

Important Concepts . . .

Preview Review



Language Arts Grade 7 TEACHER KEY

W1 - Lesson 1: Communication Skills

Important Concepts of Grade 7 Language Arts	Materials Required
W1 - Lesson 1 Communication Skills	Textbooks
W1 - Lesson 2 Sentence Structure	<i>ResourceLines 7/8</i>
W1 - Lesson 3 Punctuation Skills	<i>SightLines 7</i>
W1 - Lesson 4 Writing Paragraphs	
W1 - Quiz	
W2 - Lesson 1 What's a Short Story?	
W2 - Lesson 2 Short Story Analysis	
W2 - Lesson 3 Literary Techniques	
W2 - Lesson 4 Essays	
W2 - Quiz	
W3 - Lesson 1 Poetic Structure	
W3 - Lesson 2 Forms of Poetry	
W3 - Lesson 3 Letters	
W3 - Lesson 4 Writing Poetry About Letters	
W3 - Quiz	

Language Arts Grade 7

Version 5

Preview/Review W1 - Lesson 1 Teacher Key

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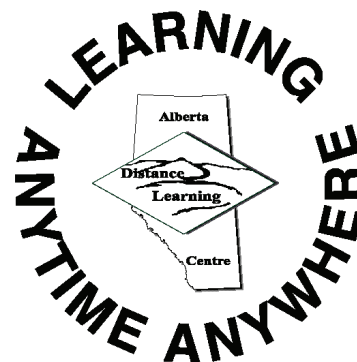
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Preview/Review Concepts for Grade Seven Language Arts

TEACHER KEY



***W1 - Lesson 1:
Communication Skills***

OBJECTIVES

By the end of this lesson, you should

- understand the skills needed for effective communication
- recognize the role of reading in learning and communication
- recognize the role of writing in learning and communication
- recognize the role of listening in learning and communication
- recognize the role of speaking in learning and communication
- recognize the role of viewing in learning and communication
- recognize the role of representing in learning and communication
- recognize strategies or plans for enhancing communication
- recognize frameworks for different types of written communication

GLOSSARY

Refer to *ResourceLines* 7/8

listening - hearing verbal communication and understanding meaning of the information received (pages 122 to 168)

nonverbal communication - use of gestures, expressions, and movements (body language) to send messages to a receiver

reading - process of viewing text for the purpose of gaining information and building knowledge (pages 13-66)

representing - creatively representing and communicating meaning of information for others to view (pages 206 to 237)

speaking - verbally sharing thoughts, ideas, beliefs, emotions, or other information (pages 122 to 168)

verbal communication - use of oral or written words to send messages to a receiver

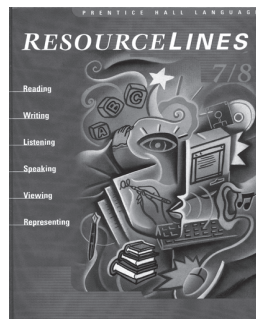
viewing - receiving information through visual images (pages 170 to 204)

writing - process of recording in words for self or others to read (pages 68 to 121)

Welcome to W1 - Language Arts 7 – Preview/Review!

This course gives a snapshot of some of the important concepts required for effective communication. These concepts and skills will act as tools for you to build bridges or connections with your audience. They will help you be a better writer, listener, presenter, and viewer—in short, a better learner and communicator. These skills or tools will also assist you in courses other than Language Arts because you are often required to share information. Communication skills are tools for learning in any subject or context.

These lessons focus on specific skills or tools. They are organized into a variety of exercises and end with a short quiz at the end of the week. The quiz is designed to help you check your understanding of the concepts you previewed or reviewed and to see where more learning is required.



If you are just starting Grade 7, you will learn the concepts in greater detail throughout the year. If you have already finished Grade 7, this will be a great review and will help you focus your previous learning.

You may be working on these lessons on your own, or you may be in a classroom situation. If you are in a classroom situation, your teacher may choose activities for you to do in groups or pairs.

The textbooks *SightLines 7* and *ResourceLines 7/8* are necessary to complete some of the assignments.

Each lesson has a Learning Log to help you think about your learning process. You will identify main points covered in the lesson and record them in the Learning Log with questions to help focus your learning. This process ensures you have understood the concepts you studied.



W1 - Lesson 1: Communication Skills

Communication is the process of receiving and giving information. We also must make meaning of the information to learn and increase our knowledge. Through this process we learn about ourselves, others who influence our lives, our immediate environment, our communities, and the world beyond.

Language Arts is about learning to communicate effectively. Having strong communication skills allows others to understand you and your perspective; as well, it allows you to understand others. Effective communication skills help you to think, read, and write critically, to identify fact and opinion, and to shape your own ideas. These skills involve thinking skills as well as emotions. Language Arts is about combining your thoughts and feelings and using language or images to express them clearly as you share them with others.



The following activities are designed to help you become familiar with concepts related to learning in Language Arts and communication. You require *ResourceLines* 7/8 to complete the exercises. You may have to practice your skimming and scanning skills to find details for your responses. If you are working in a classroom situation, your teacher may ask you to work in pairs or small groups for these activities.

Activity 1

Reading Skills – Refer to *ResourceLines* 7/8, pages 13 to 66.

1. List at least five examples of where you use **reading** for communication and to help you learn.

Answers will vary. Here are a few examples: textbooks, newspapers,

magazines, web sites, stories, novels, encyclopedias, signs, maps,

prescriptions, user manuals, cookbooks, labels.

2. Identify at least three strategies or plans you can use to enhance your reading skills.

previewing, skimming, scanning, KWL plans, think-write, SQ3R, story mapping

3. Circle the word to make this sentence correct. Reading is an example of *verbal* / *non-verbal* communication.

4. Identify one feeling you had while you were completing this activity. (1 mark)

Answers will vary.

