

Teacher Guide

Sample Agenda

Our Literature Guides are designed to be used in their sequential entirety, or they may be divided into separate parts. Not all activities must be used, but to achieve full comprehension and mastery of the skills involved, it is recommended that you utilize everything each Guide has to offer. Below is a sample unit plan integrating all aspects of this *Romeo and Juliet* Literature Guide. This agenda assumes students have the time to read together as a class. It will need to be modified if you intend to have your students read at home or have them complete a combination of reading in class and at home.

Week One

Day One: Have students complete *Standards Focus: Elements of Drama* (pg. 8)

Day Two: As a class, review *Standards Focus: Literary Techniques* (pg. 9). As an activity, you may want to have students choose 5-10 techniques and create an example of their own to illustrate the meaning of the literary techniques. Give *Exploring Expository Writing: Author Biography and Comprehension Check: Author Biography* (pgs. 10-12) for homework.

Day Three: Review what students learned about Shakespeare and his life. Now is a good time to explore students' fears and insecurities regarding Shakespeare. Lead a discussion, asking students questions such as "What scares you about reading Shakespeare?" or "Why do you think students are required to read Shakespeare?" or "What have you heard about the story of *Romeo and Juliet*?" Now is also a good time to express any fears you have/had about Shakespeare's works, reassuring them that you have this Guide, which can help answer any questions or squelch fears students may have. Have students complete *Working with Shakespeare's Language* (pgs. 13-14)

Day Four: Continue *Working with Shakespeare's Language*, including presentation of scenes.

Day Five: Finish presentation of scenes. Introduce students to *Appreciating Shakespeare's Language* (pgs. 15-16) and *Glossary of Terms from Romeo and Juliet* (pgs. 17-20). Be sure to remind students that the Glossary is there to help them if they get stuck on a word or set of words. It is important also that if you read in class, you model the behavior of using this Glossary when stuck. For homework, have students complete *Exploring Expository Writing: Theater in Shakespeare's Time* and *Comprehension Check: Shakespeare's Theater* (pgs. 21-23)

Week Two

Day One: Take time to discuss Shakespeare's Theater, including the set-up (i.e. groundlings, wide appeal of Shakespeare's plays, lack of women). Introduce and complete *Shakespeare's Style: The Sonnet Form and Iambic Pentameter* (pgs. 24-25). Students may have to finish for homework.

Day Two: Give *Shakespeare's Style: Sonnet Quiz* (pg. 26). Introduce *Pre-Reading Activities* (pgs. 120-121). Allow students to gain a better understanding of Shakespeare's time by completing and/or working on a project from this list either before or during your reading of *Romeo and Juliet*. Give due dates for projects.

Day Three: Introduce *List of Allusions* (pg. 27). Review what an allusion is, and remind students that this list is available if they don't understand a reference when reading. Again, be sure to model using this list when reading in class. Give either the *Vocabulary List* without definitions (pg. 28) or the *Vocabulary List with Definitions* (pg. 119). If you choose to give the list without definitions, have students look up the vocabulary words, keeping their own personal dictionary for use with worksheets and vocabulary activities.

Day Four: Introduce the *Scene Guide* (pg. 29). Students will be completing a guide like this for each act as they read. You will want to model the note-taking for the first few scenes. When reading in class, be sure to give students time to complete their Scene Guide after each scene. Discuss any problems, and talk about the important events to make sure students understand this process. Begin reading Act One and after reading the Prologue, review the sample scene guide. Have students begin using the Scene Guide for Act One to take notes as they read.

Day Five: At this time, you may want to introduce *Journal Ideas/Discussion Topics* each day before reading or as you have the time. *Journal Ideas/Discussion Topics* are on pgs. 122-123. Continue reading and completing the *Act One Scene Guide*.

Week Three

Day One: Continue reading and completing the *Act One Scene Guide*.

Day Two: Continue reading and completing the *Act One Scene Guide*.

Day Three: Continue reading and completing the Scene Guide for Act One. Once the class has completed reading Act One, give *Act One Comprehension Check* questions (pgs. 32-33) either for homework, or to complete in class.

Day Four: Complete *Standards Focus: Dialogue, Monologue, and More* (pgs. 34-36).

Day Five: Complete *Standards Focus: Characterization* (pgs. 37-39).

Week Four

Day One: Complete *Assessment Preparation: Context Clues* (pgs. 40-42)

Day Two: Give *Act One Quiz* (pg. 88) and *Act One Vocabulary Quiz* (pg. 89). Begin reading Act Two and completing *Act Two Scene Guide* (pgs. 43-44).

