

Montessori Lesson Plan

School: Central High School	Teacher: Kristin Dennis
Subject/Topic(s): English	
Grade Level: 11th and 12th	Theme: Purposeful Collaboration
<u>Curriculum Components Included:</u> <input type="checkbox"/> Project <input checked="" type="checkbox"/> Mini-Whole Grp <input type="checkbox"/> Lesson-Small Grp <input checked="" type="checkbox"/> Student engagement during lesson <input checked="" type="checkbox"/> Shelfwork <input type="checkbox"/> Rubric <input checked="" type="checkbox"/> Self-Assessment <input checked="" type="checkbox"/> Seminar/Qs <input type="checkbox"/> Interdisciplinary <input type="checkbox"/> Outside Opportunity	
<u>Seven Gateways for Adolescence addressed in this lesson:</u> <input type="checkbox"/> Deep Connection <input type="checkbox"/> Silence & Solitude <input checked="" type="checkbox"/> Meaning & Purpose <input type="checkbox"/> Joy & Delight <input checked="" type="checkbox"/> Creative <input type="checkbox"/> Transcendence <input type="checkbox"/> Initiation	

Standards/Objectives

RL.11- 12.1 Cite relevant and thorough textual evidence to support analysis of the text says explicitly as well as inferences drawn from the text.

RL.11- 12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account.

Annotate a poem without teacher guidance.
 Reflect on the annotation process and self-evaluate.
 Write an analysis of a poem based on the annotations.

Materials: Teacher

- Copies of the poem

Materials: Student

- Writing utensil
- Highlighter
- Notes on Literary Devices (previous lesson)
- Universal Ideas resource
- Tone Sheet

Time/Dates

August 23, 2021.
 This will be the first day of a two week work cycle that will culminate in our field experience, our trip to World Fest.

Facts/Skills (Prior Knowledge)

- Notes on Literary Devices
- Annotating a text with Level Questions
- Using Universal Ideas to create Theme statements

Concepts/Big Ideas

- Essential Question for this work cycle is: Is America a nation of immigrants?
- The Fourth Great Lesson, the coming of humans
- Purposeful Collaboration within a Cosmic understanding--the only way to Peace

Lesson Relates to Theme (Note: Not every content lesson will directly relate to the theme)

While this particular lesson doesn't directly connect, students will have already collaborated on two class poems.

Connection to Elementary Material or Lesson (while not required in your lesson, consider how this could connect to elementary levels- list possible connection(s) below)

Cosmic Education- understanding our place in the universe and our role within it.

Step-by-Step Procedures

1st Period Lesson – 20 minutes (Include steps and materials)

Lesson Title: Poetry Annotation

Materials: Copy of the poem "[My Tongue is Divided in Two](#)," writing utensil, highlighter

Resources: Universal Ideas Sheet, Tone Sheet, Notes on Literary Devices

1. Before I teach the lesson, I will ask the students to answer two questions on the back of their poem. We will not discuss the answers until after the lesson.

Question 1: What do you find most challenging about reading poetry?

2. I will ask for two student volunteers to read the poem. We will read the poem twice through in two voices, back to back.

Question 2: What do you think this poem is about?

3. I will model how to annotate by doing SAT SPLAT SUIT. We will work through each step together.

Annotation Steps:

Speaker- Point of view, what do we know about the speaker?

Audience- Who is the intended audience?

Topic- What is the poem about? (Brooms not shovels) If this is not obvious, make this "T" = Title and explain what you think the title means

Stanza- How is the poem organized?

Pattern- Does the poem rhyme or repeat?

Literary Devices- Can you identify any literary devices?

Attitude- Is this poem positive or negative?

Tone- Is this poem positive or negative? What feeling does it convey?

Satire- Does this poem include any social commentary? Do we need to know any historical or cultural references in order to understand this poem?

Universal Idea- Choose three universal ideas that relate to the poem.

Irony- Is there a situation that is the opposite of what is expected?

Theme- Create a theme statement relating to the poem.

4. Analysis of Process

What are some challenges with reading poetry?

Before we annotated the poem, what did you write that the poem was about? Has your understanding changed?

What are your takeaways about this annotation technique? How does it compare/contrast with your previous attempts at annotation?

Are there any suggestions you can make to help with this process?

Could you adapt this annotation strategy to other texts?

2nd Period – Recognition (Shelfwork)*

- Literary Devices Card Sort- Students will match literary devices to definitions and examples
- Annotation Matching- Students will match the SAT SPLAT SUIT terms with their definitions and examples.
- SAT SPLAT SUIT Practice- I will provide students with a poem and an envelope of annotation strips. Students will practice annotating a second poem by arranging the annotation strips in the correct order. They can check their work by flipping over the strips, which should spell out SAT SPLAT SUIT.

2nd Period – Recall Practice

- Using the model poem we completed during lesson, create a new theme statement. Write a paragraph about the theme statement, using evidence from the poem to support your ideas.
- Line Dance Break Dance- Students will cut up a poem and change the line breaks. Then write in their journal an analysis of how their new poem changes the meaning.
- SAT SPLAT SUIT SONG- Students can choose a favorite song and annotate the lyrics using our method.
- Socratic Seminar- Students will be asked to annotate a second poem on their own or in small groups. We will discuss this poem together in seminar.

3rd Period – Student Application

- Poem Annotation- Students will select a poem from the poetry packet and annotate it on their own.

Plan for Differentiation (at least one should be filled in)

<u>Teaching</u>	<u>Work</u>	<u>Assessment</u>
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<p>I will create a video of how to annotate a poem and post it to my class YouTube channel. This resource will be available for students to watch if they were absent, or need the lesson again.</p> <p>I will provide follow up instruction for students still struggling. This may be guiding them as they annotate their second poem for seminar.</p>	<p>I will provide multiple poems of a variety of lexile levels. I will also give students the choice to find their own poems.</p> <p>I have given students review work (Literary Devices card sort). Students also have multiple resources and graphic organizers to help them create theme statements and organize paragraphs.</p>	<p>Students can choose which poem they annotate for the summative.</p> <p>Students can type or handwrite their responses. This includes annotating the text.</p> <p>I will provide students with resources that include definitions of each term used in the annotation and examples. I will also provide examples of annotated poems. Students may use these resources during the assessment.</p>
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Outside Support: Who, What, How

In addition to the resources I will create for students (YouTube video of the lesson, examples of annotated poems, resource pages for Universal Ideas and Tone, graphic organizers for theme statements and paragraphs), I will compile a list of online resources they can use.

Our ECE teacher, John Williams, will also be collaborating, serving those students with IEPs and 504 plans. Support will be given through materials like graphic organizers, modified assignments, and individualized feedback.

Formal Assessments *in addition to* regular observation (at least one should be filled in;)

Formative Assessments

Before this lesson, I will have graded paragraphs the students wrote on a poem of their choice. I will already have an idea of who can analyze a poem and write a paragraph about their analysis.

I will ask students to annotate a poem independently (they may choose to work with a partner or small group, but they must write on their own paper) and we will discuss the poem in Socratic Seminar.

Students will complete a self-evaluation as a part of their work plan. I will also have a parking lot available for questions.

Summative Assessment

Students will complete a poetry annotation on their own and write a paragraph about their theme statement, using evidence from the poem to support their analysis.

*Shelf Work: activity using manipulatives (non-electronic) that have a control of error/answer key that students use to check their own work; usually can be done over and over for practice throughout the cycle if necessary