

# GRADE 6/7

## APRIL NEWSLETTER



### IMPORTANT DATES

- April 1 - Mindfulness Session (PM)
- April 13 - One Voice Kick-Off Assembly (AM)
- April 15: Good Friday (No School)
- April 18: Easter Monday (No School)
- April 19: Student-Led Workshops
- April 29: Student Recognition Assembly (AM); Scrabble Day (PM)

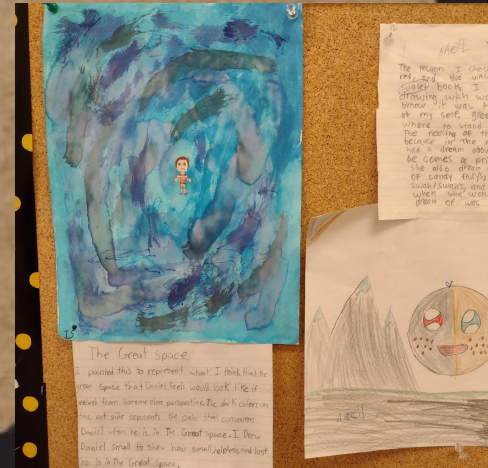
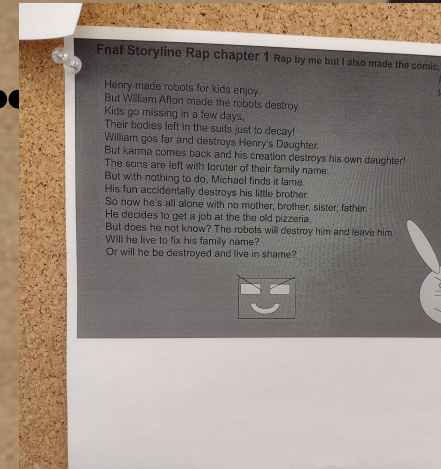
### REMINDERS

- To avoid bringing in mud to the class, consider bringing a pair of indoor shoes to switch into after recess
- Bring a refillable water bottle
- Bring your agenda everyday
- Check Google Classroom for reminders, assignments, resources

# WHAT WE'RE LEARNING IN...

## LANGUAGE

- In Reading: Lots of new things are happening in reading! Students have begun reading biographies and poetry is on the way! We are still continuing with weekly reading responses. Some students are even writing rap songs and/or creating art works for their weekly responses.
- In writing: Students continue to focus on grammar each morning for approximately 10 minutes. We will be working on publishing our own books (coming in June) and writing a variety of different poems.

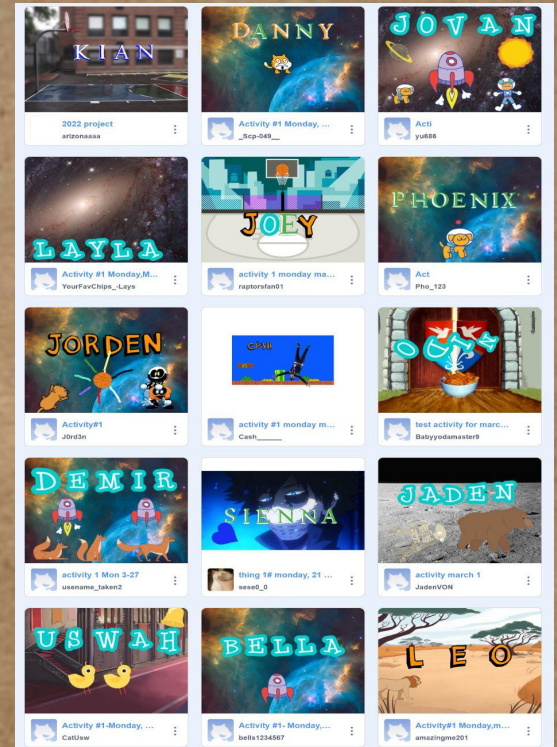




# WHAT WE'RE LEARNING IN...

## MATH

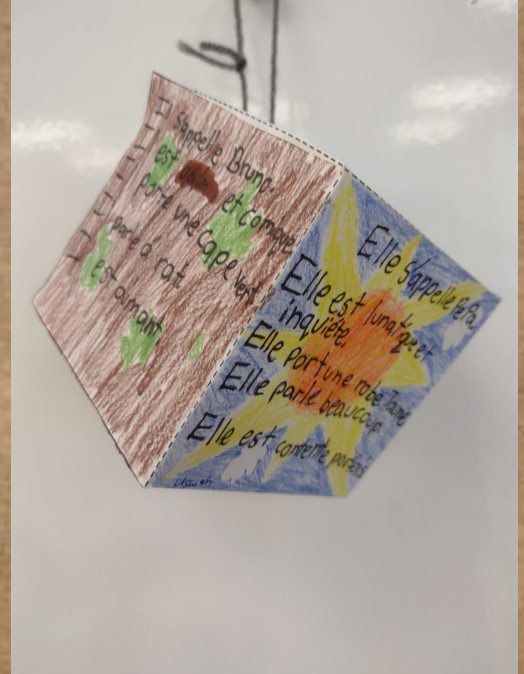
- We continue to explore coding using the Scratch and CSFirst programs. The class has been focused on writing and executing code that involves conditional statements and other control structures. As we conclude this unit, students will solve coding problems, read and alter existing code and describe how changes to the code affect outcomes and efficiency.
- Next, the class will stay in the algebra stand, and move onto working with and comparing a variety of patterns, including those found in real-life contexts. Students will use a variety of representations, including tables of values, graphs, algebraic expressions and equations.



