

WEEK 8 - DISTANCE LEARNING PLAN

Name of the teacher: Julius Fosungkikang

Class and Section: YEAR 8B

Subject: ENGLISH LANGUAGE

Week 8: 10th MAY – 14TH MAY No. of lessons – 5 LESSONS

Student's access to Work: Work sent to students through Class Group Gmail /Google Classroom

Topic-Web Article: Rare Footage Captures Dolphins Swimming Through Bioluminescent Plankton BY JULIA HETTIGER

LEARNING OUTCOMES :

- The lessons of the week encourage critical thinking. Students learn to explore how journalists select information and use language and structure to engage them, and other readers.
- The discussions, asking and answering questions enable students to expand their own thinking practice tense consistency orally.
- The shared reading, text analysis of ideas, events, themes, techniques of language and structure leads students smoothly into the independent writing process.
- Note-making supports review and reflection on key points, as well as independent writing.

HOMEWORK 1: DATE of Submission:

- Watch the <https://www.youtube.com/watch?v=bJcTWr8-mFo> [this is a video about dolphins swimming in bioluminescence.
- Write a brief description of the status of the dolphins in your Notebook

HOMEWORK 2: DATE of Submission: Tuesday, 12th May 2020.

You have read about Bioluminescence in the article given. Bioluminescence is the production and emission of light by a living organism.

From a search from the internet:

Can you list out two other animals, apart from that are bioluminescent?

In which regions are they mostly found?

What color is most bioluminescence?

What is the advantage of being bioluminescent?

Complete this work in your Notebook. You can add pictures to accompany your answers .You can also give your answers in the form of a Power point.

Resources- Topic-Web Article: Rare Footage Captures Dolphins Swimming Through Bioluminescent Plankton

Video related to the article- from YouTube

<https://www.youtube.com/watch?v=bJcTWr8-mFo>

uploaded on Google Classroom.

ZOOM LESSON 1 : Topic-Web Article: Rare Footage Captures Dolphins Swimming Through Bioluminescent Plankton Lines 1-11

Video related to the article- from YouTube

<https://www.youtube.com/watch?v=bJcTWr8-mFo>

ZOOM LESSON 2 : Topic-Web Article: Rare Footage Captures Dolphins Swimming Through Bioluminescent Plankton Lines 12-32

DATE	ACTIVITY
10TH MAY SUNDAY LESSON 1 1ST PERIOD	LESSON 1 ZOOM LESSON 1 <u>Learning Objectives:</u> Understand how web journalists use key information to engage the reader. Explore the choice of details in web articles Understand the purpose of the articles Understand how language choice can imply a point of view and influence the reader's opinion. Success Criteria I can Comment on and explain writer's choice of key ideas. Explain writer's purpose and audience, infer and select relevant evidence to support own viewpoints. infer main facts and opinions from web articles ask questions and clarify my doubts listen to others' response and make notes

TEACHING ACTIVITY 1: EXPLANATION AND CLASS DISCUSSION

Look at the video link on YouTube and answer the questions given below:

<https://www.youtube.com/watch?v=bJcTWr8-mFo> [this is a video about dolphins swimming in bioluminescence] [duration : 1 minute]

Students will have a class discussion based on their viewing of the video.
The following questions can be the focus of discussion:

- What is the main idea of the video?
- Have you heard of this phenomenon before?
- How does it engage the audience?
- Could you give examples of your own experience with dolphins?
- Can you give examples of any similar phenomena?

TEACHING ACTIVITY 2

Students will start reading aloud Lines 1 -11 of the following web article by JULIA HETTIGER "Rare Footage Captures Dolphins Swimming Through Bioluminescent Plankton"

- in your NOTEBOOK, make notes of teacher's explanation of meanings and ideas.
- Your notes will help to answer question posted in Google Classroom
- Underline the key words and ideas in the extract .

MAY 4, 2020

**Rare Footage Captures Dolphins Swimming Through Bioluminescent Plankton
BY JULIA HETTIGER**

"Glow in the dark" dolphins may seem like something straight out of a science fiction movie. However, that is precisely what Newport Coastal Adventures' Captain Ryan Lawler and professional videographer Patrick Coyne witnessed on April 22, 2020, when they set out to explore the spectacular neon blue tides that have been lighting up the waters off Southern California's coast since mid-April. 4

The duo scanned the ocean for hours and was returning to shore when they spotted the "electric" dolphins swimming through the bloom of bioluminescent plankton. The videographer, who had seen the phenomenon only once before in a Netflix show, says capturing the footage proved to be a lot harder than he had anticipated. "For starters, the bioluminescence has sweet spots to where it shows up and then fades away, so while on the water, it's impossible to just find it," Coyne says. "[Also], conditions have to be absolutely perfect for the bioluminescence to show and for animals to swim through it so we can film it. 11

