The Algoma District School Board cares, first and foremost, about the well-being of our students and families during this time. We are committed to supporting and developing our confident learners, as we collectively commit to staying home to protect ourselves, each other and our communities, as caring citizens.

Airlines always tell passengers that in an emergency, they are to put the oxygen mask on themselves before helping others – this is because we can never take care of others if we don’t care take of ourselves, first. The COVID-19 pandemic emergency has presented us all with challenges and additional strains and stresses. Please know that we understand the challenges of learning at home, working at home or in an essential service, sharing technology and trying to provide structure to the day. By keeping well-being at the forefront of our approach to learning, we are trying to be respectful of the need to keep you and your family well, as we provide meaningful learning opportunities that can be integrated into your family’s schedule. Parents, please do not allow academics to be an added stress – we are here to support you and your child, but know that wellness must be the first priority.

**Well-Being**

**Cyber Tips for Parents:**

**Be involved.** Help set privacy settings and passwords for children and tweens. Ensure that your child’s privacy is protected and be aware of the games that they are accessing.

**Talk with your children.** Have conversations with your children and youth about age appropriate games and activities.

**Set limits.** Your children and teens depend on you to guide them through smart internet use. Be aware of how much time they are online and set appropriate limits for your family.

**Get help.** If you see or read anything sexual from an adult to your child, report to the police immediately.

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**Emotional Health Activity**

Think of a four-word affirmation (e.g. “I can do this”, “I can do division”, “I’ll try my best”, “I am loved today”, “I believe in me”, “Today will be awesome”, “I know my alphabet”, “I can decode words”, etc.). Match each word chosen to a finger in your hand. As you say your affirmation in your head, match each finger with your thumb; one finger per word. This Four Finger Affirmation can now be used to feel more confident in stressful situations. It can be practised privately as no one has to know when we are using this affirmation.

**Movement Activity**

**Turn up the Music** (movement with music) - try each of these activities using a variety of music. Change the music to create different tempos and movements: slow music with exaggerated motions, fast music to create energy and calming music to slow things down.

**Dance Party** (dance and move to the music), **Freeze Dance** (stop the music and freeze), and **Balloon/Tissue Dance** (keep the balloon or tissue in the air as the music plays).

**Social Activity**

**Build a Time Capsule** – find a small container or cardboard box and fill it with photos, drawings, letters written by each family member, etc. Be sure to add info on current world events and pop culture (top movies, songs, TV shows, etc.).
### Grade 7 Language - April 27th to May 1st

**Read a variety of materials every day and talk about what you are reading with a friend, family member or your teacher.**

**What is a Concrete Poem?**

A concrete poem’s visual appearance matches the topic. The words form shapes which illustrate the poem’s subject as a picture, as well as through their literal meaning.

**Read the following concrete poem:**

```
It's cold outside,  
I don't want to go  
outdoors and play.  
But mum says  
I have to  
anyway.  
It's starting to snow  
brr...  
and I’m going to freeze -  
brr...  
I hate playing outside on days like these.  
brr...  
But wait a sec, I've had the  
most amazing, brilliant idea!  
I'll cover myself up  
with snow and I'll  
hide in here!
```

How does the shape of the poem help the reader to understand the poet’s message? Give specific examples from the text to support your thinking.

**I am learning to…**

<table>
<thead>
<tr>
<th>I am learning to…</th>
<th>I am learning to…</th>
<th>I am learning to…</th>
<th>I am learning to…</th>
</tr>
</thead>
<tbody>
<tr>
<td>• analyze and reflect on vivid and/or figurative language used in texts that I read.</td>
<td>• identify and explain how the elements of personification and symbolism enhance the effectiveness of a text.</td>
<td>• generate and organize ideas and information for a specific purpose and audience.</td>
<td>• make revisions to improve the content, clarity, and interest of my written work.</td>
</tr>
</tbody>
</table>

Reread the poem and respond to the following:

- Who is talking in the poem?
- What words, phrases, or lines are memorable? Why?
- Why do you think the author chose this shape?
- What words create images? Explain why.
- How do the words complement the shape of the poem?
- How did the poem make you feel?

Record your thinking. Share your responses with someone at home, a friend or perhaps your teacher.

**Read the following poem.**

**The Rose that Grew from Concrete**

*by Tupac Shakur*

Did you hear about the rose that grew from a crack in the concrete? Proving nature’s law is wrong, it learned to walk without having feet. Funny it seems, but by keeping its dreams, it learned to breathe fresh air. Long live the rose that grew from concrete when no one else ever cared.

Does the writer give human attributes to inanimate objects (personification)? How do you know?

**Symbolism** is the use of symbols to represent an idea. What do you think the rose symbolizes? Explain your thinking.

What shape would you choose to complement the language and subject of this poem?

Create your own concrete poem.

Choose an object to be the subject for your poem.

Write your poem normally. Try to describe how the subject makes you feel. The words will be fitted into your drawing later. Consider adding **personification** and/or **symbolism** to enhance your text.

Who might be able to give you feedback on your poem?

After getting feedback on the content of your poem, proofread it to check for any spelling and grammar errors.

Now you will put the finishing touches on your poem.

Draw a simple outline of the shape - pencil is best.

Write your poem into the shape. You may need to make the writing larger or smaller.

Erase the outline of your shape, so that it is just the words from your poem left creating the image!

