Centreville Community School

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Grade 7 HOME LEARNING PLAN

Grade:	7
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In accordance with the communication sent from our Minister of Education, Dominic Carty, on April 2, 2020 Home learning opportunities to support literacy, numeracy, science and social studies outcomes will be made available online weekly by Middle School Teachers.

Families are encouraged to:
-Support their children to complete the options below for an average of **two hour per day**.
-Read aloud with their children daily; and
-Consider daily physical activity and free play as an important part of their child's mental health and skill development.

Subjects	Description of Learning Activities
Literacy If you want to "pass in" your weekly writing piece to the group "English Language Arts 7-7H" in Microsoft Groups, under assignments, there are the weekly descriptions. I will provide feedback of what you're doing well and	**WRITING** - Keeping a daily journal is a great way to get your thoughts down on paper about what you've been doing during the day, you can make up a story about whatever you want to write about or do an informational report about something you're interested in. It can be on paper or on the computer. Middle School students should be able to write at least ¾ to 1 page for each journal entry. April 22 was the 50th Anniversary of Earth Day, so for your weekly special Writing piece, do one or both of the following: 1. Using the 5 Rs in this image, create a list of ways we can help our Earth. 2. Make your own personal list of rules for having a clean environment.

For everything you write: please remember to use periods/punctuation, capital letters where they are needed and check your spelling of words you're supposed to know. I put a picture of the Writing Traits that are up on my bulletin board for Grades 6 and 7. Grade 8's can use the Grade 7 ones. They're pretty much the same for all Middle School students. **Please make sure you are using the Writing Traits list and check your work over to make sure you're doing the best you can do.**

READING – You should be reading at least 30 minutes each day. This could be any of the following: books, magazines, newspapers (yes, they still make paper ones but you could read online news too), online blogs, articles, e-books (borrow some from the public library). You could read to younger siblings too. Once a week, I would like you to write a response to something you have read. You could tell something about the characters, setting, what is happening in the story, any interesting words you find, your favorite/least favorite part or predict what will happen in the next part of the book. If you are reading non-fiction (informational) material, tell 4 things you learned that you didn't know before or something you already know that wasn't in the article.

Proofreading Practice
 Find the capitalization errors (some should be capital letters but aren't and some are capital letters but shouldn't be):
 1. Walt disney created the star of a Cartoon called steamboat willie. The name of the star was mickey mouse!
 2. horrible hilda hears hairy harry holler.
 3. The largest planet in the Solar System is named jupiter.
 4. the wright brothers' famous flight at kitty hawk, north carolina, lasted less than Two minutes.
 5. One of the most popular books of All Time is harry potter and the sorcerer's stone. The Author's name is j.k. rowling.

Grade 7 Social Studies

If you have any questions about the Social Studies activities, please contact-

Melissa Richardson
melissa.richardson2@nbed.nb.ca

Women's Right to Vote in Canada - Research how and when women won the right to vote in Canada by watching the following videos:
✎https://www.cpac.ca/en/programs/telling-times/episodes/21252966/
✎https://www.youtube.com/watch?time_continue=4&v=SdbG6EIHrbs&feature=emb_logo
✎https://www.youtube.com/watch?v=1CUKkA16GLg
visiting the following websites:
✎ https://www.thecanadianencyclopedia.ca/en/article/suffrage
✎https://www.cbc.ca/kidscbc2/the-feed/why-it-took-so-long-for-women-to-get-to-vote-in-canada
✎http://www.canadahistoryproject.ca/1914/1914-08-women-vote.html
and/or reading the attached information sheet.

Product: Imagine that you live in Canada before all women had the right to vote. You are outraged by the inequality, and you are going to be heard!! Create a couple of advertisement aimed at convincing/persuading people that women should be able to vote. (2 ads on one 8½ x 11 piece of paper).

Canadian History: Women Get the Vote!

The Status of Women: A Little History

In Canada, both before Confederation in 1867 and for decades after, the legal status of women in society was less than that of men, in almost all aspects of life. This was much the same throughout the world, and in some countries, women had very few rights at all.

The general attitude about women (and which a lot of women went along with) was that they were better off under the protection and guidance of men. This also meant that a larger burden was placed on men to support their wives and families financially. Today, adult women do not take it for granted that a man will support them, and neither do women accept the limitations that were placed on them in the past, including not being able to vote.

