Young Patronesses of the Opera

Opera Funtimes Presents
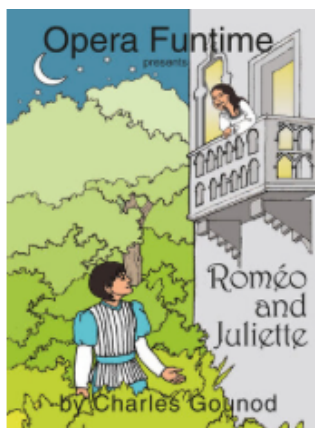
ROMEO AND JULIET
STUDY GUIDE

A children's opera by Charles Gounod

Young Patronesses of the Opera
Presents:

Helping Our Music Students Understand the Opera:
Romeo & Juliet
by Charles Gounod
Using Reading and Writing Strategies

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Presented at the YPO Teachers' Workshop for Miami-Dade County in 2011 as a teachers' resource to go with using YPO's Opera Funtime booklets.

This is a teacher's guide with suggested classroom discussions and activities (including KWL) using the Opera Funtime booklets created by Young Patronesses of the Opera (YPO). Opera Funtimes can be found on their website at: www.ypo-miami.org/opera-funtime. More study guides and booklets are available on their website.

You can also contact YPO to purchase printed versions (www.ypo-miami.org/contact)

Index

Clothing Styles

Medieval Clothing (11th – 13th Centuries)

- varied according to the social standing of the people.
- clothing worn by nobility and upper classes was than that of the lower class.
- peasants during the Middle Ages was very simple
- clothing of nobility was fitted with a distinct emphasis on the sleeves of the garments.
- Knights clothing was sleeveless "surcoats" covered with a coat of arms
- Barbarian nomads wore clothing made of fur, wool, and leather
- long trousers, with attached feet
- leather shoes were also worn

Renaissance Clothing (mid 1500's)

- clothing gave visual clues about your status in society
- Styles, colors, and quality of fabrics determined your rank in society
- Clothing was about your position into Tudor society.
- There were some laws to impose restrictions on the details of clothing, based on your station in society

Technology

Discovery Education – Access via your www.dadeschools.net employee page

- Teachers can show short film clips in class using a laptop and projector

- Take an entire class to a computer lab for viewing (make sure the lab has headphones or have students bring their own)

- Use as a home learning assignment for to students to view at home on their personal computers

Discovering the Performing Arts: Making Music : Singing :

Arthur: Lights, Camera, Opera! / All Worked Up

Beethoven's Opera:

Broadway: The American Musical: Tradition (1957-1979) Part I

Profiles of Black Americans: Artists, Entertainers, Athletes

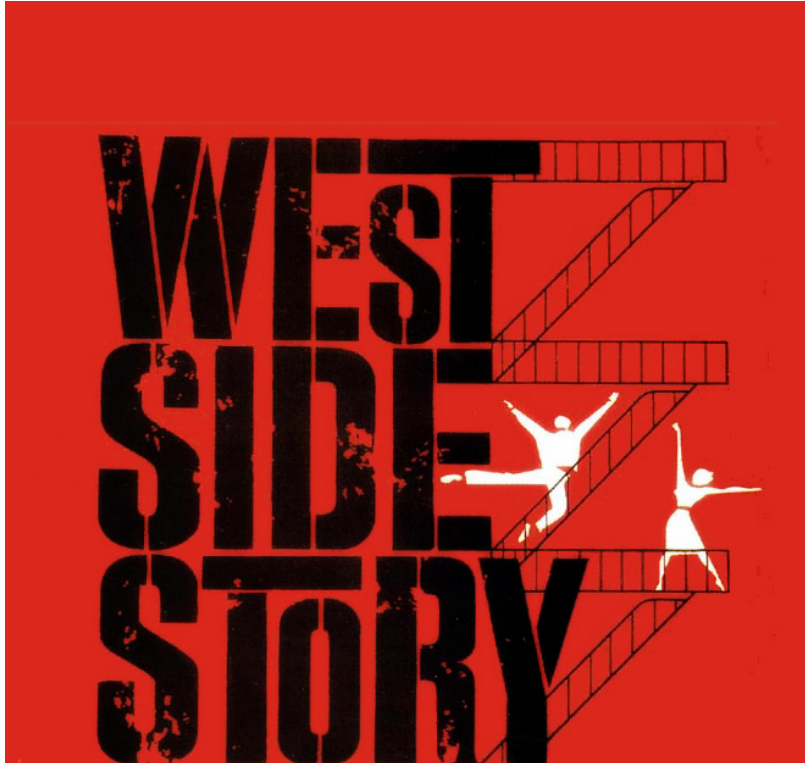The History of Music: The Baroque Era - Opera Is Born!

