



ELA Anywhere Planning Guide

Unit 7E: Shakespeare's Romeo & Juliet

ELA Anywhere Planning Guide

Using Amplify ELA in all learning scenarios

Amplify ELA 6–8 is a fully digital program capable of supporting learning whether students access the curriculum app in class, or in distance learning scenarios. Students who need to use print resources for a particular lesson can work with the Amplify ELA Anthology and Unplugged lessons. These print resources are aligned to the digital lessons, allowing students to seamlessly move between digital and print lessons as circumstances and available resources change. Additionally, the new, printable ELA Anywhere student lessons are designed for situations where students are offline and need to work through lessons largely independently. Like the digital and existing print lessons, ELA Anywhere lessons fit into the digital sequence of ELA—a student who completes lessons 1–5 in ELA Anywhere will be ready to begin lesson 6 in either the Amplify digital platform or Unplugged lessons if there is a change in the learning scenario.*

Learning Scenarios and Resources

The following chart outlines four key learning scenarios and provides a checklist of the materials needed to complete assignments in each.

The learning scenarios are defined by student location, as well as by student and teacher access to digital and/or print materials.

- The materials list under each scenario points to the resources you and your students will need for daily lesson work.
- Key materials and resources that are accessed within a larger resource (for example, the curriculum app) are listed in bullets under that larger resource.
- Note that students using Amplify Unplugged lessons and/or ELA Anywhere lessons will need print copies of Solos (unless they have access to Mobile Solos) and any differentiated supports. These and other printable resources can be found in the teacher-facing curriculum app. You will need to print and distribute these for student use.

Learning Scenario	Scenario 1: Classroom Use Teacher: Digital Student: Digital	Scenario 2: Classroom Use Teacher: Digital & Print Student: Print	Scenario 3: Distance Learning Teacher: Digital Student: Digital	Scenario 4: Distance Learning Teacher: Digital & Print Student: Print/Mostly offline
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* For writing assignments where students revise a piece of writing or work to complete a longer piece of writing over multiple sessions, Amplify advises that students continue working within the medium in which they began the writing assignment.

Learning Scenario	Scenario 1	Scenario 2	Scenario 3	Scenario 4
Teacher Materials	<p>Curriculum App</p> <ul style="list-style-type: none"> • Unit Guide and Sub-Unit Overviews • Lesson Overviews and Materials • Instructional Guides, and On-the-Fly supports • Lesson activities • Lesson texts in eReader • Differentiated supports • Global Navigation Menu (Apps, Quests, Amplify Library, Professional Learning site) • Classwork and Reporting • Vocab App • Essay Rubrics <p>Printable Resources</p> <ul style="list-style-type: none"> • Mastering Conventions Grammar lesson PDFs 	<p>Curriculum App</p> <ul style="list-style-type: none"> • Unit Guide and Sub-Unit Overviews • Lesson Overviews and Materials • Instructional Guides and On-the-Fly supports • Global Navigation Menu (Apps, Quests, Amplify Library, Professional Learning site) • Vocab App • Classwork and Reporting <p>Printable Resources</p> <ul style="list-style-type: none"> • Unit Reading Assessments • Solo Activities workbook and Solo Answer Key • Mastering Conventions Grammar lesson PDFs • Essay Rubric PDFs • Printable Teacher Guide 	<p>Curriculum App</p> <ul style="list-style-type: none"> • Unit Guide and Sub-Unit Overviews • Lesson Overviews and Materials • Instructional Guides and On-the-Fly supports • Lesson activities • Lesson texts in eReader • Differentiated supports • Global Navigation Menu (Apps, Quests, Amplify Library, Professional Learning site) • Classwork and Reporting • Vocab App • Mastering Conventions Grammar lesson PDFs 	<p>Curriculum App</p> <ul style="list-style-type: none"> • Unit Guide and Sub-Unit Overviews • Lesson Overviews and Materials • Instructional Guides and Possible Responses • Lesson activities • Lesson texts in eReader or Amplify ELA Anthology • Global Navigation Menu (Apps, Quests, Amplify Library, Professional Learning site) <p>Printable Resources</p> <ul style="list-style-type: none"> • Unit Reading Assessments • Solo Activities workbook and Solo Answer Key • Mastering Conventions Grammar lesson PDFs

Learning Scenario	Scenario 1	Scenario 2	Scenario 3	Scenario 4
Student Materials	<p>Curriculum App</p> <ul style="list-style-type: none"> • Unit and Sub-Unit Overviews • Lesson Overviews and Materials • Lesson activities • Any teacher-assigned differentiated supports • Vocab App • Global Navigation (Apps, Quests, Amplify Library) • Digital or Mobile Solos • My Work • eReader with Reveal Word definitions 	<p>Amplify ELA Anthology</p> <p>Amplify ELA Unplugged lessons* (or ELA Anywhere)</p> <ul style="list-style-type: none"> • Lesson activities • Formative Writing Prompts <p>Printable Resources</p> <ul style="list-style-type: none"> • Solo Activities workbook • Unit Reading Assessments • Mastering Conventions <p>Other Resources:</p> <ul style="list-style-type: none"> • Mobile Solos <p>* Note that Amplify's Unplugged lessons are not designed to be used as a complete alternative to the digital Amplify curriculum; they are designed to be used when students cannot access their digital Amplify lesson.</p>	<p>Curriculum App</p> <ul style="list-style-type: none"> • Unit and Sub-Unit Overviews • Lesson Briefs and Materials • Lesson activities • Any teacher-assigned differentiated supports • Vocab App • Global Navigation (Apps, Quests, Amplify Library) • Digital or Mobile Solos • My Work • eReader with Reveal Word definitions 	<p>ELA Anywhere</p> <ul style="list-style-type: none"> • Unit and Sub-Unit Overviews • Lesson Overviews and Prep • Lesson activities • Formative Writing Prompts <p>Lesson Texts (can be accessed any of the following ways)</p> <ul style="list-style-type: none"> • eReader texts downloaded from Amplify Library onto home device for offline use • Amplify ELA Anthology <p>Printable Resources</p> <ul style="list-style-type: none"> • Solo Activities workbook • Unit Reading Assessments • Mastering Conventions <p>Other Resources:</p> <ul style="list-style-type: none"> • Mobile Solos

How to Use This Planner

This planner is designed to support you as you plan to teach this unit—whether your students remain in one learning scenario throughout the unit, or move between different scenarios. In it, you can quickly access high-level lesson information, useful call-outs, instructional reminders (with links), or a heads-up about activities or routines that may need to be adapted for a particular scenario. The planner is a companion to the digital and print teacher materials, though much of its contents represent a significantly stripped-down version of the rich teacher planning and lesson resources available in the ELA program itself.

What's in each column:

Lesson Objectives

- Lesson number and title
- Skill practice and Reading, Writing, and/or Speaking and Listening objectives
- Digital resources: Any audio, video, apps, or projections you'll present to students in the lesson
 - Most of these items are also found in the Materials section of the student Lesson Brief. Activities using these materials have been adapted in ELA Anywhere so that students can complete their work independently.

Reading

- Lesson reading assignments*
 - Text passages students work with during the lesson
 - These are generally a subsection of the text read in the previous lesson's Solo.
 - Text passages assigned in the Solo
 - Solos are formative assignments that measure how accurately students independently read grade-level texts. If students complete Solos in the curriculum app or using Mobile Solos, you can track results using [Reporting](#) (accessed through the Global Navigation Menu).
 - Solos are differentiated, and you can assign a level of differentiated support to students in the digital lesson.
- Library navigation activities that encourage students to explore the 700+ texts in the Amplify Library

* All texts in the digital lessons have audio accessibility. All Amplify texts (unit texts and titles in the Amplify Library) can be downloaded onto a digital device for offline access. Download directions are in Lesson 1 of each digital unit.

