Parents/guardians are children’s first teachers and know them best. Children require different supports, structures and assurances during uncertain times, and ADSB recognizes that your child’s well-being is first and foremost. Below are the Grade 7 learning activities in language and math. Teachers will be connecting and having conversations about this learning through Edsby, email and/or phone calls.

### Grade 7 - April 6th to 9th

Read a variety of materials every day and talk about what you are reading

Last week you started a journal. You will need it for this week’s learning. If you need to, start a new hard copy or digital journal.

<table>
<thead>
<tr>
<th>DAY 1</th>
<th>DAY 2</th>
<th>DAY 3</th>
<th>DAY 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I am learning to:</strong></td>
<td><strong>I am learning to:</strong></td>
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<td><strong>I am learning to:</strong></td>
</tr>
<tr>
<td>▪ make inferences and interpret author’s choices in creating characters.</td>
<td>▪ explain how different media texts use various techniques and features to influence audiences.</td>
<td>▪ generate and organize my ideas.</td>
<td>▪ gather and record information to support my ideas.</td>
</tr>
<tr>
<td>▪ generate and organize my ideas.</td>
<td></td>
<td>▪ revise and edit my work to produce a final copy.</td>
<td>▪ identify and present my point of view.</td>
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**What’s on “__________”s cell phone or social media page?**

- Choose a favourite character from a story (i.e. children’s book, short story, novel, song, TV show or movie)
- Based on how the author developed the character, list what you think would be on their cell phone or social media page (contacts, groups, likes, music, streaming service(s), apps, etc.)
- Provide a brief description of 3–5 of the items you listed and explain why you chose these items using evidence (specific details) from the text/song/show to support your ideas.

**Choose an advertisement from a magazine, newspaper or online video that:**

- has a catchphrase
- explains the product
- uses visuals or images
- convinces the customer to buy the product

Look at the advertisement and observe the colour, font size, and placement of graphics or pictures.

Write a reflection in your journal about how effective the advertisement is based on these features.

Find a favorite picture around your home.

Then outline in point form (or bullets) why it is your favourite picture.

Finally, use your points to write a descriptive paragraph explaining the reasons for your choice.

Remember to revise your paragraph for good ideas and then edit it for proper grammar and conventions.

**Last week you may have had a chance to have a debate. This is another opportunity to refine your skills. Reflect on what you learned about debate last week to improve.**

Choose a debate starter from the list below or come up with your own idea. Make a list of both pros and cons. Present your findings to someone at home to have them “weigh-in” on the debate and give their point of view.

- violent video games should be banned
- schools should be year round
- plastic bags and packaging should be banned

**If a stranger found your cell phone or came across your social media page, and quickly scanned it, what would they learn about you?**

Record your thinking in your journal.

**Why do companies and organizations consider it important to have a logo that gives them an “identity” or “brand?” Record your thinking in your journal.**

If you are able, post the picture on Edsby to share with others and discuss your selection based on your points/paragraph.

Did others have a similar picture?

**What is another topic that you can debate? Challenge yourself to have strong arguments for both sides - pros and cons.**

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**ENGLISH LANGUAGE**

**You might try…**

If a stranger found your cell phone or came across your social media page, and quickly scanned it, what would they learn about you? Record your thinking in your journal.

Why do companies and organizations consider it important to have a logo that gives them an “identity” or “brand?” Record your thinking in your journal.

If you are able, post the picture on Edsby to share with others and discuss your selection based on your points/paragraph.

Did others have a similar picture?

What is another topic that you can debate? Challenge yourself to have strong arguments for both sides - pros and cons.
Parents/guardians: Research indicates that literacy and numeracy skills are transferable from one language to another. During this time, we recognize that French Immersion students may not have resources at home to support ongoing learning in French at this time. An older sibling or relative that speaks French may be able help support the learning but this may not always be available. We have provided both English and French Language activities. Please select the ones that are most manageable at this time. French Immersion students are not expected to complete all English and French tasks.

Classroom teachers will be connecting with students and families to engage in conversations and provide ongoing support.

