



SCHOOL DISTRICT 5

S O U T H E A S T K O O T E N A Y

Grade 7

Learning Opportunities for the Week of: Apr. 27– May 1

Please refer to the learning plan mapped out below to establish a routine for your child during the time away from in class instruction. Please keep in mind your child's learning will look different and is **not meant to be a stressful experience**.

IMPORTANT: Please upload all your learning opportunities onto your **portfolios** on the **portal**. If you need help with this, please look at the document at the bottom of the learning opportunities for step by step instructions. This is how your teachers will view your work. **Make sure to read all the way to the bottom of the instructions at the end of this document. There are important details that you need to include on every piece of learning that you put in your portfolio. Thanks!**

LITERACY/LANGUAGES (30-45 minutes per day):

1) READ something of your choice for 20 minutes every day. This can be a novel, magazine, online story, article, a how-to manual, etc.—you choose! It should be something you enjoy.

2) Writing Tip of the Week:

What's the difference between **were** and **we're**?
**we're is a CONTRACTION or shortened form of the two words "we are".

"**Were** you planning to go to the movie? **We're** going tomorrow if you want to join us."

3) Root Word of the Week: ANTI

-from Greek

-means **AGAINST OR OPPOSITE**

· List three words that you think are related to this root word. **For example, antiseptic** (something that prevents infection.)

4) Poetic Device of the Week:

Metaphor- *a metaphor is created when we compare things to one another directly, so **NOT** using the words "like" or "as".*

NUMERACY (30-45 minutes per day):

Please check on the Math 7 Minecraft class in the Portal for a new lesson.

The Following is a two week project. You can start it this week, and continue it the next.

M.C. Escher was a twentieth-century artist who specialized in drawing images made up of repeated pictures that transform. An example of one of these tessellations is the famous drawing where geese are flying to the east on one side of the picture and then transform into geese flying to the west.



Escher used four types of transformations in his work. For this week we will attempt the standard Translation. If you enjoy this activity there are three other kinds that require greater skills.

For example:

- Her eyes are blue sapphires. (Comparing her eyes to gemstones)
- This class is a zoo. (Comparing a class's behaviour to that of animals in a zoo)
- He slithered to his seat. (Comparing "him" to a snake.)

5) It can be easy to get similes and metaphors mixed up. Watch this video to help you keep them sorted out:

<https://www.youtube.com/watch?v=uoSBVNUO2LU>

6) Musicians LOVE using metaphors in their lyrics. Listen to a few of your favourite songs and see if you can identify any metaphors. If you're stuck, some examples are *Believer* by Imagine Dragons or *Firework* by Katy Perry.

7) Your Turn! Try and write one or two poems that use at least one metaphor.

-You might find it easier to follow a structure to start with. One possibility is a **QUATRAIN**. A quatrain is a four-lined poem that rhymes. Often, quatrains make-up the stanzas (like paragraphs in a poem) in longer poems. Quatrains can either rhyme like this:

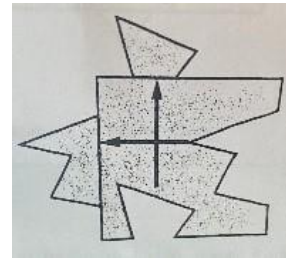
A)
I have a cute little cat A
Who loves to chase mice. B
She's fuzzy and she's fat A
And she's also very nice. B

This is an example of an **ABAB rhyming scheme** because the first and third lines rhyme, and the second and fourth lines rhyme.

OR they can rhyme like this:

B)
I have a cute little cat A
Who's fuzzy and very fat. A
She loves to chase mice B
And she's also very nice. B

Translation: You start by cutting a square out of a piece of thin cardboard. This could be from any thin box such as a cereal or cracker box. It should be appropriately 3cmx3cm. Then you cut a shape out of the bottom edge and translate it to the top and tape it in place. "Do not flip it...simply slide it." It must be translated (slid) into the exact spot on the top as it was on the bottom. "Hint: if you find this difficult cut it from the vertex (corner) to the vertex then there is no measuring to do." Then you do the same thing to the sides of the square. If you have carefully done this you should be able to trace this new shape over and over. It does not matter where you start on the paper. After you have finished, use colour to make your design. See example below.



For those of you who are artistically inclined, you will be able to plan before you cut to get the design you want. For those of you (like me) you can trace your shape and then try to find a picture... just like looking up in the clouds. Here are a few samples that were done by students at Laurie School years ago. These ones were done with planning in mind and careful measuring was needed on all edges.



This is an example of an **AABB rhyming scheme**.
WHY do you think it's called this?

An example of a quatrain, using a metaphor:

The Light

My dad is my light,
He's smart, kind and funny.
He shines bright white,
And he makes my days so sunny.

