

Harvey High School
To Wisdom We Climb

Grade 7 HOME LEARNING PLAN

TEACHER	Email	Homeroom	Grade/subjects taught
Mme McCarthy	Nina.mccarthy@nbed.nb.ca	6A	6-8 FILA, 6FI Math, 6-8 FI Art, 6-8 FI Music
Mme Bostick	Melanie.bostick@nbed.nb.ca	6B	6-8 FI Sciences and Social Studies; 6 FI Health & Tech
Mme Miner	Brandi.miner@nbed.nb.ca	7A	6E ELA, 6-8 PIF, 6-8 Art, 6-8 Music
Mr. Hoyt	Nathan.hoyt@nbed.nb.ca	8A	6FI ELA, 7E ELA, 7FI ELA, 8EFI ELA
Mr. M Fletcher	Michael.fletcher2@nbed.nb.ca	7B	6-8 Science and Social Studies
Mrs. Lynch	Penny.lynch@nbed.nb.ca	8B	6-8E Math, 7-8 Health, 7-8E Tech
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WEEKLY PLAN – June 1 – 5, 2020

Subject	
Literacy	<ul style="list-style-type: none"> • Remember to record your name, date, and a title on all writing pieces. Responses can be written on paper or typed. • You may email your response to your teacher if you have the opportunity. • Assignments may be done in either French or English. <p>Monday – IXL Skills to work on: Level G O.1 Determine the meaning of idioms from context: set 1; O.2 Identify the meaning of idioms and adages: set 1</p> <p>Tuesday – Read a book, magazine, graphic novel or online article of your choice for at least 20 minutes. After your reading session is done complete a reading response. Your response may simply be a short summary of what you read today or you can use the following prompt:</p> <ul style="list-style-type: none"> • List 3 adjectives that describe the book's main character.

Wednesday – Sacred Writing Time:

Option 1: Do you think social media is a positive thing? Why or why not?

Option 2: Free write! Write about whatever you want today. 😊

Thursday – Read a book, magazine, graphic novel or online article of your choice for at least 20 minutes. After your reading session is done complete a reading response. Your response may simply be a short summary of what you read today or you can use the following prompt:

- Describe how this book is like other books by the same author (if you have read any), or in the same genre.

Friday – Last week you worked on skills in IXL that had to do with proper use of contractions. Today I would like you to construct 10 sentences in which you use contractions for the following words correctly:

1. We will
2. They are
3. She is
4. He would
5. Were not
6. Was not
7. There would
8. How did
9. She will
10. He shall

Enrichment: See the attached sheet – a choice board for Literacy!

Numeracy

To be completed in the language of your choosing:

Assignment: Probability Lesson and Assignment, attached

Reminder → work can be completed on loose-leaf. It does not need to be printed out.

Project: Life in a Geometrical Town, attached

Journal Prompt: Put the digits 1, 2, 3, 4, and 5 in the boxes

$$\boxed{} \boxed{} \boxed{} - \boxed{} \boxed{} =$$

What are the least and greatest possible answers?

Game: Multiplication Math Around the World ~ ask a parent or sibling to check your answers.

Directions:

Step 1 - Starting on the left of the basket, think of a multiplication equation for facts ranging from numbers 3 – 12. For example, you could say that $3 \times 6 = 18$. Ask your

partner to check your answers. If you get the answer incorrect you can't take a shot. If you get the answer correct then you can take a shot on the basket.

Step 2 - If you make the shot then you move on to the next space around the basket (move a foot length in space to the left of where your first shot was) and state another multiplication fact.

Step 3 - If you don't make the shot then your partner goes and they must say a multiplication fact. They start from the same place you started from.

Step 4 - You keep repeating steps 1 – 3 until you make your way all the way around the basket. The first person to make their way around the basket, wins!

Alternatives ~ IF YOU DON'T HAVE A BASKETBALL COURT OR NET AT HOME YOU CAN:

Outside the house → get a trash can or a soccer ball

Inside the house → small trash can, crumpled up pieces of paper
→ laundry basket, socks

***If inside the house, play it in rounds instead. Do 10 rounds of multiplication facts. Each round, if you get a fact correct, you get a shot. 2 points = a correct shot with a scored basket. Play 10 rounds with anyone in your house or by yourself to see how many points you get at the end. If you get all your multiplication facts and shots correct you would get a total of 20 points and win the game.

