

GRADE 6-8: WEEK OF APRIL 27

	Monday	Tuesday	Wednesday	Thursday	Friday
GNB guidelines Grades 6-8: 2 hrs/day	Read 30 Minutes	Read 30 minutes	Read 30 minutes	Read 30 minutes	Read 30 minutes
Literacy (suggested time: 15 min)	Journal Prompt	Reading connection questions	Journal Prompt	Reading connection questions	Email your teacher
Numeracy (suggested time: 30 min)	Math Fact Practice - <a href="https://www.mathplayground.com/music_shop_multiplication.html">https://www.mathplayground.com/music_shop_multiplication.html</a>				
	Specific Grade Activities – (see pg 3) These activities are designed to be worked on in any order throughout the week.				
	Stretch Activity – Problem of the Week: <a href="https://cemc.uwaterloo.ca/resources/potw.php">https://cemc.uwaterloo.ca/resources/potw.php</a>				
Science (suggested time: 1 hr)	Society, Environment, Technology Strand: How the environment/society affects living things.	x	Society, Environment, Technology Strand: How the environment/society affects living things.	x	Passion Project: What would you love to learn about? Do some research about a topic you are interested in or create an experiment
Social Studies (suggested time: 1 hr)	x	Illustrated History Challenge or ASDE STEAM passion project showcase	x	Illustrated History Challenge or ASDE STEAM passion project showcase	
Physical Wellness Challenge	10 lunges 10 squats 10 burpees 10 leg raises	Go for a bike ride (maintain distancing)	Run around your house as many times as you can. Try to beat your times!	Play catch with a ball or an object	Shadow boxing!
Music Challenge	Construct a major scale (do, re, mi, fa, so, la, ti, do) using water glasses filled with different water levels. How many songs can you play? <a href="https://youtu.be/8PCTpBelomg">https://youtu.be/8PCTpBelomg</a>		Make a “junk instrument” from things you might otherwise throw away. Think about the different ways instruments produce sound (strings, wind, percussion, electronic). Learn to play a song! <a href="https://youtu.be/OTPkDPJmoA8">https://youtu.be/OTPkDPJmoA8</a>		
Compassion Builder	Pick up someone else’s mess	Write how it feels to receive a gift. How do you feel when you give a gift?	List a minimum of 3 new things that you want to try today, tomorrow or soon. Make it happen!	Call a friend on the phone	Draw a chalk message on the driveway

LITERACY

**Journal Prompts: Choose one!**

- a) What is the strangest thing that has ever happened to you?
- b) Imagine you have a superpower. Explain what it is and how you might help the world.
- c) If you could create your own country, what rules would you have? Explain how you would run everything.
- d) Would you rather skydive or scuba dive? Or neither? Explain why or why not.
- e) What is your “must have” if you are going to be cooped up inside for a while? Tell me about it.

**Reading Connection Questions** (think of the current book you are reading or an article you find):

**Questions to ponder:**

How does the information in this text fit with what you already knew about this topic? What is the same? What is different?

How do the text features help you understand what you have read?

Whose viewpoint is presented? Are opposing viewpoints presented or are they missing?

How does the author keep you interested in what you are reading?

**French Immersion Language Arts**

Access to French reading comprehension through:

[www.mon-oryx.com](http://www.mon-oryx.com)

use your school email and password

*(if you are having trouble accessing oryx, email your teacher)*

Speaking and listening ideas:

Canadian Parents for French (CPF) is holding a Virtual French Oratory Competition: CONCOURS D'ART ORATOIRE! Here is a link to the site where you will be able to find all of the information on how to participate: <https://www.cpfnb.org/concours-2018> Students must register before May 5, 2020.

**Email your teacher**

We want to hear from you!

How are you holding up? How have things changed for you? What do you miss? What do you love? What is your #1 concern you have about what is going on right now?

## NUMERACY: Integers!

**Grade 6:** *Integers are a kind of number that we see in everyday life. While we haven't had a chance to look at this concept in class, watch the video and try the games!*

**Video -** [Introduction to Negative Numbers](#)

**Online Activities:**

- 1) [Fruit Splat - Comparing Integers](#)
- 2) [XP Math - Comparing Integers](#)
- 3) [Number Balls - Ordering Integers](#)
- 4) [PacMan - Ordering Integers on a Number Line](#)

**Printable Resources:**

- 1) [Comparing Integers](#)
- 2) [Comparing Integers 2](#)
- 3) [Ordering Integers](#)

**Grade 7:** *Mrs. Morice's students have not had the opportunity to explore the subtraction of integers. You are welcome to watch the videos and see how it works and try the related games/activities. We will explore this concept in the fall.*

**Videos -**

- 1) [Adding Integers Using Tiles - as Shown in Class](#)
- 2) [Subtracting Integer Using Tiles - as Shown in Class](#)
- 3) [Adding and Subtracting Integers - Old School Method!](#)

**Online Activities:**

[Adding Integers Using Number Lines](#)

[Number Shooting - Addition of Integers](#)

[Spider Match Integers](#)

[Fruit Splat - Subtracting Integers Using Number Lines](#)

[Fruit Splat - Subtracting Integers](#)

