



schoolio

GRADE 7 LANGUAGE





SCHOOLIO ONTARIO CURRICULUM GRADE 7 LANGUAGE – TABLE OF CONTENTS

Language	<ol style="list-style-type: none">1. Introduction to Poetry2. Analyzing Poems3. Diamente4. Rhymed Couplet5. Persuasive Writing6. Outline Reading Comprehension7. Language Skill Practice
----------	--

Lesson # 1 –Introduction to Poetry

Discussion:

Day 1:

Children often feel that poetry is irrelevant, old-fashioned and not applicable to them. To begin the unit, it's a great idea to let them brainstorm their thoughts about poetry. After you feel your child is ready move on to the writing portion, have them come up with several points on how they feel about poetry.

Roughly 5-10 minutes later, depending on your child's interest, have a discussion on the findings. Asking questions such as:

Were the majority of the points negative or positive? Why do you think you feel that way?

Do you enjoy listening to music? What artists do you like? Would you consider their songs a poem? Do they rhyme in places?

It is very purposeful that for this lesson you don't offer a large activity to do with poetry. Children (and sometimes adults) often remember very strongly a bad experience with poetry. Whether that was having to analyze Shakespeare with you, or whether it is just having to write a poem in a younger grade, often people have preconceived notions of poetry. And yet poetry is all around us. We have devices in our home to play music, we have music playing in the backgrounds of stores and spas, and our favourite movies all have soundtracks we love. The goal in this unit isn't to get children to become the next Shakespeare, it's to enjoy and appreciate poetry, and to begin to analyze theme and tone in ways that students are familiar and comfortable with.

Lesson # 2 –Analyzing Poems

Discussion:

Now that we've discussed poetry, we are going to look at some examples of poems. In these poems, we are going to look at the theme. Theme in poetry is really what the main idea is in a story. It represents what the poet is trying to say. It's the big idea. Each day, we are going to look at different poems and discuss what their overall theme is, and also your thoughts on them, because poetry is often just as much about enjoying their work as analyzing it. We are also going to look at the tone of each poem. The tone of the poem is the feeling you get when you hear the poem.

Activity:

Day 1:

Today

Using the below links (if these links don't work please find others that do. At the time this unit was published the links were active).

<https://www.youtube.com/watch?v=yRhq-yO1KN8>

Imagine by John Lennon

If you want to show the video that is fine, but it is far more effective to have your child listen to the song before watching.

Complete the worksheet following this page.

The overall theme of this poem is the thought of a world of peace, without governments, religions or divisiveness. Poetry is often about agreeing or disagreeing strongly with the poet. You may disagree with this poem and that's ok, but it's a great one to get kids thinking about what they personally believe.

Day 2

Today, we are going to look at another poet and how they view the world. Listen to this song, and complete the reflection page <https://www.youtube.com/watch?v=PivWY9wn5ps>

Man in the Mirror by Michael Jackson (most will have heard this song previously)

This is an excellent video showing many social justice issues, however once again, it's better to listen first.

Day 3– What a Wonderful World by Louis Armstrong

This is our final poem. When you listen to it, I really want you to think about how you might feel listening to this one vs. the other poems. What is the tone? Also, what is the theme? Is there a message the poet wants you to hear?

<https://www.youtube.com/watch?v=p-T6aaRV9HY>

Complete the worksheet on this poem.

Imagine by John Lennon

What is the overall tone of the song? (is it happy or sad and why do you think that?)

What was Lennon's vision of peace? How do you know using examples?

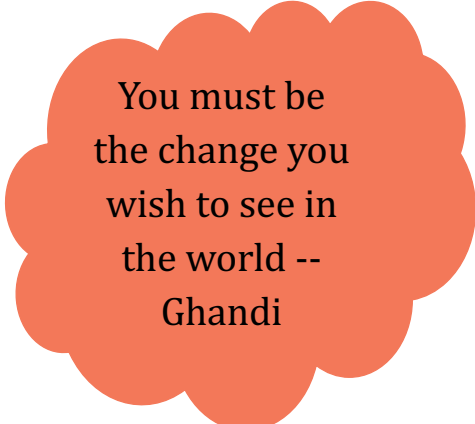
What is your vision of peace? What kind of world would it be if we all lived in peace?

