

Focus Question:

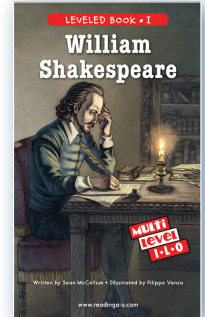
Who was William Shakespeare, and why do people remember him?

Book Summary

Text Type: Nonfiction/Informational

William Shakespeare is considered one of the greatest writers who ever lived. His ability to write about the depth of shared human experience is said to be unmatched. In *William Shakespeare*, students are introduced to the fascinating life of and body of work created by this extraordinary writer. The book can also be used to teach students how to distinguish fact and opinion and to identify and use names of people as proper nouns.

The book and lesson are also available for levels L and O.



Lesson Essentials

Instructional Focus

- ☐ Ask and answer questions to understand text
- ☐ Determine fact or opinion
- ☐ Describe information provided in captions
- ☐ Discriminate consonant digraph /th/ sound
- ☐ Identify consonant digraph *th*
- ☐ Recognize and use names of people as proper nouns
- ☐ Place words in alphabetical order

Materials

- ☐ Book: *William Shakespeare* (copy for each student)
- ☐ Fact or opinion, proper nouns: names of people, alphabetical order worksheets
- ☐ Discussion cards
- ☐ Book quiz
- ☐ Retelling rubric

Vocabulary

Boldface vocabulary words also appear in a pre-made lesson for this title on VocabularyA-Z.com.

- **High-frequency words:** *about*, *some*, *very*
- **Words to Know**
Story critical: *actors* (n.), *difficult* (adj.), *films* (n.), *history* (n.), *plays* (n.), *popular* (adj.)
- **Academic vocabulary:** *fact* (n.), *opinion* (n.), *use* (v.)

Guiding the Reading

Before Reading

Build Background

Create an idea web on the board and write the word *actor* in the center. Explain that an actor is a person who acts on stage, on television, or in movies. Invite students to share the names of some of their favorite actors. Ask students what kinds of qualities someone would need to possess in order to be a successful actor, such as the ability to express emotion, the ability to memorize lines, and so on. Record students' responses in the idea web on the board. Have students work in small groups to discuss whether they would like to be an actor and why or why not. Invite students to share their discussions with the class.

Introduce the Book

- Give students their copy of *William Shakespeare*. Guide them to the front and back covers and read the title. Have students discuss what they see on the covers. Encourage them to offer ideas as to what type of book it is (genre, text type, and so on) and what it might be about.
- Show students the title page. Discuss the information on the page (title of book, author's name, illustrator's name).
- Preview the table of contents on page 3. Remind students that the table of contents provides an overview of the book. Ask students what they expect to read about in the book on the basis of what they see in the table of contents. (Accept all answers that students can justify.)

Introduce the Reading Strategy:

Ask and answer questions

Explain to students that engaged readers ask and answer questions while they are reading and that one way to organize this information is to use a KWLS chart. Create a KWLS chart on the board. Have students share what they already know about William Shakespeare and record this information in the *K* section of the chart. Invite students to review the cover and the images in the book to develop questions about the book. Record their questions in



Guiding the Reading (cont.)

the *W* section of the chart. Point out that as they read they should look for answers to these questions as well as create new questions to add to the chart.

Introduce the Comprehension Skill:

Fact or opinion

- Explain to students that books usually include both facts and opinions. Write the words *fact* and *opinion* on the board. Point out that a fact is a detail that is true and can be proven and an opinion is a belief or judgment about a subject. Explain that facts can be checked, or verified, while opinions express how a person feels.
- Have students offer facts and opinions about your school and record the information on the board under the headings *fact* and *opinion*.

Vocabulary

Have students turn to the “Words to Know” box on the copyright page. Discuss each word with students. Then, have students turn to the glossary on page 16. Explain that the glossary provides definitions for the vocabulary words in the book. Point out the use of each content word and academic vocabulary word in the book, and then use each word in a different model sentence. Have students work in groups to create posters for these words. Have them include on each poster the word and its part of speech, the definition, the word in an example sentence, and a picture illustrating the meaning of the word.

Set the Purpose

- Have students read to find out more about William Shakespeare. Write the Focus Question on the board. Invite students to look for evidence in the book to support their answer to the question.
- Have students make a small question mark in their book beside any word they do not understand or cannot pronounce. These can be addressed in a future discussion.

During Reading

Text-Dependent Questions

As students read the book, monitor their understanding with the following questions. Encourage students to support their answers by citing evidence from the book.

- *Where and when did William Shakespeare live?* (level 2) pages 4 and 5
- *How was Shakespeare different from other people who lived during his time?* (level 1) page 5
- *What is Shakespeare famous for?* (level 3) multiple pages
- *What kinds of plays did Shakespeare write?* (level 2) pages 8 and 9

- *Who performs Shakespeare’s plays?* (level 1) page 12
- *How are Shakespeare’s poems similar to his plays? How are they different?* (level 2) multiple pages
- *Why do people still enjoy Shakespeare’s plays?* (level 3) multiple pages

Text Features: Captions

Have students turn to page 4 and locate the text below the image on the page. Write the word *caption* on the board and read it aloud to students. Explain that a caption is information that accompanies an image in a book in order to give the reader more information. Read the caption on page 4 aloud to students as they follow along. Have students work in small groups to discuss the following questions: *How does this caption give you more information than is written in the book? Why did the author choose to include this caption?* Invite each group to share their discussions with the class.

