

LESSON PLAN TEMPLATE

Date	December 1, 2022	Lesson Title	Romeo and Juliet – Act 4	Grade Level	10
Time in Lesson	72 min	Subject	English Language Arts 10-1	Lesson #	2 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"> • I will begin by reviewing instructions from previous lesson about the lit circle activity and give positive feedback to all students for their effective use of time reading Act IV aloud in small groups. The students stayed on task and were engaged the entire class. 		
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. I will begin by asking students to move into their groups and finish reading Act IV out loud to each other (they are almost finished).	1. Students are reading Act IV out loud.	5 min.

2. I will read a summary of each scene in Act IV before we watch the theatre production of the entire Act.	2. Students are following along in their texts and listening.	15 min.
3. I will go over roles in the Lit Circle and allow students the remainder of class to finish their role's assigned work. I will also go over rubric for tomorrow's Lit Circle.	3. Students will complete their assigned work.	52 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>		
I will go over what will happen for the Lit Circle meeting tomorrow, if students are not quite finished, I will allow them time at the start of tomorrow's class, then we will complete the meeting.		

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 did not finish the reading in the previous period so we finished up today. We watched the stage production then I explained the Literature Circle roles on a Google Slides that all students have access to on Google Classroom. We used the remaining time to form groups and begin the Lit Circle assigned work (1-2 pages per student).**
 - **In the future, depending on the class, I would go into depth about expectations for Lit Circle roles, this class needed more time to work and clearer expectations for writing.**
 - **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).**