



As You PRATTLE It – VEGA Teaching Scenario

Topic: The topic of the following course is vocabulary building, through the works of William Shakespeare. In their book, *Bringing Research to Practice* (2005), Hiebert and Kamil define vocabulary as “the knowledge of meanings of words”, both oral and written. Vocabularies usually involve conceptual knowledge that extends basic dictionary definitions. The vocabulary bank of students is constantly being built upon over the course of their studies and life as they begin to make connections with other words, as well as through learning examples and non-examples and using the word accurately and in a sentence context. Vocabulary learning is dependent on the student’s motivation, needs for the word, and desire (Hatch, 1995). The English teaching process has seen numerous problems in incorporating direct vocabulary teaching, according to an article by Claire Sibold (2011), with one of the primary reasons being the student’s interest in reading new vocabulary, finding the definition of the latter term, and memorizing it is low. Through a task-based games approach, the following course will move the focus away from mere repetition but in meaningful learning and vocabulary usage. In order to complete the task, students will need to read the new words, find their definitions, and use the term within the structure of a PRATTLE poem.

Subject(s): English

Age / Grade: 15-18 year olds

Short description of the Interactive Game game in this scenario:

[PRATTLE](#) is a word game based on the popular WORDLE, a daily online word game. In this game, you can choose to play with words between 4-11 words, depending on the preferred difficulty. The nuance of the game is that each word is borrowed from the work of Shakespeare, including his plays, poems, and sonnets. Following a similar structure to WORDLE, PRATTLE gives players six chances to guess a randomly selected word (the length of which depends on the preferred difficulty). Incorrect guesses appear in grey, a correct letter, but in the incorrect box, will appear in a dull grey. A correct letter, in the correct place, will appear in red. The right answer could be one we still use in English every day, like that or which or should, or it could be distinctly Shakespearean, like thou or thine or Honorificabilitudinitatibus (just kidding - that one's a little long). The answer could even be a character name, like Romeo, a figure from myth or history, like Hercules, or a place name, like Arden. Some words have been left out, specifically words with punctuation or special characters, words from speeches written in other languages, words spelled in an unusual way to mimic a noise or a particular accent, and complete nonsense words. Students will be asked to not only play the game in a competitive manner against their fellow classmates as well as create their own PRATTLE poem online as a group project.



Introduction to the scenario:

This course aims to introduce students to the vocabulary found in Shakespeare and engage with the new vocabulary. This includes finding words in the provided Shakespeare text, discovering their meaning, and creating a list of relevant vocabulary that would fit the theme of the final poem. Through game-play, the student is more likely to show willingness and enthusiasm for two elements of English courses that often see a lack of engagement or excitement: vocabulary development and poetry, especially Shakespeare's poetry.

Learning outcomes:

The students will:

- become familiar with new vocabulary, specifically Shakespearean vocabulary
- use a range of new vocabulary to complete a task
- be able to read and explain the meaning of the new vocabulary through the relevance of the individual word to the theme of the poem
- construct 6-word poems based on a theme of their choice
- challenge their problem-solving skills through word-play

A selection of learning outcomes from the Cypriot Curriculum

Students will:

- understand clear instructions e.g for a game from the teacher or through written text
- understand text of different genre and language styles, making use of a dictionary
- scan longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfill a specific task
- read with a large degree of independence, adapting style and speed of reading to different texts
- write clear, detailed descriptions on a variety of subjects related to his/her field of interest
- identify unfamiliar words from the context on topics related to his/her field and interests
- extrapolate the meaning of occasional unknown words

Formative assessment

Number of students: 20-25 students (2-3 students per group)

Duration: 5 lessons of 40-45 min each

Prerequisites (necessary materials and online resources):

- Computers/laptops with an internet connection to access the web-based platform PRATTLE (<https://prattle.folger.edu/?seed=20220414&length=5&game=1>) and to create the Google Slides PRATTLE poem (preferably one computer per group)
- Notebooks and pens/pencils
- Help Resources for using the Shakespeare website (myshakespeare.com)

Before the program begins (preparatory work for teacher):

- Troubleshoot the internet connection before the beginning of the lesson
- Make sure all the computers/devices are working and have access to the internet
- Review the Shakespeare texts that will be used
- Review the game [PRATTLE](#)
- Check the PowerPoint templates for the PRATTLE poem
- Make a Class account on myshakespeare.com

The main part of the scenario (number of lessons):

Part one (3 lessons of 40-45 minutes)

Lessons 1-3:

Preparations:

- Troubleshoot the internet connection before the beginning of the lesson
- Make sure all the computers/devices are working and have access to the internet
- Review the Shakespeare texts that will be used
- Review the game [PRATTLE](#)
- Check the PowerPoint templates for the PRATTLE poem
- Make a Class account on myshakespeare.com
- Load the following videos and resources:

