

Shakespeare and Sonnets			
Unit 1: Click for Cover Page			
# of Days			
LP Prior Knowledge	Basic exposure to poetry and critical thinking about poems	Enrichment	
Lesson Objective	SWBAT distinguish iambic pentameter, rhyme scheme and poetic structures (how the sonnet can be divided into four acts- establish the theme, continue the theme, big left turn in the theme, then the twist or summary in the last couplet of sonnets) in order to identify and interpret the meaning of the sonnets.	Accommodations	For the lecture worksheet have the definitions already written out on the ELL students handout with an example (not from Shakespeare). Tell ELL's that they will be writing a sonnet a day early and give them links to videos on iambic pentameter
Lesson Assessment	SW construct their own Shakespearean sonnet on a topic of their choosing, paying careful attention to the rhyme scheme, iambic pentameter and poetic structures of Elizabethan sonnets.	Changes for Next Time	
Benchmarks or Standards	1.2, 1.5, 2.3	(Dates)	3 days long
Materials Needed	worksheets, journals, Sonnet 18, Romeo and Juliet.		
Time	Student Learning Task or Activity	METHOD	Teacher Activity
5	Students will read sonnet 18 and draw pictures of any major images or themes that come to mind while the teacher is reading the sonnet aloud to them.	Do Now/read aloud	Teacher will read sonnet aloud to class, twice. The first time asking the students to just listen to the melody the sonnet creates and the second time asking them to pay attention to the meaning of the words. (If read a third time ask students to think about the mood/tone that this sonnet creates for the listener) Then let the students draw their picture while leaving the text up on the projector. Walk around and ask students if they would like to share in remaining time
3	A few students will stand up and share their picture, explaining why they picked those images and what line in the sonnet they were referring to.		Call on the students you know are comfortable with sharing and help them to explain how their images relate to the text if they are struggling.
5	Students will participate and answer what they know about sonnets (also take notes)	Ask and Answer	Ask students what they know about sonnets and write some of their ideas on the board.
7	Students will take out notebook and write down the classroom example to refer to later.	Introduction of Shakespeare Dictionary	Ask students to pull out their notebook and start a Shakespeare dictionary. Go over what a dictionary definition is formatted like. Then ask the students to pick a word from sonnet 18 that they struggled with and define the word as a class. Giving both the context definition and the dictionary definition.

15	Students will actively listen, take notes in their dictionary, and participate in the lecture	Lecture on sonnets	Preface lecture by telling the students that you will be defining: Imagery, Oxymoron, Rhyme, Simile, Metaphor, Alliteration, a Sonnet's rhyme scheme, essential attributes of a sonnet, and history of the Shakespearian sonnet. Hand out a worksheet that students can take notes on.
7	Students will ask questions about the lecture and take notes on what they have not understood.	Discuss/ask questions	Answer any questions that came up while teaching these new terms and go over any missed definitions. Encourage students to try and answer their own questions if you feel they might know more than they are aware of (EXAMPLE: Student- What does BLANK mean? Teacher- That is a good question, what does it remind you of? (ask other students if they can't answer) And do you think you could give me an example now?)
10	Re-examine sonnet from beginning of class considering rules of sonnets. Label the sonnet's rhyme scheme and identify an example of imagery, oxymoron, simile, metaphor and alliteration in their Shakespeare Dictionaries.	Analysis/ critical thinking/ identifying	Put sonnet 18 back up on the projector and walk around helping students with questions or concerns (try to make note of how many students are struggling to see if you need to review the lesson)
3	Students will be assigned a couplet for homework on any topic they chose.	Homework	Assign a couplet. Ask students to write their own Shakespearean couplet following Shakespeare's rhyme scheme and iambic pentameter. Answer any questions students have, show an example of your own writing (or sonnet 18) and tell students you will collect it at the start of class tomorrow.
DAY 2			
5	Students will ask questions about sonnets/rhyme scheme, finish up sonnets and hand them in.	Q&A	Answer any questions students have about sonnets.
5	Students will get in groups and share their couplets' making sure to examine each others work to decide if it follows the rhyme scheme	Pair and Share	Ask students to get into groups of two and share their couplet with each other.
5	Students will read silently to themselves	Class Reading	Ask students to open up book to prologue and read it to themselves silently for a couple minutes (read it over more than once!!)
5	Students will listen, read, and comprehend the prologue	Read Aloud	Read the prologue to the students and then ask two other students to read the prologue out loud.
7	Students do a coral reading of the prologue and get into groups for second coral reading	Coral Reading	Have the class read the prologue together (everyone) then split the class up into two groups and ask them to read together (the whole group) every other line. So group one reads line 1, then group two reads line 2, then group one reads line 3 and so on.

3	Students will consider what happens to the text when it is presented in different ways and how that affects their understanding.	Ask and answer	Cold call on a few students asking how the different readings of the text made them think about the prologue differently. Which reading did they prefer? What was the effect of the oral reading? Was it difficult to match speed with such a large group?
15	Students will follow along, take notes and identify parts of the sonnet.	Lecture	Look at the prologue with the students and identify the sonnet's rhyme scheme and find examples of imagery, oxymoron, simile, metaphor and alliteration (all that apply) for their Shakespeare Dictionaries. You label these aspects for the students on a projector and ask the students to help you. (EXAMPLE: Now who remembers what the rhyme scheme is? What do you guys think about BLANK? making sure to pick false examples so students can better comprehend their new vocab
5	Students will copy down HW as an exit ticket.	Homework	Assign a sonnet for homework: ask students to write the requirements in their notebook (this will be their exit ticket) also write the requirements on the board. "You are going to write your own sonnet! Remember that most sonnets we have covered focus on love and fate as their topics. You may choose either topic to write about!" The Sonnet's Guidelines: Ø It must consist of 14 lines Ø It must be written in iambic pentameter (10 beats per line) Ø It must follow Shakespeare's rhyme scheme (abab cdcd efef gg) Rough Draft due tomorrow in class!!(rough draft means mostly complete or no credit)
DAY 3			
5	Students will pick a character and then mingle until they find their group.	Group creating exercise	Have students come in and pick up a Shakespeare character (from a hat). There should be three to every group, and then ask students to find the rest of their group (people with the same character)
10	Students will review their own sonnet and make sure all the lines are the right rhyme, spelling is correct and sonnet is finished	Writing Time	Give students time to finish up their rough drafts or make spelling corrections. Walk around and help students that are stuck. Also make a mark of who has their sonnet and who doesn't

(Teacher, School, Grade and Subject)

5	Students will listen, collect two worksheets and trade sonnets with group members.	Explanation	Hand out workshop sheet and explain how to properly fill it out, what you are looking for on the review sheet for it to be completed. Give a few example remarks. (the worksheet is a check list). Every student will get two because they must have two different people read their rough draft and make comments (ask reviewers to sign the rough draft)
20	Students will review each others sonnets, filling out the review sheet, and switching with another student when finished	Workshop sonnets	Give the students time to read, review and discuss each other's work. If a couple groups get done early have them switch partners. Walk around and participate in groups, help struggling students and check who is on task and who is off task
10	Students will read their review sheets, ask questions of their group members if they have any, and then make corrections to their sonnet	Writing Time	Give the students time to make corrections to their sonnet based on groups input. Walk around and help students that are stuck
5	Students will copy down HW	Homework	Assign Finial draft of sonnet due tomorrow. Remind students of the requirements and specify that workshop sheet and rough draft will also be due with finial copy.