

Lesson Plan 1

Learning Target: Working with ELL students on an English assignment based on the play *Romeo and Juliet*. Our students have come to us with an assignment where they will have to work in group to act out particular scenes from the play, our task is to help them understand Shakespearean language, practice public speaking, and gain confidence in working with group members.

Content Area and Grade Level: 9th grade, English Language Arts classroom

Date: 4/6/11

ELL(s) English Proficiency Level: This classroom includes several beginning level ELLs, as well as several low to high intermediate level ELLs.

Section 1: Objectives and Standards	
Content Objective(s)	Language Objective(s)
1) Students will be able to summarize scenes that are written in old English. 2) Students will be able to interpret a scene from a play using textual evidence, and will be able to act it out. 3) Students will be able to collaborate with group members to put together a presentation. 4) Students will be able to evaluate the point of view of characters in the play both as writers and speakers.	1) Students will be able to participate in group discussions and advocate their opinions while in a group. 2) Students will be able to understand a story by using context clues in the text. 3) Students will be able to retell part of a story orally to their peers. 4) Students will be able to present material based on the play in English. 5) Students will be able to review their use of English, and reflect on their clarity and volume while engaging in public speaking.
Content Standards	Language Standards (MI English Language Proficiency Standards)
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. <u>Integration of Knowledge and Ideas in Reading:</u> 7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words. <u>Comprehension and Collaboration in Listening:</u> 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. 3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	<u>Close literary reading</u> R.5.2.a Participate in discussions describing characters, setting, events and plot (Low Intermediate) <u>Purpose and Audience</u> S.7.2.b Retell stories and participate in short conversations (Low Intermediate) <u>Purpose and Audience</u> S.7.4.a Prepare and deliver presentations and reports in various content areas, including a purpose, point of view, introduction, coherent transitions, and appropriate conclusions (Proficient ELP) <u>Strategy Development</u> R.3.2.b Use meaning clues and language structure to expand vocabulary (pictures, background knowledge, context clues) (Low Intermediate)

	<p><u>Mass Media</u></p> <p>L.5.1.a Use age-appropriate social conventions that characterize the new culture while listening, such as eye contact, physical proximity, and turn-taking (Low Intermediate).</p> <p>S.6.2.a Speak understandably with awareness of English intonation and phonological patterns (Low Intermediate)</p>
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Section 2: English Language Development and Other Skills for Academic Learning

Vocabulary Focus	Language Functions
<p>For this lesson, we will work with certain vocabulary from Shakespearean language that occurs often in the students’ scenes.</p> <p>An small example of some vocabulary terms we know we will have to cover:</p> <ul style="list-style-type: none"> • ‘tis • Thee • Thou • Nay • A • Art (we will also have to explain how this is a homonym, because it looks and sounds the same as “art” in the sense of drawing, but it means something different) <p>I will also focus on words that are being used in the English class in directions and group work. For example, in several of the English class’s prompts they use words such as “explain, list, provide examples, quote, refer”, which students will need to understand to complete the work. I will encourage students to look up these words in the dictionary and to keep a portfolio of these notecards for future reference in their core classes.</p>	<p>Here, students will need to focus on the language functions that they will use in communication with their group members. This will include the language functions of clarification and asking questions that we have included in one of our activities. Clarification and questioning are important language functions for English Language Learners to develop, both to master understanding in the classroom, and to become advocates for their own learning in the future.</p>

Language Structures

<p>For this section, the particular language structures students will practice are intonation and rhyming. They will hear these language structures presented through audio recording (both while reading the play and seeing it acted out). The structure will come in the end rhyme scheme of the complex stanzas Shakespeare uses in his plays.</p> <p>For example:</p> <p>→ Romeo: When the devout religion of mine eye Maintains such falsehood, then turn tears to fires; And these, who often drown'd could never die,</p>

Transparent heretics, be burnt for liars!
One fairer than my love! the all-seeing sun
Ne'er saw her match since first the world begun.

This example can be used to show the rhyme scheme of ABABCC, which is a trait often discussed in English classes, especially when working with Shakespearean language.

Self-Learning Skills

-By using the speaking meters I will be asking students to develop a self-learning skill of reflecting on their language use; they will begin by developing this skill in class with their peers, and it will help them build the metacognitive awareness they will need when public speaking on their own in the future.
-I will also encourage students to use the Oxford English Dictionary when working on activities in class to look up words they do not know (the Oxford dictionary is the best version to look up Shakespearean terms in).
-They will also develop a notebook "portfolio" of types when working with the "buzzwords" English teachers use in the classroom. They will take all of the words they do not understand from the directions the English teacher gives them, and they will use a dictionary to look them up. They will then create a portfolio of these words to keep with them in their core classes, so that they may refer to them in the future as they work on classroom instructions for activities.

Other Skills

- Students will gain presentational skills as a whole as they prepare and work on their skits.
- Students will also learn to work together in groups beyond the language that goes with it. They will be learning to compromise, express ideas, and be a team.
-Students will learn the metacognitive skill of putting themselves in the role/mindset of a character. This is a skill not limited to drama, as students are often asked in English classes to respond to questions that require them to see things from a character's, not their own, point of view.