Skill Review

- Refer back to the KWLS chart on the board and invite students to share any answers they found to their questions posed before reading the book. Record this information in the *L* section of the chart. Ask students what new questions they developed while reading and record this information in the *W* section of the chart. Invite a volunteer to explain why it is important for readers to ask and answer questions while reading.
- Model evaluating details to determine fact or opinion.
Think-aloud: This book is about William Shakespeare and how he is considered one of the best writers of all time. When the author states that Shakespeare’s work will continue to be enjoyed by people for many more years to come, I know that this is an opinion because it is how the author feels about Shakespeare’s writing; other people might not feel the same way. When the author explains that Shakespeare died in 1616, I know this is a fact because it can be proven or verified. Noting whether statements in a book are facts or opinions can help readers better understand and remember what they are reading.
- Model how to complete the **fact-or-opinion worksheet**. Have students identify details from the book and place them under the correct heading. Then, have students discuss the details with a partner and share their justification for placing them there.

After Reading

Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.



Guiding the Reading (cont.)

Skill Review

Graphic Organizer: **Fact or opinion**

Review the fact-or-opinion worksheet that students completed. Have students share their work in groups. Invite volunteers to share with the rest of the class the details they chose. Discuss with students the justification for each fact and each opinion listed.

Comprehension Extension

Discussion cards covering comprehension skills and strategies not explicitly taught with the book are provided to be used for extension activities.

Response to Focus Question

Have students cite specific evidence from the book to answer the Focus Question. (Answers will vary. Responses should include the following information: *William Shakespeare was an actor and a writer. He is considered one of the best writers of all time because of the plays he wrote that showed the spectrum of human emotion.*)

Comprehension Checks

- **Book quiz**
- **Retelling rubric**

Book Extension Activities

Build Skills

Phonological Awareness:

Consonant digraph /th/ sound

- Say the word *theater* aloud and have students repeat. Invite a volunteer to share what sound they hear at the beginning of the word *theater*. Point out the positioning of the tongue between the top and bottom rows of teeth. Have students say the /th/ sound aloud to a partner.
- Have students turn to a partner and say the following words aloud while watching for the correct positioning of the tongue: *thanks, thimble, thought, thunder*.
- **Check for understanding:** Say the following words aloud and have students jump when they hear a word that begins with the consonant digraph /th/ sound: *fish, thaw, theft, vice, thermal, stamp, and theory*. Remind students to look closely at the positioning of your tongue as you say each word aloud.

Phonics: **Consonant digraph th**

- Write the word *with* on the board and read it aloud with students.
- Have students say the /th/ sound aloud. Then, run your finger under the letters in the word *with* as students say the whole word aloud. Ask students to identify which letters represent the /th/ sound in the word *with*.

- Say the words *math* and *thin* aloud, emphasizing the consonant /th/ digraph, and have students write the words on a separate sheet of paper. Invite volunteers to the board to record their responses.
- **Check for understanding:** Write the following words on the board, leaving off the consonant digraph *th*: *thing, path, broth, that, thick, cloth*. Invite volunteers to come to the board and add the consonant digraph.

Grammar and Mechanics:

Proper nouns: Names of people

- Review or explain that a *common noun* names a *person, place, or thing*. Ask students to turn to page 6, and find examples of common nouns (*actor, plays*).
- Review or explain that a *proper noun* names a *specific person, place, or thing*. Remind students that a proper noun always begins with a capital letter. Write on the board examples of proper nouns using the names of teachers and administrators in your school, but do not capitalize each name. Invite volunteers to the board to add the correct capitalization to each proper noun.
- **Check for understanding:** Write the following common nouns on the board: *parent, boy, president, grandmother*. Have students work in pairs to record a proper noun for each common noun. Invite students to share their work with the class.
- **Independent practice:** Introduce, explain, and have students complete the **proper-nouns-names-of-people worksheet**. If time allows, discuss their answers.

Word Work: **Alphabetical order**

- Review or explain the process of putting a list of words in alphabetical order. Remind students to look at the first letter of each word and then decide which word begins with the letter that comes first in the alphabet.
- Write the words *plays* and *England* on the board. Underline the first letter in each word. Have a volunteer explain which word would appear first in alphabetical order (*England*) and why (because *Ee* comes before *Pp* in the alphabet).
- Write the following words on the board: *write, actors, Shakespeare, England, people, read*. Have students work in groups to place the words in alphabetical order. Have a volunteer explain his or her reasoning.
- **Check for understanding:** Have students work independently to record the names of their group members in alphabetical order. Have students compare their results in their small groups.
- **Independent practice:** Introduce, explain, and have students complete the **alphabetical order worksheet**. If time allows, discuss their answers.

Connections

- See the back of the book for cross-curricular extension ideas.