



SCHOOL of
EDUCATION

INSTRUCTIONAL PLAN

Aligned with the Teacher Performance Assessment (edTPA)

Date:	Grade: 9 th (50 minute class)
Unit/Subject: Honors English	Lesson Title/Focus: SHAKESPEARE: “Words, Words, Words”

Learning Targets
<p>Central Focus:</p> <ul style="list-style-type: none"> Literary Analysis, Reading Comprehension & Vocabulary familiarity – in preparation for Shakespeare unit
<p>State Academic Learning Standards / Common Core State Standards / NextGen, etc.:</p> <ul style="list-style-type: none"> CCSS.ELA-LITERACY.L.9-10.4 Determine or clarify the meaning of unknown words. CCSS.ELA-LITERACY.L.9-10.5 Demonstrate understanding of word relationships and nuances in word meaning. CCSS.ELA-LITERACY.L.9-10.6 Acquire and use accurately a range of general academic and domain-specific words and phrases; demonstrate independence in gathering vocabulary knowledge.
<p>Learning Target for this Lesson: (in kid-friendly language):</p> <ul style="list-style-type: none"> I can interpret/decipher meaning of, Elizabethan words or phrases from a variety of Shakespeare’s works. I can construct sentences using Elizabethan vocabulary and construct the modern sentence equivalents from Elizabethan phrases. I can justify my inferences and language choices with evidence from the text or resources.

Academic Language (explicitly taught only – each box won’t apply to all lessons)
<p>Language Function explicitly taught in this lesson:</p> <ul style="list-style-type: none"> Define, Interpret, Construct, and Justify.
<p>Syntax or Discourse explicitly taught in this lesson:</p> <ul style="list-style-type: none"> Construct sentences using new vocabulary. Interpret phrases to modern language.
<p>Vocabulary explicitly taught in this lesson:</p> <ul style="list-style-type: none"> Old English/Elizabethan Terms (see attached supports).
<p>Targeted Designed (Physical) Academic Language Supports:</p> <ul style="list-style-type: none"> Physical vocabulary and definitions resource (accessible digital as well), Provide modeled examples of both elizebeathan version of a sentence, and modern interpreted quote Exit ticket at each station, where each student to enter their response answer to a prompt for that station, Practice and assignment application of justification (reasoning), Sentence stem for insult creation and translation within worksheet.

Instructional Materials, Resources, and Technology

- The established routine for this class is to post the essential information outlined in the week's overview and day's agenda/priorities in the Canvas module for the week, as well as the lesson, and is available to students on Sunday prior, giving students time to prepare
- Standard classroom tech resources (web camera, microphone, document camera, whiteboard, power strips)
- Visual attendance sheet •Song/Music of the day queued
- Back up PPE for students who need it and sanitization supplies
- Students will have their charged working Chromebooks (connected to school wifi – charging spots provided just in case)
- 5 Shakespeare stations set up and Shakespeare Short Slide Presentation (includes slide with clip of monologue from 10 things I hate about you, respect, learning agenda for day, priorities list for tomorrow)
 - Shakespearean terms and insults vocabulary and definitions – Station 1
 - Shakespearean GimKit (digital multi choice game) Who Said it – Shakespeare, Tupac, Beyonce, or Taylor Swift? Station 2
 - Shakespeare Pop Sonnets Matching activity popular songs lyrics to the sonnetized version of them – Station 3
 - Shakespeare Disney and Shakespeare facts – tidbits that appear in some of their childhood favorite Disney films – Station 4
 - Shakespeare translation activity at desk –choice of 6 Shakespeare quotes into their own words & explain the logic – Station 5
 - Additional resource links to Shakespeare glossary website and English dictionaries for Canvas (included below)
<https://www.shakespeareswords.com/Public/Glossary.aspx> <https://www.merriam-webster.com/>
 - Google Form exit tickets tied to each station (5)

Instructional Plan to Deepen and Extent Student Understanding:

Teacher Tasks (steps of the lesson) and Student Learning Behavior (what you'll see)

BEFORE CLASS TEACHER PREPARATION:

Classroom setup with sanitation supplies near door and desks spaced for social distancing

POST to Canvas a general overview of daily agenda to module for the week, including a link to the Shakeup page within canvas.

POST to Canvas Shakespeare Shakeup assignment (mentioned above) create link only access page for digital materials for archive and those who may need access outside class when also linking/info within the page/module the daily breakdown instructions,

1. GoogleForm Exit-ticket provided at each station for students to complete before moving to the next.
2. Each of the 5 stations set up around the edges of the class (handout for download and dictionary website links).

PREPARE / TEST: PowerPoint slides ready, entry/group/exit music chosen, visual sheet and wipe off pen for attendance, and Canvas checked.

ANTICIPATORY SET:

PowerPoint is projecting, on the agenda/overview slide and start entry music for the day

T: Greet students as they enter, talk quietly with 3-4 (track for variety-notes for safety and memory while music is playing for entry routine)

Students arrive wearing masks properly and sanitizing hands as they enter

S: Enter quietly, sanitize and sit in assigned seat, begin reviewing materials on Chromebook or read independent book, and any conversation must take place quietly (not louder than the music).