The Industrial Revolution, which had begun at the end of the 1700's, created a huge change in society in Europe and North America. This change took place over many decades but by the end of the 19th century, there was a substantial number of women working outside the home, mostly in factories. Of course, women had always helped with farm work, and farming was still the main way people earned a living at that time. The status of being a farmer's wife, though, was less than that of being a farmer. Some women, usually widows, ran their own farms, often with the help of grown sons or other male relatives. The general rule was that men held the jobs that supported their families, and as far as the professions went, there were few women. One exception was teaching, which in Canada was often a woman's occupation. A female teacher, though, often had to follow strict rules (for example, if she did marry, she might lose her job).

As the decades went by, changes in society meant changes for women. In many cases, women had to take action to get the attention of society to improve their lives. One improvement was getting the right to vote!

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Women's Suffrage

The movement that was launched with the goal of obtaining the right for women to vote is known as the *suffrage movement*, or simply "women's suffrage". Suffrage refers to the right to vote (another word that means the same thing is "enfranchisement"). The women's suffrage movement began in the late 19th century, but success was slow in coming.

The Fight for the Right to Vote in Canada

In the late 19th century and the early years of the 20th, women had to fight the attitude that there was no need to give the vote to females. In Canada, female activists began to demand the right to vote around 1910. New Zealand women had already had the vote for twenty-seven years and other countries were changing their national voting rights. Canadian women had no intention of being left out! Although the movement in other countries, particularly in Great Britain, spawned violent protests and even deaths (women went to prison and some staged hunger strikes), Canada's suffrage movement was mostly peaceful. Women signed petitions and attended meetings, and made sure their cause was covered in newspapers.

World War I had a profound effect on speeding up the "right to vote" movement. Canada was part of the Allied armed forces overseas, and was involved for the duration of the war. The Prime Minister of the time, Robert Borden, wanted to be re-elected in 1917, and decided to extend the right to vote to Canadian female nurses helping wounded soldiers overseas. He also allowed female relatives of soldiers to vote for the first time in their lives. Borden won the election, and about a year and a half after the war ended, all adult women were given the right to vote in federal elections.

What are your observations & reactions?
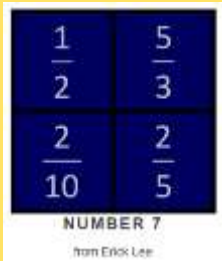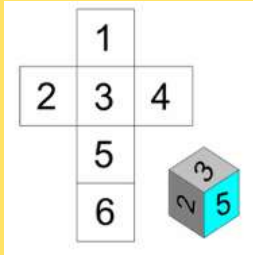**What conclusions can we draw from the websites and reading passage?**
What was the most interesting fact you learned? Why?

April 27th to May 1st – Offline Math Choice Boards (Grade 7)

Monday	Tuesday	Wednesday	Thursday	Friday
If the theoretical probability of rolling a "4" on a die is 1/6, predict how many times the outcome will be "4" if you roll the die 42 times. Now try it. Roll the die 42 times. Did the number of times you rolled a "4" agree with the theoretical probability? Explain why this happened. (if you don't have dice then place the numbers 1-6 on separate slips of paper and draw them from a small container. Makes sure you replace the number each time)	If the theoretical probability of rolling a "4" on a die is 1/6, and rolling an odd number is ½ then what is the theoretical probability of rolling a 4 or an odd number on the die. Predict how many times the outcome will be "4" or an odd number if you roll the die 48 times. Now try the experiment for the problem above. Roll the die 48 times. Did the number of times you rolled a "4" or an odd number agree with the theoretical probability? Explain why this happened.	List the multiples of the following numbers. For each multiple, get as close to 60 as you can. 2: 3: 4: 5: Circle the smallest multiple that they all have in common. (This is called the least common multiple) (Example of a least common multiple: 6: 6,12,18,24,30 8:8,16,24,32 The least common multiple is 24)	John says fractions below show the amount of time he spent being active throughout the day. How much time has he spent being active? Now, find a common denominator for the fractions below and then add them. How much time does it show he spent being active? Do your answers match? $\frac{3}{4}$hr $+\frac{1}{2}$hr $+ \frac{2}{3}$hr $+ \frac{5}{6}$hr	Create three addition sentences that would have an answer of $\frac{3}{4}$. Draw pictures to help. (Hint: start with a drawing that shows the answer = ¾) And/Or Sue stated, "A taller triangle always has a greater area than a shorter triangle." Jim disagreed with Sue's statement. Draw an assortment of triangles to try to see if Jim could be correct.
Which One Doesn't Belong? NUMBER 7 from Erick Lee	**Which One Doesn't Belong?** NUMBER 11 from Mrs. Morgan .	Mary is making bracelets and she says the fractions below show the amount of floss she has used each day to make them. How meters of floss have been used? $\frac{1}{4}$m $+\frac{3}{4}$m $+ \frac{5}{4}$m$+ \frac{1}{2}$m	Find a small sized box. (about the size of a Kleenex box) Sketch as many different nets* as you can of the same box. Using a ruler, find the length and then the area of each side of your box and label it. What is the total area of your box? (This is called surface area.) *Net: A pattern that you can cut and fold to make a 3D shape. This is the net of a number cube:	

