## Lesson Plan
### Grade 10 English

<table>
<thead>
<tr>
<th>Unit</th>
<th>Link between Poetry and Shakespeare (A Midsummer Night’s Dream) units</th>
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<td>Lesson Topic(s)</td>
<td>Introduction / Review of the Shakespearean sonnet</td>
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| Objectives | 1 - Understand the essential features of a Shakespearean sonnet  
2 - Recognize Shakespearean sonnets among other poetic forms  
3 - Apply understanding of Shakespearean sonnet form by reconstructing one given the lines  
4 - Paraphrase a sonnet  
5 - Cooperate with classmates in team activities |
| Ontario Curriculum Expectations | Literature Studies and Reading Overall Expectations  
1 - read and demonstrate an understanding of literary texts  
2 - demonstrate an understanding of the elements of literary forms, with a focus on poems  
| Literature Studies and Reading Specific Expectations | 1.2 - select and read texts, with an emphasis on recognizing the elements of literary genres  
2.2 - use knowledge of elements of poetry, such as stanza forms, rhyme, rhythm, punctuation, free verse, imagery, and sound devices, to understand and interpret examples of the genre |
| Instructional Materials & Resources | Overhead projector  
Overhead markers  
Overhead of Shakespearean sonnet “Shall I compare thee to a summer’s day”  
Overhead of Sonnet Team Analysis  
Package of poems with Shakespearean sonnets, Petrarchan Sonnets, ballads, free verse, etc.  
Sonnet definition and general information  
Envelopes of sonnets cut-up into separate lines (Devouring Time, blunt thou the lion’s paws; My mistress’ eyes are nothing like the sun; Let me not to the marriage of true minds; No longer mourn for me when I am dead; When to the sessions of sweet silent thought)  
Class set of sheet of 5 sonnets |
| Instructional Activities & Timing | **Introduction (3 min)**  
- set up overhead  
- write lesson plan on board  
- preview lesson / objectives with students  
- number students off into cooperative learning teams of 3-4  
- have students gather with group members  
- assign tasks: 1=writer, 2=speaker, 3=materials, 4=time keeper  
| **Activating Prior Knowledge / Team Analysis (27 min)**  
(Objectives 1, 5; Overall Expectation 2)  
- show students “Shall I compare thee to a summer’s day” on the overhead  
- tell them this is a typical Shakespearean sonnet and I’ve identified 8 essential/typical features of a Shakespearean sonnet  
- in groups they must try to identify as many of the 8 as they can  
- their response must be in the form of a definition of a sonnet, in full sentences  
- I will award team points for features they identify correctly (2 min)  
- group work time (5 min)  
- share responses one group at a time, award ¼, ½, ¾, 1 points without telling students which features they got correct  
- each successive group may/should incorporate previous group’s response (5 min)  
- give time to re-think (3 min)  
- share again (5 min)  
- reveal 8 essential/typical features (2 min)  
- teach terms related to sonnet: volta, quatrains, octave, sestet, visual rhyme, couplet, iambic pentameter, enjambment (5 min)  
| **Concept Attainment Check (10 min)**  
(Objectives 2, 5; Overall Expectations 2; Specific Expectation 1.2)  
- give groups package of poems  
- they must identify the Shakespearean sonnets and be able to explain how they know  
- raise hand when finished for me to come by to check |
| **Reconstruct Sonnet (15 min)**  
(Objectives 3, 5; Overall Expectations 1; Specific Expectation 2.2) | **Paraphrase Sonnet (15 min)**  
(Objectives 4, 5; Overall Expectations 1; Specific Expectation 2.2) | **Conclusion (5 min)** |
|---|---|---|
| § give each group envelope with cut-up sonnet  
§ work time to reconstruct sonnet, applying understanding of features  
§ raise hand when finished for me to come by to check | § when reconstruction is correct, work on group paraphrase of sonnet  
§ hand in group paraphrase | § hand out sheet of 5 sonnets  
§ assign homework: individually paraphrase one sonnet and prepare analysis notes  
§ return desks, chairs to proper place |

<table>
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<tr>
<th><strong>Instructional Strategies</strong></th>
<th><strong>Accommodating Individual Learning Differences</strong></th>
<th><strong>Assessment &amp; Evaluation Methods</strong></th>
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| § Activate prior knowledge  
§ Team Analysis  
§ Concept Attainment  
§ Cooperative learning / interpersonal work scaffolding independent / intrapersonal work | § Cooperative learning helps weak/ESL students. It gives them a chance to lean on others while learning or reviewing a concept so they will be prepared to do homework independently.  
§ Team analysis is a competitive team activity but also invites cooperation among groups to get all 8 essential features of Shakespearean sonnet  
§ Reconstruction of sonnet is tactile, for tactile / kinesthetic learners | **Observational Assessment**  
§ effort and participation in teamwork  
§ accuracy of sonnet features identified for Team Analysis  
§ understanding of Shakespearean sonnet through Concept Attainment check  
§ accuracy of reconstruction of sonnet  
**Written Assessment**  
§ group paraphrase of sonnet  
**Homework**  
§ individually paraphrase one sonnet and prepare analysis notes for next class  
**Next Lesson**  
§ Discuss accuracy of paraphrases  
§ Model analysis with the class  
§ Share analysis notes in groups  
§ Write individual analysis of a sonnet  
**Reflections** |