



Learning Plan - Grade 7 April 20-24

Do the best you can! Focus on life skills, physical activity, mental well-being, creative expression, social responsibility and social connections. Stay healthy and safe!

*Every day, students should be **reading** for 30 minutes and getting 30 minutes of **physical activity**.*

Social Studies – The theme for the week is “**Earth Day**”. You are encouraged to spend 30 minutes a day on Social Studies Activities. Here are some options for this week. If you would like to share your work or want some feedback, email richard.williams@nbed.nb.ca.

| Activity | Materials/Resources | Instructions |
|--|---|--|
| Gardening: Growing food for the world starts at home. | Wiki on gardens Gardening The 3 sisters History of agriculture History of ag. 2 | <ol style="list-style-type: none"> 1. Watch the linked videos and explore the wiki article. 2. Explain the difference between agricultural and aesthetic gardening. 3. How does growing your own garden create independence, security and social stability? 4. How does growing a garden make you a good citizen and steward of the planet? 5. How has growing a garden changed over the years from the 1850's to today? Give examples. |
| Garden Project | Intro to gardening: 5 golden rules video some information you might find helpful garden planning program | Earth Day is coming up on April 22. Plan a garden: Use a simulation or game such as Minecraft or other electronic options, pencil and paper, or build a model. Share your plan with your teachers and friends using social media. |
| Climate Change | Greta Thunberg greta-thunberg https://nymag.com/intelligencer/2019/09/greta-thunberg-climate-change-movement.html | This year's theme for Earth Day is Climate Change. One news item this year was Greta Thunberg and her climate activism. Some think she is great; others question why she is seen as an authority on climate, and wonder if she is being used as a pawn in the climate movement... What do you think? Search some of the opinions for both sides. Write a letter to yourself in the future giving your opinion on climate change. This could be added to your time capsule from last week. |



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English Language Arts– The theme for the week is “**Earth Day.**” You are encouraged to spend 30 minutes a day on ELA Activities. Here are some options. If you would like to share your work or want feedback, email it to robb.wallace@nbed.nb.ca

Responses can be in any form: writing, drawing, video, audio, models, photographs,...

| Activity | Materials / resources | Instructions |
|------------------------------|--|--|
| Learn about Earth Day | History of Earth Day Earth day site | Watch the video about the history of Earth Day. Visit and explore the Earth Day site. Do you think the success of Earth Day has made a difference to our lives today? Choose one type of pollution targeted by the original Earth Day and report how we have dealt with it, and if we have been successful. What are you going to do to celebrate Earth Day? |
| Planning a Garden | Selecting wild flowers Pollinator-Friendly Garden | Explain what plants you are going to use in your garden for your other subjects and why those were chosen. Draw a picture of what you want your garden to look like. Write a short story from the point of view of an insect in your garden. |
| View Creations | Window Eyes Writing Utensil Paper Camera (optional) | Look out your window. Choose something you see as inspiration (tree, animal, flower...). Create with the thing you have chosen as the central feature of your product. You can also share a picture of your view on the Facebook group of “View from My Window” #stayhome |




Learning Plan - Grade 7 April 20th -24th

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Math – The theme for the week is “**Earth Day**”. You are encouraged to spend 30 minutes a day on math learning activities. Here are some options for you this week. If you would like feedback or to share your work, email it mikayla.bolster@nbed.nb.ca.

| Activity | Materials / resources | Instructions |
|--|--|---|
| <p>Plan a Garden</p> <p>Triangle: $A = \frac{1}{2} \times b \times h$ Square: $A = a \times a$ Rectangle: $A = w \times h$ Circle : $A = \pi r^2$</p> | <p>Pen/Pencil</p> <p>Paper</p> <p>Measuring tool (Ruler, Yard tape, a shoe)</p> <p>Formula Sheet</p> | <ol style="list-style-type: none"> 1. Consider the space you have on your property. Would you be able to create a garden? Estimate what size garden do you have space for, and what would the size be? 2. Given the estimated size of your garden, calculate the area. How much space do you have? If you do not have a yard space, consider containers or create a dream garden on paper. Experiment with different garden shapes, mix and match, and present your calculations, which shape would give you the best results? 3. What plants would you plant in your garden and how much space would they need. Calculate what percentage of your garden space would each plant type take. <p>Bonus: Change your percentages to decimals and fractions.</p> |

| | | |
|--|---|---|
| <p>Construction Card game</p>  | <p>Cards Dice</p> <p>(If you do not have dice at home) Electronic dice: http://diceroller.co/diceroller2dice</p> | <p>Play Construction with a family member. Instructions are attached below. Or Play any math card games that you have already learned.</p> |
| <p>IXL</p> <p>Suggested Outcomes:</p> <p>N5 – Adding and subtracting fractions N4 – The relationship between percentages, fractions and decimals</p> | <p>Electronic Device. IXL Username and Password</p> <p>https://ca.ixl.com/</p> | <ol style="list-style-type: none"> 1. <i>Log onto your IXL using the username and password provided by your homeroom teacher.</i> 2. <i>Click Learning, in the top left corner.</i> 3. <i>Click Provincial Curriculum and click Grade 7.</i> 4. <i>Choose an outcome to practice (it does not have to be the suggested outcomes).</i> |

Construction

Objective: Generate and extend number patterns from a problem-solving context [5.PR(P).4].

