

Focus questions: In what ways do the materials and structures allow students of varying levels to access the content and to collaborate with other students of varying levels? How can vocabulary development be best supported?

This is a three month unit. Before this unit, we will have covered:

- character traits / describing people
- compare and contrast language
- group work skills and school values (create change, learn together, act with empathy, challenge yourself)

There are three general phases to the unit: pre-reading, during reading and post-reading. I will focus on the during reading portion, which is a cycle that repeats a few times with each chapter or group of chapters.

Pre-Reading (Intro) <i>Background building to prepare students to understand text</i>	During Reading (Through) <i>Reading, comprehending and analyzing the core text</i>	Post-Reading (Beyond) <i>Applying and demonstrating knowledge of the text</i>
▪ Who is Shakespeare? ▪ Readings / station rotation about key facts about Shakespeare and Romeo+Juliet ▪ Scavenger Hunt ▪ Teacher hangs 20 allusions to Romeo + Juliet on the wall and give clues to students. Students have to match clues with the allusions. ▪ Predictions about events of the play ▪ Line-by-line analysis of prologue to Romeo and Juliet ▪ Studying differences between Middle (Elizabethan) English vs. Modern American English ▪ Parts of a Play / Understanding a script's format	▪ Pair Split Dictation ▪ Students study and drill each other on 10 key vocabulary words related to the next scene(s) with flashcards ▪ Students do vocabulary and grammar (present tense, question formation) packet - <i>Intermediate / advanced extension:</i> students study harder vocabulary and questions ▪ Read 1-3 scenes in groups - Practice a drama skill (speaking loudly, stage directions, using emotions, using body language, etc.) - Answer questions with group about scenes using reading role cards ▪ Watch modern Baz Luhrmann movie to review and support understanding of scenes	▪ Write major events of the play, without using translators: - write captions for pictures of movie and hand-drawn pictures of play - write paragraphs or a 5-paragraph essay describing characters and saying who worsened the conflict and who tried to make it better ▪ In groups, individuals memorize and perform a scene in front of another class, with correct pronunciation, loudness, emotion, using props and sets

▪ Drama warmup games and practicing short and simple dialogues ▪ Examining teacher-drawn storyboards of events of the play	▪ Write a summary of scenes using vocabulary - <i>Advanced extension:</i> students write a WRAP (Summary, response, analysis and prediction)	
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Description of reading guide structure and reading roles (implemented in 9/10 history and English classes at SFIHS)

We use the same reading guide/reading role structure in most reading assignments at the 9/10 level. Each role is based on a reading strategy we hope students will eventually internalize and use when they read. The strategies include: checking for understanding, making connections, visualizing, making predictions, making inferences, summarizing, and looking carefully at language. At the 9/10 level, to introduce students to these strategies, teachers create and embed questions within the text to help students practice that reading strategy as they read. These questions also ensure that students are engaging with the text and understanding the reading. You will see that next to each question in the text or worksheet is an icon that corresponds to a particular role/reading strategy.

Here is how it looks in a group:

Students may be in mixed or homogenous groups. In the history class, they are more often in mixed groups. Students choose from a set of 4-6 reading role cards. Teacher hands out the reading activity. Students read the text out loud together, taking turns after each sentence. We encourage/remind all students in the group to practice following with fingers to support the newest readers. When they come to a question in the text, the student who is holding that role card is in charge of reading the question to the group. They are not responsible for answering the question by themselves and sharing the answer. Instead, after they read the question, the group discusses the question and answers it together. As students become familiar with the structure, they (ideally) begin to proactively facilitate the group conversation and understanding using discussion starters and sentence frames. When the group has decided on an answer, or different answers, each student writes their own answer.