WORD BANK:

precisely
bioluminescent
phenomenon
footage
anticipated

	<p>TEACHING ACTIVITY 3 EXPLANATION AND CLASS DISCUSSION</p> <p>Answer the following questions:</p> <ol style="list-style-type: none"> 1.What is the main idea in the text? 2. Who is the target audience? 3.What do we learn about the article? 4. Think about the language used and how it appeals to the reader. 5. How is the reader’s interest maintained? <p>TEACHING ACTIVITY 4 PLENARY</p> <p>Teacher’s focus will be on-</p> <ul style="list-style-type: none"> • the unique approach to information. • the choice of details , • the use of language • the writer’s purpose <p>HOMEWORK 1: DATE of Submission:</p> <p>Watch the https://www.youtube.com/watch?v=bJcTWr8-mFo [this is a video about dolphins swimming in bioluminescence.</p> <p>Write a brief description of the status of the dolphins.</p>
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DATE	ACTIVITY
<p>10TH MAY SUNDAY LESSON 2 2ND PERIOD</p>	<p>LESSON 2</p> <p>GOOGLE CLASSROOM 1</p> <p>Learning Objectives:</p> <p>Understand how web journalists use key information to engage the reader. Explore the choice of details in web articles Understand the purpose of the articles Understand how language choice can imply a point of view and influence the reader’s opinion.</p> <p>Success Criteria:</p> <p>By answering questions based on the article discussed in Zoom lesson 1 I can</p> <p>I can</p> <p>Identify word meanings Scan for details and identify key words infer meanings of new words infer main ideas and link to key words explain the implied meanings of the main ideas with evidence of verbs, adjectives and noun phrases, adverbs</p>

Re-read the article discussed in zoom lesson 1

MAY 4, 2020

Rare Footage Captures Dolphins Swimming Through Bioluminescent Plankton

BY JULIA HETTIGER

. Based on the article answer the following questions:

1. Captain Ryan Lawler and professional videographer Patrick Coyne witnessed
 - a. blue tides that were stunning.
 - b. dolphins that were bioluminescent.
 - c. the blue waters off the coast of Southern California.
 - d. a phenomena on Netflix.

2. Find two adjectives/phrases that describe the dolphins.

1. _____
2. _____

3. What does the writer mean by the phrase 'bloom of bioluminescent plankton'?

4. Give two reasons why it was difficult to capture the footage of the dolphins.

- 1.-----

- 2.-----

5. Find an example of **conjunctive** adverb from the text.

6. Why has the writer used brackets/parenthesis while using the word 'Also' in line 9?

DATE	ACTIVITY
<p>12TH MAY TUESDAY LESSON 3 7TH PERIOD</p>	<p>LESSON 3 ZOOM 2 TOPIC: Continuation of the web article "Rare Footage Captures Dolphins Swimming Through Bioluminescent Plankton" (lines 12-32) by JULIA HETTIGER</p> <p>Learning Objectives: Understand how web journalists use key information to engage the reader. Explore the use of language presentational and structural features in web articles</p> <p>Success Criteria: I can comment and explain writer's choice of form, structure, purpose and audience, key ideas. Interpret the variation in style infer and select relevant evidence to support own viewpoints. analyse the use of informative language in web articles explain the implied meanings of the main ideas with evidence of verbs, adjectives and noun phrases ask questions and clarify my doubts listen to others' response and make notes</p> <p>TEACHING ACTIVITY 1</p> <ul style="list-style-type: none"> • Feedback on work completed in Google classroom • Students will start reading aloud Lines 12 -32 of the following web article by JULIA HETTIGER "Rare Footage Captures Dolphins Swimming Through Bioluminescent Plankton" • in your NOTEBOOK, make notes of teacher's explanation of meanings and ideas. • Your notes will help to answer question posted in Google Classroom • Underline the key words and ideas in the extract . <p>Though witnessing glowing marine life is rare, the electrifying blue ocean streaks are a fairly common sight around Southern California between February and September. The phenomenon can be attributed to the presence of millions of phytoplankton, which tend to gather and reproduce in large quantities in the warm coastal waters during this time. 15</p> <p>The single-celled animals illuminate when provoked by sudden movements, such as large waves or predators. The short bursts of neon blue luminescence, caused by the release of a chemical known as luciferase, are a defense mechanism to scare predators away. Experts believed they also act as a "burglar alarm" to attract the attention of a secondary predator that could potentially eat the primary predator. The luminescence, which can be best observed a couple of hours after sunset on a sunny day, ceases once the chemical has been oxidized, causing the microorganisms to go dark until they have a chance to recharge in the sunlight the following day. 22</p> <p>The abundance of the tiny microorganisms also causes the ocean waters to appear a</p>

murky red, or brown, during the day. Popularly referred to as "red tides," the color is the result of the reddish-hue **emitted** by phytoplankton's cell pigments, which capture sunlight needed for cell **nourishment**, growth, and reproduction. 26

