The Algoma District School Board cares...

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

Tips for Making a Schedule at Home

Select the format for your schedule (list, calendar, checklist, etc.)

Decide what timelines work for your family

Try to incorporate academic, movement, emotional health and social activities throughout the day

After dinner, plan a family social activity

Emotional Health Activity

Students who engage in physical activity and/or breathing exercises during the school day are able to focus, and maintain attention throughout the day, as these tasks stimulate executive functions, and allow students to regulate emotions experienced in the classroom (Diamond & Lee, 2011).

Movement Activity

Hot Spot Challenge - Create a challenge for each hot spot such as jumping jacks, push-ups, balance on one leg, frog jumps, squats, step up on a stool, sit ups, tossing a ball! Do the activity at each station for 30 seconds before switching to the next station. To add variety and difficulty increase the time for each station, switch the order of stations and create your own!

Social Activity

Create a Family Journal – each family member contributes to the journal on a daily basis. Our personal experiences/thoughts/feelings about the current pandemic and its far reaching ramifications will make interesting reading in a few years.
Reading over streaming
Reading is good for the mind, the soul and it turns out, the planet: a pastime like reading easily replaces streaming, which is notoriously carbon-intensive.

Take stock
Being at home allows us to take stock of what we already have, and what we don’t need more of. You might be surprised to find that those jeans you had crammed in the back of your closet are back in style. Knowing what you already have can prevent you from making impulse or unnecessary purchases in the future, thus reducing your consumer footprint in the long run.

Create Eco-Art
Creating art is an excellent way to spend time indoors and still connect to the Earth. Re-purpose materials from around the house to create something new, like jewelry, bags or plant holders.

Go plant-based and compost
Now is the time to get creative and break those food ruts! Try some new plant-based recipes — nonperishable foods, like canned or dry beans and rice, are easy to prepare and nutritious. If you have any produce that has gone bad and you can’t use, try composting.

Excerpts from: https://www.earthday.org/11-actions-for-the-planet-during-a-pandemic/

---

<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>connect ideas in texts to my own knowledge, experience and to the world around me.</td>
<td>make predictions based on evidence and/or information and determine a course of action.</td>
<td>understand that human activities have the potential to alter the environment.</td>
<td>reflect on my role in supporting a sustainable planet and reflect on my Action Activity</td>
</tr>
</tbody>
</table>

- 3...2...1...
  - Read at least 3 of the environmental actions in the text to learn about how various people are engaging in Earth Day this year.
  - Choose 2 environmental actions from the text and explain the environmental focus and goal(s) of each action.
  - Choose 1 action from the text that you feel would create the greatest impact. Explain your thinking.

- It is now time to create an action plan of your own and become a critical part of helping the environment!
- Copy and use the chart as a planning tool for your ACTION ACTIVITY. Some of the chart will need to be completed after your activity is finished tomorrow.

Guiding Questions | Your Plan Details
---|---
What is the focus of your environmental issue? | |
Goal(s) of your Action Activity | |
Resources and/or equipment needed | |
Time frame of your activity | |
How will it create a positive impact? | |
How will you adhere to social distancing? | |
Is there evidence of success? | |
How can you gain awareness and spread news of your activity? | |

Today is the day to implement your ACTION ACTIVITY!
Whether it’s cleaning up the yard, planting a tree, or saving energy somehow, every little bit counts. We are all in this together!
Once you have completed your activity don’t forget to complete the chart you started yesterday.

Reflect on your Action Activity from this week. Write or type your reflections.
- What successes did you have in developing your Action Activity?
- What challenges did you face?
- How did you feel after you completed your Earth Day activity?
- Is your activity something that you can sustain for more than one day? Why or why not?
- Can you challenge your friends to do the same?
- How could you and others work together to broaden the effect of your actions?

---

You might try...
List Earth Day activities from previous years and think about how you could modify them to adhere to current social distancing mandates.
Reach out to your fellow classmates and teacher(s) to share your ideas and coordinate your activities. Perhaps challenge one another!
Take pictures or record a video of yourself participating in your action activity to share with others.
Share your Action Activity by having a conversation with your teacher, a friend and/or family member.
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 with meaning and use the information to talk or write about a topic in French.