OTHER WEB SOURCES:

www.musictheory.net

www.classicsforkids.com

www.crayola.com

Westside story is the award winning adaptation of the classic romantic tragedy, Romeo and Juliette. The feuding families become two warring New York City gangs- the white Jets led by Riff and the Puerto Rican Sharks, led by Bernardo. Their hatred escalates to a point where neither can coexist with any form of understanding. However, when Riff's best friend (and former Jet) Tony and Bernardo's younger sister Maria meet at a dance, no one can do anything to stop their love. Maria and Tony begin meeting in secret, planning to run away. Then the Sharks and Jets plan a rumble under the highway - whoever wins gains control of the streets. Maria sends Tony to stop it, hoping it can end the violence. It goes terribly wrong, and before the lovers know what's happened, tragedy strikes and doesn't stop until the climactic and heartbreaking ending.

Written by Anonymous

Interactive Word Walls

An interactive word wall or word chart is a systematically organized collection of words displayed in large letters on a wall in the classroom (P. Cunningham). Word Walls provide a rich context for active, ongoing learning that meets the needs of many different learners. Word walls can be used to review and reinforce learned words while reading around the room.   Word Walls:

- Support the teaching of important general principles about words and how they work.

- Engage children in FCAT vocabulary skills: antonyms, synonyms, prefixes, suffixes, multiple meanings, and root words

- Foster writing

- Provide a visual map to help learners remember the connections between words and the characteristics that will help them form categories.

- Allow students to create the Word Wall

Word Walls for the OPERA

OPERA	SCORE	TENOR
SOPRANO	VIBRATO	SCENE
ALTO	BASS	ARIA
DUET	TRIO	OVERTURE
ORCHESTRA	COSTUMES	LIBRETTO
COMPOSER	MAETRO	MEZZO SOPRANO
BARITONE	BALLET	
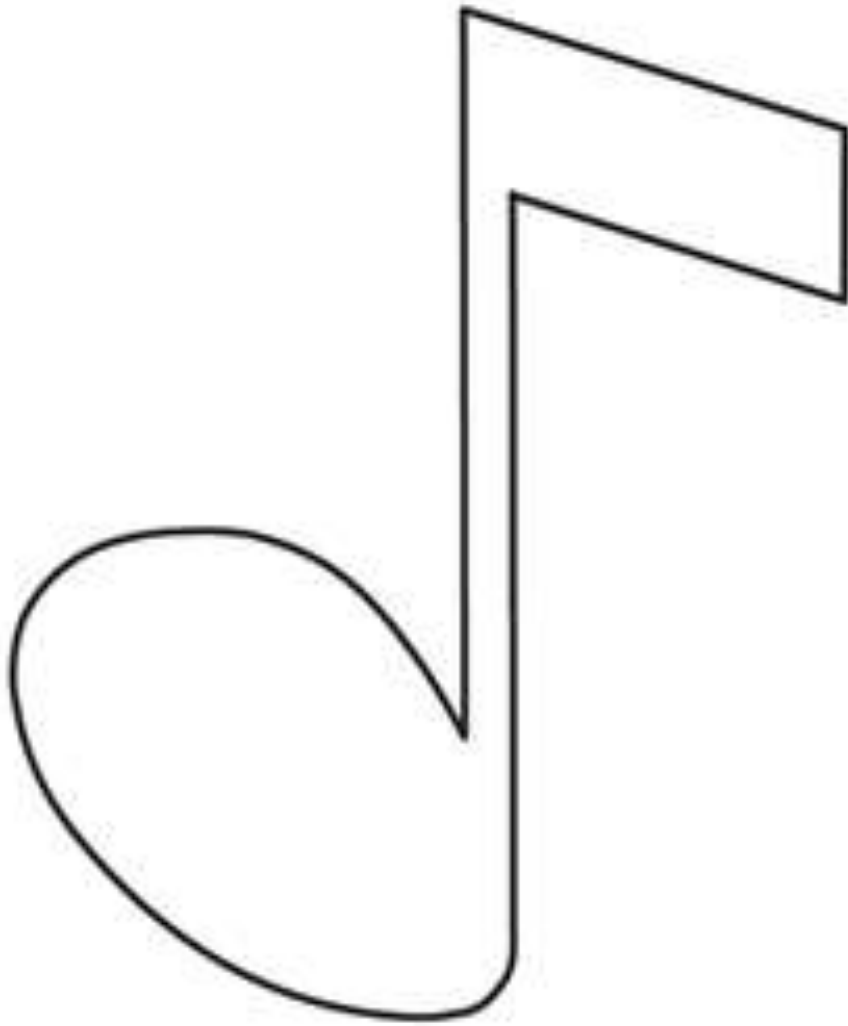
Word Wall

