

Grade 7 Learning Advantage



100% Canadian content...
aligned with school curriculum



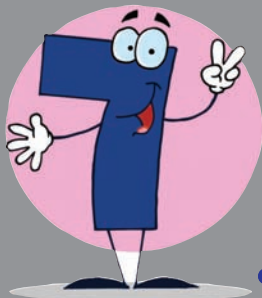
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Book designed by: Ryan and Jasmine Wall ryjaswall@yahoo.com



PREP 4 SUCCESS



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Parent-friendly... List of curriculum expectations

Expectations

Grade 7: Measurement

Specific Expectations

- solve problems that involve the surface area and volume of right prisms and that require conversion between metric measures of capacity and volume (i.e., milliliters and cubic centimetres) (Sample problem: An aquarium has a base in the shape of a trapezoid. The aquarium is 75 cm high. The base is 50 cm long at the front, 75 cm long at the back, and 25 cm wide. Find the capacity of the aquarium.). (Section 1.1)

Grade 7: Patterning and Algebra

Specific Expectations

- represent linear growing patterns, using a variety of tools (e.g., concrete materials, paper and pencil, calculators, spreadsheets) and strategies (e.g., make a table of values using the term number and the term; plot the coordinates on a graph; write a pattern rule using words); (Section 1.1)
- compare pattern rules that generate a pattern by adding or subtracting a constant, or multiplying or dividing by a constant, to get the next term (e.g., for 1, 3, 5, 7, 9, ..., the pattern rule is "start at 1 and add 2 to each term to get the next term") with pattern rules that use the term number to describe the general term (e.g., for 1, 3, 5, 7, 9, ..., the pattern rule is "double the term number and subtract 1", which can be written algebraically as $2 \times n - 1$) (Sample problem: For the pattern 1, 3, 5, 7, 9, ..., investigate and compare different ways of finding the 50th term.). (Section 1.6)



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100% Canadian content...

Canadian Social Studies

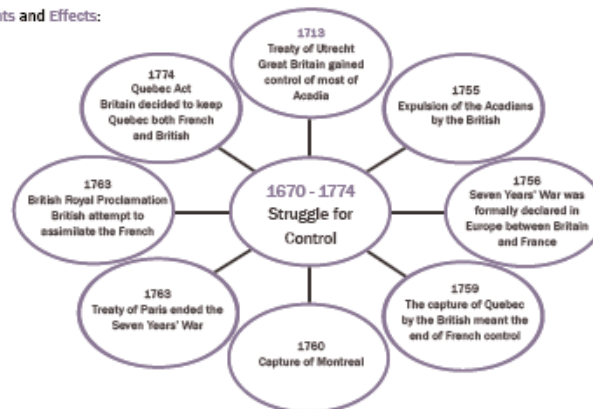
Struggle for Control at a Glance

Let us now examine the hostilities, conflicts and struggles that plagued both the British and the French between the years 1670 and 1774.

Causes of French-British Conflicts:

- Struggle to control the fur trade.
- Struggle to control the Atlantic coast of North America (Louisbourg, 1720, French domain; Halifax, 1749, British domain; and Acadia) with its rich fishing areas and strategic locations.

Events and Effects:



Key Figures:

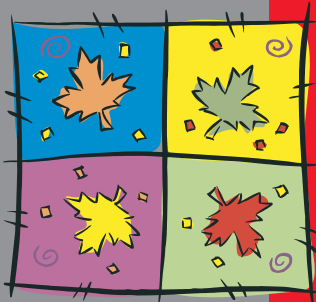
- Louis-Joseph, Marquis de Montcalm - French
- General James Wolfe - British

Check out these web sites:

www.britishbattles.com/battle-of-quebec.htm
www.andrews.edu/~kmutson/112.BattleofQuebec.html
www.cbc.ca/history/

Who do you think was the better General, Wolfe or Montcalm? Justify your position.

How do you think the battle story would be different if a French-speaking Québécois were telling it?



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Uses current educational theory...

integrated learning (Music/ language skills)

Music Video Survey

View a number of music videos and fill in the chart below.
What messages do the videos give regarding the following items?