Communication of any message requires a **sender** and a **receiver**.

Sender

- determines the intention or reason for sending the message
- determines the medium or method used to communicate the message
- composes the message
- sends it to the receiver

Receiver

- receives the message
- listens or looks for clues to make meaning of the information:
 - body language
 - tone
 - words chosen
 - how words or images are arranged
 - use viewing skills if representation is used

Activity 2

Writing Skills – Refer to *ResourceLines* 7/8, pages 67 to 121.

Several frameworks help you arrange and share ideas for writing, such as journal, e-mail, letter, or short story.

1. Identify as many other types of frameworks for shaping different kinds of writing as you are able.

writing folders, free writing, brainstorming, webbing, looping, outlining,
graphic organizers, directions, instructions, reports, project proposals,

To write something, you need to have something to write about. **Brainstorming** can help you produce several ideas related to one topic.

2. Brainstorm as many words as you can that are related to **summer holidays**. Try to include words that represent activities and feelings.

Answers will vary.

3. Write a short journal entry (five sentences) about something you did or hope to do this summer.

Answers will vary. Look for five complete sentences on the subject of
summer activities

Certain types of communication require various skills and tools. For example, to read and understand a written message, the receiver must be able to read the words in the language they are written. If you are to share your journal entry with someone (the receiver), your reader needs certain skills to understand the meaning of your information.

4. Identify the tools or skills the receiver will require to understand your message.

Answers will vary. Does the receiver understand the language?

Does the receiver have a history of similar experiences?

Activity 3

Speaking and Listening Skills – Refer to *ResourceLines* 7/8, pages 122 to 168.

Exchanging ideas by speaking and listening requires practice so meaning is not lost during the exchange. It also occurs in different contexts or environments.

The **situation** can influence the style you choose for sharing your message.

- Do you speak the same way to your friends as you do people you do not know well?

The **purpose** of your message and your **audience** influence how you will say what you have to say.

- **formal** – more structured, some rules apply
- **informal** – more casual, less rules apply

1. Read each example of a situation. Determine which skill the example best represents. Circle the best response.

Giving a speech	Speaking / Listening / Both
Group discussion	Speaking / Listening / Both
Receiving oral directions	Speaking / Listening / Both
Interviewing another	Speaking / Listening / Both
Acting in a play	Speaking / Listening / Both

2. Choose one example where the message may be **formal** and explain why.

Answers will vary. For example, giving a speech, in church or a formal ceremony.

3. Choose one example where the message may be **informal** and explain why.

Answers will vary. For example, e-mail, MSN, chatroom, letter to a friend, talking to friends, family

Activity 4

Representing – Refer to *ResourceLines* 7/8, pages 205 to 237.

You have probably created collages to represent yourself and elements of your life important to you. Representing may follow **design principles** (*ResourceLines* 7/8, page 206) or **art elements** (page 182). However, each individual is unique; therefore, your representation may not *look* like anyone else's creation.

On the next page, draw a symbol, a logo, or a picture that creates a message about you that you would like to communicate to others.

- Think about logos or symbols that are familiar to you.
- Think about things that you value or believe in.
- What traits, abilities, beliefs, or values would you like to communicate to others about you?



Answers will vary. Students may include images of things they feel represent them. (sports images, religious images, personal hobbies, etc.) or they may choose animals to represent their personalities (lamb - quiet, eagle - strong)

Activity 5

Sometimes practicing the new skills you learned is fun. If there is time, and with the direction of your teacher, you might try the following activities. Select one that suits your needs and time frame.

1. Everyone forms a large circle so people are standing close to one another. If there are many people, you might want to break into a couple of groups. The teacher, or designated group leader, suggests a short phrase, whispering it in a someone's ear. The leader can whisper it only once. The person is then supposed to repeat what he or she believes he or she heard into the ear of the person next to him or her. That person repeats the phrase into the ear of the person next to her or him. This continues until the phrase has gone around the circle. The last person in the group repeats what he or she was told to the teacher or designated leader. Take time to discuss the results of this experience in relation to applying Language Arts skills.
2. If you have not already done so, you should take time to get to know one another. This is another great way to practice communication skills. Pair up with someone and take a few minutes to get to know each other. You are to remember details that the other person would like you to share because you will introduce your partner to the class and your partner will introduce you. What skills did you use for this interaction?
3. Form small groups and discuss a commercial or a movie with which everyone in your group is familiar. Try to apply the concepts for viewing to your memory of the visual image. Discuss what impression was made on you. Remember to be respectful of other peoples' observations. Can you and your group identify the skills used to receive the messages sent? What meaning do you make of it?
4. Read "A Major in Television & a Minor in Knowledge" by David Suzuki in *SightLines* 7, pages 143 to 145. Discuss the message Dr. Suzuki is communicating. What words or examples does he use to communicate his message? What visual image is shown with the story (page 143)? If you do not understand some words, what might you need to do to get a better understanding?



Wow! That was a lot of information about communicating. Although it is an activity you do everyday, did you realize there were skills that you could practice to become a better communicator? Did you realize that you were using so many skills when taking in information and creating meaning with it? These skills and concepts are the foundation of Language Arts 7.

LEARNING LOG

Reflect on and record your learning process for this lesson.

(Note: Students' answers will match their experience with the lesson.)

What ideas seemed new to me? What seemed familiar?

Answers will vary.

Where is one place I can use one of the new ideas today or tomorrow, and how will I apply it?

Answers will vary.

What do I need to review so I can remember it for future use?

Answers will vary.

You should now be able to meet all the objectives listed at the beginning of the lesson. Review the list to see if there is anything you need to spend more time on.