How does the repetition at the end of the story help or hinder the effectiveness of the poem?

Imagine by John Lennon

Do you believe in what John Lennon is suggesting? Why or Why not? Cite examples from the text.

Compare the song and the quote below. Do they relate to one another?



You must be
the change you
wish to see in
the world --
Ghandi

Lesson # 5 – Persuasive Writing

Discussion:

Have you ever argued with a friend, a sibling, maybe even (ahem) a parent? If you have, you need to know persuasive writing. Persuasive writing is arguably one of the most used forms of writing. You will use it when you want a job, when you want to convince a boss your idea is correct, or even just to ask a grandparent for something you feel is needed. At this level, your persuasive writing needs to actually be persuasive, because you are at an age where you may want a job, a better deal on a car, or even to go to that friend's house overnight. Whatever it is, you NEED this skill (this paragraph is an example of persuasive writing by the way!).

Activities:

Day 1 – Go Over Anchor Charts 5.1 and 5.2 with your child. Then, have them begin on the persuasive prompt included in Activity 5.5. A planning template is included following the activity, in Template 5.6.

Days 2, 3, and 4 – Go Over Anchor Charts 5.3 and 5.4 with your child. Have them identify what they feel they could improve on in their writing. Continue the Activities in Activity 5.5. There are several days' worth of activities here.

Anchor Chart 5.1 – Persuasive Writing

What Is It?

To persuade your reader to believe or understand what you believe or understand.

Organization

- *Beginning*
 - State what you want and the reasons you feel that it's important
 - Make use of a rhetorical question "Don't you want me to be a child that becomes responsible and happy?"
- *Middle*
 - Identify your reasons – each reason should get it's own paragraph.
 - Outline the details that support your reason ex. I want a puppy. I feel having a puppy would make me more responsible.
 - A strong lead or claim
 - An argument to support that claim
 - Quote or reference to support it
 - Explain the argument
- *End*
 - Re-state your reasons and sum it all up.

Language Features

- Usually told in the present tense
- Might make use of persuasive features like
 - exaggeration and flattery
 - Often begins with a question
 - Employs multiple reasons with details to support them.
 - Makes use of connecting words that are logical like therefore and because
 - Addresses the reader
 - Might use similes or other figurative language
 - Varies sentence length for dramatic impact

Where Do You See Persuasive Writing?

- Editorials
- Radio Commercials
- T.V. Commercials
- Cereal Boxes
- Political Speeches
- Anyone selling something!
- Brochures
- Posters

Anchor Chart 5.2 – Persuasive Writing

Persuasive Techniques

There are various techniques to use when you want to persuade someone. Here are a few:

- Use evidence (statistics, expert opinions, and research)
 - “9 out of 10 doctors agree”
 - “Smoking is fine because my grandmother smoked until she was 90 with no problems.”
- Attacks on opposing views
- “Trump’s beliefs are foolish and unwise”
- Using emotive language (language designed to create an emotional response.)
 - “The shooting is both disturbing and distressing.” The words disturbing and distressing make readers feel uneasy.
- Use figurative language like hyperboles
 - “People as skinny as a rail.”
- Rhetorical Questions
 - “What if the world ends tomorrow?”
- Repetition (drawing attention to the repeated words)
 - “We have lowered our prices down, down down! Rockbottom!”



What are you using?

Thirty years ago, students like you were watching TV and commercials and enjoying time outside. Today, over 45% of students have their own cell phones. Teens and preteens are using those phones to access social media, as well as watch their favourite television program. (oh and of course take selfies). This change in free time activities has resulted in expert opinions both for and against the use of technology.

Technology is an asset:

There are many reasons why we should use technology in the classroom, experts feel. For one, it offers children a chance to gain real-world tech skills that will help them not only get jobs, but also perform better on those jobs. As an example, students may learn keyboarding, research skills, as well as how to problem solve when technology doesn't always work as it should. In many schools, coding and STEM activities are offered to students and seen as a way to interest all genders in the maths and sciences. This use of technology can help students maintain an interest in all subjects as well as engagement in school. When STEM subjects (Science, Technology, Engineering and Maths) are offered in conjunction with one another, students can often build communication, team work, critical thinking and problem solving skills that transfer to later jobs.



