

Montessori Lesson Plan: Great Lesson or Montessori Materials

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

Standards: CCSS.ELA-LITERACY.RI.9-10.2

Determine a central idea of a text and analyze 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.

CSS.ELA-LITERACY.RI.9-10.3

Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

Materials:

- Teacher
- Students: copy of “Clark Montessori Secondary School”
- Ted Talk: “The Best Kindergarten You’ve Ever Seen”
+graphic organizer for annotations

Time/Date:

Week of August 19, 2019

Prior Knowledge: identifying key concepts and central ideas

Concepts/Big Ideas: Deep understanding of texts

Lesson Relates to Theme This connects to the theme of Foundations because it’s a foundational skill that much of our reading, writing, and discussion depends on.

Connection to Elementary Material or Lesson: Foundations of reading

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 -- 10 minutes

Define annotations: a conversation with the text on the page

Why do you annotate? To track your thinking, to make your thinking visible, to remember your thoughts reading the text in that moment, to prepare for a later event (seminar, project, paper)

When do you annotate? When something surprises you, confuses you, or interests you. When you disagree with something, agree with something, think about something in a new way. When you make a connection, when something contradicts what you already knew. To summarize a section of the text, to ask a question, to identify a writing technique that an author is making (comparing and contrasting, problem/solution, cause/effect, time order, etc.), to identify a craft move the author is making (parallelism, figurative language, appealing to the audience, etc.). When you don’t understand a word/phrase, when you don’t understand an allusion, when you don’t understand a piece of figurative language.

Project model text: “My Name” by Sandra Cisneros with annotations. Talk through my purposes annotating that piece.

2nd Period Lesson -- Recognition (Shelfwork)--

- Annotation Shelf Work (Level 1): “My Name” by Sandra Cisneros. Students have to match the printed annotations with the place in the text it would make the most sense to annotate that sentence/phrase
- Annotation Shelf Work (Level 2): “What’s in a Name? A Lot it Turns Out” by Eric Eckholm. Students have to match the printed annotations with the place in the text it would make the most sense to annotate that sentence/phrase *and* identify the different levels of annotated questions.
- Watch <https://www.youtube.com/watch?v=muZcJXlfCWs> to see another student talking through how she annotates longer texts

3rd Period Lesson -- Student Application

- Annotate student copy of “Clark Montessori Secondary School” and the Ted Talk “The Best Kindergarten We’ve Ever Seen” to prepare for seminar

Plan for Differentiation

Teaching	Work	Assessment
Pull for small groups when necessary to address gaps in understanding One-on-one conferencing	Student choice Single or partner work	Seminar Annotations

Outside Support -- Outside texts by Eric Eckholm for the NYTimes and Sandra Cisneros; collaboration between Shannon Quay and Kris Rutter

Formal Assessments

Formative Assessment--annotations shelf work checks

Summative Assessment--seminar annotations