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.

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday, April 27</td>
<td>Choose something you know how to do well (baking a cake, stick handling) and create a set of instructions for someone else to follow to recreate your skill.</td>
</tr>
<tr>
<td>Tuesday, April 28</td>
<td>Write a letter to your teacher explaining what you miss most about being at school, what you’re struggling with and what you need more help with.</td>
</tr>
<tr>
<td>Wednesday, April 29</td>
<td>How do you think they get the peanut butter in a Reese Peanut butter cup? Be creative and make a commercial or a public service announcement (PSA) explaining the process.</td>
</tr>
<tr>
<td>Thursday, April 30</td>
<td>What is a Pandemic? Who decides and should they be the ones who decide? Have a conversation to help develop and explain your opinions.</td>
</tr>
<tr>
<td>Friday, May 1</td>
<td>Challenge yourself to not use any hand gestures today while talking. Can you talk with no facial expression? Is this this hard to do? Why do you think we depend on gestures and facial expression to aid in communication?</td>
</tr>
<tr>
<td>Date</td>
<td>Activity</td>
</tr>
<tr>
<td>------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Monday, April 27</strong></td>
<td>You need a strip of paper for this activity. A piece of paper approximately 24 cm X 4 cm would be a good size. Without using a ruler, divide the strip into fourths. Now divide the strip into twelfths. What is your strategy to make sure each fraction piece is equal? Now that you have twelfths, what other fractional amounts would it be easy to divide the strip of paper into? Take a new strip of paper and divide into equally into sevenths? What is challenging about this task?</td>
</tr>
<tr>
<td><strong>Tuesday, April 28</strong></td>
<td>What is the ratio of the number of square metres to the number of square centimetres for a given area? Use this ration to convert 6.25 m² to square centimetres. Hint: It is not 625 cm².</td>
</tr>
<tr>
<td><strong>Wednesday, April 29</strong></td>
<td>A pentomino is a shape made by joining five squares together side-to-side. There are only so many different shapes you can make by joining 5 squares side to side. Shapes that are translations (flips or turns) of other shapes are not different. Cut out 5 equivalent squares. Join the 5 squares to make a new shape. Record what each new shape looks like. How many different Pentomino shapes can you make? Here is one of the shapes to get you started.</td>
</tr>
<tr>
<td><strong>Thursday, April 30</strong></td>
<td>You have $25.00 saved. Your neighbour offers to pay you $35.00 a week to walk his dog daily. How much money would you have at the end of 12 weeks? You are saving to buy a new bike that is $550.00. How many more weeks will you need to save for? Represent this problem using an algebraic equation. Can you create a graph that also represents the problem?</td>
</tr>
</tbody>
</table>
Friday, May 1

Design a game where, in each turn, the player must perform two tasks involving fair chance (e.g., rolling a number cube, spinning a spinner, flipping a coin, etc.). Depending on the resulting combination, a player must do a certain activity. Make a tree diagram to show all the possible combinations. Play the game with your family or a friend online.

Sources:
Open Questions for the Three-Part Lesson. Geometry and Spatial Sense, Data Management and Probability. Grades 4-8, M. Small
Solve Me Mobiles; solveme.edc.org/mobiles/
Teaching Student-Centered Mathematics, Pre-K to 2, J. VanDeWalle, 2014
Making Math Meaningful to Canadian Students, K-8, M. Small, 2013
A Guide to Effective Instruction in Mathematics, Grades 1-3, Number Sense and Numeration 2016
A Guide to Effective Instruction in Mathematics, Kindergarten to Grade 3, Measurement 2007
schools.wrdsb.ca/athome/learn/elementary-2/math/math-grades-1-3/patterns-patterns-everywhere/
schools.wrdsb.ca/athome/learn/elementary-2/math/math-grades-1-3/math-is-beautiful/
www.youcubed.org/resources/whats-going-on-outside-your-window-k-12-video/
mathclips.ca/swfPlayer.html?swfURL=tools/Notepad1.swf&title=Notepad
mathies.ca/files/representationCards/Beads_0_to_50_AODA.pdf
www.mathies.ca/tools/NumberChart/index.html?show=true&title=Number%20Chart
Big Idea
We are investigating interactions within the environment as we identify factors that affect the balance between different components of an ecosystem.

Option 1

Create your Own World
Using materials in your house (both inside and outside), create your own model terrestrial or aquatic ecosystem and test how an abiotic variable (temperature, soil, pollution) can affect the balance of your ecosystem. You can use a pop bottle, a glass jar, a box or a habitat of your own. Think about all of the things your ecosystem requires to be self-sufficient. Once you have built and labeled your ecosystem, investigate how it thrives or declines with changes to your abiotic variable.