- Biography of William Shakespeare: https://youtu.be/HUHEPo_g0AQ (5 minutes)
- Excerpt from Royal Shakespeare Company's Romeo and Juliet: <https://youtu.be/tqylts6h0Eg> (5 minutes)
- What Shakespeare's English Sounded Like: <https://youtu.be/WeW1eV7Oc5A> (6 minutes 30 sec)
- Google Culture & Arts: 9 Virtual Tours of Shakespearean Spots:
<https://artsandculture.google.com/story/ZAVRp-8arH4flg> (10 minutes)
- Use this website to find extra resources (depending on the needs of the class):
<https://eslchestnut.com/2011/07/18/william-shakespeare/>
- Print Handout for class use during work stations (one for each student):
https://docs.google.com/document/d/1o_64wvJQDGxQcXBFX54JJHd8RghTUUcnod0Pu6UJSFw/edit?usp=sharing

Learning sessions:

- The educator introduces students to William Shakespeare. Videos and Resources that can be shared with the class are as follows:
 - Biography of William Shakespeare: https://youtu.be/HUHEPo_g0AQ (5 minutes)
 - Excerpt from Royal Shakespeare Company's Romeo and Juliet: <https://youtu.be/tqylts6h0Eg> (5 minutes)
 - What Shakespeare's English Sounded Like: <https://youtu.be/WeW1eV7Oc5A> (6 minutes 30 sec)
 - Google Culture & Arts: 9 Virtual Tours of Shakespearean Spots:
<https://artsandculture.google.com/story/ZAVRp-8arH4flg> (10 minutes)
 - Depending on the level of the students, please use this site for extra resources:
<https://eslchestnut.com/2011/07/18/william-shakespeare/>

- The educator chooses a Shakespeare Play of their choice. This can be a full text or an Act from one of the plays. Full texts can be found on www.myshakespeare.com. The teacher will share login credentials. The teacher will ask for volunteers to read the play together as a class.
- Next, the educator will choose scenes from the play and provide a copy of each scene in 4/5 stations.
- The educator will divide the students into 4/5 groups (depending on the number of stations). Each group will be provided with a worksheet that has the following boxes:

Nouns	Adjectives	Verbs	Prepositions	Other Vocabulary

Using the words included in the scenes, students will work in their group to identify ten examples for each category ie 10 nouns, 10 adjectives, 10 verbs etc.

- Once completed, students will present their results to the class.
- The students will then use the vocabulary they identified to create a short roleplay, "Talking Like a Shakespearean". The students will then present their roleplay to the class.

Debrief with students at the end of the first lesson

- How was your first experience approaching Shakespeare?
- What did you enjoy most about using the resource, myshakespeare.com?
- What challenges did you face reading Shakespeare and how did you overcome them?
- How did you find performing in front of the class

Home assignment

The teacher should prepare a Home Assignment to revise the material of these lessons

Part two (2 lessons of 45 minutes)

Preparations:

- Troubleshoot the internet connection before the beginning of the lesson
- Make sure the computers the students will be using are in order and have access to the internet
- Pre-load the Youtube video: <https://youtu.be/qYiYd9RcK5M> (2
- Make sure WORDLE (<https://www.nytimes.com/games/wordle/index.html>) and PRATTLE (<https://prattle.folger.edu/?seed=20220418&length=5&game=1>) are working
- Make the template for the PRATTLE poem available to all students:
<https://docs.google.com/presentation/d/1UaRCAAxMPx9ePLzpZq9upxvjBrVtbrk56DbQzxKwkc/edit?usp=sharing>
- Print Summative Assignment (one for each student)

Lessons 4 & 5:

- The educator reviews the content of the last session.
- The educator can use this video for another reminder of the language of Shakespeare: <https://youtu.be/qYiYd9RcK5M> (2 minutes 30 sec)

- The educator introduces the word WORDLE and explains how to play (<https://www.nytimes.com/games/wordle/index.html>) This is great to practice the concept for PRATTLE. Students can play and compare their scores.
- The educator then introduces the students to PRATTLE (<https://prattle.folger.edu/?seed=20220418&length=5&game=1>) and explains how to play. The students can then play individually and compare their scores.
- The educator informs the students that they will be creating a poem based on the structure of PRATTLE. The students will be working in teams of 3-4. The instructions are as follows:
 - Students brainstorm a few topics that they'd like to write about (e.g., education, love, soccer, dogs). The topics do not have to be five letters. They pick one topic.
 - Students will then use the Shakespeare text they read in the previous session to find twenty to thirty five-letter words that align with their chosen topics.
 - The students play with the words to create a few six-word poems that could describe their topic using only the five letter words they found from the Shakespearean text.
 - Students should not forget the PRATTLE structure ie each word should include a letter that can be found in the last word. Instructions and the template are available on the following link:
<https://docs.google.com/presentation/d/1UaRCAAxMPx9ePLzpZq9upxvjBrVtbrk56DbQzxKwkc/edit?usp=sharing>
 - Students pick their best poem.
 - The educator prints each poem and the students can present it in class.

Debrief with students after lessons four and five

- How do you feel about Shakespeare? Is there anything you are unsure about/find difficult?
- How did you feel playing WORDLE/PRATTLE? What did you learn from this experience?
- How was your experience working as a team using Shakespearean words to create a poem?