

**WEEK 9 - DISTANCE LEARNING PLAN**

**Name of the teacher:** Anita Bhattacharya

**Class and Section:** YEAR 8D

**Subject:** ENGLISH LANGUAGE

**Week 8:** 17th MAY – 21st MAY No. of lessons – 5 LESSONS

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

**LEARNING OUTCOMES :**




- The lessons of the week encourage critical thinking. Students learn to explore the history of Emojis and how they are used to express emotion and feelings .They will retrieve information and understand the use of language and structure to engage them, and other readers.
- The discussions, asking and answering questions enable students to expand their own thinking and, 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.

**Resources - Power Point presentation - 'The Rise of Emojis' -uploaded on Google Classroom**

**Article - "Smile-You're Speaking Emoji" written by Adam Sternbergh ,published in The New York Times web magazine - uploaded on Google Classroom.**

**ZOOM LESSON 1 - Power Point presentation - 'The Rise of Emojis'**

**ZOOM LESSON 2- Article - "Smile-You're Speaking Emoji" written by Adam Sternbergh ,published in The New York Times web magazine in 2014.---lines 1-20.**

| <u>DATE</u>   | <u>ACTIVITY - WEEK 9- 17TH MAY TO 21ST MAY</u>  |
|---|---|
| <p><b><u>18TH MAY</u></b><br/> <b><u>4TH PERIOD</u></b><br/> <b><u>8D</u></b></p> | <p><b>LESSON 1</b><br/> <b>ZOOM LESSON 1</b><br/> <u>Learning Objectives:</u></p> <ul style="list-style-type: none"> <li>• To familiarize with the use of Emojis on the internet and what message each Emoji conveys .</li> <li>• To understand how Emojis express different emotions and relate those emotions to everyday language/words .</li> <li>• To explore vocabulary related to feelings and emotions</li> <li>• To comment on and explain writer’s choice of key ideas.</li> <li>• Understand writer’s purpose and audience,</li> </ul> <p><u>Success Criteria:</u></p> <p>I can</p> <ul style="list-style-type: none"> <li>▪ explain the use of Emojis on the internet and the message each Emoji conveys</li> <li>▪ infer the different emotions Emojis express and relate those emotions to everyday language/words .</li> <li>▪ use vocabulary related to feelings and emotions</li> <li>▪ infer writer’s purpose and audience,</li> <li>▪ ask questions and clarify my doubts</li> <li>▪ listen to others’ response and make notes</li> </ul> <p><b><u>Teacher shows the Power Point presentation -'The Rise of Emojis' -slides 1-10- show different Emojis , key ideas on Emojis and ask students questions based on them.</u></b></p> <p><b><u>INSTRUCTIONS to Students</u></b></p> <ul style="list-style-type: none"> <li>• In your <b>Note book</b>, make notes of teacher’s explanations and class discussions</li> <li>• The notes will help you to answer Questions in Google Classroom.</li> </ul> <p><b><u>TEACHING ACTIVITY 1- STARTER ACTIVITY</u></b></p> <p><b>Project Slides 2- 4 ;</b><br/> What is the meaning of these Emojis-what emotion or action do they convey?</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="407 1717 586 1854" style="border: 1px solid black; padding: 5px; text-align: center;"> <p>What does this mean?</p>  </div> <div data-bbox="607 1717 786 1854" style="border: 1px solid black; padding: 5px; text-align: center;"> <p>What does this mean?</p>  </div> <div data-bbox="807 1717 985 1854" style="border: 1px solid black; padding: 5px; text-align: center;"> <p>What does this mean?</p>  </div> </div> <p><b><u>TEACHING ACTIVITY 2: EXPLANATION AND CLASS DISCUSSION</u></b></p> |

### **Project Slide 5- brief discussion on the ' Father of Emojis'**



Ask questions:

1. Who created Emojis, when and for whom?
2. Why did he create?
3. What does the author mean by ' communicate through images ' ?

