

## Montessori Lesson Plan: Great Lesson or Montessori Materials

<b>School:</b> Clark Montessori High School	<b>Teacher:</b> Kristin Rutter/ Shannon Quay
<b>Subject/Topic:</b> English Language Arts/ The Story of Language	
<b>Grade Level:</b> 9/10	<b>Theme:</b> 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: Timeline of English; Card Sorts (*Lost in Translation* and *The Illustrated Book of Sayings*),

Prezi:

[https://prezi.com/z0qegrfsjlm7/?utm\\_campaign=share&utm\\_medium=copy](https://prezi.com/z0qegrfsjlm7/?utm_campaign=share&utm_medium=copy)

### **Time/Date:**

Week of September 9, 2019

**Prior Knowledge:** Montessori's Story of Language

**Concepts/Big Ideas:** Language is powerful, complicated, and limited.

**Lesson Relates to Theme** This connects to the theme of Foundations because language shapes how we see, interact with, and understand the world around us and within us.

**Connection to Elementary Material or Lesson:** Story of Language, Timeline, Card Sort

**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 -- 20 minutes (Includes steps and materials)

- Introduction: This is an extension of one of Maria Montessori's Great Lessons, The Story of Language. For our purposes, we'll focus on the English language: its history, its complications, and its limits.
- Whole Group Lesson (Impressionistic Lesson): (Timeline of the English Language) We'll tell the story of the English language from where Maria Montessori left off: the Roman Empire. We'll discuss the Romans, the Anglo-Saxons and the surrounding tribes, the Vikings, the French (Normans). Before we reach Middle English (Chaucer) and Modern English (Shakespeare), we'll also briefly discuss words adopted and adapted from around the world.

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

- Timeline Sort: Using the stack of words provided, try to match the words from different stages in the history of English to their correct place on the timeline (e.g. if the word is Latin, try to guess that and place it in the Roman Empire).

## 2nd Period Lesson -- Recall Practice (choose two)

- Prezi: Click through the Prezi on the history of English and answer the questions at the end.
- *Lost in Translation: The Limits of English*: You may want to work with classmates for this one. Divide the cards into four groups based on what they have in common. You can choose any method of division that you prefer. When you are finished, do one of two activities:
  - Write a 250-word reflection on how you divided the cards and what this says about the role of language in the cultures on the cards.
  - Write a 250-word reflection on which culture appealed to you or attracted you with its language. Explain why you were drawn to those words.
- *The Illustrated Book of Sayings*: You may work alone or with classmates for this one. Sort through the sayings and choose three of your favorites. For each saying, answer the following questions on loose-leaf paper:
  - Why did you choose each saying?
  - What does each saying reflect about the culture that generated it?
  - What saying is specific to your personal culture and maybe even your family? What does it reflect about your values and experiences?

## 3rd Period Lesson -- Student Application

- Create a word or saying that doesn't exist in the English language but should. Illustrate your word and define it on the card. Make it something that reflects your personal culture.

### Plan for Differentiation

Teaching	Work	Assessment
Pull for small groups when necessary to address gaps in understanding	Student choice Single or group Indirectly teaches sensitivity to the struggles of multilingual students or ELL	Word/Saying Card

Outside Support -- Outside texts by author Ella Frances Sanders; collaboration between Shannon Quay and Kris Rutter

### Formal Assessments

Formative Assessment--Reflection

Summative Assessment--Student-created word card