Messages	Artist: Song:	Artist: Song:	Artist: Song:
Where people live			
Standard of living			
Pace of life			
How people spend their leisure time			
Role of women			
Role of men			
Stereotypes			
Portrayal of love and romance			
Portrayal of what is happiness			
Role of violence in society			
Values of society			

Think About... What overall impressions are created by the videos surveyed? How accurate are they in portraying reality? What effect do the video messages have on young people? Why are these impressions presented so consistently? How do music videos influence you and the way you present yourself? Do you imitate popular rock stars (in clothes, language, lifestyle)? Are any of them offensive to older people? Should any of them be banned?

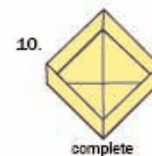
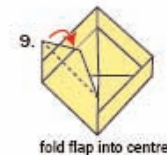
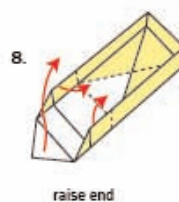
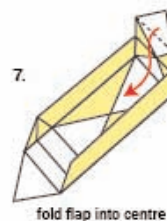
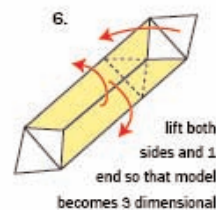
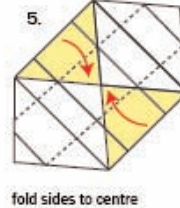
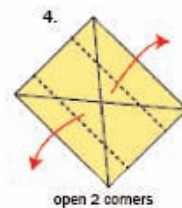
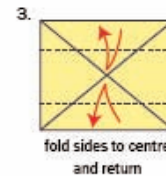
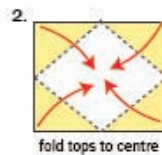
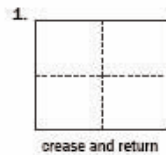
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Uses current educational theory...
tactile learning activities

Tessellations

Simple Box



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Uses current educational theory...
information provided to engage pupil inquiry

CANADA

E. Pauline Johnson

*Crown of her, young Vancouver;
crest of her, old Quebec;
Atlantic and far Pacific sweeping her,
keel to deck.*

*North of her, ice and arctics;
southward a rival's stealth;
Aloft her Empire's pennant;
below, her nation's wealth.
Danger of men and markets,
bearing within her hold,
Appraised at highest value,
cargoes of grain and gold.*



Emily Pauline Johnson
(Courtesy National Archives of Canada /
C-085725 / Cochrane)

Emily Pauline Johnson (1861-1913)

Pauline Johnson was an extremely popular poet of the late 19th and early 20th centuries. Due to her reputation as a "popular" writer, her work was discounted by academics, yet her name is widely known to the general public to this day. As a poet with two traditions, Johnson bridged the gulf between her Native and European backgrounds. Her work presents pride in her cultural heritage, as well as the paradox of writing English poetry on Native themes for a non-Native audience.

Johnson was born on March 10, 1861 on the Six Nations Reserve near Brantford, Ontario. She was the daughter of the head chief, G.H. Johnson, a Mohawk leader, and his English wife, Emily Susanna Howells. Johnson's informal education made her familiar with the Victorian poets and she was also told tales and legends by her Mohawk grandfather. It was these two streams of culture which she combined in her literary work. Her writings showed both a passion for First Nations legends and cultural values, and a heroic tone of English poetry.

- excerpt from a biography by Catherine Hobbs



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Kid-friendly... Guided practice

1.3: Multiples

Multiple: A multiple is the product of a whole number when multiplied by any other whole number. For example, when you multiply 5 by the whole numbers 0 to 5, you obtain the multiples 0, 5, 10, 15, 20 and 25. In other words, 0, 5, 10, 15, 20 and 25 are multiples of five.

Least Common Multiple (LCM): The least whole number that has two or more given numbers as factors. For example, 15 is the least common multiple of 3 and 5.

Example 1

Sample Practice: What is the LCM of 3 and 7?

Solution: Multiples of 3: 3, 6, 9, 12, 15, 18, 21, 24, 27, 30, 33, 36.

Multiples of 7: 7, 14, 21, 28, 35, 42, 49.

Circle the multiple that is the smallest number common to both lines.

The LCM of 3 and 7 is 21.



Example 2



Some grade 7 students are planning to raise money for their class by holding a sale for pencils and erasers. They expect to sell approximately 250 pencils. Pencils are sold in packages of 12's and erasers in packages of 8.

