Lesson Plan Format for Professor Moberg

Teacher: Pat Smith
Course: Freshman Literature
Grade Level: 9

Lesson Plan Title: "Romeo and Juliet, Act II, scene 2"
Unit Plan Topic: Shakespearean Drama
Class Period Length: 50 minutes
Date: May 1, 2009

Benchmark(s) from ND Content Standards
- English /Language Arts—9.2.10—Analyze an author’s use of literary techniques and devices (i.e., figurative language)

Instructional Objective(s)
- Working with 2 classmates, the student will identify 3 kinds of literary devices in play excerpts provided by the teacher and will explain orally the use and effect of at least 1 of them.

Procedures—Add time labels and append the labels below to the appropriate steps within the Procedures:
- Anticipatory Set
- Check for Understanding
- Guided Practice
- Closure/Final Check for Understanding
- Independent Practice

1. **5 min.**—In their journals, have students write on “love at first sight”—whether it’s possible, how they define “love,” where/when they’ve seen it happen, etc. [Anticipatory Set]
   - a. Distribute Act II, sc. 2 vocabulary sheets to LEP students to work on in lieu of journal writing
   - b. Take attendance as they write
2. **3 min.**—Review Act II, sc. 1 using discussion questions on the whiteboard, asking for volunteers to offer answers [Check for Understanding]
3. **15 min.**—Have Katie and Brian (who volunteered yesterday to practice last night in order to read today) read aloud Act II, sc. 2
   - a. Use notes in teacher copy of the script to pause their reading at certain spots to ask comprehension questions of the class [Check for Understanding]
   - b. Use discussion questions on the whiteboard to review plot of Act II, sc. 2
4. **3 min.**—Refer to literary device posters on bulletin board at front of the room and ask volunteers to offer examples of metaphors, similes, and personification [Check for Understanding]
   - a. Distribute literary device handout for Act II, sc. 2 as students share their examples
5. **10 min.**—Explain instructions for identifying literary devices in the Act II, sc. 2 excerpts on the handout, do one example together with the class, and then wander while students complete the sheet in groups of 3 [Guided Practice]
6. **3 min.**—Have small groups take turns sharing their answers with the large group [Final Check for Understanding]
7. **5 min.**—First with partners and then as a large group, have students share their journal entries on “love at first sight,” asking them how their ideas affect their reading of Act II, sc. 2 (or how Act II, sc. 2 has changed their thinking about love at first sight) [Closure]
8. **6 min.**—Explain homework: Read Act II, sc. 3; make a list of all metaphors, similes, and personification in the scene; and explain the meaning of each literary device found [Independent Practice]
   - a. Before the period ends, use the remaining time to begin reading the scene aloud and help students find and start writing about the literary devices

Accommodations
- For LEP (limited English proficiency) students, distribute handout with Act II, sc. 2 vocabulary activities to familiarize themselves with the words before reading the scene with their

Materials
- journal entry prompt written on whiteboard before class begins
- photocopies of vocabulary activities for Act II, sc. 2 words for LEP students
classmates—they may do this while others are writing in their journals at the start of class.

- discussion questions for Act I, sc. 1 and 2 written on whiteboard before class begins
- classroom set of scripts of *Romeo and Juliet* at students’ desks before class begins
- “metaphor,” “simile,” and “personification” posters hung on bulletin board at front of room before class begins
- photocopies of literary device handout for Act II, sc. 2

**Post-Active Reflective Decision Making**

- The students did so well finding and explaining the literary devices on the handout. While they were working, I had time to stop at each group and hear from everybody, so I knew that everybody was “on track” even before we re-gathered as a large group for discussion of the literary devices.

- Starting and ending with the journal entry seemed to work well. By now, they’re used to writing in their journals to start class, but we usually discuss their writing right away instead of waiting until the end. Today it worked to wait until after they had read, discussed, and worked with the scene so that they could reflect on their writing in light of Romeo and Juliet’s situation.

- The students are good at remembering definitions of literary devices, but it took them longer to think of examples of each. It was good to have them work at searching for metaphors, similes, and personification in the passages from Act II, sc. 2 because it reinforced not only the plot of the scene but also their understanding of the literary devices as they looked for examples of them.

- During the opening journal writing, the three LEP students worked diligently on the vocabulary activities, but that left them with nothing to share at the end when their classmates were reading from their journals. Before tomorrow’s class, I will meet with their ESL (English as a Second Language) teacher to get her perspective on this lesson and see what other ideas she has.