

Hey Grade 7! I hope everyone had a great weekend. Listed below is this week's lesson plan for May 25th- May 29th. Please email me your work by Friday at: andrea@esgenschool.ca. If you have any questions, please feel free to reach out.

<u>ASD-N Weekly STEAM project.</u>	<u>MATH</u>	<u>LANGUAGE ARTS</u>
<p>Rube Goldberg was a Cartoonist and inventor who liked to create overly complex machines to complete a simple task using a series of chain reactions. Think dominoes, ramps, levers, pulleys, and more!</p> <p>Your challenge is to watch some Rube Goldberg machines in action here, get inspired, then create your own machine outdoors using natural objects such as rocks, sticks, hills, etc.</p> <p>**Send Pictures of your Goldberg machine**</p>	<p>*This week for IXL, I would like everyone to spend 20 minutes working on: "Proportional Relationships with Graphing" Grade 7 M.1-M.8.</p> <p>*I would also like each student to complete the worksheets that I have attached below.</p> <p>When finished, take a picture of your work and email me by Friday.</p> <p>*Multiplications: Spend 10 minutes each day going over your multiplication tables.</p>	<p>*Read 30 minutes every day. If you don't have a good fit book, here is a link for audio books and eBooks with your library card. https://nbpl.ent.sirsidynix.net/client/en_US/default/</p> <p>*If you don't have a library card, you can sign up here: https://www1.gnb.ca/0003/pages/en/car-e.asp?ga=2.192603050.126146013.1585751672-1519201341.1585751672</p> <p>*I would like everyone this week to keep a photo diary by taking pictures highlighting your day-to-day experiences while you are away from school.</p> <ul style="list-style-type: none"> ● What were the big highlights of your day? ● How can you use your photos to show this? ● You could do this online or in a journal <p>*IXL (Language Arts)- Spend at least 15 minutes everyday working on grade 7, "Reference Skills" I.1-I.5</p>

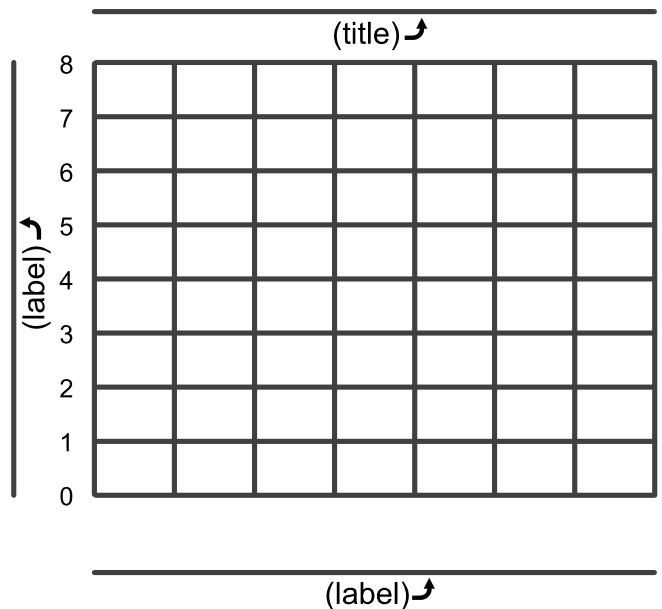
A forestry worker estimated the ages of trees in a plot of land. The ages, in years, were: 16, 12, 2, 8, 14, 2, 3, 4, 3, 5, 15, 18, 14, 16, 10, 9, 2, 4, 6, 8, 8, 18, 18, 13, 10, 11, 12, 8, 10, 10.

1. Tally the number of trees in each category.

- a) 1 to 3 years old _____
- b) 4 to 6 years old _____
- c) 7 to 9 years old _____
- d) 10 to 12 years old _____
- e) 13 to 15 years old _____
- f) 16 to 18 years old _____

2. Draw a histogram of the data.

Give your histogram a title and label both axes.

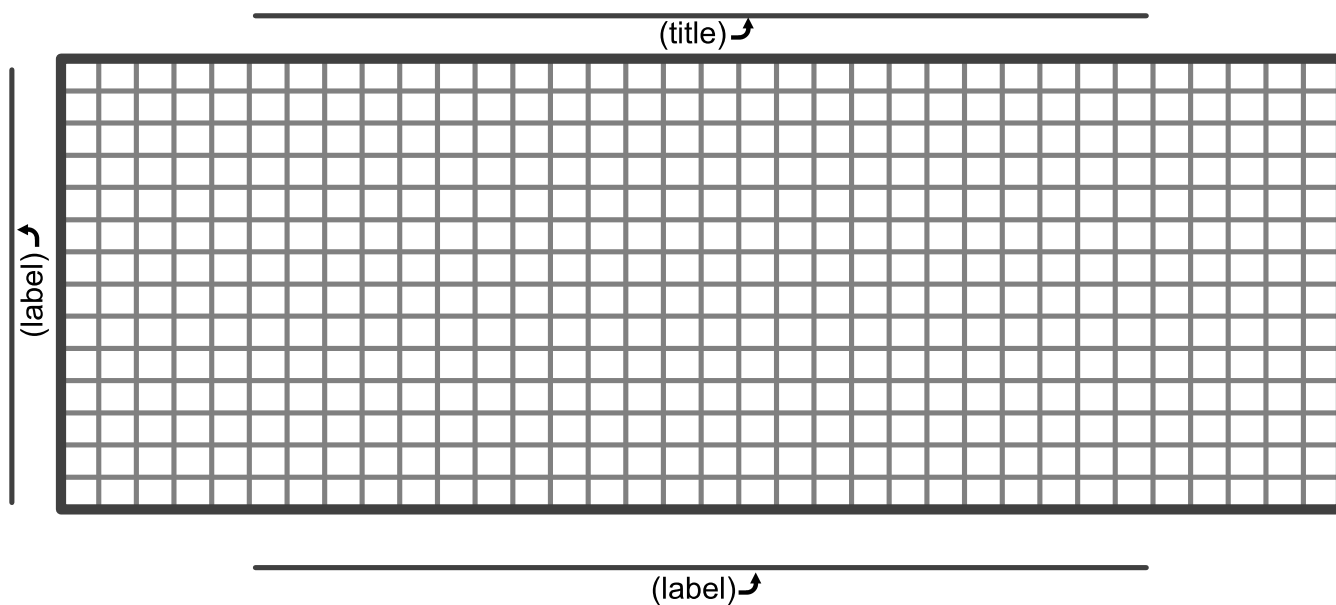


3. What can you learn from the histogram

Two groups of students were surveyed about their favourite board game. The tally chart shows the data

	Grade 5 Students	Grade 6 Students
Chess	7	5
Checkers	6	6
Monopoly	8	10
Trivial Pursuit	4	7

4. Make a double-bar graph to display the data. Label each axis. Give your graph a title and a key.



5. How many students were surveyed?

6. What conclusions can you draw from the graph?



A grade 6 class measured their heights to the nearest centimetre. Here are the heights

137 165 153 169 164 143 150
142 129 157 153 128 161 149
139 164 121 138 129 161 140
137 157 136 126 143 149 149

Make a stem and leaf plot to show this information. Arrange the leaves in each row in order from least to greatest.

7. How many students were measured?

8. What is the difference in height between the tallest person and the shortest person?

9. How many students are over 150 cm?