How many unopened packages of pencils and erasers should the class purchase if they want to sell approximately 250 pencils with no pencils or erasers left over?

A. Calculate the number of pencils contained in packages that are multiples of 12.

Multiples of 12: 12, 24, 36, 48...216, 228, 240, 252...

B. Calculate the number of erasers contained in packages that are multiples of 8.

Multiples of 8: 8, 16, 24, 32...224, 232, 240, 248, 256...

D. Circle the multiple that is closest to the quantity of 250 pencils and erasers. This is the **Least Common Multiple**, or **LCM** that is closest to the desired quantity of 250 pencils and erasers that the class wished to sell.

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Kid-friendly... confidence-building activities

Poetic Devices

You can have fun with words when you are writing your poetry by using figurative language or poetic devices. Some poetic devices are:

- A • **HYPERBOLE:** a large exaggeration
Your eyes are as big as saucers.
- B • **SIMILE:** A comparison between two objects using "like" or "as"
He was as quiet as a mouse.
- C • **METAPHOR:** A comparison between two objects NOT using "like" or "as"
His eyes were gleaming diamonds.
- D • **PERSONIFICATION:** giving an object, animal, or idea, human qualities
The morning light crept across the sky.
- E • **ALLITERATION:** repetition of a sound at the beginning of two or more neighbouring words
Silly Sam Salamander slithered slyly.
- F • **ONOMATOPOEIA:** words that sound like their meaning
Thump! Thump! Thump!

Identify each of the figurative devices below:

1. _____ A colourful crayon collection
2. _____ The glass sat teetering on the ledge. Crash!
3. _____ Her cheeks were bright red apples.
4. _____ Garfield the cat carefully dialled the phone.
5. _____ He had the strength of 10,000 men.
6. _____ It was raining cats and dogs.
7. _____ The grass was as green as an emerald.
8. _____ Alice ran as fast as a cheetah.
9. _____ I nearly died laughing.
10. _____ Pop! goes the weasel.
11. _____ The darkness wrapped around me like a blanket.
12. _____ Happy Helen held a handful of handkerchiefs.

ANSWERS: 1-E 2-F 3-C 4-D 5-A 6-C 7-B 8-B and A 9-A 10-F 11-D 12-F



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Kid-friendly...

Challenging activities for inquisitive minds

Concrete Poetry

Concrete poetry is the use of words in their physical formation to create meaning. This can be done by using colour, the shape of the letters, and/or the arrangement of the letters and words on a page. Graphically, you will be creating a picture using words and letters. From a distance, concrete poems look like pictures. If you are using a computer, you align the letters and/or words on the screen to create an image. If you are using paper it is usually a good idea to lightly draw a pencil guideline on your page.

Here is an example:



Try as many different concrete poems as you can.

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Kid-friendly... reasonable drills

1.7: Practice

1. Add

a) $\frac{2}{4} + \frac{1}{4} =$

b) $\frac{1}{6} + \frac{4}{6} =$

c) $\frac{7}{13} + \frac{2}{13} =$

d) $\frac{2}{5} + \frac{1}{2} =$

e) $\frac{3}{4} + \frac{1}{10} =$

f) $\frac{1}{9} + \frac{1}{3} =$

g) $\frac{1}{3} + \frac{1}{2} =$

h) $\frac{1}{6} + \frac{4}{9} =$

i) $\frac{1}{5} + \frac{1}{6} =$

2. Add

a) $1\frac{1}{3} + 2\frac{1}{3} =$

b) $4\frac{3}{4} + 2\frac{1}{2} =$

c) $7\frac{6}{7} + 5\frac{1}{4} =$

d) $3\frac{7}{9} + 4\frac{1}{2} =$

e) $9\frac{2}{3} + 1\frac{1}{4} =$

f) $10\frac{4}{5} + 6\frac{1}{3} =$

g) $\frac{19}{7} + \frac{1}{2} =$

h) $4\frac{1}{4} + \frac{13}{2} =$

i) $7\frac{1}{3} + \frac{17}{4} =$

3. One page of a newspaper had two advertisements, one covered $\frac{1}{8}$ of the page and the other covered $\frac{1}{32}$. What fraction of the page was covered by the advertisements?