Section 3: Activity(ies)

1). One of the first teaching strategies will be to have the students re-read the specific scenes that their group will be working with. To do so, the students will have a recorded audio-tape of their scene to listen to while they read along. For my beginning ELLs, they will be given a sheet with the scene typed up on it. There will be blanks at the end where rhyming words occur. Students will be asked to listen to the recording twice. The second time, they will fill in the blanks of rhyming words.

2). Another important teaching strategy that I will want to explicitly help our ELL students with is how to engage in transactional speech. For example, I will construct a conversation model that aids students in asking questions (for further information, clarification, confirmation etc.), and how to answer these same questions. Students will take turns being participants in the dialog.

Example situation (bolded and underlined structures are what we would focus on):

Student 1: **I think** that for our skit we should all wear costumes!

Student 2: **That's a good idea. Can you explain your idea more?**

Student 1: Well, we could have the two different families wearing two different colors. That would help people know who belongs to who.

Student 2: I like that. **What if** we brought in props? (OR **I think we should...**)

Student 1: Yeah! Like swords!

Student 2: **I disagree**, that might be against school rules. **Instead**, we could have pencils that we pretend are swords.

Student : I like your idea.

After this, I would have them make up their own dialogs where they have to give opinions about ideas for the skit. This has them practice potential conversations before they happen.

3). One component of my lesson will also include watching the students' scenes from the play in one of the many available film adaptations. I would help students to dissect the scenes by following the use of language (how intonation, inflection, and rhyme work to convey meaning), and also analyze the actors' body language in the scenes (to understand how one's body language changes the mood or meaning of the scene). They would have questions to guide them through this viewing.

This would be coupled with practice of acting our several lines and playing with body language and voice when presenting lines. For instance, have students decide what the body language for a particular mood is, then ask them to do the same scene with the opposite body language to see if they see/feel a difference.

4). Group (or small partner) activities will include completing concept webs or charts of the characters in the scene. This will include finding textual evidence on how we can understand the character's personalities and relationships with other characters in the play. These concept webs are to be kept for future reference throughout the acting activity. Students have the option of using a web designed by the teacher, or they can create their own. They will be given Character Map questions as seen listed in the "Procedures" section. These are just some questions to guide students as they're filling out their own map.

5). Another activity will be to engage in a public speaking activity with the teacher and their ELL peers. This activity will include a "public speaking meter", where students will be paired with their peers or with the teacher, they will read their lines from the play, and their partner will rate the volume and clarity of their performance (by pointing to a specific area on the meter). This will be something that students will also be assessed on when they present. There will be two meters, both will go from 0-3. One will be for speaking voice volume and the other for articulation.

0 = It is a bit difficult to hear. It is difficult understand you.

1 = Better for a small group setting than a speech.

2 = Almost there

3= Speech is loud enough.

0 = It is difficult to understand you.

1 = Step in the right direction -- speech can be understood for about half the time

2 = Almost there

3 = Speech is clear.

Procedures

Activity 1:

- Students will be put into groups. They will listen to their assigned scene on audio-type while reading along in their copies of the play
- We will supply students with worksheets that are copies of their scenes, and there will be blanks at the end where rhyming words occur. Students will be asked to listen to the recording twice. The first time they will pay close attention to the complete text of their plays, and the second time, they will fill in the blanks of rhyming words.
- During this procedure, the teachers will be rotating around the room helping students as needed.

- Afterwards, the teacher will check for understanding by having students offer their answers, and then asking for agreement (thumbs up if you think Student A is correct) among the other students.

Activity 2:

- The teacher will give students a conversational model [seen below] that includes different phrases to help students express their opinions or ask questions appropriately in a group setting.
- Students will be made into partners or small groups, and they will have “tag” phrases (such as the ones below) to practice in conversation with one another.
- The teachers will give the students authentic topics, and students will create their own dialogue using some of the phrases. The conversations will not be scripted, which will allow students to use the phrases in meaningful way when they ask for more information from their partners.
- Teacher will have each small group perform both the pre-made and original skits for him/her. If there is time, the students could also perform for each other, and they would have to determine if the students agreed or disagreed.

Example situation (bolded and underlined structures are what we would focus on):

Student 1: **I think** that for our skit we should all wear costumes!

Student 2: **That’s a good idea. Can you explain your idea more?**

Student 1: Well, we could have the two different families wearing two different colors. That would help people know who belongs to who.

Student 2: I like that. **What if** we brought in props? (OR **I think we should...**)

Student 1: Yeah! Like swords!

Student 2: **I disagree**, that might be against school rules. **Instead**, we could have pencils that we pretend are swords.

Student 1: **I like your idea.**

Activity 3:

- Students will watch scenes from various film adaptations.
- While watching, they would be asked to think about the actor’s words and body language in conveying meaning or setting mood, using the question sheet for help.
- Afterwards, the teacher will ask students what they saw in the film clip in a whole group discussion. A list will be created for each question.
- After seeing all of the clips, the students will have time to practice acting out several lines and experimenting with body language and voice. We will focus on the use of body language to portray emotions, and intonation in voice to portray meaning, and also try subverting the expected body language.
- Teacher will visit each student to observe their use of body language, and offer any help or questions they might have.