You may want to add colour throughout your poem, or in certain parts, for emphasis.

**Reflect**

How does the shape of your poem help the reader to understand your message? Be specific. Record your reflections.

**Save a copy of your concrete poem in a safe place. You will use it again in a couple of weeks.**

**You might try…**

- Think of an alternative shape that the author could have used in this poem.
- Find poetry around the house. Look in magazines, books, fridge magnets etc. It's everywhere!
- Design your own “Poetry Dice”. Cut out 2 cube nets to make your dice. Put different sentence "starters" on one, and sentence "enders" on the other. Roll the dice and have fun!
- Share your poem with family or friends.
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.

Learning Goal: I am learning to read for meaning and write a descriptive paragraph in French.

Students:
Lis le texte La passe trop rapide. Liste les mots du texte qui décrivent le personnage de Tim Lafèche et ceux qui expriment ses sentiments.
Selon toi, Tim semble-t-il avoir du talent au soccer? Explique ton choix à l'aide des informations du texte.
Décis une situation semblable que tu as déjà vécue dans un court paragraphe en français. N'oublie pas d’insérer des adjectifs et des détails qui permettront aux lecteurs de bien saisir ta situation.

Parents/guardians:
Students will read the text (on the right) and list information that describes the main character and his feelings.
Using information from the text, students will explain if they think Tim has talent in soccer or not.
In a short paragraph in French, students will describe a similar situation that they’ve experienced including adjectives and details to help readers get a clear picture of their experience.

You might try…
You might have a conversation with your teacher about what you’ve read and/or written in French.
Write the next chapter of this story. What do you think will happen next?
If you can, access the full text by clicking here.

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** Fraction Number Battles: ** You will need a deck of cards (or create your own) using Ace through 10 where A = 1. Deal the cards between players. The game is played by each player flipping two cards at a time. Each player uses their two cards to create a fraction. The highest fraction wins, taking all the cards. The goal is to collect the entire deck. Need help with comparing your numbers? Try using a fraction model.

** Learning Goal: ** This week you will be exploring how to combine fractions with models or a number sentence.

### Fraction Splat

**Combining unit, proper and mixed fractions**

- **Image:** This image shows 1 whole and two \( \frac{1}{4} \) pieces outside of a black “splat”. The “splat” is covering some of the fraction circles. How many wholes and fractions could be under the splat to give a total of 6? There is more than one answer. How many combinations can you make?

### Add it Up

**Today we will learn how to add fractions**

- **Same Denominator:** \( \frac{3}{8} + \frac{2}{8} \)
  
  We can use a model such as fraction bars.

  ![Fraction Bars](fraction_bars.png)

  or we can use a number strategy: \( \frac{3}{8} + \frac{2}{8} = \frac{3+2}{8} = \frac{5}{8} \)

- **Mixed Number:** \( 2\frac{3}{8} + \frac{1}{8} \)
  
  We use fraction bars or a number strategy in a two-step process. First, add the whole numbers 2 + 1 = 3, then follow the steps for adding the fractions \( \frac{3}{8} + \frac{1}{8} = \frac{4}{8} \) and finally, add our whole number with our fraction \( 3\frac{4}{8} \) or \( 3\frac{1}{2} \).

  **TRY THIS:** Using fractions bars and a number strategy, choose three proper fractions with the same denominator to model addition. Try again using three mixed fractions of your choice. How are your models the same? How are they different?

### Add it Up

**Today we will try to use what we have learned about adding fractions**

- **Adding with same denominator.** Use a model or strategy of your choice to find the sums of as many squares as you can:

  \[
  \begin{array}{ccc}
  \frac{1}{10} & \frac{9}{10} & \frac{2}{10} \\
  \frac{3}{10} & \frac{15}{10} & \frac{4}{10} \\
  \frac{13}{10} & \frac{3}{10} & \frac{1}{10} \\
  \end{array}
  \]

  \[
  \frac{3}{8} + \frac{1}{8} = \frac{4}{8} \]

- **Adding (including mixed fractions) with same denominator.** Use a model or strategy of your choice to find the sums of as many squares as you can:

  \[
  \begin{array}{ccc}
  \frac{4}{8} & \frac{3}{8} & \frac{9}{8} \\
  \frac{3}{8} & \frac{12}{8} & \frac{2}{8} \\
  \end{array}
  \]

### Add it Up

**More adding with different denominators**

- **Different denominators.** To find the sum of \( \frac{3}{6} + \frac{2}{3} \) we can use the strategies for adding fractions with the same denominator only after making an equivalent fraction so that there is a common denominator. Using a model, we can see that \( \frac{2}{3} \) can be written as \( \frac{4}{6} \). We can now rewrite the addition sentence as \( \frac{3}{6} + \frac{4}{6} \) and add to get \( \frac{7}{6} \) or \( 1\frac{1}{6} \).

**Magic Squares:** For each Magic Square, the sum of the three numbers in each row, each column and each diagonal add to a magic number. Try and complete as many as you can.

- **Magic Number = 1**

  ![Magic Number 1](magic_number_1.png)

- **Magic Number = 4\frac{1}{2}**

  ![Magic Number 4.5](magic_number_4.5.png)

- **Magic Number = 9\frac{3}{8}**

  ![Magic Number 9.375](magic_number_9.375.png)

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The Ministry of Education has also developed an online portal, which is available at 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.