a media campaign to convince your peers to become Environmental Stewards.

Your call to action needs to include:

- Definition of being an Environmental Steward
- Persuasive reasoning to explain why being an Environmental Steward is necessary
- Information on current environmental issues
- Outline the steps to becoming an Environmental Steward

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 15 - June 19

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?