

(Teacher Name, School, Grade and Subject)

Language Development - Days 1-2

LP 1

# of Days	2	Enrichment	Bulletin Boards (Appendix A and Appendix B)
Prior Knowledge	No homework was assigned.	Accommodations	The T-charts will be completed through group work and class discussion
Lesson Objective	SWBAT identify characteristics of Shakespearean language SWBAT evaluate language and identify how different forms of language can relay the same information.	(Anticipated Problems)	
Lesson Assessment	SW create a t-chart. "Shakespeare" is on the left, and "Andy Griffith" is on the right. Students write characteristics of each summary on the appropriate side. How do the summaries of <i>Romeo and Juliet</i> differ?	(Changes for next time)	
(Benchmarks or Standards)	CCSS.ELA-Literacy.RL.9-10.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's <i>Landscape with the Fall of Icarus</i>)	(What worked well)	
Materials Needed	<i>Romeo and Juliet</i> text, Pencil, Computer and projector for Andy Griffith YouTube video, Shakespeare vs. Andy Griffith T-chart, Exit Ticket notecard	Dates	Week 1, Days 1-2
Time	Student Learning Task or Activity	METHOD	Teacher Activity
Day 1: 9:00-9:05 AM	SW prepare materials for class and listen to any announcements teacher gives. SW listen as the teacher introduces the new unit.	Class Preparation	TW begin class by taking attendance and giving any announcements. TW introduce the new unit and outline the next four weeks. "Over the next few weeks we will be discussing conflict with authority. This unit's essential question is "How does conflict with authority affect identity?" (The Essential Question will be displayed on the board throughout the entire unit.) To answer this question, we will be reading William Shakespeare's <i>Romeo and Juliet</i> . Each week is focused on a different concept. Week 1: Language Development Week 2: Character Development Week 3: Motifs and Themes Week 4: Motives "This week, we'll be discussing the language of <i>Romeo and Juliet</i> . This is important as it will help us understand the text and its themes."

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9:05-9:10	SW listen as the teacher explains the use of the bulletin boards	Bulletin Boards - R&J Brainstorm and Timeline	TW introduce the bulletin boards to the class. These bulletin boards will be put together by the students with the guidance of the teacher. The first board will have pictures that relate to Romeo and Juliet (See Appendix A). The second board will be a timeline of the play's plot. As events occur, students will add to the timeline (See Appendix B).
9:10-9:20 AM	SW listen as teacher reads aloud the prologue. SW participate as the teacher asks comprehension questions about the prologue.	Read aloud and Comprehension questions	TW read the prologue aloud to the class. TW guide students through comprehension questions to better understand the prologue and the summary of the play.
9:20-9:45 AM	SW listen and participate as the teacher explains and demonstrates Shakespearean language.	Lecture and Class Discussion	TW give background information on the language of William Shakespeare. This will include an explanation of iambic pentameter, blank verse, heroic couplet, and Shakespearean sonnet.
9:45-9:55 AM	SW read aloud the prologue together. If needed, SW ask questions for clarifications	Read Aloud	TW have students read the prologue aloud together. This second reading will reaffirm what the students have just learned. If needed, TW answer any questions students have for clarification
9:55-10:00	SW participate and listen to the teacher as she answers questions and prepares students for the next day.	Conclusion	TW wrap up class by answering any questions students may have about the day's lesson. TW give students a preview on the next day's lesson.
Day 2: 9:00-9:05 AM	SW prepare materials for class and listen to any announcements teacher gives.	Class Preparation	TW begin class by taking attendance and giving any announcements.
9:05-9:10	SW watch Andy Griffith's Romeo and Juliet	YouTube video	TW have students watch "Andy Griffith - Romeo and Juliet" http://www.youtube.com/watch?v=IDQNIFw20wU (6:46)
9:10-9:15	SW participate in class discussion	Class Discussion	TW lead students in a discussion about Andy Griffith's Romeo and Juliet summary

