

Montessori Lesson Plan: Academic Content, Close Reading for *To Kill a Mockingbird* or *Just Mercy*

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

Standards:

Key Ideas and Details: CCSS.ELA-LITERACY.RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Craft and Structure: CCSS.ELA-LITERACY.RL.9-10.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

Range of Reading and Level of Text Complexity: CCSS.ELA-LITERACY.RL.9-10.10 By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.

Materials: Common reading comprehension questions derived from sample AIR tests, printed reading excerpts, scissors, graphic organizers, poster board, black markers, controls

Time/Date: 2/12-13

Prior Knowledge: Students took notes on figurative language and analyzed one paragraph in the first chapter describing Maycomb, Alabama

Concepts/Big Ideas: Reading between the lines

Lesson Relates to Theme (Note: Every content lesson will not directly relate to the theme)

Connection to Elementary Material or Lesson: Students practiced reading comprehension and analysis but have not retained figurative language lessons and other tools needed to analyze literature. This lesson is based in part on the gaps in their MAP test.

Curriculum Components Included: X Project X Mini-Whole Group ☐ Lesson-Small Group X Student engagement during lesson X 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 X Creative X Transcendence ☐ Initiation

Step-by-Step Procedures

1st Period Lesson -- 20 minutes (Includes steps and materials)

- Review the figurative language notes
- Short presentation on the kinds of reading questions asked on the AIR test.
<https://docs.google.com/presentation/d/1tBEkU9gvN0kby5Osra1C7oUz-PKgZL2BIOCBkLltWh4/edit?usp=sharing>

2nd Period Lesson -- Recognition (Shelfwork)

- Matching: Students will have cards of figurative language terms and matching definitions and examples. Students will match up the right words with their definitions and examples.

2nd Period Lesson -- Recall Practice

- Inference Worksheet: Annotate the high-lighted sections to read between the lines and make predictions about the inner workings of the characters. Excerpts: End of chapter 11 (Dubose's flower) and end of chapter 10 (Tim's death)
<https://genius.com/Harper-lee-to-kill-a-mockingbird-chapter-11-annotated>
- Word Search for Figurative Language: Cut apart excerpt and glue the sentences in the right spaces of the graphic organizer. <https://genius.com/Harper-lee-to-kill-a-mockingbird-chapter-10-annotated>

3rd Period Lesson -- Student Application

- Challenge: Redacted Found Poem: Using the excerpts provided, black out words to create a found poem. The poem must include at least 25 words. Try to include as much figurative language as possible, and make the poem say something that makes sense.

Plan for Differentiation

Teaching	Work	Assessment
Students have several stations to visit. I will walk the room and offer guidance specific to each student's needs.	The assignments are designed to reflect the student's abilities. They can do more or less, depending on their needs.	The inference worksheet and word search will be graded. Intervention specialists will tailor the amount of work so each student has a suitable amount.

Outside Support --Who, What, How? The IS in our classroom helps students in supported study halls, and I have a help night session, and I run the writers' center on campus. The students in this organization are tutors for peers who struggle with writing.

Formal Assessments

Formal Assessment--Eventually, we will write literary analyses for *Romeo and Juliet*. This is practice for that work.

Summative Assessment--The AIR test will ask students to identify figurative language terms.

Matching Game

Figurative Language Term	Examples from Text	Definitions
Imagery	In rainy weather the streets turned to red slop	Words that evoke the five senses
Alliteration	bony mules <u>hitched</u> to <u>Hoover</u> carts <u>flicked flies</u>	Repetition of the consonants at the beginnings of words
Assonance	Men's <u>stiff</u> collars <u>wilted</u> by nine in the morning.	Repetition of the vowel sounds within words
Personification	Maycomb was an old town, but it was a tired old town when I first knew it.	Giving something non-human, human-like qualities
Metaphor	Mrs. Dubose was plain hell.	Comparing two unlike things by saying something IS something else.
Simile	Ladies bathed before noon, after their three-o'clock naps, and by nightfall were like soft teacakes with frostings of sweat and sweet talcum	Comparing two unlike things by saying something IS LIKE something else.
Symbolism	Mockingbirds don't do one thing but . . . sing their hearts out for us. That's why it's a sin to kill a mockingbird	Using a word or image to carry a great deal of multi-layered meaning.

Allusion	Maycomb County had recently been told that it had nothing to fear but fear itself.	Referencing something famous outside of the text (like the Bible, a famous speech, an historical event, etc.)
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Word Search for Figurative Language

Figurative Language Term	Examples from Text	Definitions
Imagery		Words that evoke the five senses
Alliteration		Repetition of the consonants at the beginnings of words
Assonance		Repetition of the vowel sounds within words
Personification		Giving something non-human, human-like qualities
Metaphor		Comparing two unlike things by saying something IS something else.
Simile		Comparing two unlike things by saying something IS LIKE something else.
Symbolism		Using a word or image to carry a great deal of multi-layered meaning.
Allusion		Referencing something famous outside of the text (like the Bible, a famous speech, an historical event, etc.)