Story Pyramid

1._____

2. _____ _____

3. _____ _____ _____

4. _____ _____ _____ _____

5. _____ _____ _____ _____ _____

6. _____ _____ _____ _____ _____ _____

7. _____ _____ _____ _____ _____ _____ _____

8. _____ _____ _____ _____ _____ _____ _____ _____

Key

1. Name the main character

2. Two words describing the main character

3. Three words describing setting

4. Four words stating the problem

5. Five words describing one event

6. Six words describing second event

7. Seven words describing third event

8. Eight words stating solution

The Bare-Bones Story Map

Use the following chart to tell about the story.

Somebody	Wanted	But	So
Character: Setting:	Goal:	Problem:	Solution:

Summary: Use the information from the chart to write a summary of the story.

_____

_____

_____

_____

Story Map

Directions: Complete the story map below.

Title of Story: _____

Author: _____

Characters:

_____ who _____

_____ who _____

_____ who _____

_____ who _____

Setting:_____

_____

_____

Problem: _____

_____

_____

_____

Solution: _____

_____

_____

_____

TRAIN YOUR BRAIN TO READ BOOKMARK

Make a PREDICTION when:
• a title is given
• headings are provided
• the author poses a question in the text
• the text suggests what will be discussed next

Prediction stems:
• Based on the title, I predict this is going to be about...
• I already know these things about the topic/story...
• I think the next chapter/section will be about...
• Based on... (a clue), I predict...
• Based on what ___ said/did, I predict...

Ask TEACHER-LIKE QUESTIONS:
• Who is ___?
• What is/does ___?
• When is ___?
• Where is ___?
• Why is ___ significant?
• Why does ___ happen?
• What are the parts of ___?
• How is ___ an example of ___?
• How do ___ and ___ compare?
• How are ___ and ___ different?
• How does ___ happen?
• What is most important ___?
• What is your opinion of ___?

CLARIFY hard parts when:
• you don't understand
• you can't follow the text
• you don't know what a word means

Clarifying stems:
• I don't really understand...
• A question I have is...
• A question I'd like answered by the author is...
• One word/phrase I do not understand is...

VISUALIZE a picture in your mind:
• When I read this, I imagine that...
• As I read, in my mind I see...

How to do a SUMMARY:
• Look for the topic sentence.
• Look for who, what, when, where, why, and how.
• Omit unnecessary information.

Summary Stems
• This story/paragraph is mostly about...
• The topic sentence is...
• The author is trying to tell me...