Option 2

Living Together in Symbiosis
Symbiosis is an interaction between two organisms of different species living in close proximity that lasts over time. Go to https://school.eb.com/levels/middle/article/symbiosis/277991
To read the article and watch the video on symbiosis. Next, create a one page informational report summarizing your learning on the following kinds of symbiosis: Mutualism, Commensalism and Parasitism.
Option 3

Bioinvasion Today
Bioinvasion happens when a foreign species enters an ecosystem where it usually doesn’t belong. The ecosystem does not usually contain this species, so it may not have natural predators in that ecosystem and can multiply immensely. Research an invasive species of your choice and prepare a presentation (informational video, infographic, brochure, or your choice) explaining the facts of it and the challenges it presents to the balance of an invaded ecosystem. These Brightspace sites are great places to start:
school.eb.com/levels/middle
and Explora Canada:
web.a.ebscohost.com/web/ehcs/home?preview=false&usrNo=-27774899

Questions to prompt discussion:

- What might happen if there were no producers? No consumers? No decomposers? Which element do you think is least crucial to any given ecosystem and why do you think that?
- Explain how a hawk consuming the remains of a dead squirrel on the side of a road is being a vital component of an ecosystem.
- A niche is the role played by an organism in the natural world. Animals and plants all have a special role in making natural communities work and stay healthy. For example, a spider eats a fly, but is then swallowed by a bat. The spider is then a consumer, a carnivore, a predator and a prey. How many examples like this can you think of?
- Succession is the process by which new species gradually replace old species in an ecosystem. Name some examples in all areas of life where this occurs (for example, computers replacing an encyclopedia for research information).
- Trace your lunch food chain. Think about a meal that you had today and trace it back to its roots. For example, in a grilled ham and cheese sandwich, the cheese comes from milk, which comes from a cow, which feeds on grass. Create your chain!
## Grade 7

### History

#### April 27 - May 1

**Big Idea**
The significance of historical events is determined partly by their short- and long-term impact.

| Option 1 | History involves the study of diverse individuals, groups, and institutions as well as significant events, developments, and issues in the past.  
A) Why is it important for you to study history and our past?  
B) In your opinion, what impacts do historical events have on Canadian society today?  
C) Would you rather be living in 1713 or 2020? Explain why. |
|---|---|

| Option 2 | Read the following:  
school.eb.com/levels/middle/article/Seven-Years-War/276999  
Identify and explain the key issues that led to the Seven Years War?  
Communicate your thoughts in a graphic organizer of your choice. |
|---|---|

| Option 3 | The relationships and interactions among First Nations, British and the French in the early to mid 1700's included both cooperation and conflict between the groups.  
Describe a time where you experienced both conflict and cooperation with a group or an individual and explain the positive and negative consequences of this experience. |
|---|---|

### Questions to prompt discussion:

- How do we determine what is historically significant?  
- Why might different people view the same event in different ways?
Grade 7

Geography

April 27 - May 1

Big Idea
Earth’s physical features can be created or changed by both natural processes and human activities.

Option 1

Review:
1. Where are mountains located in the world?
2. What are the characteristics of a mountain?
3. Are there different types of mountains?
4. What characteristics make each type unique?

Action:
1. What type of landform is represented in this photograph?
2. Does the landform in the photos have any unique characteristics that might suggest where it is located?

Photo:
unsplash.com/photos/KiRI3jjVNU
This is a Standard Climate graph for a Mystery City.
1. Look at the graph or the climate statistics to answer these questions:
   a) Is the mystery city in the northern or the southern hemisphere? How can you tell?
   b) Is this a tropical, temperate, or polar climate? How can you tell?
   c) Is this a maritime, continental, or desert climate? How can you tell?
2. Use the climate information to calculate the following:
   a) approximate average temperature
   b) temperature range
   c) total precipitation
3. Explain how this climate has been affected by each of these factors:
   a) latitude
   b) water bodies
4. From this information, would “Mystery City” be an appealing vacation destination for the Canadian traveler? Explain your answer using factual evidence.
Big Idea
Earth’s physical features can be created or changed by both natural processes and human activities.

Option 3
Investigate water bodies and systems
watersheds-and-drainage-basins?qt-science_center_objects=0#qt-
science_center_objects

1. What are the patterns of the world’s major ocean currents?
2. What is the difference between an ocean and a body of fresh water? Are all lakes fresh water?
3. What are wetlands? Why are they important?

Questions to prompt discussion:
- Why do different people have different responses to the environment and the opportunities and challenges it presents?
- Why do Earth’s physical features change?