



Centreville Community School



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Grade 7 HOME LEARNING PLAN - May 18th to 22nd

Grade:	7
TEACHERS	Grant Robinson, Iris Hitchcock, Kim Foster, Angela Taylor and Melissa Richardson
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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
<p>Literacy</p> <p>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 what you need to keep working on.</p>	<p>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 $\frac{3}{4}$ to 1 page for each journal entry.</p> <p>For this week's special Writing piece, choose one of the following and write at least a page, with lots of details, description and million-dollar words. Do your very best work!!!</p> <ol style="list-style-type: none"> 1) Imagine that you found a magical coin when you were digging a hole in the garden. This coin gives you three wishes. What would those wishes be? 2) Imagine that each season was a person. Describe each season (what he/she looks like, his/her behavior, and how they interact with humans and animals). <p><u>For everything you write:</u> 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. <u>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.</u></p>

You can also email your work to me at: iris.hitchcock@nbed.nb.ca

Your Reading Response assignment is in there too, if you want to send it to me.

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.

Weekly Word Challenge:

Make as many words as you can from the letters below. **Words that are NOT allowed:** proper names and places, abbreviations, texting slang. Please make a list of the words you can find and send it to me.

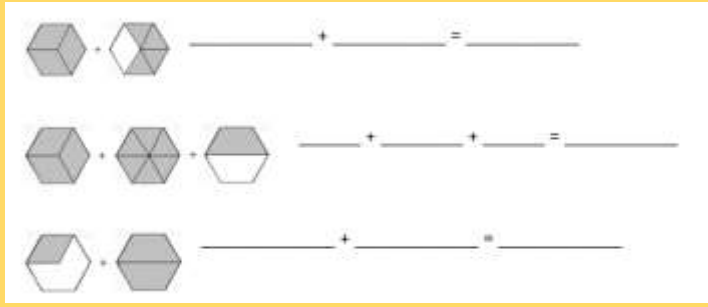
S P R I N G T I M E

Grade 7 Numeracy

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

Kim Foster
kim.foster@nbed.nb.ca

May 18th to May 22nd – Offline Math Choice Boards (Grade 7)

Monday	Tuesday	Wednesday	Thursday	Friday										
<p>Find the common denominator for the following group of fractions.</p> $1\frac{2}{4}, \frac{4}{5}, \frac{12}{2}, 2\frac{2}{10}$	<p>Write the addition sentence that represents each diagram below. Solve.</p> 			<p>Draw a picture to show each sum. Solve.</p> $\frac{1}{2} + \frac{8}{10} =$ $1\frac{3}{4} + 1\frac{1}{2} =$										
<p>The sum of $\frac{4}{5}$ and $\frac{2}{3}$ is:</p> <p>a) less than one b) equal to one c) greater than one d) none of the above</p> <p>On Saturday, Mark watched TV for $\frac{1}{3}$ of an hour in the morning and $\frac{5}{6}$ of an hour in the afternoon. How much time did Mark spend watching TV?</p>	<p>Mike has a job doing yard work for 8 hours each Saturday. The table below shows the approximate time for each job. For one Saturday, Mike has these jobs to complete:</p> <ul style="list-style-type: none"> mow 3 small lawns mow 1 large lawn mow lawn/tidy yard in 2 places plant annuals in 1 place <p>Mike needs some time to travel between jobs and he will need a lunch break. Do you think he will be able to do all the jobs? Justify your answer.</p> <table border="1" data-bbox="682 1627 1112 1942"> <thead> <tr> <th>Job</th> <th>Time</th> </tr> </thead> <tbody> <tr> <td>Mow small lawn</td> <td>$\frac{1}{2}$ hour</td> </tr> <tr> <td>Mow large lawn</td> <td>$\frac{3}{4}$ hour</td> </tr> <tr> <td>Mow lawn/ tidy yard</td> <td>$1\frac{1}{2}$ hour</td> </tr> <tr> <td>Plant annuals</td> <td>$2\frac{1}{2}$ hour</td> </tr> </tbody> </table>	Job	Time	Mow small lawn	$\frac{1}{2}$ hour	Mow large lawn	$\frac{3}{4}$ hour	Mow lawn/ tidy yard	$1\frac{1}{2}$ hour	Plant annuals	$2\frac{1}{2}$ hour			<p>Draw a picture to show each difference. Solve.</p> $\frac{7}{8} - \frac{1}{4} =$ $2\frac{6}{10} - \frac{1}{2} =$
Job	Time													
Mow small lawn	$\frac{1}{2}$ hour													
Mow large lawn	$\frac{3}{4}$ hour													
Mow lawn/ tidy yard	$1\frac{1}{2}$ hour													
Plant annuals	$2\frac{1}{2}$ hour													

Math facts

Daily Practice, 10 minutes

Use the attached game board to play Tic Tac Toe. Change the facts as needed and play again. Keep a list of the math facts you have mastered and use the ones you still need to work on.

Tic Tac Toe

Mixed Multiplication Set

a game for 2 players

Need: counters in 2 different colors or symbol cards

Take turns to answer a multiplication fact. If you are correct cover the square with a symbol card or counter in your color. The first player to make 4 in a row vertically, horizontally or diagonally, is the winner.