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9:15-9:20 AM	SW listen to the teacher, follow along in the T-chart, and contribute characteristics for both Shakespeare's and Andy Griffith's summaries of Romeo and Juliet.	Model	TW introduce the T-chart worksheet by modeling how to complete it (Appendix C). "First, we need to identify what the graphic organizer is asking us to do. 'Shakespeare' is listed on the left and 'Andy Griffith' is listed on the right. The directions say, 'Complete the T-chart by listing language characteristics for Shakespeare's and Andy Griffith's summaries of Romeo and Juliet'
9:20-9:35 AM	SW work in small groups to complete the T-chart	Complete T-chart as group work	TW circulate the classroom to be available for students to ask questions while they work in groups. TW also participate in group discussions.
9:35-9:50	SW listen then share their group's information. Students can add what others have shared.	Class discussion. Groups share first, then other groups.	TW bring the class back to full discussion about how different forms of language can give the same information and how language changes according to audience. TW direct students to share their findings.
9:50-10:00	SW listen and follow directions as the teacher explains the unit's exit tickets. SW fill in today's exit ticket and give their notecard to the teacher as they leave the class.	Exit Ticket	TW provide students with large notecards for the unit's exit tickets and give the following directions: 1. SW write their name on the top right hand corner 2. SW put a #1 on the second line of the notecard. This will be where they will write their response for the exit ticket. 3. SW turn in their exit ticket to the teacher as they leave the class. 4. TW return notecards at the beginning of the following class. 5. SW continue numbering the respective days' exit tickets. 6. Not all days will have an exit ticket. 7. Today's exit ticket: Whose summary of R&J do you prefer better and why? (Appendix D)

Resource Appendix

Appendix A (LP 1)

Bulletin Board - Romeo and Juliet Brainstorming (Sample ideas)

<http://www.pinterest.com/ivorykraze88/romeo-and-juliet/>

Appendix B (LP 1)

Bulletin Board - Romeo and Juliet Timeline (Sample events for Act 1)

On the board:

Timeline: Day 1

Morning

- Mob in the streets of Verona (1.1)
- Prince breaks fight up & tells the Montagues and Capulets that one more disturbance of the peace will result in death (1.1)
- Montague, Lady Montague and Benvolio talk about Romeo. Benvolio says he saw Romeo in the early morning and doesn't know what's wrong with him. (1.1)
- Romeo and Benvolio talk. Romeo says he's in love with Rosaline but can't be with her (1.1)

Mid-Day

- Capulet and Paris talk about Paris being betrothed to Juliet (1.2)
- Romeo and Benvolio find the list of guests for the banquet and resolve to attend (1.2)
- Lady Capulet, Nurse and Juliet talk about Juliet's age and the fact that she should be ready to marry. (Specifically, that Paris is interested in Juliet) (1.3)

Afternoon

- Romeo, Benvolio, Mercutio and buddies are walking to the banquet (1.4)
- Romeo mentions a dream then Mercutio follows with the 'Queen Mab' speech (1.4)

Night

- Capulets and some Montagues gather at the Capulet's house for the banquet (1.5)
- Romeo sees Juliet for the first time. Love at first sight (1.5)
- Romeo and Juliet speak for the first time. Still love at first sight.(1.5)
- They find out they love someone from the wrong family (1.5)

Appendix C (LP 1)

Shakespeare vs. Andy Griffith T-Chart (Sample answers)

William Shakespeare	Andy Griffith
Iambic Pentameter Rhyming scheme Plot summary Written for a play's audience	Prose No rhyming scheme Plot details Written for a comedian's audience

Appendix D (LP 1)

Exit Ticket (Sample notecard)

Name	Last, First
1. Whose style do you prefer, Shakespeare's or Andy Griffith's? Why?	
I prefer Andy Griffith's style because it is funny and straight to the point.	
2. Question	
Answer	
3. Question	
Answer	
...	