Though a majority of California's red tides are caused by phytoplankton species that do not produce deadly toxins, some **algal** blooms can be dangerous for marine animals, especially when they linger for long periods of time. In 2018, an almost year-long "red tide" along [Florida's Gulf coast](#) caused by the excessive growth of microalgae *Karenia Brevis*, killed hundreds of fish and other marine animals. The single-celled animals, commonly found in the Gulf of Mexico, release a **toxic** chemical called brevetoxin, which attacks the nervous systems of animals with often **fatal** results. 32

TEACHING ACTIVITY 2:

Dictionary Search:

Find the meaning of the following words:

Attributed
phytoplankton
provoked
mechanism
potentially
emitted
algal

TEACHING ACTIVITY 3 EXPLANATION AND CLASS DISCUSSION

Class discussion on various aspects of the text:

1. What is the main idea in the text?
2. What phenomenon can the electrifying blue ocean streaks be credited to?
3. What is the meaning of the phrase 'defense mechanism'?
4. Why are the algae called 'red tides'?
5. How are some 'red tides' fatal?
6. What kind of language and structural features are used to make the article distinctive?
7. What is the writer's purpose here?

TEACHING ACTIVITY 4 PLENARY

Teacher's focus will be on-

- the unique approach to news.
- the choice of details,
- the use of language
- the writer's purpose

HOMEWORK 2: **DATE of Submission:**

You have read about Bioluminescence in the article given. Bioluminescence is the production and emission of light by a living organism.

From a search from the internet:

	<p>Can you list out two other animals, apart from that are bioluminescent?</p> <p>In which regions are they mostly found?</p> <p>What color is most bioluminescence?</p> <p>What is the advantage of being bioluminescent?</p> <p>Complete this work in your Notebook. You can add pictures to accompany your answers .You can also give your answers in the form of a Power point.</p>
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DATE	ACTIVITY
<p>12TH MAY THURSDAY</p> <p>LESSON 4 8TH PERIOD</p>	<p>LESSON 4 GOOGLE CLASSROOM 2</p> <p>Learning Objectives: Understand how web journalists use key information to engage the reader. Explore the use of language presentational and structural features</p> <p>Success Criteria: By answering questions based on the article discussed in Zoom lesson 2 I can</p> <p>I can Understand the changes in use of language Explore the choice of details Explore the variation in style Identify word meanings Scan for details and identify key words infer meanings of new words infer main ideas and link to key words explain the implied meanings of the main ideas with evidence of verbs, adjectives and noun phrases</p> <p>Students have already read the article in the Zoom lesson 2 . Based on the article students will answer the following questions:</p> <p>1. Phytoplankton gather around the Southern Californian coast because a. they come to create blue streaks in the water. b. the waters are warm . c. they want to reproduce. d. they follow the dolphins.</p> <p>2. Write any two information about marine life in Southern California.</p> <p>----- -----</p>

2. Find a word from the text which means 'device'.

3. What does the writer mean by the phrase 'burglar alarm'?

4. Which word in the text means 'the emission of light by a substance that has not been heated'?

5. Write down two characteristics of the bioluminescent planktons.

a.-----

b.-----

6. Luciferase is

- a. a reddish colour discharged by phytoplankton's cell pigments.**
- b. a burst of neon blue luminescence.**
- c. a toxic chemical**

7. Find a noun phrase which means 'a rapid growth of microscopic algae in water, often resulting in a coloured scum on the surface'.

8. What do you think is the purpose of this article?

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DATE	ACTIVITY
13TH MAY WEDNES- DAY LESSON 5 4TH PERIOD	<p>LESSON 5- ASSESSMENT -NON-FICTION</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> • understand key information, opinions • Understand the purpose of the articles • understand related vocabulary and grammar • explore language features, presentational and structural features <p>Success Criteria: I can</p> <ul style="list-style-type: none"> • Interpret questions • Analyse language and structural features • Infer importance of information, events, theme • Interpret writer’s purpose and viewpoints