Materials: Deck of cards (A=1), 4-sided die.

Players: 2 players.

Rules:

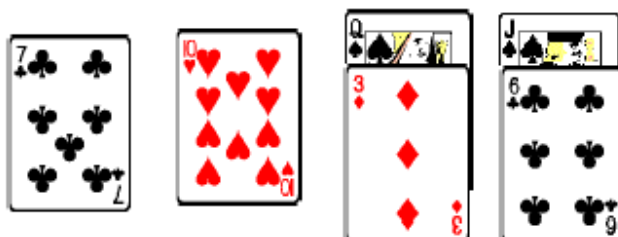
- [1] To begin the game, shuffle the cards well, and deal three cards to each player. Turn over the top card — this is the value at which the pattern starts. If the top card is a face card, simply move it to the bottom of the deck and turn over the next card.
- [2] Now roll the 4-sided die — this is the value of the increment between elements in the pattern. For example, assume the top card was a 3 and the die showed 2; the pattern would be 3, 5, 7, 9, 11, 13 ...
- [3] On a turn a player may play as many cards as s/he can, as long as they follow the pattern. If a player can not play a card s/he draws a card and adds it to his/her hand, but the player does not get to play on that turn.
- [4] All face cards count as 10's when placed together with any other card. For example a J together with a 4 (place the 4 on top with the J showing underneath) counts as 14.
- [5] The first player to get rid of all of his/her cards is the winner, or play continues until the draw pile is exhausted. If the draw pile becomes exhausted, players count the number of cards in their hands. The player with the fewest number of cards is the winner. NOTE: it is very difficult to get rid of all of your cards, and in some patterns it may be impossible!

Adaptations:

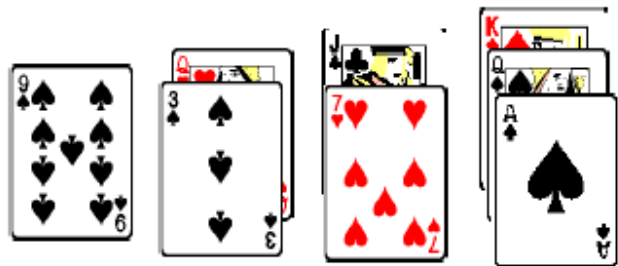
- [1] Have more than one pattern 'on the go' at any one time. A player who draws a K may start a new pattern.
- [2] For a simpler game, play that the cards must be lined up in suits, that is, a row of ♠, ♣, ♦, and ♥ which are laid in ascending order starting with the A.

Construction

Example: The cards below show this pattern 7, 10, 13, 16 ...



Example: The cards below show this pattern 9, 13, 17, 21 ...





Learning Opportunities - Grade 7 - April 20th-24th

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Science - The theme this week is Earth Day. You are encouraged to spend about 30 minutes per day or 2.5 hours a week on Science. Here are some activities that you can choose to complete. You can show us what you are working on by posting it on Instagram! If you would like feedback or have some questions, email justin.tompkins@nbed.nb.ca.

| Activity | Materials/resources | Instructions |
|--|---|---|
| Make a Compost Bin | http://www.planitdiy.com/inspiration/in-kids/a-compost-bin-project-for-the-kids/ <ul style="list-style-type: none"> • plastic bin with lid (ice cream container, garbage bin, tote, etc.) • Drill (or something to make small holes) • Shredded paper • Soil • Dried leaves and/or pine needles • Food scraps • Water | Composting is the perfect way to recycle and reuse. Get started with this fun project that can be built with stuff you probably have at home. Post a picture of your compost bin on social media and tag PAMS! |
| Invent Ways to Reuse Old Items | https://www.onegoodthingbyjillee.com/repurposing-disposable-household-items/ Old Items to reuse (t-shirt, jars, cans, plastic bottles, food containers, old clothing, etc.) | Choose an item that you would normally throw away and see how many ways you can invent to reuse the item. For example, an old t-shirt can be turned into cleaning rags, oven mitts, cushion covers, and more. Or, an old pickle jar can be used to grow a small plant in, to use as a pencil holder, or to store candy in. You can start a list that has new uses for old items, so others are encouraged to reuse. Post your list on social media, a website, blog or just write it down. |
| Create a System for Filtering Water | https://science.lovetoknow.com/science-fair-projects/homemade-water-filter-science-project <ul style="list-style-type: none"> • Plastic bottle • Vase or tall glass • Filter Materials (you choose) • Water • Scissors or knife | You can easily make a water filter using recycled materials found at home. By using natural materials that mimic the water cycle of the Earth, you can learn how the process of infiltration works and create a water filter that works. Try using different materials that you have available (paper towel, cotton balls, coffee filters, sand, charcoal, etc.). |