-**OR**, if you are feeling adventurous, you can write a **FREE VERSE** poem, which just means that you don't have to follow any rules or structures, such as the one we gave you for the Simile Poem last week.

For example:

The Road

Life is a meandering path
We wander along, never knowing what is around
the next bend
Will it be joy? Will it be heartbreak?
We keep placing one foot in front of the other
With Hope as our guide.

8) After you have written your poems, choose one of them to upload into your portfolio. If you want, add a visual of some sort to support your poem's message.



This one below was somewhat easier as the top cut went from the vertex (corner) to the other corner so no measuring was needed. However, the side edges did require measuring to put it in the exact spot.



I hope you enjoy!

SOCIAL STUDIES:

Last week we talked about how hard it would be for some areas to social distance and how lucky we are to have enough space to social distance. This week we will take a look at information from the past to see where our future lies.

Read the article below named “Why social distancing might last for some time.”

<https://www.bbc.com/future/article/20200324-covid-19-how-social-distancing-can-beat-coronavirus>

- 1) What is social distancing, according to Arindam Basu?
- 2) What was the name of the virus that infected over a quarter of the world’s population in 1918?
- 3) What is the difference between self-isolation/quarantine and social distancing?
- 4) Why is a “stop-start approach” the most likely outcome of social distancing? What does it do?
- 5) What do you think the next two or three months will look like in Cranbrook in connection to social distancing?
- 6) What can we learn from the pandemics/diseases of the past that will help us get through our version of a pandemic?

This article shows a very different way of coming out of social distancing than what most people thought would happen. **Do you think this is the correct way to go? Why or why not?**

SCIENCE/INVESTIGATE/EXPLORE:

Water Cycle Investigation

1) Watch this video:

Changing Water: States of Matter

<https://www.youtube.com/watch?v=tuE1LePDZ4Y>

2) Terms to define:

Phase Change, States of Matter, Melting, Freezing, Evaporation, Condensation, Precipitation

Bonus terms to look up: Sublimation, Deposition

3) Activity if possible:

Materials: Ice cubes or water, permanent marker, Ziplock bag, tape, window (ideally one that sun shines through!).

Directions: Draw the water cycle on the outside of a Ziplock bag. Try to label phase changes of the water cycle. Place ice cubes or water into the Ziplock bag, zip the bag and hang it with tape in a window for one day. See which phase changes you can observe!



4) Respond:

- 1) Why do people put ice cubes in their drinks?
- 2) Provide examples from nature of when you can see water in each state.

Bonus:

Last week was EARTH WEEK! Use a search engine and search for articles, posts, or videos that demonstrate some of the impacts CoVid-19 and social distancing has had on Earth and its creatures.

OUTDOORS/HEALTHY LIVING:

1. Complete the **Physical Activity Log for April 27-May 4** for 3 to 6 days

***To complete the LOG on your PHONE you must first download the FREE Microsoft Word App to your phone.**

STEPS to find your LOG on the SD5 portal:

- Go to SD5 website www.sd5.bc.ca
- Go to “**Utility Links**” (top right-hand side of the page)
- **Web Sign In** (with your student#@sd5.bc.ca and your password)
- Go to the **Portal**
- Scroll to the bottom of the page until you see the PE class:



- Go to the “**ASSIGNMENTS**” tab at the top of the page
- OPEN the “**Physical Activity Log-Week 4-April 27-May 4**” by clicking on “**EDIT**” **On your phone you must hit “DOWNLOAD”**.
- Complete your LOG for 3 to 6 days this week
- Close the document after it automatically “**SAVES**”

2. Try the **10 Yoga Challenges** for this week. Press **CTRL + Click** on the link below: https://sd5bccca0-my.sharepoint.com/:b:g/personal/heather_petters_on_sd5_bc_ca/EZZrPP-fG99Cqvu19o8W1AkB7r3haGfgInvhKkzxq2dwrg?e=Z2hnQq

3. Go for **walks or bike rides** and use all your senses:

- See
- Hear
- Touch (but not people!)
- Taste (but not people!)
- Smell

4. Once your **Physical Activity Log** is complete for the week of **April 27-May 4**:

- Open it up in the SD5 Portal under “**Assignments**” & click on “**EDIT**”
- Click on **TURN IN** (near the bottom of the page)
- Click on “**COPY to PORTFOLIO**”
- **Post Title, TAG** “Physical & Health Education” and hit “**SUBMIT**”

ONLINE LEARNING LINKS:

English/Socials

michelle.bannister@sd5.bc.ca
michelle.paterson@sd5.bc.ca
tiffany.nyquist@sd5.bc.ca