A framed summary sentence:
This story/passage about ___ begins with ___, discusses (or develops) the idea that ___, and ends with ___.

11

Name: _____ Date:_____ Period: _____

Reciprocal Teaching

_____
Story Title

Predict: _____

_____

Clarify: _____

_____

_____

_____

Visualize:_____

_____

_____

Teacher-Like Questions: _____

_____

_____

Summarize: _____

_____

_____

_____

KWL Chart

K What we know	W What we want to find out	L What we learned

Division of Language Arts/Reading

Secondary Documents

FCAT Task Cards Middle School Grades 6-8

FCAT Task Cards High School Grades 9-12

New Content Focus Grades 6-8

New Content Focus Grades 9-12

Item Specs Grades 6-8

Item Specs Grades 9-10

FCAT 2.0 Content Focus Middle

FCAT 2.0 Updated Appendix B

High School Graduation

Fall IA Analysis Grade 6

Fall IA Analysis Grade 7

Fall IA Analysis Grade 8

Fall IA Analysis Grade 9

Fall IA Analysis Grade 10

Wild About Words

FCAT 2.0 Ways to Say - Middle

FCAT 2.0 Ways to Say - Senior High

Greek Latin Root Word Activity Book

Winter IA Analysis Grade 6

Winter IA Analysis Grade 7

Winter IA Analysis Grade 8

Winter IA Analysis Grade 9

Winter IA Analysis Grade 10

Winter IA Analysis Retake

FCRR (PMRN)FLORIDA DEPARTMENT OF EDUCATIONDADE SCHOOL PORTALJUST READ, FLORIDA!

Miami-Dade County
Public Schools
Last Updated: February 10, 2011

September 2010 DRAFT
FCAT 2.0 READING CONTENT FOCUS
BY BENCHMARK
GRADES 6-8

Reporting Category 1: Vocabulary	Content Focus
LA.6-8.1.6.3 The student will use context clues to determine meanings of unfamiliar words.	● **Context Clues**
LA.6.1.6.7 The student will identify and understand the meaning of conceptually advanced prefixes, suffixes, and root words. ***Also assesses LA.6.1.6.11 The student will identify the meaning of words and phrases derived from Greek and Latin mythology (e.g., mercurial, Achilles' heel) and identify frequently used words from other languages (e.g., laissez faire, croissant).*** **LA.7.1.6.7** The student will identify and understand the meaning of conceptually advanced prefixes, suffixes, and root words. ***Also assesses LA.7.1.6.11 The student will identify the meaning of words and phrases derived from Anglo-Saxon, Greek, and Latin mythology.*** **LA.8.1.6.7** The student will identify and understand the meaning of conceptually advanced prefixes, suffixes, and root words. *Also assesses LA.8.1.6.11 The student will identify the meaning of words and phrases derived from Anglo-Saxon, Greek, and Latin mythology.*	● **Analyze Word Structure (e.g., affixes, root words)** ● **Analyze Words/Phrases Derived from Latin, Greek, or Other Languages**
LA.6-8.1.6.8 The student will identify advanced word/phrase relationships and their meanings.	● **Analyze Words/Phrases** ● **Word Relationships**
LA.6-8.1.6.9 The student will determine the correct meaning of words with multiple meanings in context.	● **Multiple Meanings**
Reporting Category 2: Reading Application	Content Focus
LA.6.1.7.2 The student will analyze the author's purpose (e.g., to persuade, inform, entertain, or explain) and perspective in a variety of texts and understand how they affect meaning. **LA.7.1.7.2** The student will analyze the author's purpose (e.g., to persuade, inform, entertain, explain) and perspective in a variety of texts and understand how they affect meaning. **LA.8.1.7.2** The student will analyze the author's purpose and/or perspective in a variety of texts and understand how they affect meaning.	● **Author's Purpose (within/across texts)** ● **Author's Perspective (within/across texts)** ● **Author's Bias (within/across texts)**