<table>
<thead>
<tr>
<th>Learning Goal: I can speak and write in French every day!</th>
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</thead>
<tbody>
<tr>
<td>This week, we are learning to compare and create bilingual advertisements. Cette semaine, nous apprenons à comparer et créer de la publicité bilingue.</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Trouve 2 ou 3 produits de la maison avec un slogan bilingue par exemple une boîte de céréales ou produits de beauté. Lis le slogan inscrit sur tes produits.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choisis un produit et compare le slogan. Quelles sont les différences et les similarités? Note tes observations. Crée un diagramme pour organiser tes idées. Est-ce que les messages disent la même chose dans les deux langues?</td>
</tr>
<tr>
<td>Crée un slogan d’un produit inventé. Écris un court paragraphe pour décrire ton produit. Peux-tu essayer de convaincre quelqu’un d’utiliser ou d’acheter ton nouveau produit?</td>
</tr>
<tr>
<td>Écoute un même message publicitaire en français et en anglais à la télévision. Compare les deux messages en expliquant le sens de chacun.</td>
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</table>

<table>
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<th>Parents/Guardians:</th>
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<tr>
<td>Find 2 or 3 everyday household items that have bilingual slogans. Read the slogan on your items.</td>
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<tr>
<td>Parents/Guardians:</td>
</tr>
<tr>
<td>Choose one item and compare the similarities and differences between the slogans. Use a t-chart or Venn diagram to organize the information.</td>
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<tr>
<td>Parents/Guardians:</td>
</tr>
<tr>
<td>Create a new product with a slogan. Describe what the new product is about. Convince someone to try it out or buy it.</td>
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<tr>
<td>Parents/Guardians:</td>
</tr>
<tr>
<td>Listen to the same commercial ad in both French and English available on television. Compare the meaning of each message.</td>
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</table>
**Multiplication Number Battles**

You will need a deck of cards using Ace through King where the A=1, J=11, Q=12 and K=12. Deal the cards between players. The game is played by each player flipping two cards at a time. Each player multiplies their two card values and the highest number wins, taking all the cards. The goal is to collect the entire deck. **Need help with your facts?** Use a variety of strategies to help you such as groupings/arrays/known facts.

**Learning Goals:**
- I will explore different ideas in measurement and develop my multiplication skills.
- I will learn that there are a variety of methods to determine measurements and they are all used for different reasons.

**Triangles**
- Triangles are 2-D shapes with certain attributes. How do these affect area?
- Question: Will all triangles with the same base have the same area? Provide reasoning for your conclusion, including diagrams.

**Traps and Quads**
- I can use what I know about the area of a quadrilateral to determine the area of a trapezoid.
- Create two identical trapezoids by folding any size piece of paper in half, drawing a trapezoid on one side and then cutting them out.
- Can you make a quadrilateral using these two trapezoids? What kind of quadrilateral is it? Think of a formula for area that you already know. How could you use that to help you determine the area of the trapezoid? If you only had one trapezoid, how could you figure out the area?

**All Shapes and Sizes**
- 3-D solids come in a variety of shapes, they each have their own name and we can find many of them in our house.
- Use the table below to tally how many of the following 3-D solids can you find in your house.

<table>
<thead>
<tr>
<th>Cone</th>
<th>Triangular Prism</th>
<th>Cube</th>
<th>Square Based Prism</th>
<th>Rectangular Prism</th>
<th>Sphere</th>
<th>Cylinder</th>
<th>Pyramid</th>
</tr>
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What was the most common shape found? Is there any relationship between the shape of the 3-D solid and what it is used for? Why do you think that is?

**Volume Takes up Space**
- The size of any 3-D solid can be measured as a volume. We can use a variety of strategies to determine volume.
- The volumes are given for three different shapes. Are they correct?
- Describe how you used the information given for each shape to determine if the volume stated was correct. Find a rectangular prism and a triangular prism in your home and find the volume.

**Consolidation & Conversation**
- **Multiplication Battles** can be a fun way to develop your number facts. Which facts did you recall easier and which required more thinking? **Try using more decks of cards and just the numbers that are challenging!**
- **Measurement**
  - Which activity did you enjoy the most and why?
  - When might you benefit from knowing the area of 2-D shapes?
  - When might you benefit from knowing the volume of 3-D solids?
  - How could knowing the attributes of 2-D shapes help when solving 3-D problems?

**Looking for More? Try this...**
- Dimensions are given for two boxes that both have the same surface area. What would the missing width, w, need to be?

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The Ministry of Education has also developed an online portal, which is available at [Ontario.ca/learn-at-home](http://Ontario.ca/learn-at-home) and enables students at every grade level to continue learning while away from school. These resources are developed by Ontario educators, and resources for all grades are informed by leading instructional guidance.