Find more information about the role of reading in the Amplify program [here](#).

Writing Prompt

- A 12–15-minute writing activity followed by a sharing routine in which students share their writing and provide feedback to their peers
 - Writing activities are formative—students focus on one moment, idea, or claim and use textual evidence or narrative observations to develop it. If students complete writing in the digital lesson, you can use Classwork to review Amplify’s automated assessment of that writing and send written feedback to students. You can also track student writing performance over time using [Reporting](#) (accessed through the Global Navigation Menu).
 - If students complete writing in the print ELA Anywhere lessons, Amplify recommends that you collect, assess, and provide feedback on this writing.
 - Writing activities are differentiated, and you can assign a level of differentiated support to students in the digital lesson or in print.
 - When possible, provide distance learners with a way to complete the sharing routine with peers, a teacher, or a caregiver.
 - To find EXTRA Challenge Writing Prompts, review the Reading and Writing Assignments in the Planning for the Unit section of your digital Unit Guide.
- Revision Assignments
 - During Flex Days, the Writing: Revision Assignment activity asks students to complete a Revision Assignment in which they revise a small piece of writing generated during a previous writing activity by applying a taught skill such as Focus (focusing on one moment or idea) or Use of Evidence (including and developing text evidence to support a claim or idea). Students switching from print or ELA Anywhere lessons to the digital lessons would need to identify a completed writing activity in their print resource.

Find more information about the role of writing in the Amplify program [here](#).

Meet-up Activities

- Specific activities recommended for synchronous distance learning situations and chosen for their focus on important discussions or collaborative group activities
 - The ELA Anywhere lessons allow students to work independently through these activities without the support of a teacher or peers.
 - Writing activities are largely independent and not listed as meet-ups. However, Amplify encourages you to regularly facilitate a synchronous sharing session so that students are able to share their writing and receive targeted peer feedback.
 - Meet-up activities are specified by their activity numbers in the curriculum app. Where teacher-only activities (identified by the letter T in the digital lesson) are suggested as meet-ups, they will be listed with the letter T followed by a number that indicates when it appears in the lesson’s activity sequence (e.g., T1, T2, T3, etc.).

Find more information about the role of speaking and listening activities in the Amplify program [here](#).

Notes

- Relevant instructional information and tips
- Call-outs to useful resources
 - SEL call-outs refer to the core competencies within the [CASEL](#) framework.



Where possible, notes will contain a link to help you find more information on the identified topic.

For additional support, please visit [the Amplify Help Center](#).



Sub-unit 1: *Romeo and Juliet*




Explore the Unit, Sub-unit, and Lesson Overviews to plan instruction; prepare to support differentiation in all scenarios; and find information about instructional emphasis, targeted student skills, and supplemental resources.





Note: Amplify partnered with WordPlay Shakespeare for this unit to enable students to view actors performing each selected scene from *Romeo and Juliet* next to the text of that excerpt. You'll find the WordPlay Shakespeare clips relevant to each lesson embedded within the lesson activities as a projection. Students working on devices can find the identical WordPlay clip in the Materials section of their student Lesson Brief.




Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
<p>Lesson 1: Overview: Two Households</p> <p>Reading: Students will read, hear, and watch The Prologue performed for the first time, selecting clues about setting, character, and plot to make an initial summary of <i>Romeo and Juliet</i> as presented in The Prologue.</p> <p>Speaking and Listening: Students will practice recitation and memorization strategies to improve fluency, work with Shakespeare's rhythms and language, and gain a deeper understanding of the Prologue.</p> <p>Audio:</p> <p> Audio: The Prologue</p> <p>Video:</p> <p> WordPlay Shakespeare: The Prologue</p>	<p><i>Romeo and Juliet</i> by William Shakespeare</p> <ul style="list-style-type: none"> The Prologue (1–14) <p>Solo</p> <ul style="list-style-type: none"> The Prologue (1–14) 		<p>Curriculum App: Activities 3–5, 7, & 8*</p> <p>*If you opt to show students clips from either film version of the play (Luhmann's or Zeffirelli's), obtain a copy and cue up the Prologue to use during Activity 3.</p> <p>Create breakout rooms for pairs in Activity 5 or conduct the activity as a whole group, having students repeat the lines after you recite them.</p>	<p>Accessibility: Remind students with devices that there is audio available for the text. Ensure that headphones are available for students to hear the audio of the text.</p> <p>Preparation: Review the Preparation section of your digital Lesson Brief for guidance on videos and memorization cards for this lesson.</p> <p>Vocabulary: The vocabulary required to work comfortably with Shakespeare is distinct. For this reason, students will work with vocabulary activities embedded within each lesson. The vocabulary words for this unit live in the Vocab App. Students can also continue to work on mastering words from previous units by accessing the Vocab App through a link at the end of each vocabulary activity, and they can also still use the embedded Reveal tool to access contextual definitions for challenging words in the text.</p> <p>Download the Unit Texts: Help students with devices download the text onto their preferred home learning device. (Activity 2)</p> <p style="text-align: right;">(continued)</p>

Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
<p>Lesson 1: Overview: Two Households (continued)</p>			<p>Briefly go over the Solo memorization activity and cards (Activities 7 and 8) before ending the meet-up session. Remind students that memorization will be a part of each Solo and encourage them to, if possible, print the Memorization Cards PDF in their digital Lesson Brief to start work on memorizing the Prologue. If students are unable to print, the same information is presented digitally in Activity 8.</p>	<p>Instruction: This first lesson plunges students directly into the text, and it's best not to precede it with general information about <i>Romeo and Juliet</i> or Shakespeare himself. The excitement of the lesson lies in what the students can discover together just by reading the play's Prologue.</p> <p>In this unit, students work with one scene for two or three lessons. The lessons are designed to build student understanding of the language and meaning of each passage over these lessons; it is not expected that students fully understand the passage after one lesson.</p> <p>As students using ELA Anywhere are unable to view the WordPlay videos included in the digital lessons, consider other ways you might support these students by either facilitating a home viewing of a film version (Baz Luhrmann's or Franco Zeffirelli's) or finding another way for students to access clips of live performances of the play.</p> <p>Solos: ELA Anywhere and Unplugged lessons contain the Solos identified at the end of each digital lesson. Corresponding print Solos can be found in the Solo Activities PDF linked in the Materials section of your digital Unit Guide, along with a Solo Answer Key.</p>


Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
<p>Lesson 2: Fill-in-the-Bard</p> <p>Reading: Students will use the Fill-in-the-Bard exercise, choosing synonyms for selected words in Shakespeare’s lines. Then, they will compare choices to the original to examine the impact of word choice on meaning.</p> <p>Writing: Students will choose a pair of lines from The Prologue and explain what the lines mean and what they suggest will happen in the play.</p> <p>Audio:</p> <p> Audio: The Prologue</p> <p>Video:</p> <p> WordPlay Shakespeare: The Prologue</p>	<p><i>Romeo and Juliet</i> by William Shakespeare</p> <ul style="list-style-type: none"> The Prologue (1–14) <p>Solo</p> <ul style="list-style-type: none"> The Prologue (1–14) 	<p>Choose one of the highlighted pairs of lines. Translate those lines precisely into your own words, then use details and words from the passage to explain what the lines mean and what they suggest will happen in the play.</p>	<p>Curriculum App: Activities 2 & 3*</p> <p>*The lessons in this unit begin with an opportunity for students to perform the lines they have memorized (Speak Like Shakespeare, Activity 2). Decide whether you will include these activities in the meet-up session. You may consider several methods of engaging students in these mini-performances: costumes, props, theatrical virtual backgrounds, etc. (<i>SEL: Relationship skills</i>)</p> <p>Create breakout rooms for student pairs in Activity 3 or have students complete the task independently, then discuss answers as a whole class.</p> <p>Confirm that students feel comfortable with at least some part of the first eight lines of the Prologue before they log off to complete Activity 4. If some students are struggling, consider staying in the meet-up session to provide support. Remind students that they can also access the passage in the Amplify Library if they need to use the Reveal definitions embedded in the text.</p>	<p>Preparation: Decide whether you will provide time at the beginning of each lesson for students to continue memorizing lines from the Prologue (Activity 2), or whether you will occasionally skip this activity.</p> <p>Differentiation: Review the descriptions of the levels of differentiated scaffolds for the Writing Prompt in this lesson.</p> <p>Printable versions of Moderate and ELL(Dev) Writing Prompts for all writing activities in the unit are available in the Materials section of your Unit Guide. These can be distributed to students using print or ELA Anywhere.</p> <p>Instruction: Remind remote students that they can find lesson videos and projected images in the Materials section of their student Lesson Brief.</p> <p>It’s important to find ways for students working remotely and offline to share their writing. Response Starters for students and caregivers in remote learning scenarios can be found in the ELA Anywhere lessons. Consider establishing partners or small-group sharing cohorts for remote students. (<i>SEL: Relationship skills</i>)</p> <p>Spend time reviewing the Rules for Writing and Sharing to establish clear expectations.</p>



Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
<p>Lesson 3: “My lips, two blushing pilgrims, ready stand”</p> <p>Reading: In the first read of Romeo and Juliet’s encounter scene, students will match a set of actions to specific lines. Then, they will compare their staged actions to those in a filmed performance to explain the meaning suggested by a particular action.</p> <p>Audio:</p> <p> Audio: The First Encounter</p> <p>Video:</p> <p> WordPlay Shakespeare: The Prologue</p> <p> WordPlay Shakespeare: The First Encounter Scene</p>	<p><i>Romeo and Juliet</i> by William Shakespeare</p> <ul style="list-style-type: none"> Act 1, Scene 5 (90–103) <p>Solo</p> <ul style="list-style-type: none"> Act 1, Scene 5 (90–103) 		<p>Curriculum App: Activities 2–6*</p> <p>*See note in previous lesson about the Speak like Shakespeare activities (Activity 2).</p> <p>If you opt to have students complete Activity 5 in pairs, provide breakout rooms or consider working through the activity as a whole class.</p> <p>Vocabulary activities can be completed independently; however, decide whether you want to begin meet-ups by reviewing the correct responses.</p>	<p>Materials: Remind remote students that they can access the lesson video in the Materials section of their student Lesson Brief if needed.</p> <p>Instruction: Students using ELA Anywhere do not view the filmed WordPlay performance.</p> <p>At this time, it’s best not to point out to students that Romeo and Juliet’s lines together form a sonnet. Let it be a surprise when they revisit the lines in Lesson 5.</p> <p>If students are struggling with this text, you may choose to have them complete Activity 5 in pairs and/or model completion of the first two lines for the class.</p>

Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
<p>Lesson 4: Palmers, Pilgrims, Holy Shrines</p> <p>Reading: In the second reading of <i>Romeo and Juliet</i>'s first encounter, students will trace an extended metaphor. Then, they will use the Fill-in-the-Bard exercise, choosing synonyms for selected words at the end of the excerpt. Then, they will compare their choices to the original text to examine the impact of word choice on meaning and identify how and why the metaphor ends with a kiss.</p> <p>Audio:</p> <p> Audio: The First Encounter</p> <p>Video:</p> <p> WordPlay Shakespeare: The Prologue</p> <p> WordPlay Shakespeare: The First Encounter Scene</p>	<p><i>Romeo and Juliet</i> by William Shakespeare</p> <ul style="list-style-type: none"> Act 1, Scene 5 (90–103) <p>Solo</p> <ul style="list-style-type: none"> Act 1, Scene 5 (90–103) 		<p>Curriculum App: Activities 3–5*</p> <p>*Have students complete the Vocabulary personality quiz (Activity 1) independently, but provide a few minutes at the start of the meet-up session for them to share with the class.</p> <p>Create breakout rooms for student pairs in Activities 4 and 5. Alternatively, you may wish to complete Activity 4 as a whole-class discussion.</p>	<p>Instruction: During Activity 5, use the On-the-Fly supports (click the  icon) to support student work.</p>



Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
<p>Lesson 5: What Has 14 Lines and Rhymes?</p> <p>Reading: In the third reading of Romeo and Juliet’s first encounter, students will identify the distinctive rhyme scheme of this sonnet. Then, they will analyze what the distribution of rhymes between Romeo and Juliet indicates about their relationship.</p> <p>Writing: Students will write about the variety of ways Shakespeare uses metaphor, rhyme, and other language choices in this sonnet to show Romeo and Juliet’s compatibility.</p> <p>Audio:</p> <p> Audio: The First Encounter</p> <p>Video:</p> <p> WordPlay Shakespeare: The Prologue</p> <p> WordPlay Shakespeare: The First Encounter Scene</p>	<p><i>Romeo and Juliet</i> by William Shakespeare</p> <ul style="list-style-type: none"> Act 1, Scene 5 (90–103) <p>Solo</p> <ul style="list-style-type: none"> Act 1, Scene 5 (90–103) 	<p>How does Romeo and Juliet’s language show that they make a good couple?</p> <p>Develop your reasons with evidence from the text.</p>	<p>Curriculum App: Activities 3–5*</p> <p>*Create a Google doc or Zoom whiteboard with the text of the First Encounter Scene. As you discuss rhyme scheme in Activity 3, add highlights and annotations. Keep the sonnet projected during the class discussion in Activity 4.</p> <p>The Writing Prompt in Activity 5 is the first time students only consider the form of Romeo and Juliet’s language, independent of its content. Complete the Warm-Up and encourage students to consider how the words sound and why those sounds might matter. Students may then complete the task asynchronously.</p>	<p>Preparation: Decide whether you will provide time at the beginning of each lesson for students to continue memorizing lines from the Prologue (Activity 2) or whether you will occasionally skip this activity.</p> <p>Instruction: As you present the form of the sonnet to students, it may be useful to note that while it is traditional for a sonnet to focus on love, most sonnets are written as one speaker describing their love; Shakespeare has two speakers.</p> <p>Feedback: If remote students are missing sharing sessions, provide regular written comments that target a place they are developing an idea using evidence from the text. Describe the effect of their choices in their writing.</p> <p>Assessment: If students using ELA Anywhere are able to upload images of their writing or turn in their completed packet, review student writing to assess growth toward productivity expectations of 140 words.</p>



Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
<p>Lesson 6: Flex Day 1</p> <p>The teacher selects from the range of activities to guide students to work on needed skills: grammar, revising an existing piece of writing, create a new piece of writing, practice close reading and discussion, or work visually with complex text.</p>	<p>Teacher choice: Activities to support a range of skills, determined by student need.</p>	<p>Teacher choice: Grammar, Revision Assignments, and Writing Prompts determined by student need.</p>		<p>Preparation: Flex Days occur every 4–6 lessons. You'll find a Flex Day Activities Guide in the Materials section of your digital Lesson Brief.</p> <p>Materials: Distribute PDF worksheets from Mastering Conventions lessons if you plan to use this resource for grammar instruction.</p> <p>Instruction: Note that Flex Day activities are consistent across all units in a grade. If your students have not yet worked with a Flex Day, you may choose to walk the class through each of the activities once so that they can be assigned to distinct activities in groups on subsequent Flex Days.</p> <p>For many students, writing that incorporates Shakespeare is challenging. If you are considering instructing students to revise their writing, create Spotlights from student submitted writing that can function as good models.</p> <p>Students using ELA Anywhere will skip Flex Days.</p>




Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
<p>Lesson 7: The Sun, the Moon, the Stars</p> <p>Reading: In the first reading of the Balcony Scene, students will identify and analyze the extended metaphor Romeo uses to describe Juliet. Then, they will use this understanding and knowledge of their relationship to create their own metaphor for Juliet to suggest similar qualities.</p> <p>Audio:</p> <p> Audio: The Balcony Scene</p>	<p><i>Romeo and Juliet</i> by William Shakespeare</p> <ul style="list-style-type: none"> Act 2, Scene 2 (2–34) <p>Solo</p> <ul style="list-style-type: none"> Act 2, Scene 2 (2–34) 		<p>Curriculum App: Activities 3–9*</p> <p>*If you choose to complete the optional Activity 6, project the list of tags and have students discuss to whom each tag refers.</p> <p>Provide breakout rooms for student pairs in Activity 7, or complete the discussion as a whole class.</p> <p>Activities 8 and 9 provide a fun opportunity for students to draft and share their own metaphor experiments. If you assign either of these activities as independent work, begin your next meet-up with an opportunity for students to share and discuss their own metaphors—maybe even voting on who is the budding Romeo in your class!</p>	<p>Preparation: If you plan to complete the optional Activity 6, prepare the tags for this activity using the Tagging the Metaphor PDF located in the Materials section of your digital Lesson Brief.</p> <p>Differentiation: Review the Differentiation section of your digital Lesson Brief for guidance on supporting English language learners.</p> <p>Instruction: If possible in your learning scenario, consider having students work in pairs to craft their own metaphors (Activity 8).</p>





Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
<p>Lesson 8: “What’s in a name?”</p> <p>Reading: In the second reading of the Balcony Scene, students will create and collaboratively refine paraphrases for key pieces of Juliet’s argument about names to understand her precise meaning.</p> <p>Writing: Students will use details from the text to develop an argument about whether Romeo changing his name would or would not solve the obstacle(s) in the couple’s relationship.</p> <p>Audio:</p> <p> Audio: The Balcony Scene, Part 2</p> <p>Video:</p> <p> WordPlay Shakespeare: The Balcony Scene</p>	<p><i>Romeo and Juliet</i> by William Shakespeare</p> <ul style="list-style-type: none"> Act 2, Scene 2 (35–61) <p>Solo</p> <ul style="list-style-type: none"> Act 2, Scene 2 (35–61) 	<p>If Romeo gave up his name, would all of his and Juliet’s problems be solved?</p>	<p>Curriculum App: Activities 3–5*</p> <p>*If you wish to have more time during your meet-up session for the choral reading activity (Activity 4), consider having students complete Activity 3 before the meet-up time and plan to review their responses at the start of the session.</p> <p>Create breakout rooms for student groups in Activity 4.</p> <p>Consider completing the poll (Activity 8) and having a quick discussion based on the results before you release students to complete the Writing Prompt (Activity 6) independently.</p>	<p>Materials: Direct students to the Choral Reading PDF in the Materials section of their digital Lesson Brief to access the lines they should practice and recite during the choral reading activity (Activity 4).</p> <p>Instruction: Students using ELA Anywhere skip the choral reading activity (Activity 4).</p> <p>Feedback: If remote students are missing sharing sessions, provide regular written comments that target a place where they are developing an idea using evidence from the text. Describe the impact of their choices in their writing. (For example, “Yes, you’re right that ‘refuse thy father’ means Juliet is asking Romeo to give up his family with his name, and that will create a new problem.”)</p> <p>Connections to Other Lessons: Students will perform the Fight Scene in Lesson 10. Determine whether you will ask students to bring in props, or set some aside before the day of that activity. You will also need to print out copies of scripts from the Materials section of your digital Lesson Brief for students to mark up.</p>

Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
<p>Lesson 9: Flex Day 2</p> <p>The teacher selects from the range of activities to guide students to work on needed skills: grammar, revising an existing piece of writing, create a new piece of writing, practice close reading and discussion, or work visually with complex text.</p>	<p>Teacher choice: Activities to support a range of skills, determined by student need.</p>	<p>Teacher choice: Grammar, Revision Assignments, and Writing Prompts determined by student need.</p>		<p>Preparation: Flex Days occur every 4–6 lessons. You'll find a Flex Day Activities Guide in the Materials section of your digital Lesson Brief.</p> <p>You should access and review your Embedded Assessment Measurement (EAM) which reflects students' overall performance as they work through lesson content.</p> <p>Materials: Distribute PDF worksheets from Mastering Conventions lessons if you plan to use this resource for grammar instruction.</p> <p>Instruction: Note that Flex Day activities are consistent across all units in a grade. If your students have not yet worked with a Flex Day, you may choose to walk the class through each of the activities once so that they can be assigned to distinct activities in groups on subsequent Flex Days.</p> <p>Students using ELA Anywhere will skip Flex Days.</p>

Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
<p>Lesson 10: “Thou art a villain”</p> <p>Speaking and Listening: In reading the first part of the Fight Scene, students will rehearse and perform the pivotal Fight Scene, identifying and adding emphasis, gesture, and action to convey the characters’ emotions, meaning, and actions indicated in the language of the text.</p> <p>Reading: Students will analyze each character’s motivation during this scene.</p> <p>Audio:</p> <p> Audio: The Fight Scene</p> <p>Video:</p> <p> WordPlay Shakespeare: The Fight Scene - Tybalt’s Insult</p>	<p><i>Romeo and Juliet</i> by William Shakespeare</p> <ul style="list-style-type: none"> Act 3, Scene 1 (30–56) <p>Solo</p> <ul style="list-style-type: none"> Act 3, Scene 1 (30–56) 		<p>Curriculum App: Activities 3–6*</p> <p>*Have students complete the Vocabulary personality quiz (Activity 1) independently. Provide a few minutes at the start of the meet-up session for them to share with the class.</p> <p>Create a Google doc or Zoom whiteboard with the contents of the Staging a Scene PDF and make a copy available for each student. During Activity 4, students can annotate and highlight their lines to prepare for their performance.</p> <p>Provide breakout rooms for student groups in Activity 4 and circulate throughout the rooms to provide support.</p> <p>Help students think creatively about performing in a virtual space, adding props, costumes, virtual backgrounds, etc.</p>	<p>Preparation: Decide whether you will provide time at the beginning of each lesson for students to continue memorizing lines from the Prologue (Activity 2) or whether you will occasionally skip this activity.</p> <p>Materials: Students can access the WordPlay videos in the Materials section of their digital Lesson Brief.</p> <p>Instruction: In this lesson, students perform the Fight Scene in groups of three. Students using ELA Anywhere are encouraged to perform the scene with friends, family members, or caregivers. If you prefer, you may arrange for them to act out the scene on a call with some of their classmates.</p> <p>As students analyze the Fight Scene, you may wish to have a class conversation about how the characters in the play might have resolved their conflict in a more constructive manner. (<i>SEL: Self-management</i>)</p> <p>Students do not find out that Mercutio dies from his wounds until the next lesson; allow them to be surprised by the turn of events.</p> <p>Connections to Other Lessons: Activity 6 checks students’ understanding of the characters’ actions and motivations in the Fight Scene. Based on students’ responses, you can choose whether or not to begin Lesson 11 with a quick review of Tybalt’s and Mercutio’s reasons for fighting, and Romeo’s reasons for trying to prevent it.</p>

Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
<p>Lesson 11: “A plague a’ both your houses!”</p> <p>Reading: In reading the second part of the Fight Scene, students will analyze Mercutio’s famous dying words, first identifying and interpreting the figurative language he uses to describe his injuries. Then, students will determine whom he blames for his injuries.</p> <p>Writing: Students will apply their understanding of the first two parts of the Fight Scene to explain why Mercutio curses and blames both the Capulets and Montagues.</p> <p>Audio:</p> <p> Audio: The Fight Scene, Part 2</p> <p>Video:</p> <p> WordPlay Shakespeare: The Fight Scene - Mercutio’s Death</p>	<p><i>Romeo and Juliet</i> by William Shakespeare</p> <ul style="list-style-type: none"> Act 3, Scene 1 (30–68) <p>Solo</p> <ul style="list-style-type: none"> Act 3, Scene 1 (30–68) 	<p>Although Tybalt, a Capulet, is the one who stabs Mercutio, Mercutio curses both the Montagues and the Capulets. Explain why he blames both the Montagues and the Capulets for his death.</p>	<p>Curriculum App: Activities 3 & 4*</p> <p>*If you haven’t had students present their memorization of the Prologue throughout the previous lessons, consider starting this meet-up session with some presentations (Activity 2).</p>	<p>Preparation: The focus of the memorization Solos will switch to another scene after today, so if you haven’t set aside time for presentations before now, it would be beneficial to give students the opportunity to share their progress in memorizing the Prologue during this lesson (Activity 2).</p> <p>Instruction: Students using ELA Anywhere do not view the WordPlay Shakespeare video.</p> <p>If students are struggling to understand this scene, consider having them work in pairs for Activities 3 and 4.</p> <p>The Writing Prompt asks students to consider why Mercutio blames both families for his injuries. As students share their responses, extend the discussion to consider how Mercutio’s views might apply to situations of conflict students have experience with. (<i>SEL: Relationship skills</i>)</p> <p>Connections to Other Lessons: During today’s Solo and the Solos of the remaining lessons in this sub-unit, students shift to memorizing Romeo’s and Juliet’s lines from the First Encounter Scene. Be sure all students now have the printed set of cards for this scene (included in the PDF you printed in Lesson 1 or available in your Materials) or be sure they know how to access them digitally in the last activity of each lesson.</p>

Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
<p>Lesson 12: Romeo's Transformation</p> <p>Reading: In reading the final section of the Fight Scene, students will paraphrase and translate key parts from Romeo's reaction to Mercutio's death. Then, they will use this understanding of the language to interpret and compare Romeo's tone before and after the fight.</p> <p>Writing: Students will explain how Romeo has changed during the Fight Scene.</p> <p>Audio:</p> <p> Audio: The Fight Scene, Part 3</p> <p>Video:</p> <p> WordPlay Shakespeare: The Fight Scene - Tybalt's Death</p>	<p><i>Romeo and Juliet</i> by William Shakespeare</p> <ul style="list-style-type: none"> Act 3, Scene 1 (30–97) <p>Solo</p> <ul style="list-style-type: none"> Act 3, Scene 1 (30–97) 	<p>Describe how Romeo's perspective on Tybalt changed during the Fight Scene. Explain why he at first refused to fight Tybalt, but later was eager to kill him.</p>	<p>Curriculum App: Activities 2–5*</p> <p>If you opt to have students work in pairs for Activity 4, provide breakout rooms; otherwise, you may choose to have students work through the activity individually or as a whole class.</p> <p>*Create breakout rooms for student groups in Activities 4 and 5. Use the On-the-Fly supports (click the  icon) to provide feedback as you circulate throughout the rooms, then lead a whole-class discussion about what students note when they compare the passages side by side (Activity 5) before releasing students to complete the Writing Prompt independently.</p>	<p>Preparation: Decide whether you will provide time at the beginning of each lesson for students to present what they've memorized of the First Encounter Scene (the first part of Activity 2) or whether you will occasionally skip this activity.</p> <p>Materials: Remind students that they may access the WordPlay videos in the Materials section of their digital Lesson Brief.</p> <p>Differentiation: If students need support in Activity 4, consider reducing the number of lines each student or group of students should translate.</p>
<p>Lesson 13: Flex Day 3</p> <p>The teacher selects from the range of activities to guide students to work on needed skills: grammar, revising an existing piece of writing, create a new piece of writing, practice close reading and discussion, or work visually with complex text.</p>	<p>Teacher choice: Activities to support a range of skills, determined by student need.</p>	<p>Teacher choice: Grammar, Revision Assignments, and Writing Prompts determined by student need.</p>		<p>Materials: Distribute PDF worksheets from Mastering Conventions lessons if you plan to use this resource for grammar instruction.</p> <p>Instruction: Note that Flex Day activities are consistent across all units in a grade. If your students have not yet worked with a Flex Day, you may choose to walk the class through each of the activities once so that they can be assigned to distinct activities in groups on subsequent Flex Days.</p> <p>Students using ELA Anywhere will skip Flex Days.</p>


Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
<p>Lesson 14: Famous Last Words</p> <p>Reading: Students will pantomime the actions identified or implied in the final Death Scene. Then, they will interpret the figurative and literal language to interpret how Romeo and Juliet decide upon and explain these final actions.</p> <p>Audio:</p> <p> Audio: The Death Scene, Part 1 & Part 2</p> <p>Video:</p> <p> WordPlay Shakespeare: The Death Scene, Part 1 & Part 2</p>	<p><i>Romeo and Juliet</i> by William Shakespeare</p> <ul style="list-style-type: none"> Act 5, Scene 3 (102–122, 169–174) Act 1, Scene 5 (90–103) <p>Solo</p> <ul style="list-style-type: none"> Act 5, Scene 3 (102–122, 169–175, 177–179) 		<p>Curriculum App: Activities 2–6*</p> <p>*In Activity 3, students will not be able to pantomime the scene in a virtual setting. Skip the first part of the activity and start by having students watch the WordPlay performance of the scene (either on their own or together in the meet-up session).</p> <p>In Activity 4, project the list of tags and have students discuss to whom each tag refers.</p>	<p>Preparation: Be prepared for a range of student responses to Romeo’s and then Juliet’s suicide. Consider how to best address this sensitive topic with your students. Do make sure students understand that Shakespeare presents these deaths as tragic—the result of a plan that goes wrong.</p> <p>Review the illustrations (Activity 2) to prepare to walk students through the key events that lead to this scene.</p> <p>Materials: Remind students that they may access the WordPlay videos in the Materials section of their digital Lesson Brief.</p> <p>Instruction: Students using ELA Anywhere do not participate in the class pantomime activity, though they are encouraged to read the Death Scene aloud with a friend, family member, or caregiver.</p>
<p>Lesson 15: A Lasting Peace?</p> <p>Reading: Students will analyze the Prince’s famous 5-line judgment and reflect back on what they have read to determine if they think the peace between the Capulets and Montagues will last.</p> <p>Audio:</p> <p> Audio: The Prince’s Decree</p> <p>Video:</p> <p> WordPlay Shakespeare: The Prince’s Decree</p>	<p><i>Romeo and Juliet</i> by William Shakespeare</p> <ul style="list-style-type: none"> Act 5, Scene 3 (300–320) <p>Solo</p> <ul style="list-style-type: none"> Act 5, Scene 3 (300–320) 		<p>Curriculum App: Activities T2–4*</p> <p>*If students have not presented their memorization of the Prologue, consider including Activity 5 in this meet-up session.</p>	<p>Instruction: If students are struggling with paraphrasing the Prince’s lines, reduce the number of lines required or instruct them to complete the task with a partner.</p> <p>Connections to Other Lessons: The discussion about the factors that led to Romeo and Juliet’s deaths (Activity 4) will contribute substantially to students’ essays (Sub-unit 2). Consider having students sort their ideas into categories: choices and bad luck.</p> <p>Consider setting aside time during the Flex Day to showcase and celebrate students’ success with memorizing sections of <i>Romeo and Juliet</i>.</p>

Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
<p>Lesson 16: Flex Day 4</p> <p>The teacher selects from the range of activities to guide students to work on needed skills: grammar, revising an existing piece of writing, create a new piece of writing, practice close reading and discussion, or work visually with complex text.</p>	<p>Teacher choice: Activities to support a range of skills, determined by student need.</p>	<p>Teacher choice: Grammar, Revision Assignments, and Writing Prompts determined by student need.</p>		<p>Preparation: Review your class's comprehension reports and Embedded Assessment Measures to identify struggling students who may benefit from working with the Flex Day fluency routines. Students using print can work with the 5 Day Fluency Routine PDF found in the Materials section of your digital Lesson Brief.</p> <p>Review your students' recent writing, including their AWE scores, to identify common grammar errors and plan grammar instruction. You may also use the Grammar Pacing Guide to identify grammar activities to assign.</p> <p>Instruction: Distribute PDF worksheets from Mastering Conventions lessons if you plan to use this resource for grammar instruction.</p>

Sub-unit 2: Write an Essay

Explore the Unit, Sub-unit, and Lesson Overviews to plan instruction; prepare to support differentiation in all scenarios; and find information about instructional emphasis, targeted student skills, and supplemental resources.

Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
<p>Lesson 1: Making a Claim</p> <p>Reading: Students will select evidence that supports the ideas that the power of love, the forces of hate, or both, are responsible for Romeo's death.</p> <p>Writing: Students will describe one convincing piece of evidence to support each claim, then choose the one they find most convincing and draft a claim statement to reflect it.</p>	<p><i>Romeo and Juliet</i> by William Shakespeare</p> <ul style="list-style-type: none"> The Prologue (1–14) Act 1, Scene 5 (90–103) Act 2, Scene 2 (2–61) Act 3, Scene 1 (30–97) Act 5, Scene 3 (102–122, 169–175, 177–179, 300–320) 	<p>Did the power of love contribute more to Romeo's death or were the forces of hatred more of an influence on Romeo's death, or both?</p>	<p>Curriculum App: Activities 3–5*</p> <p>*Activity 1 is not included in any of the meet-up sessions in this sub-unit. Direct students to access the vocabulary videos in the Materials section of their digital Lesson Brief.</p> <p>Create breakout rooms for student pairs in Activities 4 and 5, or have students complete these activities independently and allow more students to share, lengthening the time for whole-group discussion.</p> <p>Before ending the meet-up session, review expectations for Activity 6. You may choose to remain in the meet-up session to offer support to any students that need it.</p>	<p>Differentiation: Distribute the Essay Sentence starters and Essay Graphic Organizer PDFs to students who may benefit, particularly students working with print or ELA Anywhere.</p> <p>Preparation: In each of this sub-unit's lessons, Activity 1 includes a vocabulary video. Either prepare to project the video for students or remind students they can find any lesson videos in the Materials section of their student Lesson Brief.</p> <p>Preview the Possible Evidence Projections in Activity 4 to help support students as they gather evidence.</p> <p>Instruction: We recommend that students continue using the same format—digital, print Unplugged, or ELA Anywhere—throughout the essay process. You may ask students using ELA Anywhere to type their polished essays online once they've completed all steps.</p> <p>Solos: Many Solos in the essay lessons ask students to revisit or continue work on their essays. Students writing essays in the digital lessons will need access to the digital curriculum to complete these Solos, and will not be able to complete them on a mobile device (phone).</p>

Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
<p>Lesson 2: Writing Body Paragraphs</p> <p>Writing: Students will draft the body paragraphs of their essays, focusing on describing and explaining each piece of textual evidence.</p>	<p><i>Romeo and Juliet</i> by William Shakespeare</p> <ul style="list-style-type: none"> • The Prologue (1–14) • Act 1, Scene 5 (90–103) • Act 2, Scene 2 (2–61) • Act 3, Scene 1 (30–97) • Act 5, Scene 3 (102–122, 169–175, 177–179, 300–320) 	<p>The essay lessons use daily revision to organize and improve writing, enabling students to build up to the final, finished essay.</p>	<p>Curriculum App: Activity 3*</p> <p>*Offer breakout room conferences during Activity 3 to provide additional support or scaffolding to students who need it.</p>	<p>Preparation: Review student writing to plan for needed supports, comment on places where students use a skill effectively, and create Spotlights as models for the skills you want students to practice.</p> <p>Instruction: Consult the On-the-Fly supports (look for the ) for guidance on how to support students as they write during Activity 3.</p> <p>Solos: Many Solos in the essay lessons ask students to revisit or continue work on their essays. Students writing essays in the digital lessons will need access to the digital curriculum to complete these Solos, and will not be able to complete them on a mobile device (phone).</p>
<p>Lesson 3: Essay Flex Day</p> <p>The teacher selects from the range of activities to guide students to work on needed skills: grammar, revising an existing piece of writing, create a new piece of writing, practice close reading and discussion, or work visually with complex texts.</p>	<p><i>Romeo and Juliet</i> by William Shakespeare</p> <ul style="list-style-type: none"> • The Prologue (1–14) • Act 1, Scene 5 (90–103) • Act 2, Scene 2 (2–61) • Act 3, Scene 1 (30–97) • Act 5, Scene 3 (102–122, 169–175, 177–179, 300–320) 	<p>The essay lessons use daily revision to organize and improve writing, enabling students to build up to the final, finished essay.</p>		<p>Instruction: You might decide to provide students with a walk-through of this lesson's activity sequence. You can then run the lesson like a writer's workshop, facilitating work for individual students as they move through the activities.</p> <p>If remote students with devices are working to complete different tasks, consider creating breakout rooms for each focus so that you can check in on student progress and they can meet with you individually for help.</p> <p>Feedback: Consider creating Spotlights of student writing that demonstrates strong use of evidence (the student quotes details, describes key aspects of those details, and explains their significance) to use as exemplars during the revision activity in Lesson 4.</p> <p>For students who are struggling to develop evidence, consider marking a place in their writing for them to complete the revision in Lesson 4.</p>

Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
<p>Lesson 4: Revising and Writing an Introduction</p> <p>Revision: Students will revise their body paragraphs by adding evidence or developing their evidence further.</p> <p>Writing: Students will write introductions that contain strong leads to draw in the reader and frame their argument.</p>	<p><i>Romeo and Juliet</i> by William Shakespeare</p> <ul style="list-style-type: none"> • The Prologue (1–14) • Act 1, Scene 5 (90–103) • Act 2, Scene 2 (2–61) • Act 3, Scene 1 (30–97) • Act 5, Scene 3 (102–122, 169–175, 177–179, 300–320) 	<p>The essay lessons use daily revision to organize and improve writing, enabling students to build up to the final, finished essay.</p>	<p>Curriculum App: Activities 3–6*</p> <p>*After reviewing the expectations for writing an introduction in Activities 5 and 6, you may choose to have students work asynchronously. However, you may wish to remain online to offer assistance to any students who need it.</p>	<p>Preparation: Review the Preparation section of your digital Lesson Brief for details on marking student writing for more targeted revision and providing Spotlights.</p> <p>Students will need access to the body paragraphs they completed in Lesson 2 for the revisions they will complete in this lesson.</p>
<p>Lesson 5: Concluding and Polishing the Essay</p> <p>Writing: Students will draft a conclusion for their essay.</p> <p>Revision: Students will edit their essays for sentence flow, essay completeness, grammar, spelling, punctuation, and citations.</p>	<p><i>Romeo and Juliet</i> by William Shakespeare</p> <ul style="list-style-type: none"> • The Prologue (1–14) • Act 1, Scene 5 (90–103) • Act 2, Scene 2 (2–61) • Act 3, Scene 1 (30–97) • Act 5, Scene 3 (102–122, 169–175, 177–179, 300–320) 	<p>The essay lessons use daily revision to organize and improve writing, enabling students to build up to the final, finished essay.</p>	<p>Curriculum App: Activities 4–6*</p> <p>*Parts of Activities 4, 5, and 6 can be completed asynchronously. However, you may wish to remain online to offer assistance to any students who may need it.</p> <p>If you have time, you may include the Share (Activity 7) in this meet-up session. If not, you may wish to set up another synchronous session during which students can share their essays or engage in a virtual gallery walk with excerpts from each other’s essays. If you opt for the gallery walk, have students prepare excerpts to share prior to the meet-up session.</p>	<p>Preparation: Review Activity 5 and decide whether you will have students revise for wordiness in this essay.</p> <p>Preview Activity 6 to determine whether there are other copyediting priorities you’d like to include, then communicate them to your students.</p> <p>Feedback: Find a way to celebrate your students’ accomplishments by creating a virtual gallery walk of great excerpts from their essays that showcase both skills and a range of ideas. Hopefully you will be able to collect examples from and include students who wrote their lessons within ELA Anywhere.</p> <p>Locate the Essay Rubric in Materials to assess student essays.</p>

Sub-unit 3: *Summer of the Mariposas* by Guadalupe Garcia McCall

Explore the Unit, Sub-unit, and Lesson Overviews to plan instruction; prepare to support differentiation in all scenarios; and find information about instructional emphasis, targeted student skills, and supplemental resources.

Note: These lessons are structured in a manner distinct from other Amplify sub-units. The goal is for students to read large portions of this text independently, and then come together at regular intervals to discuss their observations and trace some key themes. The Sub-unit Overview contains key information to help you plan your teaching for this sub-unit.

Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
<p>Lesson 1: Introducing <i>Summer of the Mariposas</i></p> <p>Reading: Students will list key events of The Prologue and collaborate to write a concise summary. Students will consider some of the key images and connections established in The Prologue to focus their later reading.</p> <p>Speaking and Listening: Students work in groups to ask and answer their questions about The Prologue and learn to see their peers as reading resources.</p>	<p><i>Summer of the Mariposas</i> by Guadalupe Garcia McCall</p> <ul style="list-style-type: none"> Prologue (1–13) 		<p>Curriculum App: Activities 2–5*</p> <p>*Create breakout rooms for student groups during Activities 2 and 3. Plan to circulate through the rooms to provide support. Have two or three groups share their summaries when you return to whole-class work in Activity 4.</p> <p>Consider conducting the small-group discussion in Activity 2 as a whole-class discussion to avoid a lot of movement between the main meet-up space and breakout rooms.</p>	<p>Preparation: Preview the lessons in this sub-unit as you plan your approach. You will direct students using the digital lessons to return to Lessons 1–4 to revise and add to activities where they track the characters, events, and key themes of this novel. Students using ELA Anywhere are instructed to return to Lessons 1–4 as they read the novel as well, but will need your support to plan for this work.</p> <p>The lessons in this sub-unit have students repeatedly work together to interpret the text. In lieu of the group work in the digital lesson, students using ELA Anywhere are instructed to either discuss the text with a classmate over the phone, or with a peer or caregiver. You may wish to create pairs of students using ELA Anywhere who will communicate with each other throughout this sub-unit. Plan how you will facilitate this collaborative work before you begin.</p> <p>Plan how you will divide and assign the chapters and how you will instruct small groups to write summaries. Review a more detailed explanation of how to do this in the Instructional Guide in Activity 6 (and in Lesson 5).</p> <p style="text-align: right;">(continued)</p>

Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
<p>Lesson 1: Introducing <i>Summer of the Mariposas</i> (continued)</p>			<p>At the close of Activity 5, make sure students are prepared to complete their independent reading assignment (found in Lesson 5). Students do not complete Activity 6 now, but return to this activity at the start of subsequent lessons to draft a summary of the chapters they completed.</p>	<p>Download the Unit Texts: Help students with devices download the text onto their preferred home learning device (Activity 2).</p> <p>Instruction: This lesson provides students with the opportunity to practice a summary writing routine in Activity 3. As students continue to read the book, they will return to this lesson to complete further summaries (Activity 6).</p> <p>Provide students using ELA Anywhere with guidance on where to take notes/ make annotations on the text as they read (Activity 5).</p> <p>As students work in small groups to determine what details should be included in a group summary, encourage awareness of important skills, including listening actively, cooperating, and working collaboratively. (<i>SEL: Relationship skills</i>)</p> <p>Feedback: As you return to this lesson as students continue through the novel, use the Spotlight App to share and discuss student summaries.</p> <p>Solos: All Solos for this sub-unit are contained within Lesson 5, broken down by groupings of chapters. Depending on how you instruct students to complete the lessons in this sub-unit, you may instruct them to complete these Solos independently as they complete chapters of the book.</p> <p>ELA Anywhere and Unplugged lessons do not contain Solos. Students working with ELA Anywhere or Unplugged lessons should use the print Solos that can be found in the Solo Activities PDF linked in the Materials section of your digital Unit Guide.</p>

Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
<p>Lesson 2: The Hero's Journey</p> <p>Reading: Students learn the key stages in the narrative pattern of the hero's journey. Students will identify how <i>Summer of the Mariposas</i> fits this narrative pattern.</p> <p>Writing: Students will describe the hero's special characteristic or source of strength and explain how it helped the hero succeed on the journey.</p>	<p>Summer of the Mariposas by Guadalupe Garcia McCall</p> <ul style="list-style-type: none"> Prologue (1–13) 	<p>In many heroes' journeys, the hero has one special characteristic or strength that helps the hero overcome the biggest challenges.</p> <p>What is this hero's special characteristic or source of strength? Explain how this characteristic helped the hero succeed on the journey.</p>	<p>Curriculum App: Activities T1–4*</p> <p>*Teacher Activity 1 reminds you to have students complete summaries of the chapters they read during their independent reading Solo. Preview this activity to determine whether you might assign this routine as individual work before your meet-up sessions, then begin them by having students compare and refine their summaries.</p> <p>Preview Activity 4 to determine how many questions you'd like students to consider, which will depend on how much of the book they have read. Create breakout rooms for student groups in Activity 4.</p> <p>Note that students can respond to the Writing Prompt (Activity 5) at various times in their reading, refining their response as they learn more about the characters.</p> <p>At the close of the meet-up session, make sure students are prepared to complete their independent reading Solo (found in Lesson 5).</p>	<p>Preparation: Preview this lesson to determine when you will have students return to it to continue to map the elements of the Hero's Journey and complete the Writing Prompt.</p> <p>Students using the digital lesson return to Lesson 2 (Activity 4) to track the Hero's Journey as they read the novel.</p> <p>Students using ELA Anywhere are instructed to respond to the initial Hero's Journey questions in Lesson 2, then return to this lesson as they continue to read the novel. Plan how you will guide this work for these students.</p> <p>Instruction: Activities 2 and 3 serve as instruction and initial practice for students in identifying stages of the Hero's Journey within the context of <i>Summer of the Mariposas</i>, preparing them to complete Activity 4 as they continue to read. Plan to have students return to this activity, revising their previous entries and identifying additional stages of the Hero's Journey, as they read the novel. You should also plan for them to respond to the Writing Prompt (Activity 5) when they complete the novel.</p> <p>Solos: All Solos for this sub-unit are contained within Lesson 5, broken down by chapter groupings. Each Solo is designed to take about 60 minutes, so plan these reading assignments accordingly.</p>

Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
<p>Lesson 3: Fishbowl 1—Healing the Family</p> <p>Reading: Students prepare for and participate in a fishbowl discussion around the central question: What does it mean for the family to become whole again?</p> <p>Writing: Students will stake a claim about whether or not the family becomes whole again and describe evidence from the text to support their claim.</p>	<p><i>Summer of the Mariposas</i> by Guadalupe Garcia McCall</p> <ul style="list-style-type: none"> Chapter 1 (88–112) 	<p>Does Odilia’s family become whole by the end of the story? Use specific textual evidence to describe in what way the family is or is not whole.</p>	<p>Curriculum App: Activities T1–6*</p> <p>*Teacher Activity 1 reminds you to have students complete summaries of the chapters they read during their independent reading Solo. Preview this activity to determine whether you might assign this routine as individual work before your meet-up sessions, then begin them by having students compare and refine their summaries</p> <p>Create breakout rooms for student groups in Activity 3.</p> <p>During the fishbowl discussion (Activity 4), students cannot tap one another to signal they would like to add something to the conversation. Instead, consider using the “Raise Hand” or chat functions in Google Meet or Zoom to allow students to chime in without interrupting their peers.</p>	<p>Preparation: This lesson is centered around a structured discussion format—the fishbowl discussion—to allow students to trace and discuss the theme of the family’s wholeness throughout the novel. The meet-up suggestions column contains tips for conducting this discussion remotely. Review carefully to consider what will work best for your class.</p> <p>As you review the activities in this lesson, plan when you will return to Activities 3–6 to continue the discussion of this theme as students read additional chapters. Note that students need to have completed the book in order to answer some of the discussion questions in Activity 5. Preview these questions to determine whether you will ask them during your first fishbowl session or in subsequent discussions.</p> <p>Activity 7, the Writing Prompt, is intended for students who have finished reading the novel. However, if you’d like to have students complete a Writing Prompt before they’ve finished, you may opt to use the fishbowl discussion question or one of the Feeding the Fishbowl (Activity 5) questions as a Writing Prompt.</p> <p>Students using ELA Anywhere are instructed to consider the theme of the family’s wholeness when they complete chapter 1, then return to this lesson when they complete the novel to trace this theme and respond to the Writing Prompt. Plan how you will guide this work for these students.</p> <p>Instruction: Make sure you have started class to ensure you can display poll results. If you are having students continue to write and share summaries as they read the novel, plan to complete Teacher Activity 1.</p> <p style="text-align: right;">(continued)</p>

Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
<p>Lesson 3: Fishbowl 1—Healing the Family (continued)</p>			<p>Preview the questions in Activity 5 to consider which ones might make sense to “feed” to the fishbowl discussion. Certain questions can only be answered once students have read most of the novel.</p> <p>At the close of the meet-up session, make sure students are prepared to complete their independent reading Solo (found in Lesson 5).</p>	<p>Student exploration and discussion of the Garza family’s “wholeness” provide opportunities for students to consider the experiences and perspectives of the characters, demonstrate empathy and compassion, and recognize the strengths of others in the face of adversity. (<i>SEL: Social awareness</i>)</p> <p>Solos: All Solos for this sub-unit are contained within Lesson 5, broken down by chapter groupings. Each Solo is designed to take about 60 minutes, so plan these reading assignments accordingly.</p>
<p>Lesson 4: Fishbowl 2—Transformation</p> <p>Reading: Students prepare for and participate in a fishbowl discussion around the central question: What lesson should the sisters learn about transformation?</p> <p>Writing: Students describe evidence from the text to support their claim about whether transformation is something positive or negative in <i>Summer of the Mariposas</i>.</p>	<p><i>Summer of the Mariposas</i> by Guadalupe Garcia McCall</p> <ul style="list-style-type: none"> Chapter 2 (85–104) 	<p>Is transformation or change positive or negative in <i>Summer of the Mariposas</i>? Use two examples of transformation in the book to explain your answer.</p>	<p>Curriculum App: Activities T1–6*</p> <p>*Teacher Activity 1 reminds you to have students complete summaries of the chapters they read during their independent reading Solo. Preview this activity to determine whether you might assign this routine as individual work before your meet-up sessions, then begin them by having students compare and refine their summaries</p> <p>Create breakout rooms for student groups in Activity 3.</p>	<p>Preparation: This lesson is centered around a structured discussion format—the fishbowl discussion—to allow students to trace and discuss the theme of transformation in the novel. The meet-up suggestions column contains tips for conducting this discussion remotely. Review carefully to consider what will work best for your class.</p> <p>Preview the activities in this lesson to plan when you will return to Activities 3–6 to continue the discussion of this theme as students read additional chapters. Note that some of the discussion questions in Activity 5 can be answered at specific points in the novel, while others require that students have completed the book. Plan to preview these questions to determine whether you will ask them during your first fishbowl session or in subsequent discussions.</p> <p style="text-align: right;">(continued)</p>

Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
<p>Lesson 4: Fishbowl 2—Transformation (continued)</p>			<p>During the fishbowl discussion (Activity 4), students cannot tap one another to signal they would like to add something to the conversation. Instead, consider using the “Raise Hand” or chat functions in Google Meet or Zoom to allow students to chime in without interrupting their peer.</p> <p>Preview the questions in Activity 5 to consider which ones might make sense to “feed” to the fishbowl discussion. Certain questions can only be answered once students have read most of the novel.</p> <p>At the close of the meet-up session, make sure students are prepared to complete their independent reading Solo (found in Lesson 5).</p>	<p>Activity 7, the Writing Prompt, is intended for students who have finished reading the novel. However, if you’d like to have students complete a Writing Prompt before they’ve finished, you may opt to use the Feeding the Fishbowl (Activity 5) questions as a Writing Prompt.</p> <p>Students using ELA Anywhere are instructed to consider the theme of transformation when they complete chapter 2, then return to this lesson when they complete the novel to trace this theme and respond to the Writing Prompt. Plan how you will guide this work for these students.</p> <p>Instruction: If you are having students continue to write and share summaries as they read the novel, plan to complete Teacher Activity 1.</p> <p>Student exploration and discussion of the theme of transformation provide opportunities for students to consider the experiences and perspectives of the characters, demonstrate empathy and compassion, and recognize the strengths of others in the face of adversity. (<i>SEL: Social awareness</i>)</p> <p>Solos: All Solos for this sub-unit are contained within Lesson 5, broken down by chapter groupings. Each Solo is designed to take about 60 minutes, so plan these reading assignments accordingly.</p>

Lesson Objectives	Reading	Writing Prompt	Meet-up Activities	Notes
<p>Lesson 5: Solos for <i>Summer of the Mariposas</i></p> <p>Reading: This lesson contains the Solo activities for each chapter. Students will read and answer multiple choice questions for each chapter of <i>Summer of the Mariposas</i>.</p>	<p><i>Summer of the Mariposas</i> by Guadalupe Garcia McCall</p>		<p>You may opt to conduct meet-up sessions to review students' responses to the Solo questions included in this lesson.</p>	<p>Preparation: This lesson contains Solo reading activities to cover the whole novel, broken down by chapter groupings. Each Solo is designed to take about 60 minutes. Consider when you will assign each Solo activity and how you will communicate each assignment to students.</p> <p>Materials: Students using ELA Anywhere and Unplugged lessons should use the print Solos contained within the Solo Activities PDF, located in the Materials section of your digital Unit Guide.</p>