Day Three: Continue reading Act Two and completing the *Act Two Scene Guide*.

Day Four: Continue reading Act Two and completing the *Act Two Scene Guide*.

Day Five: Continue reading Act Two and completing the *Act Two Scene Guide*. Once the class has completed reading Act Two, give *Act Two Comprehension Check* questions (pgs. 45-46) either for homework, or to complete in class.

Week Five

Day One: Complete *Standards Focus: Figurative Language* (pgs. 47-49).

Day Two: Complete *Standards Focus: Character Analysis* (pgs. 50-53).

Day Three: Complete *Assessment Preparation: Word Usage* (pg. 54).

Day Four: Give *Act Two Quiz* (pgs. 90-91) and *Act Two Vocabulary Quiz* (pg. 92). Begin reading Act Three and completing *Act Three Scene Guide* (pgs. 55-56).

Day Five: Continue reading Act Three and completing the *Act Three Scene Guide*.

Week Six

Day One: Continue reading Act Three and completing the *Act Three Scene Guide*.

Day Two: Continue reading Act Three and completing the *Act Three Scene Guide*. Once the class has completed reading Act Three, give *Act Three Comprehension Check* questions (pgs. 57-58) either for homework, or to complete in class.

Day Three: Complete *Standards Focus: Plot Development* (pgs. 59-60).

Day Four: Complete *Standards Focus: Conflict* (pgs. 61-63).

Day Five: Complete *Assessment Preparation: Colons, Semi-Colons, and the Dash* (pgs. 64-67)

Week Seven

Day One: Give *Act Three Quiz* (pgs. 93-94) and *Act Three Vocabulary Quiz* (pg. 95). Begin reading Act Four and completing the *Act Four Scene Guide* (pgs. 68-69).

Day Two: Continue reading Act Four and completing the *Act Four Scene Guide*.

Day Three: Continue reading Act Four and completing the *Act Four Scene Guide*.

Day Four: Continue reading Act Four and completing the *Act Four Scene Guide*. Once the class has completed reading Act Four, give *Act Four Comprehension Check* questions (pg. 70) either for homework, or to complete in class.

Day Five: Complete *Standards Focus: Irony and Pun* (pgs. 71-73).

Week Eight

Day One: Complete *Standards Focus: Foreshadowing* (pgs. 74-77).

Day Two: Complete *Assessment Preparation: Vocabulary Extension* (pg. 78).

Day Three: Give *Act Four Quiz* (pgs. 96-97) and *Act Four Vocabulary Quiz* (pg. 98). Begin reading Act Five and completing the *Act Five Scene Guide* (pg. 79).

Day Four: Continue reading Act Five and completing the *Act Five Scene Guide*.

Day Five: Continue reading Act Five and completing the *Act Five Scene Guide*.

Week Nine

Day One: Continue reading Act Five and completing the *Act Five Scene Guide*. Once the class has completed reading Act Five, give *Act Five Comprehension Check* questions (pg. 80) either for homework, or to complete in class.

Day Two: Complete *Standards Focus: Character Analysis* (pgs. 81-83).

Day Three: Complete *Standards Focus: Theme* (pgs. 84-85).

Day Four: Complete *Assessment Preparation: Vocabulary in Context* (pgs. 86-87).

Day Five: Give *Act Five Quiz* (pgs. 99-100) and *Act Five Vocabulary Quiz* (pg. 101). Begin review of entire play. Introduce *Post-Reading Activities and Alternative Assessment* (pgs. 120-121). Give parameters for completion, and allow students to choose which project they would like to do. Assign due date.

Week Ten

Day One: Give either version of the Final Test (pgs. 102-105 or pgs. 106-111) as well as the (optional) Final Vocabulary Tests (pgs. 112-113). Depending upon your students, you may have to give the Final Test on one day and the Vocabulary Test(s) the next day. Some alternates to these tests are a project from the *Post-Reading and Alternative Assessment ideas* (pgs. 124-125), an essay exam from the *Essay/Writing Ideas* (pgs. 126-127) or any combination of the three test types. Two different *Project Rubrics* are on pages 129-130; a *Response to Literature Essay Rubric* is on pages 131-132.

Day Two: Give the Final Vocabulary Tests (pgs. 112-113, optional) if you have not already given it.

Days Three-Five: Allow students time in class to work on their Post-Reading activities, or Essay/Writing assignments.