Questions on sheet:

-Are the actors standing close together?

-What do the actors do with their hands? Arms? Whole body?

-How loud are they speaking?

-Can you describe the expressions on their faces?

-What rhymes do you hear?

-Do the actors say some words louder than others?

Activity 4:

- Students will work in groups to complete a character map of the characters in their given scene.
- The teacher will circulate throughout the room, helping students fill out the map to be most effective. A sample map will be available for students to get a visual of what the task is.

Example of Character Map Directions:

Refer to these expectations and questions when creating your character maps and attempt to include as much of this information as possible:

List as many personality traits of the character you were assigned (be able to provide some sort of evidence from the book, such as quotes or plot summary of the interactions with other characters)

Identify the character's relationships with a few (3-5) other characters (primarily characters your assigned character has the most intense relations with- i.e. conflict, rivalry, love, friendship, etc.)
When choosing these additional characters consider: Who is your character's family? Who is their closest friend? Who is their biggest rival/enemy?

Explain their relationships with these characters: Why do they have conflicts or what are some qualities of their friendship? What do they do to resolve their conflicts or continue their relationship? What is the result of their relationship at the end of the play?

*These directions would be the English class's directions to character maps, which would not necessarily be "ELL friendly". Therefore, it will be important for the TESOL teacher to go over the directions and explicitly explain to their students what some of the words mean (ex. "refer", "list", "traits" etc.).

Activity 5:

- Each acting group of students will pair up with another group to judge their public speaking voices. Each group will act out their scene for the other group and the group that is acting as the audience will rate them in two categories: speaking voice volume and articulation. Both meters will go from 0 to 3 as mapped out below.
- Students will hold up their signs with 0 to 3 on them to allow their peers to see instant feedback on their speaking procedure as it is happening.
- The teacher will walk around listening to groups and formatively assessing speaking volumes/articulation as well as giving tips to help individuals or groups.

Materials/Resources/Technology

Activity 1:

- Pre-recorded audio tapes of each students' scene
- Copies of the worksheets for the end rhyme activity

Activity 2:

- Copies of papers that show the example situation
- Index cards for students to write out phrases
- Desks in mini circles to create conversations

Activity 3:

- Television/DVD player
- Copies of the movies on DVD
- Copies of the texts
- Copies of the question sheets

Activity 4:

- Outline of character map worksheet
- Overhead and transparency of character map worksheet to model for students
- Sample of completed character map
- Copies of the play

Activity 5:

- Large 5x6 index cards to write the meter numbers on
- Copies of the meters and the explanations to pass out to each student as a reference
- Copies of each students' scene to read from

Rationale for Activities

1). The audio recording of the scene is a very important teaching strategy for ELL students; it gives them the chance to hear the language being used. This listening and reading activity will be the first building block for our students to understand the Shakespearean language they will be engaging with. It will allow them to hear inflection and mood of the scenes, and will also allow them to hear the rhyme schemes being used in their scenes. By having beginner ELLs fill out end rhyme blanks as they listen, they will be able to specifically focus on rhyming patterns.

2). This teaching strategy is also very important for our ELLs as this project is very group-based. It will be pivotal for them to be able to ask questions in their group when they are working with the scenes, and they will need to know how to respond if their group members ask them the same questions. Additionally, previous rehearsal will remove anxiety about participating, and make the more active group members. Being able to work well with others and express their opinion is also a key life skill for ELLs to learn.

3). Watching a film version of the students' selected scenes will be an important visual aid for our ELLs. It will take the strategy of observing language (for an auditory component), but it will add a visual component to the students' understanding of how Shakespearean plays were acted-out. The practicing component of this activity will be important for our students to become more comfortable acting and speaking in front of others, and will give them an opportunity to practice the Shakespearean language out-loud. This activity doubles with the comprehension of the text, because they can see the actions in front of them. It would be good to do this after the audio portion, because it gives them a chance to figure it out for themselves, and then receive additional scaffolding from the video.

4). This writing activity will have our ELLs actively engaging with the text in front of them. It will include closely analyzing the language to determine aspects of a character's identity, which will be extremely helpful when they have to embody this character in their acting. These character maps or charts will also allow students to have a visual and written reference to use when they are working in their larger groups. Visual representations of information are important for ELLs, because it gives them an opportunity to show their knowledge of the concepts in the text without having to use as much language. Teaching ELLs to make webs before writing is also a long-term useful skill in learning to organize essays.

5). This teaching activity on public speaking will be used to help the students determine the clarity of their oral presentations. It will give them a visual idea of how they are speaking by using a number scale to point to as they present. This scale will also help give them skills to monitor their speaking in the future; to be mindful of both components as they are acting out their scenes in front of the class. As well as helping them find their public speaking voice, it gives them additional time to work on the pronunciation and articulation of their lines outside of class.