T: When bell rings, take attendance using visual attendance sheet.

(2 mins).

ENTRY Music STOPS (Students stop any quiet chatter and now track T).

T: Brief greeting, display agenda and learning objectives for the day verbal rundown of stations for the day –reminder on behaviors in friendly way (2 mins).

Stations Begin(Each station should take less than 6 minutes to complete the exit ticket Google form).

T: Change slide to the groupings and starting stations – moving clockwise as you complete the task, with the final station at your desk. Once you complete them all once you can revisit all or any you like again, or work quietly on your independent reading

S: Head to assigned station number, begin tasks.

T: Walk around – observing -take notes-interacting

(30-40 mins).

EXIT PROCEDURE Start music starts 1.5 min before bell – (set alert)

S: Pack up when music starts, and stand next to seat when ready

T: When the first row of students is ready (all standing next to seats, packed), T point to that row.

S: Single file/one at a time to exit (for socially distant safety) (2-3 mins).

Accommodations/Modifications for Diverse Learners

Targeted Support Plan (what will you do and how?)

- Provide online access ahead of time in Canvas module for the week’s overview and daily agenda (clear and consistent/predictable location of materials) *Anxiety and Hearing Loss students are best accommodated with advance notice communication.*
- Have all the resources assembled/organized clearly at stations and digital document accessed in Canvas and available in printed packets.
- Hands on physical matching games, Digital matching game, and sentence starter stems for insults.
- Chunked sectioned activities with varied ability design (proven benefit for *students with ADHD, students who are gifted, and students with anxiety*)

Targeted Designed (Physical) Supports:

- Hands on and digital interactive visual and auditory activities with guided access and variable levels of skill.
- Google form exit ticket at each station (utilizing accessibility features)
- Each Station features review of instructions with initial model examples

Assessment Strategies: Assessing the Impact of the Instruction on Student Learning

Proposed Evidence/Data (student work)	Evaluation Criteria (how will you analyze student work?)
100% of students will: <ul style="list-style-type: none">• Complete at least one task and the accompanying exit ticket at each Shakespeare interactive translation station.	100% of students completing the Stations activities will demonstrate: <ul style="list-style-type: none">• Following instruction given evidenced by a complete set of 5 stations task exit slips

<ul style="list-style-type: none"> • Demonstrate ability to construct insult sentence exercise and construct its modern-day translation by defining the unfamiliar words at stations. • Demonstrate their ability to discuss and explain the reasoning behind their interpretation choices, and support claims with appropriate evidence in the desk based translate into ones own words exit ticket for desk station. • Demonstrate ability define and interpret meaning of Shakespearean language and phrases by connecting familiar pop song original version to its Shakespearean equivalent sonnet, and completing the corresponding exit ticket. • Connect with relevance of Shakespeare to their life today using pop culture and universal themes at station with digital choice game, of who said it with popular music artists of a variety genres, and the Shakespeare in Disney and history station. 	<ul style="list-style-type: none"> • Evidence of the student’s ability to construct Elizabethan sentences and their modern translations is demonstrated by the student completing that station and corresponding exit ticket • Evidence of the student’s ability to discuss and explain logic and support for their choices is in the desk station translate into your own words exit ticket. • Evidence of the students connection to modern pop culture is found ind the digital who said it game and corresponding data. • Evidence of the student’s ability to practice connecting Shakespearean English with modern equivalents is found in the exit ticket results for the pop sonnets station. • Evidence of the student’s participation and engagement with the familiar pop culture references to Shakespeare can be found in the exit ticket at the Disney and History station.
<p>Feedback Plan: Instructor receives the data from the exit tickets, and includes information to debrief as a group during the class. Reflecting on their favorite parts as the following days Do now. Benchmark met if completed each stations task, if any student does not meet benchmark, follow up via Canvas message. Feedback provided for all students via Canvas benchmark grade/comments section.</p>	<p>How students will use your feedback: Group review and Do NOW reflection the following day will help students focus on any important takeaways, individual communications will help T to clarify and assist in setting the right tone going forward with Shakespeare. Benchmark met increases confidence in utilization of tools to decipher the upcoming Shakespeare unit through practice. Follow up with students who may need additional attention.</p>

<p>Personal, Cultural or Community Asset Connections</p>
<p>Plan (what will you do and how?)</p>
<p>Personal connection – students this age are familiar with insults in their own vernacular, the commonality of the insults station will make the piece relatable.</p> <p>Personal/cultural connection – popular music across the gamut in the songs for pop sonnets station and for the singers used in the Who Said it Shakespeare or... station.</p> <p>Personal/cultural/family connection – tying Shakespeare references found in the Disney films from their childhoods at the Disney station</p> <p>Treating Shakespeare as a different language/dialect sets a normalizing expectation of effort to comprehend, and universal themes chosen for the quotes are relevant to youth specifically to make the intial content interaction personally relatable in the your own words activity.</p> <p>Personal-Peer connection opportunities in the flexible grouping activity – helping freshman to continue and construct and bond with their peers as they move around, loosening up as they interact with the stations.</p>