### **Project Slide 6- brief discussion on the 'claims' laid by Emojis**



Ask questions:

1. What does the writer mean by 'claims' that Emojis make?
2. Why do we communicate more electronically nowadays? Ask students to give first-hand experiences of their mode of electronic communication.
3. How is this changing our culture? Students can describe how they can see the cultural changes in their own family between different generations.

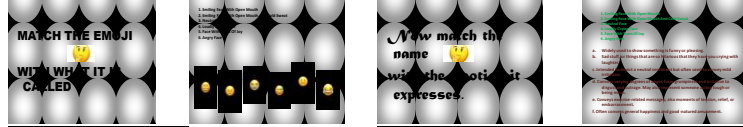
### **Project Slide 7- brief discussion on audience, communication, uniqueness and presentational features of Emojis.**



Discuss the questions given in the slide.

### **TEACHING ACTIVITY 3- Explanation of the different emojis**

### **Project Slides 8- 11 - Questions based on vocabulary describing emojis-**



**TEACHING ACTIVITY 4 - PLENARY**

Teacher's focus will be on-

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

**19TH MAY**  
**1ST PERIOD**  
**8D**

**LESSON 2**  
**GOOGLE CLASSROOM 1**

**Learning Objectives:**

- To understand how Emojis express different emotions and relate those emotions to everyday language/words .
- To explore vocabulary related to feelings and emotions
- To comment on and explain writer's choice of key ideas.
- Understand writer's purpose and audience,
- Recall on the use of Punctuation marks.
- To successfully answer questions based on the class discussion in Zoom Lesson 1

**Success Criteria:** I can

- explain the emotions related to emojis
- explore vocabulary related to feelings and emotions
- explain writer's choice of key ideas with evidence
- explain writer's purpose and audience,
- infer and select relevant evidence to support own viewpoints.
- recall on the use of Punctuation marks
- ask questions and clarify my doubts
- listen to others' response and make notes

**Based on the discussion of the Power Point presentation in Zoom Lesson 1 answer the following questions:**

1.What does the title of the Power Point presentation 'Rise of the Emoji' suggest?

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|  | <p>2. In slide 6 'we communicate more electronically' means</p> <ol style="list-style-type: none"> <li>communicating through electronic gadgets is preferred over face to face conversation.</li> <li>electronic gadgets are the only mode of communication.</li> <li>we speak only about electronic gadgets when we communicate.</li> <li>Though not a preferred choice, communication happens more through electronic gadgets.</li> </ol> <p>3. 'Emojis enhance relationships' means</p> <ol style="list-style-type: none"> <li>emojis build our relationships.</li> <li>emojis allow to convey more than written text.</li> <li>relationship depend on emojis.</li> <li>emojis break relationships.</li> </ol> <p>4. From the line 'Emojis can change culture ' we understand that</p> <ol style="list-style-type: none"> <li>emojis have no effect on us.</li> <li>culture depends solely on emojis.</li> <li>emojis are becoming a part of our culture.</li> <li>usage of emojis is a different kind of culture.</li> </ol> <p>5. In slide 7, how do the sub-headings along with the question marks help in your understanding of the information?</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>6. Refer to slide 7 and give two examples of how emojis are special to us</p> <p>1.-----</p> <p>-----</p> <p>2.-----</p> <p>-----</p> |
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| <p><b><u>19TH MAY</u></b><br/> <b><u>2ND PERIOD</u></b><br/> <b><u>8D</u></b></p> | <p><b><u>LESSON 3</u></b><br/> <b><u>ZOOM 2</u></b></p> <p><b><u>Learning Objectives:</u></b></p> <ul style="list-style-type: none"> <li>• Explore the choice of details in web articles</li> <li>• Understand main facts and opinions</li> </ul> |
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- Understand the purpose of the articles
- Explore the use of language and structural features

**Success Criteria:**

I can

- Scan key information, fact from the web article
- Infer information from key words and phrases
- infer main facts and opinions from web article
- analyse the use of informative language in web article with evidence
- analyse the use of structure in web article with evidence
- ask questions and clarify my doubts
- listen to others' response and make notes

