

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>		
Standards: From Wisconsin Science Standard [1]		
N/A.		
Objectives:		
Introduce procedure for Solo Time Establish guidelines for Solo Time Gain an initial understanding of the importance of Solo Time		
<u>Materials: Teacher</u>	<u>Materials: Student</u>	<u>Time/Dates</u>
<ul style="list-style-type: none"> Sole Time PowerPoint Solo Time Poster 	<ul style="list-style-type: none"> Listening ears Weekly schedule/planner 	<ul style="list-style-type: none"> This lesson will be given every year at the beginning of Fall term.
<u>Facts/Skills (Prior Knowledge)</u>	<u>Concepts/Big Ideas</u>	
<ul style="list-style-type: none"> None 	<ul style="list-style-type: none"> Understanding the importance for Silence and Solitude for the adolescent 	
<u>Lesson Relates to Theme</u> (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.		
<u>Connection to Elementary Material or Lesson</u>		
N/A		

Step-by-Step Procedures

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

- Gather students in circle with audio visual equipment
- Introduce to the students that they will be doing solo time each week and identify it on the schedule
- Ask student what their initial thoughts are about what they think Solo Time Means
 - “What do you think Solo Time means?”
- Summarize Student Answers and then say “Lets take a closure look
- Start Power point
 - State what Solo Time
 - Give reason for Solo Time
 - List some examples of activities that are allowed during solo time.
 - Coloring
 - Individual Puzzling
 - Cross words, Sudoku
 - Individual Legos
 - Reading non-assigned materials
 - Drawing
 - Small art projects that are not assigned
 - Journaling on non-academic content
 - List things that are not allowed unless cleared on an individual bases with the teachers.
 - Moving around
 - Sleeping
 - Daydreaming
 - Doing homework – Assigned readings, writings, projects, crafts, etc
 - Interacting
 - Listening to Music on Headphones
 - Distracting others
 - Screens of any sort
- Direct students’ attention to where supplies are kept for Solo time
- Ask the students if they have any other ideas for activities for Solo Time (record and add to card sort activity)
- Ask the students if they have questions about Solo Time
- Announce when the first Solo Time activity will be, if not directory after this lesson.
- Dismiss lesson or start Solo Time

2nd Period – Recognition (Shelfwork)

- Sole Time Card Sort

2nd Period – Recall Practice

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3rd Period – Student Application

- Participate in Solo Time.
- 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.
- 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.

Plan for Differentiation

Teaching

General lesson will be provided to all students in the same session.

Work

Students can choice to do the card sort.

Assessment

None

Outside Support: Who, What, How

Formal Assessments

Formative Assessments

Teacher made observations

Summative Assessment