

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

<p>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.</p> <p><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.</p> <p><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.</p>	
<p>Materials:</p> <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 	<p>Time/Date: August 22, 2019</p>
<p>Prior Knowledge: Familiarity with the new Spiderman film, prior experience with annotations</p>	<p>Concepts/Big Ideas: Justice, Equality</p>
<p>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</p>	
<p>Connection to Elementary Material or Lesson: Builds on familiar shelfwork</p>	

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
<p>1st Period Lesson -- 20 minutes (Includes steps and materials)</p> <ul style="list-style-type: none"> Surface Modeling: <ul style="list-style-type: none"> Watch it and absorb. Turn to a peer and quietly share every thought that pops in your head related to the movie. So now, look for the following deeper themes and symbols you 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.) Allow at least 20 minutes of them talking and offering ideas. (Create an annotation guidelines poster with their feedback/input that will hang on the walls of the room).
<p>2nd Period Lesson -- Recognition (Shelfwork)</p> <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 <p>2nd Period Lesson -- Recall Practice (Choose one)</p> <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 annotations. 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.		
3rd Period Lesson -- Student Application <ul style="list-style-type: none">Discussion: Why do some people feel the need to talk through films? How did commentary 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		
Teaching <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.	Work <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..	Assessment <ul style="list-style-type: none">Observation during student-led discussionNext week--class collaborative annotation practiceNext week--first annotations due
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.		
Formal Assessments		
Formative Assessment: Discussion		
Summative Assessment: Annotated novel notes due at the end of the quarter. Next week, we'll have a quiz over this material		