

SAG-AFTRA FOUNDATION PRESENTS

Storyline Online®

A TEACHER'S GUIDE

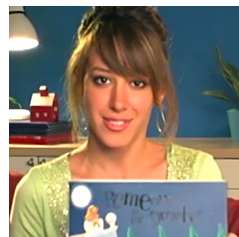
SUGGESTED GRADE LEVEL: 3RD - 4TH



ROMEOW AND DROOLIET

WRITTEN BY NINA LADEN
ILLUSTRATED BY NINA LADEN

Watch the video of actor
Haylie Duff
reading this story at
storylineonline.net



ABOUT THIS STORY

SYNOPSIS

Romeow the cat and Drooliet the dog are two star-crossed lovers who meet by chance, marry in secret and are kept apart by a snarling rottweiler, appalled owners and the animal control warden.

THEMES IN THE STORY

Acceptance, Choices, Friendship, Conflict Resolution, Differences, Perspectives, Relationships

READING AND WRITING

SUGGESTED GRADE LEVEL: 3RD - 4TH

ELA COMMON CORE STANDARD

Reading Literature: Students read and respond to works of literature with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence. *Standards listed below are for third and fourth grades, but can be adapted to second grade standards.*

BEFORE VIEWING

Standards: CCSS.SL.3.1, CCSS.SL.4.1

Objective: Tap knowledge and build background to prepare for reading the story.

Procedure:

- Step 1: Build background for students by discussing the following points with students:
- Step 2: *Romeo and Juliet* by William Shakespeare: play about two feuding families – the Montagues and the Capulets
- Step 3: Define feud and brainstorm reasons why families might feud with each other
- Step 4: Introduce the title, *Romeow and Drooliet*. Discuss the similarity of the title with Shakespeare’s play, *Romeo and Juliet*
- Step 5: Explain that the story is about two families: the Felinis, a family of cats; and the Barkers, a family of dogs.
- Step 6: Have students predict what the story will be about.

DURING VIEWING

Focus: Making Predictions - Theme

Standards: CCSS.SL.3.2, CCSS.RL.3.2, CCSSRL.3.3, CCSS.SL.4.2, CCSS.RL.4.2, CCSSRL.4.3

Objective: Students will use context clues to make predictions about the story; students will identify the theme of the story.

Procedure:

- Step 1: Explain the term “theme” (if necessary).
- Step 2: Tell students that they should think about the plot of the story and the characters’ actions in the story. Both these things will be helpful in determining the theme. (Remember theme is subjective – a common theme in this story is about getting along with groups of people who appear to be different than ourselves.)
- Step 3: During the story, stop at appropriate spots to point out events or actions that are related to the theme and to allow students to make predictions.
- Step 4: Have students work with a partner or in groups to identify a theme. Discuss findings with students.

AFTER VIEWING

Standards: CCSS.RL.3.4, CCSS.RL.4.4

Objective: Students will identify puns and determine their non-literal meanings as used in context.

Teacher Prep: 2 column chart with headings “Pun” and “What it means”
Optional: computers (1 per 2 students)

Procedure:

- Step 1: Define the term *pun*: *humorous play on words that emphasize different meanings or uses of words that are alike but have different meanings*
- Step 2: Use the title **Romeow and Drooliet** as an example: Romeow plays on the name Romeo - Romeow is a cat, and cats meow; Drooliet plays on the name Juliet – Drooliet is a dog, and dogs drool.
- Step 3: Ask students to explain the pun in the names of the characters – the Felinis (cats) and the Barkers (dogs).
- Step 4: Tell students that they are going to watch the story again – this time listening for puns. (Option is to pair students to watch and stop the video to record a pun)
- Step 5: Have students make a list of examples of puns from the book on the two - column chart as they listen to the story.
- Step 6: Have pairs of students discuss the puns on their list and write their humorous non-literal meanings on the chart.
- Step 7: Share findings with the class.

READING RESPONSE

Standards: CCSS.RL.3.1, CCSS.RL.3.3, CCSS.RL.4.1, CCSS.RL.4.3


Objective: Students will answer the prompt using at least two details from text to support the response.

Reading Prompt: Choose a character from the story and describe him/her using a character trait word. Support your answer choice using details from the story.

