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| <p>DESCRIPTION OF LESSON:</p> <p>Using a non-fiction, informational text, students will analyze an article on the rise and development of professional theatre companies and permanent playhouses in England during Shakespeare's life.</p> | <p>COMMON CORE STANDARDS:</p> <p>CCSS.ELA-LITERACY.CCRA.R.1</p> <p>CCSS.ELA-LITERACY.CCRA.R.2</p> <p>CCSS.ELA-LITERACY.CCRA.R.4</p> | <p>REQUIRED MATERIALS:</p> <p>Lesson Packet (1 per student):</p> <ul style="list-style-type: none"> • Article – <i>Shakespeare's Theatre</i> • Handout – <i>Predict and Preview</i> • Handout – <i>Annotation</i> • Handout – <i>Vocabulary Scan</i> |
| <p>ESSENTIAL QUESTION:</p> <p>What factors contributed to the rise and development of professional theatre companies and permanent playhouses in England during Shakespeare's life?</p> | <p>EXPECTED LEARNER OUTCOMES:</p> <ol style="list-style-type: none"> 1. Students will use analytical reading skills to increase understanding and retention of essential content knowledge from an informational text with 85% accuracy. 2. Students will correctly summarize the central ideas of the article and cite specific evidence to support conclusions drawn from the text with 85% accuracy. | |
| <p>PROCEDURE:</p> <ol style="list-style-type: none"> 1. PREPARATION Make a copy of the Lesson Packet (above) for each student. Before the class begins, write the Essential Question followed by a brief, bulleted outline of the lesson under your daily agenda on the board so that students understand the learning goals for the day. 2. INTRODUCTORY EXERCISE (10 minutes) After the bell, distribute the Lesson Packet to the class. Ask each student to use the <i>Predict and Preview</i> handout to survey the <i>Shakespeare's Theatre</i> article. This exercise is to be done silently and individually. While the students complete the introductory exercise, the teacher can take roll and complete any routine class business (passing back graded assignments, etc.) 3. CLOSE READING ACTIVITY (20 minutes) Break the students into groups of 3 or 4. Ask the students to silently read the first 6 pages of the <i>Shakespeare's Theatre</i> article. Direct the students to use the <i>Annotation</i> handout to take margin notes while reading to help them identify the central ideas of the article and document specific evidence in support of the author's claims. 4. CLASS DISCUSSION (20 minutes) In their small groups of 3 or 4, have the students share with each other the central ideas and supporting evidence which they documented using the <i>Annotation</i> handout. While the small groups are in discussion, the instructor should circulate among the groups to ensure that students are working productively and correct any misunderstandings. Once the small groups have had a chance to share internally, ask each group to share a central idea and a piece of specific evidence from the article with the class. 5. CLOSURE (5 minutes) Review the main ideas and key evidence identified by the class. Inform the students that in the next class, the students will continue to conduct close reading of the article. 6. FUTURE CLASSES Repeat this lesson plan for the next class to finish close reading of the article. Use the <i>Vocabulary Scan</i> handout as the introductory exercise for subsequent classes to help students define unfamiliar vocabulary. | | |
| <p>ACCOMODATIONS:</p> <ol style="list-style-type: none"> 1. MIXED ABILITY GROUPING – Partner special needs students with high performing students to provide additional assistance. 2. EXTENDED TIME – Allow special needs students additional time to finish the close reading activity. 3. SPECIAL SEATING – Seat special needs students close to the front or with an aide to minimize possible disruptions from unfocused students and encourage productive dialogue. | <p>ASSESSMENTS:</p> <ol style="list-style-type: none"> 1. REVIEW WORKSHEET – Once the students have successfully finished conducting a close reading of the article, give the students the <i>Shakespeare's Theatre Review Worksheet</i> included in the downloadable materials for this lesson. Use the results from the worksheet to identify areas of misunderstanding and reteach as needed. 2. SUMMATIVE ASSESSMENT – Administer the <i>Shakespeare's Theatre Exam</i> to the class as a summative assessment for this lesson. | |