# WHAT WE'RE LEARNING IN...

## FRENCH

- We are focusing on the negative form as we combine our “ER” verbs and adjectives with the use of the negative form. Our celebrity/fictional character cubes are almost complete.
- Some great ways to practice and review French at home are: [duolingo.com](https://www.french-games.net/) and <https://www.french-games.net/>. Students have their duolingo accounts set up.





# WHAT WE'RE LEARNING IN...

## SCIENCE

- The Grade 6 students will begin their new science unit of biodiversity. Students will demonstrate an understanding of biodiversity and describes ways in which biodiversity is important. We will discuss characteristics of different groups of animals and use these characteristics to further classify them. We will also gain further knowledge on endangered and invasive species. Students will then explore the human impact on biodiversity and the issues/problems that occur, such as habitat destruction and pollution.
- The Grade 7 students will also begin their new science unit of heat in the environment. We will revisit particle theory to explain the effects of heat on volume in solids, liquids and gases. Students will identify ways in which heat is produced and how heat can be transmitted through conduction, convection and radiation. We will also gain further knowledge on greenhouse effect, identify common sources of greenhouse gases and explain how these gases affect the transmission of radiated heat through the atmosphere.

### the importance of biodiversity

Biodiversity is crucial for the health of the planet. Having greater diversity makes an ecosystem more resilient. There are many reasons why biodiversity is important for humans and for the planet as a whole. Some of these reasons are listed below.

#### Nutrients and Soils

- Biodiversity contributes to the health of the earth's soils.
- Biodiversity helps to recycle the earth's nutrients (e.g. worms and fungi).



#### Pollination and Seed Dispersal

- Many species like birds, bats, and insects contribute to the pollination of plants.
- Some species eat fruits and nuts and disperse them either by burping them or through their fecal matter.
- Humans are not able to ideologically replicate the pollination benefits from different insects.



#### Greater Crop Variety

- Biodiversity is associated with a greater number of plant species and an increase in crop variety.



#### Water Quality

- Biodiversity helps to keep the earth's water pure.
- Biotic can remove harmful contaminants in water.
- When biodiversity is lost, contaminants can cause severe problems to water quality.



## HEAT TRANSFER

**Thermal energy** is the movement of energy from one object to another through conduction, convection, or radiation.

Thermal energy is also referred to as heat energy. As atoms and molecules (collections of atoms) move inside an object, they create heat energy. The faster these atoms and molecules move, the hotter the object. When we measure the temperature of something, we are actually measuring how fast the atoms or molecules are moving.

Most objects have some heat energy, even if they are something cold, like ice cream or a snowman. These things are colder because their atoms and molecules are moving more slowly.

Heat can transfer by conduction, convection, or radiation. Conduction is the movement of heat by direct contact. Convection is the movement of heat by the circulation of a liquid or gas. Radiation is the movement of heat energy through electromagnetic waves.

Label convection, conduction, and radiation on the diagram below and provide a short description of the term.



# WHAT WE'RE LEARNING IN..

## HISTORY/SOCIAL STUDIES

- Our trip to Sheldon was fantastic! Students learnt about the making of maple syrup that dates back to the 1700's. They also learnt to begin a fire with basic materials.
- The Grade 7's continue to work on their inquiry project as they compare and contrast certain aspects of life in New France to modern day times and consider different perspectives.
- The grade 6's have also just begun an inquiry project as they use the Q chart to generate questions about a community inquiry while focusing on different perspectives.





# WHAT WE'RE LEARNING IN...

## THE ARTS

- Visual Arts: Through the TDSBCreates residency program, the class has been partnered with artist Marsha Stonehouse to create 3 paintings around this year's theme of Intersections. Students will be working with watercolour and acrylic paint.
- Dance: Students will be begin exploring dance this term through a variety of free movements activities and choreographed dances (teacher/student led) that communicate feelings and ideas/messages. We will be using music from around the world and different time periods, in addition to music based on student interest.
- Music: We will begin learning how to read musical notation on the staff while playing instruments and applying the elements of music.

### *Bio - Marsha Stonehouse*

Marsha Stonehouse is a professional artist, teacher and creativity facilitator who lives and paints in Toronto. A graduate in Fine Art from the University of Western Ontario, she has also pursued graduate studies at the Banff School of Fine Art in Alberta and the Slade School of Art in England. Marsha shows her work in Toronto, and her paintings are found in many corporate and private collections across Canada. She is also represented by galleries in Jakarta and Singapore.



As a creativity facilitator, she works with organizations in executive development across Canada and internationally. She leads creativity workshops, courses and retreats that expand 'right-brain' thinking and enhances personal and professional growth. As a teacher, Marsha has taught students at the Art Gallery of Ontario, the Avenue Road Art School (in Toronto), the Banff School of Fine Art, the Royal Ontario Museum and the University of Calgary. She has also conducted mural and other special arts-education projects for community organizations and school boards, which are sponsored by grants from the Ontario Arts Council.

Over the past 20 years Marsha has lived creatively - exploring painting, drawing, sculpture, dance, music, writing, martial arts, meditation and travel.

