

LESSON PLAN TEMPLATE

Date	November 30, 2022	Lesson Title	Romeo and Juliet – Act 4	Grade Level	10
Time in Lesson	72 min	Subject	English Language Arts 10-1	Lesson #	1 of 3
Developed by	Lindsay Swartz				

IDENTIFY DESIRED RESULTS

Learner Outcomes from the Program of Studies What are the SPECIFIC outcomes to be addressed in this lesson?

Act IV Assignment – Literature Circle

General Outcome 2:

Students will listen, speak, read, write, view and represent to comprehend literature and other texts in oral, print, visual and multimedia forms, and respond personally, critically and creatively.

Specific Outcome: 2.1.2 Understand and interpret content

General Outcome 5:

Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.

Specific Outcome: 5.2 Work within a group

Objective in student-friendly language What will students understand/experience/appreciate as a result of this lesson?	Assessment Strategies What will I accept as evidence of learning/development? Have I employed formative assessment? Do I make use of prior assessments in this lesson?
<p>By the end of this lesson students will...</p> <ul style="list-style-type: none"> Form a tentative understanding of literary elements (overarching themes, plot and characters) and literary devices (allusions, figurative language) in Romeo and Juliet, Act IV Form a tentative understanding of Shakespearean vocabulary Form ideas around themes in Romeo and Juliet (love, hate, friendship, emotion, reason, old vs. young, fate) Identify major and minor characters in Romeo and Juliet Successfully work within a group 	<ul style="list-style-type: none"> Formative assessment –Literature Circle is formative and will contribute to overall understanding of Romeo and Juliet Summative assessments (unit test, project and literary essay are towards the end of the unit)

<ul style="list-style-type: none"> • Speak about Romeo and Juliet, Act IV for 30 minutes plus. 	
Resources What materials/resources/technology will be required?	Personalization/Differentiation How will you attend to the needs of ALL learners in this lesson?
<ul style="list-style-type: none"> • Romeo and Juliet textbooks • Link to stage production of Romeo and Juliet • Laptops/devices 	<ul style="list-style-type: none"> • The students will read the play out loud in their group, we will watch a stage production afterwards on the smartboard as we read through the play, pausing to reflect. Watching a stage production will help all students visualize and hear the play to better understand the content. • Lesson has been scaffolded with previous lesson on Sonnets and Introduction to Shakespeare, Acts I and II, and III • Students are able to make annotations in their text in pencil or take notes to add to their binder to reinforce their understanding • Students are able to complete Act IV Lit Circle assignment in groups. • Lit Circle is “chunked” into roles, and steps for completion.

LESSON PLAN SEQUENCE

Introduction How will you ACTIVATE prior knowledge and ENGAGE them in the lesson and how does this lesson connect to prior lessons?		
<ul style="list-style-type: none"> • Teacher will engage students in class discussion about what happened in Act III, then introduce Lit Circle project for Act IV. 		
Learning/Activity Sequence How will students ENGAGE, EXPLORE, EXPLAIN, ELABORATE, and/or EVALUATE their understandings of the outcomes.		
What is the TEACHER doing? What is your plan for the body of the lesson? What steps are taken during the lesson?	What are the STUDENTS doing? How are they engaged while you are teaching the lesson?	Approx. time
1. Teacher will summarize Act III.	1. Students are following along.	5 min.
2. Teacher will introduce Lit Circle project, going over the project and timeline on Google Slides. Copies of assignment will also be handed out and posted in Google Classroom.	2. Students are following along.	10 min.

Teacher will also go over “How to read Shakespeare out loud” slides.		
3. Teacher will form groups and students will work together to assign roles for the four group members. Groups need to have a range of reading levels.	3. Students will choose roles for Lit Circle.	10 min.
4. Teacher will direct students to read Act IV out loud to each other, there will be a time limit for the reading.	4. Students will read Act IV aloud to each other.	25 min.
5. Teacher will play Stratford version of Act IV for students.	5. Students are following along in their texts.	22 min.
<p style="text-align: center;">Conclusion</p> <p style="text-align: center;">How will you ensure students walk away with a sense of understanding the PURPOSE of the lesson and its IMPORTANCE to their learning?</p>		
After we finish watching Act IV, I will reinforce events, plot, themes, language in Act IV.		

PRE-SERVICE TEACHER SELF-REFLECTION

In your self- reflection of your lesson, please consider the following questions:

- 1. What went well in your lesson? What were the strengths of the lesson?**
- 2. What are the areas that need to be refined? What might you do differently next time?**
- 3. What are your next steps to further develop/ refine this lesson? How will you continue to grow in your practice? What actions will you take?**

These are additional questions that can help guide your response to the three self- reflection questions.

- How do you feel your students experienced this lesson?**
- How were they able to make explicit and self-evaluate their growing understanding, skills and/or knowledge?**
- How did you employ formative assessment for/of/as learning?**

- **Were you successful in reaching all students? How do you know? How did you accommodate for diverse learners and those requiring accommodations?**
 - **Were there opportunities to address Indigenous, multicultural and interdisciplinary activities and knowledge?**
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- **The students loved reading Act IV out loud, and assigning roles. The reading went very well, with all students staying on topic. They wanted to watch the stage production to understand what was happening in the play.**
 - **In order to achieve TQS 5, I will teach a lesson towards the end of the unit that compares the story of Romeo and Juliet to an Indigenous star story. A possible assignment is to ask students to compare colonial ideas of love and marriage to Indigenous ideas of love and marriage.**
 - **For the final summative in class personal response, students will be able to negotiate for a higher mark. The act of negotiation is an Indigenous project (Smith, L.T., 2000) and the act of negotiation is more about communication and connection between the two parties. Building the teacher-student relationship, and is assessment as learning because the students need to read through their essay to find reasons why they deserve a higher mark).**