Try the Variation: The winner is the first player to make a square of 4 small squares



XO

6×9	2×10	5×6	8×5
7×3	9×4	4×6	7×10
5×4	7×9	4×9	8×7
10×4	8×3	9×8	5×8



May 18th to May 22nd – 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](#)

Number Theory	Fractions and mixed numbers	Transformations and congruence	Add and subtract fractions	Add and subtract fractions
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Two math books that you might like to check out:

[Math Curse Read Aloud](#)

[Mr M's Math Class: Special Read Aloud Edition: "The Number Devil": Chapter 1](#)

May 18th to May 22nd – 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:

Tic Tac Toe games borrowed from <http://web1.nbed.nb.ca/sites/ASD->

[W/fms/Teachers/Documents/FMS%20Learning%20Opportunities%20Grade%208%20May%202011-15,%202020.pdf](http://web1.nbed.nb.ca/sites/ASD-W/fms/Teachers/Documents/FMS%20Learning%20Opportunities%20Grade%208%20May%202011-15,%202020.pdf)

Grade 7 Social Studies

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

Melissa Richardson

melissa.richardson2@nbed.nb.ca

If you would like to submit your completed products for feedback, you can email the doc or pic to the above email address.

Feel free to upload them to Microsoft Groups, under assignments, as well. A Social Studies 7 - 7H group has been activated for those who are interested.

The Great Depression in Canada

Research the Great Depression and how it affected Canada by:

watching the following videos:

- ↪ <https://www.youtube.com/watch?v=TXTLbipg28E>
- ↪ <https://www.youtube.com/watch?v=7nziFLnbot0>
- ↪ <https://www.youtube.com/watch?v=P0q6sUqILqM>
- ↪ <https://www.youtube.com/watch?v=Yi1bF-MRF50>
- ↪ <https://www.youtube.com/watch?v=Sv7IP2qL0gg>
- ↪ https://www.youtube.com/watch?v=D6IHzu_uXEE



visiting the following websites:

- ↪ http://academickids.com/encyclopedia/index.php/Great_Depression_in_Canada
- ↪ <https://www.cbc.ca/history/SECTIONSE1EP13CH1LE.html>
- ↪ <https://www.historymuseum.ca/cmc/exhibitions/hist/medicare/medic-2c01e.html>
- ↪ <https://www.thecanadianencyclopedia.ca/en/article/great-depression>

and/or reading the information sheet below.

Product: Now that you have learned about how the Great Depression affected Canadian society. Look at the image below and in 3-4 sentences answer the accompanying question. Then answer the question that follows the chart (on the next page).

A food line in Toronto during the Great Depression.



How do you think waiting in a line like this would make people feel?



The Great Depression - What was it like?

The Great Depression is known as one of the worst times in Canadian history. In October 1929, there was a huge stock market crash. Food was suddenly being sold for a lot less money, people lost their jobs and banks ran out of money. As well as the economic problems, between 1929-1939, the weather in the prairies was awful. There was no rain, which meant that all the crops died. It was so hot, you could cook an egg on the sidewalk! It was incredibly windy, causing huge dust storms. The lack of food meant more people went hungry, farmers couldn't provide for their families and there were fewer jobs. Below is a chart that explains how different groups of people were affected by this horrible event.

Group of People	What they experienced
People who lived in the city	<ul style="list-style-type: none">- People quit university because they could not pay to go.- Students quit elementary school to stay home and help find a job.- Men left their families to try and find jobs in other provinces. Many of these men became homeless.- In the very worst cases, families gave their children to orphanages as they could no longer afford to feed them.- Factory owners made their employees work longer hours and cut their pay. The workers needed jobs so they did not stand up for their rights.- Unemployment was 32% in Canadian cities
People who lived in the country	<ul style="list-style-type: none">- Farmers struggled as the awful weather ruined crops.- Farmers lost their livestock because of the lack of food and rain- With no crops and no livestock, farmers had no money and many lost their farms.- Over 10,000 farms were abandoned during the Great Depression
Metis and First Nations people	<ul style="list-style-type: none">- Many First Nations and Metis people lived off the land.- They continued hunting and fishing, though many of these resources dwindled because country people began moving north to learn how to hunt and fish as well.

Which group of people do you feel had the hardest struggle? Why?

Science

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

Angela Taylor
angela.taylor@nbed.nb.ca

Watch the "[Bill Nye the Science Guy: Rocks and Soil](https://www.youtube.com/watch?v=34mquU3nBfY)" Video on YouTube and answer the following questions. You can number the 15 answers and email them to Mrs. Taylor.



Name _____

Date: _____



Rocks and Soil

Directions: While watching the video, use the word bank to fill in the blanks.

different	rocks	sedimentary	top	waves
diamonds	igneous	water	rain	carbon
molten	conglomerate	plates	metamorphic	soil

1. The whole world is covered with _____.
2. All the rocks in the world used to be melted, or _____, rock.
3. Wind and _____ moving over the earth's surface break rock down into sand.
4. _____ comes from dirt, which comes from rocks.
5. Different rocks are formed in _____ ways.
6. _____ rocks are often formed when hot lava drips down the side of volcanoes.
7. _____ rock often have layers in it.
8. _____ rock is a combination of the other two types of rock, and is formed through heat and pressure.
9. The earth's surface is made up of gigantic _____ of rock.
10. Freezing _____ can expand and split a rock apart.
11. A _____ rock is made up of a bunch of different rocks combined together.
12. The action of _____ can break rocks down into sand, creating sandy beaches.
13. Farmland has _____ soil, which has a lot of living things in it.
14. _____ are formed in the neck of volcanoes.
15. Coal and diamonds are both made of _____.

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.