**INSTRUCTIONS to Students**

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

**TEACHING ACTIVITY 1**

- **Feedback on work completed in Google classroom**
- **Students will start reading aloud Lines 1 -20 of the following web article "Smile-You're Speaking Emoji" written by Adam Sternbergh ,published in The New York Times web magazine**

It's easy to dismiss emoji. They are, at first glance, ridiculous. They are a small invasive cartoon army of faces and vehicles and flags and food and symbols trying to topple the millennia-long reign of words. Emoji are intended to illustrate, or in some cases replace altogether, the words we send each other digitally, whether in a text message, email, or tweet. 5

Emoji were born in a true eureka moment, from the mind of a single man: Shigetaka Kurita, an employee at the Japanese telecom company NTT Docomo. Back in the late 1990s, the company was looking for a way to distinguish its pager service from its competitors in a very tight market. Kurita hit on the idea of adding simplistic cartoon images to its messaging functions as a way to appeal to teens. The first round of what came to be called emoji—a Japanese neologism that means, more or less, “picture word”—were designed by Kurita, using a pencil and paper, as drawings on a 12-by-12-pixel grid and were inspired by pictorial Japanese sources, like manga (Japanese comic books) and kanji (Japanese characters borrowed from written Chinese). 13

Kurita wound up with 176 crude symbols ranging from smiley faces to music notes. This feature proved so popular that the other Japanese telecoms adopted it. There are a handful of truly confusing emoji to the North American eye, nearly all of which can be

traced to some Japanese custom or tradition.

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The elasticity of meaning is a large part of the appeal and, perhaps, the genius of emoji. They have proved to be well suited to the kind of emotional heavy lifting for which written language is often clumsy or awkward or problematic. These seemingly infantile cartoons are instantly recognizable, which makes them understandable even across linguistic barriers.

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### **WORD BANK**

Neologism-- a newly coined word or expression.

pixel -- a minute area of illumination on a display screen, one of many from which an image is composed.

### **TEACHING ACTIVITY 2:**

Dictionary Search:

Find the meaning of the following words:

dismiss

topple

distinguish

telecoms

grid

infantile

### **TEACHING ACTIVITY 3 EXPLANATION AND CLASS DISCUSSION** **on various aspects of the text:**

Answer the following questions:

1. What is the main idea in the text?
2. Who is the target audience?
3. What do we learn about in the article?
4. Think about the language used and how it appeals to the reader.
5. What does 'infantile cartoons' mean?
6. Explain the phrase 'across linguistic barriers'.
7. Why is colon used in line 6?
8. How has writer used language and structure to engage the reader?

### **TEACHING ACTIVITY 4 PLENARY**

Teacher's focus will be on-

- key information, facts about emojis.
- Title, opening, ending and punctuation marks
- the use of language
- the writer's purpose

**3RD PERIOD**  
**8D**

**GOOGLE CLASSROOM 2**

**Learning Objectives:**

- Explore the choice of details in web articles
- Understand main facts and opinions
- Understand the purpose of the articles
- Explore the use of language and structural features

**Success Criteria:**

I can

- Scan key information, fact from the web article
- Infer information from key words and phrases
- infer main facts and opinions from web article
- analyse the use of informative language in web article with evidence
- analyse the use of structure in web article with evidence
- ask questions and clarify my doubts
- listen to others' response and make notes
- select relevant evidence to support own viewpoints.
- successfully answer questions based on the class discussion in Zoom Lesson 2

**Re-read the article, "Smile-You're Speaking Emoji" written by Adam Sternbergh ,published in The New York Times web magazine discussed in Zoom lesson 2 and answer the following questions:**

1. What does the **opening line** of the text imply about emojis? How does it create an **impact** at the very beginning of the article?

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2. The line 'topple the millennia-long reign of words' means  
a. words will rule for more than thousand years .  
b. words have been used for more than one thousand years.  
c. words have been in power for more than a thousand years.  
d. words which have been in power for a thousand years will to be thrown over.

3. We use the phrase 'eureka moment' when we  
a. experience surprise.  
b. suddenly understand a previously incomprehensible problem .  
c. are feeling confused or puzzled.  
d. are able to explain to someone something unintelligible.