April 27th to May 1st – – Offline Math Games (Grade 7)

Math facts
Daily Practice, 10 minutes
Make cue cards with multiplications from 1 x 1 to 12x 12 on the front of the cards. On the back of the cards, write the answers. Use these to practice multiplication skills! (For a challenge, you can time yourself and see how many you can get right in a certain amount of time and set a goal to see your improvement!)

Probability Dice Game *or* **Integer War Game** – See week of April 20th for rules

Play Multiplication or Addition War! – See week of April 14th for rules

April 27th to May 1st – – Online Math Choice Boards (Grade 7)				
Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
Game 1 – Equivalent Ratios. Probability	Game 2: Equivalent fractions	Game 3: Adding Fractions Dirt Bike Proportions	Game 4: Area and Perimeter	Game 5: Rotations Transformation Workshop

IXL Online Practice - I have a 30-day free trial and have set all middle school students up with a username and password. If you didn't receive the email from IXL with this information, please let me know and I will forward it to you for your child.

I have tagged the activities, right in IXL, that your child may wish to try. The headings listed below tell sections relate to the learning activities for the week.

Click this link to go to Grade 7 IXL online activities: IXL Online Practice for Grade 7

Probability	Probability	Number Theory	Add and subtract fractions	Add and subtract fractions

A chance to practice your multiplication skills:
Mr. Boyd reads: Math Potatoes "Yay Potatoes!"

April 27th to May 1st – – Online Math and Tech Games (Grade 7)

Some Middle School Web Sites for Math, Tech and/or Science
www.everfi.net
Sumdog (I only have passwords for grade 6)
Hour of Code
https://www.typing.com/

Check out the Code.org resources for students at home
And take a weekly Code Break every Wednesday with special guests!

Sources for offline and online learning:
A Guide to Effective Instruction, Geometry and Spatial Sense Grades 1-3, Ministry of Education, 2016
A Guide to Effective Instruction, Data Management & Probability, K-3, Ministry of Education, 2007
Open Questions for the Three-Part Math Lesson - Number Sense and Numeration: Gr. 4-8 M. Small
Open Questions for the Three-Part Math Lesson – Measurement/Patterning and Algebra – Grades 4-8 M. Small
Teaching Student-Centered Mathematics Gr. 6-8 John Van de Walle,
Making Math Meaningful Marion Small, 2013
Box Cars and One-Eyed Jacks Jane Felling
What to Look, Alex Lawson
https://schools.wrdsb.ca/athome/learn/elementary-2/healthy-active-living/ Jo Boler, YouCubed website:
https://www.youcubed.org/tasks/paper-folding/.
"The Roll Out Fractions Game: Comparing Fractions" by Enrique Ortiz in Teaching Children Mathematics, August 2006

Grade 7 Science If you have any questions about the Science activities, please contact- Angela Taylor angela.taylor@nbed.nb.ca	**<u>Design Your Own Garden</u>** This assignment may be done on paper, typed in Word, designed in PowerPoint, created in Minecraft, with cardboard, in your garden or any other format you can think of. *Be creative*. Use this opportunity to begin planting your own garden. **Ask** – Define the Problem *Design a garden* **Imagine** – Research different types of gardens (raised beds, greenhouses, large farms, family gardens). What equipment will you need for your garden? How will you keep your garden safe from predators, large and small? What other problems could arise? **Plan** – Step #1 Design your garden. Do you have raised beds for your herbs? How many rows do you have? Is this a vegetable garden? A flower garden? Step #2 Make a list of ALL the equipment and materials you will need. **Create** – Build a model of your garden. Use items you have around the house. (paper, cardboard, recyclables, popsicle sticks, rocks, etc) Or create the model by drawing it and painting or colouring it. You can also create your model in Minecraft. **Improve** – What are the best parts of your garden? Are there any problems with the design of your garden? What areas can you improve on? What would you change for next time? How does your garden compare to other gardens you have seen or created in the past? What suggestions would you give to a friend who is designing a garden? Can someone use this design for a real garden? Why or why not?
Physical Education Grant Robinson Grant.Robinson@nbed.nb.ca	Phys. Ed. activities for middle school students will be posted by Mr. Robinson weekly. You can find these under "Class Announcements > Phys Ed 6-8" on the school website.