[The Number Conundrum - a Stretch Learning Game for Addition of Integers \(read the instructions carefully\)](#)

**Printable Resources :**

- 1) [Adding Integers](#)
- 2) [Subtracting Integers](#)
- 3) [Adding and Subtracting Integers](#)

**Grade 8:**

**Video -**

[https://www.youtube.com/watch?v=K\\_tPbVPfHgk](https://www.youtube.com/watch?v=K_tPbVPfHgk) (English)

[https://www.youtube.com/watch?v=V\\_VnxGKAhrM](https://www.youtube.com/watch?v=V_VnxGKAhrM) (French)

<https://www.youtube.com/watch?v=QmarTb7wXro> (English)

**Activities to choose from (online practice):**

- 1) [Kahoot Challenge 1](#) (Enter PIN#: 07557672)
- 2) [Khan Academy practice](#)
- 3) [https://www.mathplayground.com/ASB\\_IntegerWarp.html](https://www.mathplayground.com/ASB_IntegerWarp.html)
- 4) [Word Problems](#)
- 5) <https://quizizz.com/join?gc=504541> (PIN#: 504541)

**Printable Resources:**

[English](#)

[French](#)

[Stretch Task](#)

SCIENCE: Research Project (continued)

<p><b>Research an animal that is being negatively impacted by either environmental (planet) or societal (people) factors.</b></p> <p>Some examples of these factors are overfishing, overhunting/poaching, habitat loss, water pollution, air pollution, global warming, light pollution, colony collapse disorder, white nose syndrome ...</p>		<p><b>Research 5 of the ten vital organs below.</b>  <b>Brain – Heart – Liver – Kidneys – Lungs – Pancreas – Skin - Small Intestine - Large Intestine - Stomach</b></p>
<p><b>Grade 6</b> Society, Environment and Technology Variety of Life</p>	<p><b>Grade 7</b> Society, Environment and Technology Ecosystems</p>	<p><b>Grade 8</b> Society, Environment and Technology Cells</p>
<ul style="list-style-type: none"> <li>- What animal is being affected?</li> <li>- What is the issue affecting the animal?</li> <li>- How does it affect the animal?</li> <li>- What causes the issue?</li> <li>- Is it environmental, societal or both? Defend your choice.</li> <li>- What technologies and/or scientific innovations have been created to help with this issue? (Explain in detail how they are meant to help).</li> <li>- What can we do to help?</li>   <li>- Is the animal you chose a vertebrate or an invertebrate?</li> <li>- Name one of its adaptations and explain how it helps the animal.</li> <li>- Where does the animal live?</li> <li>- What does the animal eat?</li> <li>- An interesting fact about the animal?</li> </ul>	<ul style="list-style-type: none"> <li>- What animal is being affected?</li> <li>- What is the issue affecting the animal?</li> <li>- How does it affect the animal?</li> <li>- What causes the issue?</li> <li>- Is it environmental, societal or both? Defend your choice.</li> <li>- What technologies and/or scientific innovations have been created to help with this issue? (Explain in detail how they are meant to help).</li> <li>- What can we do to help?</li>   <li>- Where does the animal live in the world?</li> <li>- Name one of its adaptations and how it helps the animal.</li> <li>- Explain a symbiotic relationship that it is a part of.</li> <li>- Does it have any predators?</li> <li>- What does it eat? Is it an herbivore, carnivore or omnivore?</li> <li>- Draw a food web that starts with the sun, includes your chosen animal and has at least 4 energy transfers.</li> <li>- An interesting fact about the animal.</li> </ul>	<p>Include the following in your research.</p> <ul style="list-style-type: none"> <li>- Name of the organ?</li> <li>- Function of the chosen organ?</li> <li>- To which body system does the organ belong (digestive, respiratory, nervous, circulatory ...)?</li> <li>- What is a factor that can negatively impact this organ?</li> <li>- Is this factor societal (a man-made issue), environmental (having to do with the planet) or both? Defend your choice.</li> <li>- What technologies/scientific advancements have been created to help combat these issues? Give a detailed explanation.</li> <li>- What can we do to avoid these issues within our own bodies?</li> </ul> <p><b>Examples of societal/environmental factors may include a lack of exercise, smoking, too much sun, air pollution, an unbalanced diet, pesticides, GMOs ...</b></p>

SOCIAL STUDIES:

**Illustrated History Challenge (Kayak Magazine)**

<http://kids.canadashistory.ca/Kids/Contests/Kayak-Illustrated-History-Challenge>

One of our amazing Marshview students was a finalist in 2019! What an accomplishment! Check out her submission here:

[http://kids.canadashistory.ca/MediaStorage/Kids/PDFs/KKIH2019/Neilson\\_Emma.pdf](http://kids.canadashistory.ca/MediaStorage/Kids/PDFs/KKIH2019/Neilson_Emma.pdf)

**-OR-**

**PASSION PROJECT**

Have you been working on something you are passionate about?  
Share what you have learned with Anglophone East School District!

This is an opportunity for both students and staff to connect and share from home, through online video submissions!  
Check out the attached PDF for instructions or watch this video for information! <https://youtu.be/gR9WUptRajk>

Deadline: May 15<sup>th</sup>