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|  | <p>4. Why did Shigetaka Kurita <b>create</b> emojis?</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>4. Complete the sentence : A handful of emoji were truly confusing to the North American eye because -----</p> <p>-----</p> <p>-----</p> <p>5. Find a word from the text which is synonymous to 'immature'</p> <p>-----</p> <p>6. Find two adjectives from the article and explain how they engaged you, the reader.</p> <p>Example of adjective</p> <p>1.-----</p> <p>Explanation</p> <p>-----</p> <p>-----</p> <p>Example of adjective</p> <p>2.-----</p> <p>Explanation</p> <p>-----</p> <p>-----</p> <p>7. Explain the use of repetition in lines 1-3 or line 19 .</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>8. What is the significance of the colon in lines 6-7?</p> <p>-----</p> <p>-----</p> <p>-----</p> |
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| <p><b><u>21ST MAY</u></b><br/> <b><u>4TH PERIOD</u></b><br/> <b><u>8D</u></b></p> | <p><b><u>LESSON 5-</u></b><br/> <b><u>ASYNCHRONOUS LESSON</u></b></p> <p><b><u>Learning Objectives:</u></b></p> |
|---|---|

- To understand how emojis express different emotions and relate those emotions to everyday language/words .
- To explore vocabulary related to feelings and emotions
- Recall on the use of Punctuation marks.
- To successfully answer questions based on the class discussion in Zoom Lessons 1 and 2.

**Success Criteria:**

I can

- understand how emojis express different emotions and relate those emotions to everyday language/words .
- explore vocabulary related to feelings and emotions.
- recall on the use of Punctuation marks
- successfully answer questions based on the class discussion in Zoom Lessons 1 and 2.

**Grammar revision**

Carefully read this explanation about the use of colon to help you to answer questions

**The use of colons**

In line 6 a colon has been used .

Let's discuss **why colons are important.**

Fundamentally, there are two formats when you will use a colon in your writing. These formats are:

1. Within a sentence
2. Before or within a vertical list, such as:  
Bulleted lists  
Numeric lists  
Lists without an order, bullets, or numbers

Generally, you can think of a colon as a punctuation mark that anticipates something additional coming. It's a mark that says, "Here's what I mean."

**Rules to Remember**

The hard and fast rule is that a colon must ALWAYS follow a complete sentence. Do not use a colon after a sentence fragment, ever.

A colon is used after a full sentence or independent clause to introduce something that illustrates, clarifies, or extends what was said in the sentence that preceded the colon.

You can also use the following formula to remember when to use a colon.

Full sentence + colon + list, fragment, or full sentence that clarifies or amplifies the first

full sentence.

**1. Re-Write each given sentence. Add a colon where necessary.**

Example: The game went well we all scored a goal.

Answer: The game went well: we all scored a goal.

a. The man packed for his trip bags of clothing and sweaters.

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b. Sherry gave a speech fun and exciting.

\_\_\_\_\_

c. My dad hinted where the Easter egg was under the bushes.

\_\_\_\_\_

d.. The restaurant offered a good deal lots of food at a decent price.

\_\_\_\_\_

e. There was one thing left to do arrive with excitement.

\_\_\_\_\_

f. The cop gave him one option put your hands up

\_\_\_\_\_

g. The coach gave him an assignment bring the cones and soccer ball.

\_\_\_\_\_

**2. Imagine you are chatting with a friend on Whatsapp. Make sentences using the emojis given, to express your feelings .**

| Emojis to use   |  |
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**3.Match the words with their meanings**

| WORD        | MEANING  |
|-------------|--|
| 1.invasive  | a. in a natural or raw state ; constructed in a rudimentary or makeshift way |
| 2.digitally | b. be attractive or interesting  |
| 3.crude     | c. by means of computer technology   |
| 4.barriers  | d. find or describe the origin or development of                             |
| 5.appeal    | e. tending to spread very quickly and undesirably or harmfully               |
| 6.traced    | f. a fence or other obstacle that prevents movement or access                |