

**Montessori Lesson Plan**

School: N/A	Teacher: Kathlyn Videkovich
Subject/Topic(s): Introduction of Solo Time and Solo Time Guidelines	
Grade Level: 9	Theme: Our Universe, Our place
Curriculum Components Included: <input type="checkbox"/> Project <input checked="" type="checkbox"/> Mini-Whole Grp <input type="checkbox"/> Lesson-Small Grp <input type="checkbox"/> Student engagement during lesson <input type="checkbox"/> Shelfwork <input type="checkbox"/> Rubric <input type="checkbox"/> Self-Assessment <input type="checkbox"/> Seminar/Qs <input type="checkbox"/> Interdisciplinary <input type="checkbox"/> Outside Opportunity	
Seven Gateways for Adolescence addressed in this lesson: <input type="checkbox"/> Deep Connection <input checked="" type="checkbox"/> Silence & Solitude <input type="checkbox"/> Meaning & Purpose <input type="checkbox"/> Joy & Delight <input type="checkbox"/> Creative <input type="checkbox"/> Transcendence <input type="checkbox"/> Initiation	

<u>Standards/Objectives</u> <b><u>Standards: From Wisconsin Science Standard [1]</u></b> N/A. <b><u>Objectives:</u></b> Introduce procedure for Solo Time Establish guidelines for Solo Time Gain an initial understanding of the importance of Solo Time		
<b><u>Materials: Teacher</u></b> <ul style="list-style-type: none"><li>Sole Time PowerPoint</li><li>Solo Time Poster</li></ul>	<b><u>Materials: Student</u></b> <ul style="list-style-type: none"><li>Listening ears</li><li>Weekly schedule/planner</li></ul>	<b><u>Time/Dates</u></b> <ul style="list-style-type: none"><li>This lesson will be given every year at the beginning of Fall term.</li></ul>
<b><u>Facts/Skills (Prior Knowledge)</u></b> <ul style="list-style-type: none"><li>None</li></ul>	<b><u>Concepts/Big Ideas</u></b> <ul style="list-style-type: none"><li>Understanding the importance for Silence and Solitude for the adolescent</li></ul>	
<b><u>Lesson Relates to Theme</u></b> (Note: Every content lesson will not directly relate to the theme) Not related. But the cycle I am developing is the first one for the year, so this lesson needs to be given as part of the cycle.		
<b><u>Connection to Elementary Material or Lesson</u></b> N/A		

Step-by-Step Procedures		
<u>1<sup>st</sup> Period Lesson – 20 minutes (Include steps and materials)</u> <ul style="list-style-type: none"> <li>Gather students in circle with audio visual equipment</li> <li>Introduce to the students that they will be doing solo time each week and identify it on the schedule</li> <li>Ask student what their initial thoughts are about what they think Solo Time Means <ul style="list-style-type: none"> <li>“What do you think Solo Time means?”</li> </ul> </li> <li>Summarize Student Answers and then say “Lets take a closure look</li> <li>Start Power point <ul style="list-style-type: none"> <li>State what Solo Time</li> <li>Give reason for Solo Time</li> <li>List some examples of activities that are allowed during solo time. <ul style="list-style-type: none"> <li>Coloring</li> <li>Individual Puzzling</li> <li>Cross words, Sudoku</li> <li>Individual Legos</li> <li>Reading non-assigned materials</li> <li>Drawing</li> <li>Small art projects that are not assigned</li> <li>Journaling on non-academic content</li> </ul> </li> <li>List things that are not allowed unless cleared on an individual bases with the teachers. <ul style="list-style-type: none"> <li>Moving around</li> <li>Sleeping</li> <li>Daydreaming</li> <li>Doing homework – Assigned readings, writings, projects, crafts, etc</li> <li>Interacting</li> <li>Listening to Music on Headphones</li> <li>Distracting others</li> <li>Screens of any sort</li> </ul> </li> </ul> </li> <li>Direct students’ attention to where supplies are kept for Solo time</li> <li>Ask the students if they have any other ideas for activities for Solo Time (record and add to card sort activity)</li> <li>Ask the students if they have questions about Solo Time</li> <li>Announce when the first Solo Time activity will be, if not directory after this lesson.</li> <li>Dismiss lesson or start Solo Time</li> </ul>		
<u>2<sup>nd</sup> Period – Recognition (Shelfwork)</u> <ul style="list-style-type: none"> <li>Sole Time Card Sort</li> </ul>	<u>2<sup>nd</sup> Period – Recall Practice</u> <ul style="list-style-type: none"> <li></li> </ul>	
<u>3<sup>rd</sup> Period – Student Application</u> <ul style="list-style-type: none"> <li>Participate in Solo Time.</li> <li>During the first few solo times one of the teachers will make observations of the students. If a student is having difficult with Solo Time, teacher will meet with the student to help them address issues.</li> <li>After a few Solo Times have the students meet in a circle to discuss how Solo time is going and if they feel there needs to be changes.</li> </ul>		
Plan for Differentiation		
<u>Teaching</u> General lesson will be provided to all students in the same session.	<u>Work</u> Students can choice to do the card sort.	<u>Assessment</u> None
<u>Outside Support: Who, What, How</u>		
Formal Assessments		
<u>Formative Assessments</u> Teacher made observations		

Summative Assessment