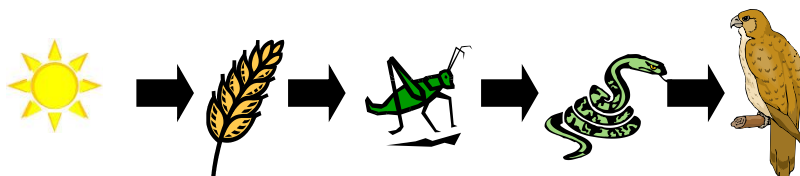
Online Activities:

<https://ca.ixl.com/> Level H – FF.2
<https://trockstars.com/>

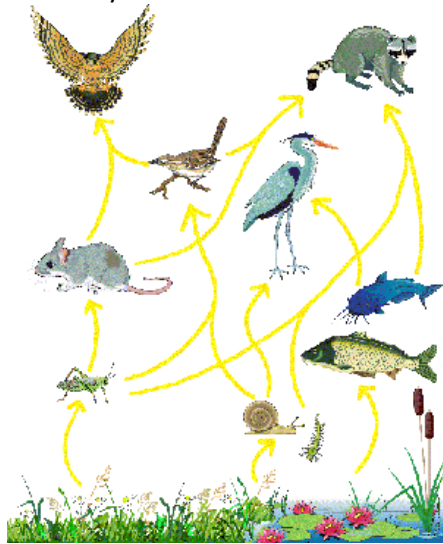
Science

Possible activities to be completed in the language of your choice:

- 1) Look up and write down the definition of producer, consumer, decomposer, predator, prey, herbivore, carnivore, and omnivore
- 2) A **food chain** shows how energy is transferred through an ecosystem and how something gets energy. Below is an example of a food chain featuring the sun, a leaf, grasshopper, snake, and bird. Using your definitions from above, try to fit the different plants and animals into the proper categories. Each one fit into multiple categories, and some words will be used multiple times. There is no omnivore or decomposer, and don't label the sun as anything, it provides the energy for the whole system.



A **food web** is a series of interconnected food chains. A food web more accurately shows the many connections and flow of energy in an ecosystem.



- 3) Make a food web at least 8 plants and animals. You can sketch pictures of the organisms or write their names. Put arrows between everything that gets eaten by something else like in the example above. Label everything as best as you can like you did for the food web in number 2.
- 4) What are some abiotic (non-living) things that would affect the food web?
- 5) Food chains and food webs do not show how many organisms live in the ecosystem at each level. Which do you think there would be the most of in an ecosystem: Producers, consumers at the start of a food chain, or consumers at the top of the food chain? Why do you think that?

Social Studies

Possible activities to be completed in the language of your choice:

- Continue your daily [journal](#) to [help historians of the future understand life during a pandemic in 2020](#). What do you think now that New Brunswick has been in the ‘yellow phase’ for a week? Have any of your thoughts changed? Have you been out or seen people you haven’t seen in a while? What has your experience been like since moving into this new phase?
- Living Things observation activity (*see attached resource*)

Phys. Ed.

Physical Activity Continuation of Learning June 1st- June 5th 2020

As we enter June we think about track & field, field days and fun end of school events, with this in mind the Phys Ed Team in ASD-W has put together a Spring Games Challenge. These challenges require equipment that most of us have at home or are easily adaptable.

Starting on June 1st we will be releasing a video and challenge card via our Twitter Pages (@jcrossland15 @rosscalder74) and the NBPES YouTube Channel <https://www.youtube.com/playlist?list=PL2ZiLbnHH6WF4hDrRZm8Gy8aWjMXbelp2> , the object is to take part in that activity of the day, save your score via the scoresheet attached and share a video taking part using the hashtag #ASDWSpring

Attached (Resource folder) are the game cards and score sheet (PDFs) The YouTube channel will be updated by Monday. All the information above is posted here: <http://nbpes.ca/asd-w-nbpes-spring-games-challenge/>

Have a great week!

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