

Montessori Lesson Plan: Academic Content

School: Clark Montessori High School	Teacher: Kris Rutter
Subject/Topic: English Language Arts/Annotations	
Grade Level: 9/10	Theme: Foundations

Standards: <u>CCSS.ELA-LITERACY.RL.9-10.1</u> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. <u>CCSS.ELA-LITERACY.RL.9-10.2</u> Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. <u>CCSS.ELA-LITERACY.RL.9-10.3</u> Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	
Materials: <ul style="list-style-type: none"> Teacher--Annotations poster Student--<i>Spider-Verse</i> film clip, card stock bookmarks and terms, guided notes handout, comic book pages on the <i>Spider-Verse</i> film, annotation puzzle, article 	Time/Date: August 22, 2019
Prior Knowledge: Familiarity with the new Spiderman film, prior experience with annotations	Concepts/Big Ideas: Justice, Equality
Lesson Relates to Theme (Note: Every content lesson will not directly relate to the theme) Students need the foundations of annotating in order to understand active reading skills	
Connection to Elementary Material or Lesson: Builds on familiar shelfwork	

Curriculum Components Included: ☐ Project ☒ Mini-Whole Group ☐ Lesson-Small Group ☒ Student engagement during lesson ☐ Shelfwork ☐ Rubric ☐ Self-Assessment ☐ Seminar/Questions ☒ Interdisciplinary ☐ Outside Opportunity

Seven Gateways for Adolescence addressed in this lesson: ☒ Deep Connection ☐ Silence & Solitude ☐ Meaning & Purpose ☒ Joy & Delight ☒ Creative ☐ Transcendence ☐ Initiation

Step-by-Step Procedures
1st Period Lesson -- 20 minutes (Includes steps and materials) <ul style="list-style-type: none"> Surface Modeling: Pass out guided notes. Ask students if they know someone who talks through films. Allow them to respond informally for a couple of minutes. Ask for student volunteers to talk through a <i>Spider-Verse</i> film clip, offering commentary (and annoying people) as they would if they were watching with friends or family. Ask students to recall those comments and jot them down on guided notes. Mini Lesson: Ask students to brainstorm deeper themes and symbols they might find in this clip (the colors of the superhero costume, the choice of a spider, the background of the main character, the identities of his family members, etc.) Create an annotation guidelines poster with their feedback/input. Deeper Modeling: Rewatch the film clip with new volunteers. Ask for “deeper” comments from the volunteers and further notes from the observers.
2nd Period Lesson -- Recognition (Shelfwork) <ul style="list-style-type: none"> Bookmark -- Using a provided list of annotation terms and definitions/examples, create a bookmark with your own annotation approach. Shelfwork --Annotation Puzzle: Read and annotate a short story with the use of cut-out terms and commentary
2nd Period Lesson -- Recall Practice (Choose one) <ul style="list-style-type: none"> Practice handout (just the basics)-- Annotate comic book pages from the <i>Spider-Verse</i> film with help from a list of possible

<p>annotations.</p> <ul style="list-style-type: none">● Practice article (taking it to the next level)--Annotate a more challenging article on the Spider-Verse with help from a list of possible annotations.		
<p>3rd Period Lesson -- Student Application</p> <ul style="list-style-type: none">● Discussion: Why do some people feel the need to talk through films? Even if the talking was annoying, how did it shift your understanding of the film? Using <i>Spider-Verse</i> as an example, how can you watch the same film on several different levels? How does analysis of the film address questions of identity?		
Plan for Differentiation		
<p>Teaching</p> <ul style="list-style-type: none">● I will use volunteers this first week so students who are reluctant to speak don't feel put on the spot. Students may speak or just listen.	<p>Work</p> <ul style="list-style-type: none">● They only have to choose one of the recall practice activities, one of which reiterates the basics while the other encourages more depth..	<p>Assessment</p> <ul style="list-style-type: none">● Observation during student-led discussion● Next week--class collaborative annotation practice● Next week--first annotations due
<p>Outside Support --I watched this film with a colleague who teaches at UC. She studies race and equity, so she had some deep commentary I'll apply to this discussion. I'll also use outside articles on the film.</p>		
Formal Assessments		
<p>Formal Assessment: Next week, we'll have a quiz over this material</p>		
<p>Summative Assessment: Annotated novel notes due at the end of the quarter</p>		