

Co-teaching Lesson Plan
9th Grade Literature
Romeo & Juliet

Lesson Standard(s):

ELACC9-10RL4: Reading Literature

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings.

ELACC9-10RI8: Reading Informational

Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

ELACC9-10W1: Writing

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
e. Provide a concluding statement or section that follows from and supports the argument presented.

Lesson Essential Question:

Should teens engage in romantic relationships?

Lesson Formative Assessment (Based on EQ):

Think-Pair-Write-Share & Writing Progress Monitoring (choice)

Teens should not engage in romantic relationships because . . .

Teens should engage in romantic relationships because . . .

Lesson Plan:

Instruction: Strategies/Activities/Materials/	Co-teaching Approach	Individual Accommodations & Modifications	Differentiation	Checks for Understanding
<p>Opening:</p> <p><u>Shakespeare on Love</u></p> <ol style="list-style-type: none"> 1. Present quotes about love from Shakespeare’s <u>Romeo and Juliet</u> and read them aloud. 2. Students respond to quotes by sharing their thoughts, images, and feelings. 3. Teachers elicit critical thinking through questioning. 	TEAM	Read aloud support will be provided for Daniel.	Multimodal Presentation	
<p>Worktime:</p> <p><u>Cut-Apart Cooperative Activity</u></p> <ol style="list-style-type: none"> 1. Students choose between two current articles on the topic of teen love: <u>Sticky Bond: Lost Loves, Romances, and Families in the 21st Century</u> and <u>Study: Teen Love Hurts</u>. 2. In groups of 5, students will select a portion of the article to read aloud. (They will read their section silently first.) 3. After each section is read aloud, 	ALTERNATIVE Ms. Anderson will provide structure and support for Daniel’s group.	<p>Read aloud support will be provided for Daniel.</p> <p>Reading assistance will be provided for Margie, Jalen, and Danny (peer tutor, cooperative learning, highlighting main ideas in text).</p> <p>Piper will be provided supports for comprehension of grade level text: reading</p>	Cooperative Learning Choices	Check highlighted text to assure each student identified main ideas.

<p>each GROUP will agree on the main idea or most important statement of each section and highlight it.</p> <p>4. After completing the entire article, each group will identify and agree on the author’s point of view and underline the concluding statement.</p> <p>5. Groups will discuss the validity of specific claims presented. Does the author provide enough evidence to support his/her reasoning?</p>		<p>guide, text in smaller chunks, highlighting key ideas or cooperative learning activities.</p>		
<p>Closing:</p> <p>Think-Pair <i>Should teens engage in romantic relationships?</i></p> <p>Write Quick-Write/Writing Progress Monitoring for IEPs: Choose- Teens should not engage in romantic relationships because ... Teens should engage in romantic relationships because ...</p> <p>Share Students share writing.</p>	<p>TEAM</p>	<p>Daniel will use iPad for writing assignments.</p>	<p>Choices</p>	<p>Think-Pair-Write-Share</p> <p>Quick Write/ Progress Monitoring for IEPs</p>