- Lis l’information à propos des végétariens et végétaliens.
- Identifie les éléments du texte qui te permettent de mieux comprendre l’information.
- Identifie pourquoi devenir végétarien ou végétalien peut être considéré comme étant écologique (bon pour la planète).
- Décris tes pratiques alimentaires dans un court paragraphe en français.

**Parents/guardians:**

- Students will read the text about vegetarians and vegans.
- Students will identify features of text such as subtitles and illustrations and explain how they can support meaning.
- Students will identify why being vegetarian or vegan can be considered an environmentally friendly choice.
- Students will describe their eating habits in a short paragraph in French.

**You might try…**

- Liste un menu sain (santé) pour une journée. Adapte-le pour les différentes sortes de végétariens et végétaliens.
- Create a healthy menu for a typical day. Adapt your menu for all the different types of vegetarians and vegans. You can use the menu you created last week.

You might have a conversation with your teacher about what you’ve read and or written in French.

**Grade 7 Math – April 20th to 24th**

**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 different characteristics of fractions and using different strategies and models to compare and combine fractions.

| Which One Doesn’t Belong? | Describe fractions
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Look at the emojis in the picture. Which one doesn’t belong with the others? Talk with someone at home and ask what they think. Do they agree with you? Can you make a case for why each emoji is different from the rest?</td>
<td></td>
</tr>
<tr>
<td>Now try the same activity with these fraction examples. Try to use as many of the following words as you can to defend your thinking: • numerator • denominator • unit fraction • proper fraction • improper fraction</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Greater Than, Less Than, Equal To</th>
<th>These are examples of models:</th>
<th>1/20 2/3 5/4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comparing fractions between 0 and 1 using a variety of models</td>
<td>Fraction Bars</td>
<td>Circles</td>
</tr>
</tbody>
</table>

1. Use a model of your choice to determine if each fraction is greater than (>), or less than (<) or equal (=) to the other. Discuss your strategy with a family member or your teacher.

2. In one week Carlos ran three times. The distances (in km) were \( \frac{7}{10} \), \( \frac{5}{6} \), and \( \frac{3}{8} \). Which day did Carlos run the farthest? How do you know?

<table>
<thead>
<tr>
<th>Race to the Finish</th>
<th>Comparing fractions between 0 and 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lori is putting a relay team together to run a 2000 m race. Lori will complete ( \frac{1}{5} ) of the run, her friend Zach will complete ( \frac{3}{10} ) of the race and she is going to ask other friends to join her team.</td>
<td></td>
</tr>
<tr>
<td>Decide how many more friends she should ask to join the relay team. Use a strategy or model of your choice to determine the different distances that were run by each member of the team and what fraction of the race each friend ran. Did the team have any people run 500 m or less?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Baking Up Some Math</th>
<th>Compare and combine fractions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kyle is baking some delicious treats. Each table includes a list of some of the dry ingredients he will need.</td>
<td></td>
</tr>
<tr>
<td>Use a strategy or model of your choice to order the ingredients in each list from greatest to least.</td>
<td></td>
</tr>
<tr>
<td>Can you find the total of the ingredients in each list?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ingredient</th>
<th>Amount (in cups)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sugar</td>
<td>( \frac{11}{4} )</td>
</tr>
<tr>
<td>Flour</td>
<td>( \frac{3}{4} )</td>
</tr>
<tr>
<td>Salt</td>
<td>( \frac{1}{4} )</td>
</tr>
<tr>
<td>Milk</td>
<td>( \frac{13}{4} )</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ingredient</th>
<th>Amount (in teaspoons)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salt</td>
<td>( \frac{1}{6} )</td>
</tr>
<tr>
<td>Baking Soda</td>
<td>( \frac{3}{4} )</td>
</tr>
<tr>
<td>Sugar</td>
<td>( \frac{2}{3} )</td>
</tr>
<tr>
<td>Pepper</td>
<td>( \frac{1}{3} )</td>
</tr>
<tr>
<td>Baking Powder</td>
<td>( \frac{3}{8} )</td>
</tr>
<tr>
<td>Cream of Tartar</td>
<td>( \frac{1}{4} )</td>
</tr>
</tbody>
</table>

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.