Rather than presenting ideas to the class with a boring slide show, or even a poster board, students can learn to code a program, or even create a website to show their thinking. This way, not only are they learning technology, they are learning about a core subject. For students that are hands-on thinkers or maybe even just those that find school boring, this can be a way to help them show their thinking in an interesting and new way. Who wouldn't love a green screen project where a Roman gladiator spoke about his life from the Colosseum?

In today's classrooms, students can also use innovative programs to help them improve their understanding or their grades. Programs like Read and Write offer text to speech or speech to text options that help all learners to get the most out of their education.

In many classrooms around the world, students are using technology in amazingly new and different ways. Why would we want to put a limit on the amazing things technology will do in the future by banning it from the classroom?



Technology is a detriment:

Attention Span

Do you ever have trouble paying attention? Well, technology might not actually help that. According to doctors, kids have brains that are still developing. This means that when they are on technology all the time, they often start to need constant information and rapid changes. What this means is that technology might actually change the way your brain works!

Behaviour

Ok, so you aren't perfect. However, many students have trouble with their behavior when they are on technology too much. One way this might affect them is by making them more aggressive. In a research study, kids were found to be much more likely to argue with adults and less sensitive to violence if they were on devices all the time.

When you were little, you probably spent a lot of time at daycare or with friends learning how to play properly. Perhaps you even remember being in kindergarten and learning how to share with your fellow students. Yet when students are on technology all the time, this is something they often struggle with.

Instead of learning how to play and be a good friend, they are isolated, all alone, and learning how to use a device. They often miss learning critical skills when they are younger, and being unable to work with others can cause a wide range of problems as they grow. Would you want to hire someone that couldn't work with others?

School

You want to do well in school, so you make use of your computer to find out information, but get lost in YouTube and end up doing none of your project. Does this sound familiar? Students who have more than 2 hours of screen time every day tend to do more poorly in school. Also, students who make use of tech regularly struggle to do things like read assignments on their own, and subjects like writing often suffer. Why? Well, students who are used to writing in the shorthand associated with texting (lol) will write in the same way when they have to create an essay or a persuasive article.

Technology is the future

There is no doubt that we already have, and will continue to use technology in the future. Yet there are so many things we don't know. We don't know how it will affect children who use it often. We don't know the possibilities that technology opens for students in the future. However, what we do know is that often everything must be used in moderation. Perhaps technology should be treated this way.

1. Highlight the evidence that supports that says that children can help them with jobs in yellow. (not just once sentence)
2. Find the evidence that explains why STEM subjects help students in school Highlight it in green.
3. Find the sentence that explains how technology can help learners who might struggle in a classroom. Highlight it in blue
4. Find the main reasons technology could be a problem and highlight in purple
5. Find the sentence that explains the main idea of the article and highlight it in pink.

1. What are some ways that technology can help students in schools?
2. What are some potential issues with technology?
3. This is a compare and contrast article. What are the things they are comparing or contrasting?

Week #11 -Daily Work

Fix this sentence

the acuarium has many see critures that life in the Gulf of Mexico

Monday

Change each singular noun to its plural form.

1. potato _____
2. library _____

Tuesday

What does this idiom actually mean:

It's raining cats and dogs.

Wednesday

The **ceiling** is at the top of a room. **Sealing** something means to settle it or fasten it.

Write two sentences that use these words appropriately.

Thursday

Would you rather jump out of a plane or go scuba diving?

Friday

Week #12 –Daily Work

Could news (like on the news or in papers) ever actually be harmful? Give one reason why.

Monday

The prefix 're' means again, or back, and the prefix 'un' means not or opposite.
What word would I use for 'to play again'

Tuesday

Yearn

Definition: Desire strongly or persistently.

Example: As I finished my hike I yearned to have a cool glass of water sitting in front of me.

Make a sentence using this word.

Wednesday

Find a one syllable word for each riddle below:

I am without any weight but you can see me. If you add me to a bucket I will make lighter.

What am I?

I fly but don't have wings. I cry but don't have eyes. What am I?

Thursday

Do you agree with hunting?

Friday