Science

David.Pasivirta@sd5.bc.ca
Kate.Porter@sd5.bc.ca

Math

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richard.friesen@sd5.bc.ca

Outdoor/Healthy Living

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Student Services

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Educational Assistants

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marsha.burrows@sd5.bc.ca
arlene.northey@sd5.bc.ca
miriam.oler@sd5.bc.ca
marilyn.sin@sd5.bc.ca

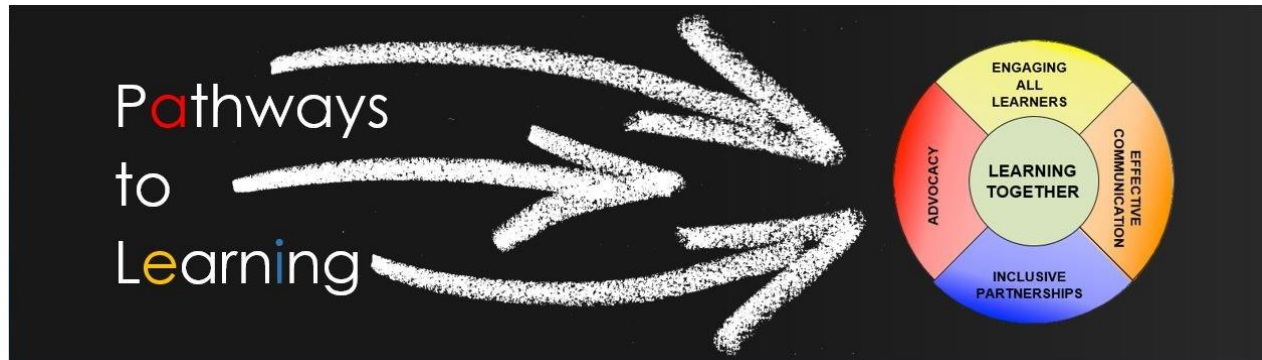
ZOOM Office Hours:

Please see the LMS website page [Zoom Office Hours](#) to connect with an EA or teacher for extra help.

BE still and listen to the earth waking up to Spring...

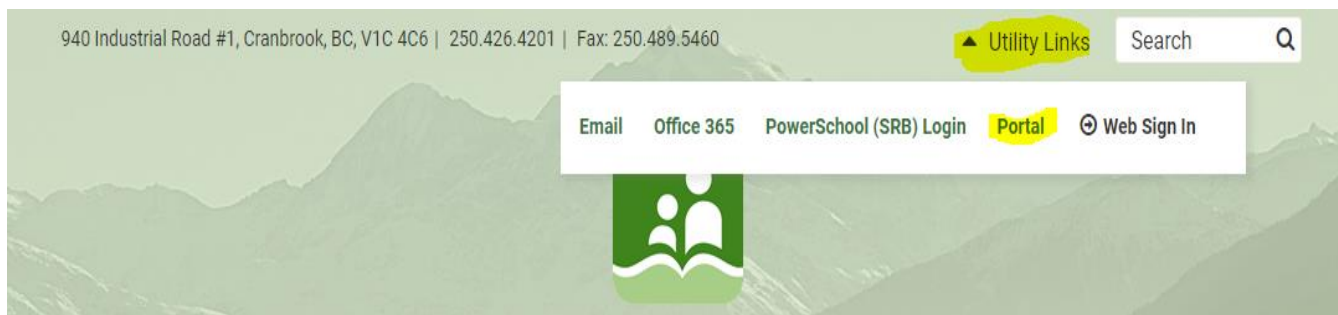
“A poor life this if, full of care, we have no time to stand and stare.”

William Henry Davies (1871-1940)