LA.6.1.7.3 The student will determine the main idea or essential message in grade-level text through inferring, paraphrasing, summarizing, and identifying relevant details. **LA.7-8.1.7.3** The student will determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details.	● **Main Idea (stated or implied)** ● **Summary Statement** ● **Relevant Details** ● **Conclusions/Inferences** ● **Predictions**
LA.6-8.1.7.4 The student will identify cause-and- effect relationships in text.	● **Cause and Effect**
LA.6-8.1.7.5 The student will analyze a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order, argument/support, lists) and text features (e.g., main headings with subheadings) and explain their impact on meaning in text.	● **Text Structures / Organizational Patterns (e.g., comparison/contrast, cause/effect, chronological order, argument/support, definition/explanation, question/answer, listing/description)**
LA.6-7.1.7.7 The student will compare and contrast elements in multiple texts. **LA.8.1.7.7** The student will compare and contrast elements in multiple texts (e.g., setting, characters, problems).	● **Compare (similarities within/across texts)** ● **Contrast (differences within/across texts)**

Reporting Category 3: Literary Analysis – Fiction/Nonfiction	Content Focus
LA.6.2.1.2 The student will locate and analyze the elements of plot structure, including exposition, setting, character development, rising/falling action, conflict/resolution, and theme in a variety of fiction. **LA.7-8.2.1.2** The student will locate and analyze elements of characterization, setting, and plot, including rising action, conflict, resolution, theme, and other literary elements as appropriate in a variety of fiction.	● **Plot Development** ● **Setting** ● **Character Development** ● **Character Point of View** ● **Theme** ● **Conflict (e.g., internal or external)** ● **Resolution**
LA.6.2.1.7 The student will locate and analyze an author's use of allusions and descriptive, idiomatic, and figurative language in a variety of literary text, identifying how word choice sets the author's tone and advances the work's theme. **LA.7-8.2.1.7** The student will locate and analyze an author's use of allusions and descriptive, idiomatic, and figurative language in a variety of literary text, identifying how word choice is used to appeal to the reader's senses and emotions, providing evidence from text to support the analysis.	● **Descriptive Language (e.g., tone, mood, irony, imagery, alliteration, onomatopoeia)** ● **Figurative Language** **(e.g., hyperbole, symbolism, simile, metaphor, personification)**
LA.6-8.2.2.1 The student will locate, use, and analyze specific information from organizational text features (e.g., table of contents, headings, captions, bold print, italics, glossaries, indices, key/guide words).	● **Text Features (e.g., headings, subheadings, titles, subtitles, sections, captions, italicized text, charts, tables, graphs, illustrations, maps, diagrams, text boxes)**

FCAT 2.0

Florida Comprehensive Assessment Test®

Reporting Category 4: Informational Text	Content Focus
LA.6-8.6.1.1 The student will explain how text features (e.g., charts, maps, diagrams, sub-headings, captions, illustrations, graphs) aid the reader's understanding.	● **Text Features (e.g., headings, subheadings, titles, subtitles, sections, captions, graphs, italicized text, charts, tables, illustrations, maps, diagrams, text boxes)**
LA.6.6.2.2 The student will collect, evaluate and summarize information using a variety of techniques from multiple sources (e.g., encyclopedias, websites, experts) that includes paraphrasing to convey ideas and details from the source, main idea(s) and relevant details. *Assessed with LA.5.6.2.2 The student will read and record information systematically, evaluating the validity and reliability of information in text by examining several sources of information.* **LA.7.6.2.2** The student will assess, organize, and check the validity and reliability of information in text, using a variety of techniques by examining several sources of information, including both primary and secondary sources. **LA.8.6.2.2** The student will assess, organize, synthesize, and evaluate the validity and reliability of information in text, using a variety of techniques by examining several sources of information, including both primary and secondary sources.	● **Synthesize Information (within/across texts)** ● **Analyze and Evaluate Information (within/across texts)** ● **Determine the Validity and Reliability of Information (within/across texts**