WRITING - SCRIPT

Standards: CCSS.W.3.3, CCSS.L.3.2, CCSS.RL.3.5, CCSS.W.4.3, CCSS.L.4.2, CCSS.RL.4.5

Objective: Students will write a narrative account of the story in the form of a play using the common elements found in a script and grade appropriate sentence structure and spelling.

Materials:  Google It!: Template for writing a script – 1 per student group

Teacher Prep: Example of a story written as a play

Procedure:

- Step 1: Discuss the difference between writing a story as a narrative and writing it as a play.
- Step 2: Show students an example of a play. Explain the terms used in writing a script: Cast of Characters, Stage Directions, Scene, Act, Dialog, etc.
- Step 3: Tell students that they are going to write Romeow and Drooliet in the form of a play.
- Step 4: Divide the students into groups to write specific acts and scenes.
- Step 5: Have students use the Script Template to write their act.
- Step 6: Students perform their portion of the play for the class.

SOCIAL STUDIES - CONFLICT RESOLUTION

MATERIALS —

Teacher-Prep: Write the following on chart paper:

How could we help the characters in *Romeow and Drooliet* resolve the conflict?

Chart paper

Red and green marker or crayon

Journal, copybook, or paper

PROCEDURE —

Step 1: Ask students to recall *Romeow and Drooliet*.

Step 2: What was the conflict in the story? (The Filinis and Barkers didn't like each other)

Step 3: Why didn't they like each other? (We don't really know – dogs and cats don't get along)

Step 4: Present the following question to students. Allow them to work with a group to come up with 3 possible answers.

How could we help the characters to resolve this conflict?

Discuss student responses and how this suggestion would help the characters resolve the conflict. List on chart paper

Step 5: Point out to students that story characters aren't the only ones who have to resolve conflicts. Ask students to think about their reaction when someone makes them angry. Write responses on chart paper.

Step 6: Go through the list and put a green star next to a healthy or positive response, and a red star next to a not so healthy response. Discuss.

Step 7: Ask students what are some conflicts that are a problem in their daily lives. Write responses on chart paper.

Step 8: Pair the students and assign each pair a conflict from the list. Have the students act it out. Tell them to come up with and show two possible endings: one way the conflict is resolved peacefully and the other way in which it isn't.

Step 9: Allow each group to present. Have a discussion on why one way was better than the other.

Step 10: Journal Write: What makes you angry and how do you often deal with it? Come up with one way that you could deal with your anger in a healthier way and resolve the conflict peacefully.

ART - MASQUERADE MASKS

Masquerade masks were worn during the masquerade ball in both *Romeo and Juliet* and *Romeow and Drooliet*.

Option: Make dog and cat masks for students to wear during their performance of *Romeow and Drooliet*

MATERIALS —

Paper plates

Paints, markers, or crayons

Popsicle sticks

Craft items as needed: pom-poms, glitter, ribbon, etc

PROCEDURE —

Step 1: Cut a paper plate in half.

Step 2: Cut out holes for eyes.

Step 3: Color and decorate as desired.

Step 4: Glue popsicle stick to plate.

TECHNOLOGY - RESEARCH

Students research William Shakespeare using the internet to gather information.

MATERIALS —

Internet access/computers

TEACHER PREP —

Research outline worksheet:

Where was Shakespeare born?

Interesting facts about his childhood.

Interesting facts about his adult life.

What was the name of the theater where most of his plays were performed? How was it different than most theaters today?

Interesting facts about his plays.

PROCEDURE —

Step 1: Give some background information on William Shakespeare to motivate learning.

Step 2: Provide students with teacher-made worksheet and have them use the internet to gather information.

Step 3: Type the report using a word processing program. Have students design the report cover using images and text.

ABOUT STORYLINE ONLINE

The SAG-AFTRA Foundation's children's literacy website *Storyline Online*® streams imaginatively produced videos featuring celebrated actors to help inspire a love of reading. Storyline Online receives millions of views every month in hundreds of countries. Visit Storyline Online® at storylineonline.net.

ABOUT THE SAG-AFTRA FOUNDATION

The SAG-AFTRA Foundation provides vital assistance and educational programming to the professionals of SAG-AFTRA while serving the public at large through its signature children's literacy program. Founded in 1985, the Foundation is a national non-profit organization that relies solely on support from grants, corporate sponsorships, and individual contributions to fund our programs. Visit sagaftra.foundation.

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