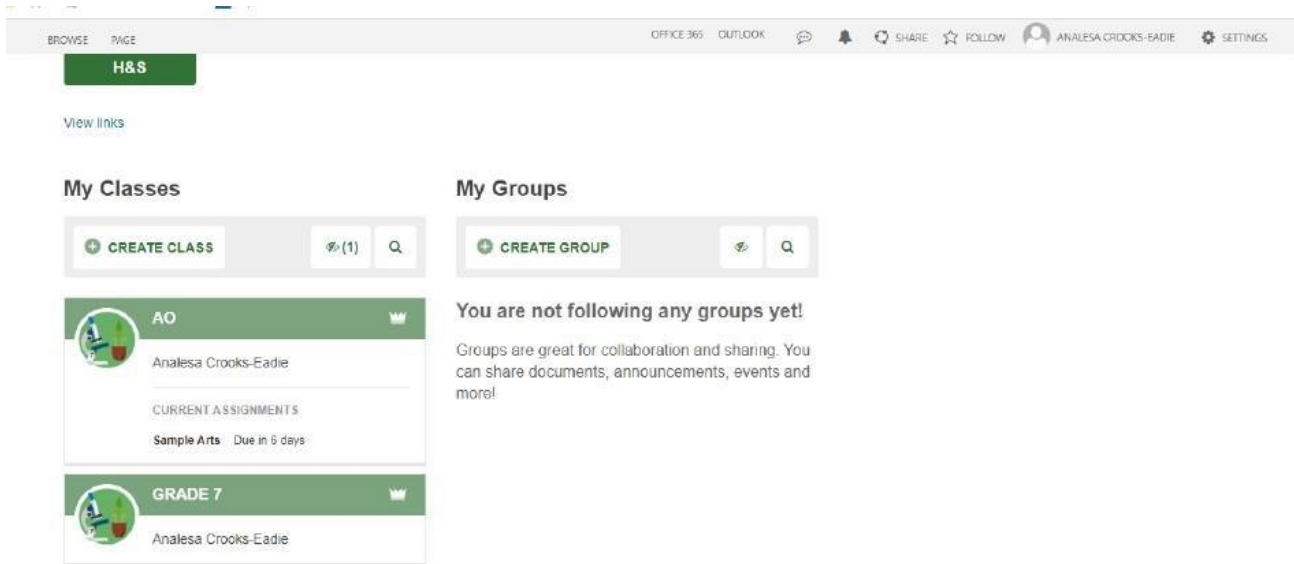
How to get on to the portal at home:

1. Open web browser
2. Type www.sd5.bc.ca into the address bar
3. Click on the triangle drop down symbol beside “Utility Links”. This will be at top right corner OR at the bottom after scrolling down depending on your computer and browser.



4. Select “Portal” from the drop down menu.
5. At this time the student will be asked to enter their username and password (just like they are logging on to a computer at the school). Their username is numbers and their password was changed to their student number again (unless they have logged on in the last week). It will prompt them to change it (talk to you teacher contact if you haven’t done this).

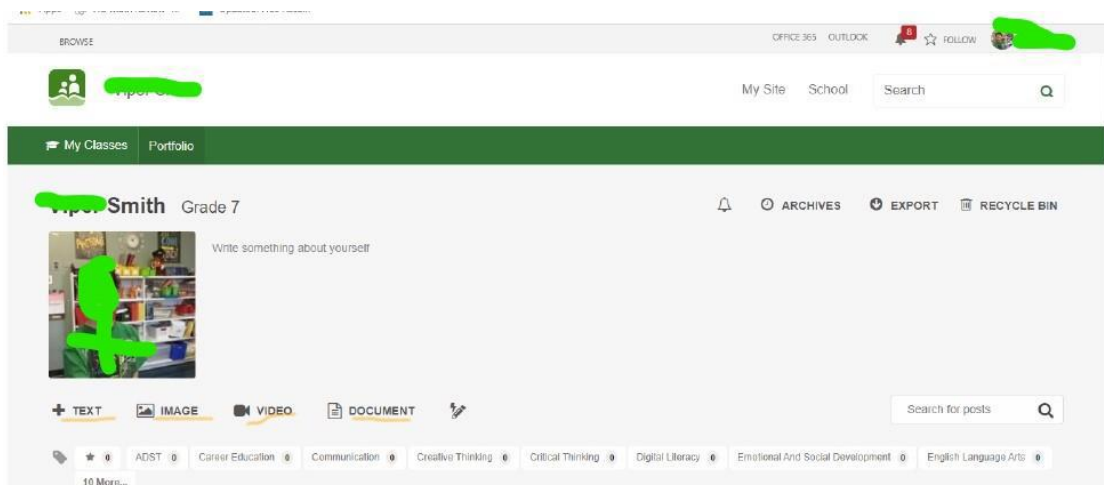
- Once on the portal, scroll down to their class at the bottom left of the screen. From there, all the programs we use are available with a click.



- Also, once on the portal students can select “Portfolio” from the horizontal list near the top of the screen to see some of their school work.



How to submit work through PORTFOLIO



1) When students complete a piece of work they are either going to go to their portfolio and add an "image" or a "document" or "text":

Image - they find the image from their phone or computer...

Document - they find the document from their computer...

Text - they work in real time typing it into their portfolio

2) Every time something new is added (image, document, or text) to their portfolio a student should:

1) Give it a Title – at the top (Assignment and Week #)

2) Tag whatever subject it is

3) Hit Submit at the bottom

3) If successful, the student will be able to see what they have added when they return to their portfolio.

***Here is the Website link: <https://www.youtube.com/watch?v=lp92xHz60UA#action=share>