We have listened to a prose version of *The Winter's Tale*. We have listed character names on the white board and made notes about each character. Now we are ready for a formative assessment of our acquisition of knowledge on plot and character.

On your story handout, read the brief excerpts from the plot and choose the character images to match. Cut out the images from the character handout and glue them to the story handout.

Challenge: two of the images will not be used on the story handout. Turn over the handout, and write your own plot excerpts to include each of these two images!

Students work independently, and in small groups as appropriate. If one student is struggling, he or she may work with a partner. Once a student has finished his or her own sheet, he or she is encouraged to help others.

**Standards, Speaking and Listening:** CCSS.ELA-Literacy.SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media; CCSS.ELA-Literacy.SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media; CCSS.ELA-Literacy.SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally; CCSS.ELA-Literacy.SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally; CCSS.ELA-Literacy.SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Reading Standards may be reinforced using this activity; for grades 3-5, supplement with an activity like the **Character Web** to enhance students’ exploration of character, plot, setting, sequence of events, and other elements.

**Standards, Reading:** CCSS.ELA-Literacy.RL.1.1 Ask and answer questions about key details in a text; CCSS.ELA-Literacy.RL.2.1 Ask and answer such questions as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text; CCSS.ELA-Literacy.RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events; CCSS.ELA-Literacy.RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions); CCSS.ELA-Literacy.RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

**How did it go?**

Did students demonstrate that they had understood the plot? Did students demonstrate that they were gaining familiarity with the names of the characters? Are students ready to read a scene from the play and know how the scene contributes to the plot as a whole? Are students ready to take the part of a character and know how the character fits into the plot as a whole?
Shakespeare’s *The Winter’s Tale*

- grows jealous when he thinks that has betrayed his trust with
- is born in prison and left in Bohemia by who is killed by a
- and raise Perdita as a member of their own family
- brings a message from the Oracle at Delphi.
- helps Polixenes to escape, and helps and go to Sicily
- helps Hermione to hide for 16 years and marries Camillo.