

Montessori Lesson Plan: Solo Time

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

Standards: CCSS.ELA-LITERACY.RL.9-10.4

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

CCSS.ELA-LITERACY.RL.9-10.6

Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

Materials:

- Teacher
- Students: solo time activities (e.g. play-dough, coloring, blank paper, notebook paper, markers, colored pencils, independent reading books, kinetic sand, etc.)
- Poster of Solo Time expectations

Time/Date:

Week of August 26, 2019

Prior Knowledge: Introduction to solo time

Concepts/Big Ideas: Spending time by yourself, silently, is powerful for introspection.

Lesson Relates to Theme This connects to the theme of Foundations because silence lends to understanding yourself better and remaining in the present moment.

Connection to Elementary Material or Lesson: Solo

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 (Includes steps and materials)

- Introduce the reason behind solo time and the solo time expectations (poster)
- Quick introduction to the solo time basket (contains silent activities that kids can work on during solo time: playdough, sudoku, kinetic sand, coloring book).

2nd Period Lesson

- “Novel” ideas lesson: students pair up and create a list of as many different solo activities as they can think of. After five minutes, class reconvenes, and we create a giant list of ideas on the board. When one person shares an idea, if anyone else has the idea on their list, they have to cross it off. Giant list is made on the board. Think Scattergories.

3rd Period Lesson -- Student Application

- Students participate in Solo Time.

Plan for Differentiation

Teaching

Meet with students one-on-one to identify any personal issues.

Work

Student choice

Assessment

Teacher observation

Outside Support

Formal Assessments

Formative Assessment--Scattergories activity

Summative Assessment--Solo time