

<p>DESCRIPTION OF LESSON:</p> <p>Using a variety of non-fiction, informational texts, students will compare and contrast key scenes from 5 different plays by Shakespeare in preparation for a live performance of <i>Shakespeareance</i>.</p>	<p>COMMON CORE STANDARDS:</p> <p>CCSS.ELA-LITERACY.CCRA.R.2</p> <p>CCSS.ELA-LITERACY.CCRA.R.7</p> <p>CCSS.ELA-LITERACY.CCRA.R.9</p>	<p>REQUIRED MATERIALS:</p> <p>Lesson Packet (1 per student):</p> <ul style="list-style-type: none"> • Handout – <i>Characters</i> • Handout – <i>Summaries</i> • Handout – <i>Annotations</i> • Handout – <i>Vocabulary</i>
<p>ESSENTIAL QUESTION:</p> <p>How does William Shakespeare address the theme of love across his different plays?</p>	<p>EXPECTED LEARNER OUTCOMES:</p> <ol style="list-style-type: none"> 1. Students will integrate and evaluate content in diverse media and formats both visually as well as in words with 85% accuracy. 2. Students will analyze how two or more texts address similar themes in order to build knowledge and compare an author’s different approaches 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 the students to read the <i>Characters</i> handout to frontload the lesson and familiarize the students with the key characters of <i>Shakespeareance</i>. This activity is to be completed silently and individually. While the students complete this activity, 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 <i>Summaries</i> handout. Direct the students to use the <i>Annotations</i> handout to take margin notes while reading to help them compare and contrast how Shakespeare addresses the theme of love across different plays. 4. CLASS DISCUSSION (20 minutes) In their small groups of 3 or 4, have the students share with each other the central ideas and themes which they identified in their margin notes. 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 from the handout with the class. 5. CLOSURE (5 minutes) Review the main ideas and themes identified by the class. For homework, ask the students to review the <i>Vocabulary</i> handout to familiarize themselves with Shakespeare’s language prior to attending <i>Shakespeareance</i>. 6. FUTURE CLASSES If necessary, repeat this lesson plan for the next class to finish close reading of the <i>Summaries</i> handout. 		
<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 handout, give the students the <i>Shakespeareance 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>Shakespeareance Writing Prompt</i> to the class as a summative assessment for this lesson. 	