4. A recipe for punch calls for $2\frac{1}{3}$ cups of fruit concentrate and $6\frac{1}{2}$ cups of water. How many cups of punch will the recipe make?



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Kid-friendly... Interesting activities

People on the Move: Migration part 2

Look at the chart below. Add your own ideas to the right-hand column for each factor.

PUSH FACTORS	factors which encourage you to leave	<ul style="list-style-type: none">- poor living conditions- war---
PULL FACTORS	factors which draw you to another place	<ul style="list-style-type: none">- better living conditions- good jobs---
BARRIERS		<ul style="list-style-type: none">- family ties- travel costs- "red tape"--

In your opinion, which is the strongest factor? Explain. _____

Think about it. What would it take for you to leave your home, your family, your country?

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Parent-friendly... Encourages parent involvement

Regions part 2

Choose one activity from those listed below.



Regional Comparison: Compare the region of your neighbourhood to another neighbourhood in your city or town. Look at both similarities and differences. Which neighbourhood do you prefer and why?



Global Comparison: Choose a country in a different region of the world. Compare it to Canada. Look at both similarities and differences. Which country do you prefer and why? Consider looking at populations, economies, culture, education, health, ways of earning a living, etc.



Suburbia: Regions can and do change. The region outside the city of Toronto has some of the best soil in Canada for growing wheat and corn. In the past 50 years, the farmland has been paved over, as new suburbs have been built. The "905 area" near Toronto has taken people away from the city itself. Why might people choose to move to the suburbs? What are the advantages and disadvantages of living in suburbia? Does one outweigh the other?



Local Changes: Interview older residents of your particular area. Ask them questions that focus on how your local community has changed during their lives. What changes do you foresee in the future for your community?



Time Zones: Do some research on time zones. What are they? Why and how did they come about?

Explore Google Earth at www.earth.google.com

This program allows you to pinpoint regional searches via satellite images and maps.

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Parent-friendly... Family follow-up activities

Focus on Historical Individuals

Using whatever resources you have available to you, **research** two or three of the following historical individuals from the 1600s. Make notes about the individuals and their contributions.

Pierre Du Gua de Monts (1558-1628)
Membertou (d.1611)
Samuel de Champlain (1567-1635)
Etienne Brulé (c.1592-1633)
Jean Nicolle (1598-1642)
Louis Hébert (1575-1627)
Marie Hébert (c.1588-1649)
Jean de Brébeuf (1593-1649)
Kateri Tekakwitha (1656-1680)
Charles de La Tour (1593-1666)



Choose the **one** individual that inspired you the most and **write an obituary** enumerating his/her contributions.

An obituary is usually written in paragraph form, and presents the life of an individual in chronological order. These tips will help you write an obituary:

- ✓ Give deceased's full name, and dates of birth and death.
- ✓ Recount only the main events in the person's life.
- ✓ Focus on major contributions.
- ✓ Add a comment as to why, or how, this individual inspired you.
- ✓ Aim to tell the story of your significant deceased in a wonderfully personal way!
- ✓ Lastly, read over some of the obituaries in your local newspapers, paying close attention to structure and grammar.

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Kid-friendly... Activities for classroom sharing

Journal Writing

Journal writing is a wonderful vehicle for self-selected writing experiences. It is a means for students to reflect upon and to explore a variety of experiences.

A journal can be:

- a record of important events happening in your life;
- a place to record your thoughts, feelings or opinions;
- a response to a book you are reading;
- a collection of creative writing experiences



A journal can be a special book, or can be kept on your computer. Try to write at least one journal entry for each day of your summer holiday.

Here are some ideas to get you started:

- What is your greatest accomplishment?
- What is your most favourite thing to do in the summer?
- What is your favourite musical group and why?
- If you could grant three wishes to the world, what would they be?
- How do you feel about the future (optimistic or pessimistic)?
- Describe your worst day at school.
- What is your happiest memory?
- What are the qualities of friendship?
- What are the keys to being successful at school?
- Write a review of a book you really enjoyed reading this year.
- Who is your hero? Why?
- What advice would you give to a student who is entering grade seven?
- Write a Top 10 List of things to do to ensure a great year.
- Create a comic strip.

The list of journal topics is endless. Try making up some of your own.

