

Montessori Lesson Plan

School: Craig Montessori School	Teacher: Shamika Johnson
Subject/Topic(s): Advisory	
Grade Level: 8	Theme: Community
Curriculum Components Included: <input type="checkbox"/> Project <input 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 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> Learn about Maria Montessori's Theory and Principles		
Student Friendly Language: We are learning to better understand Maria Montessori's Theory and Principles		
<u>Materials: Teacher</u> - Presentation about who is Maria Montessori	<u>Materials: Student</u> - Notebook - Pencil	<u>Time/Dates</u> - September
<u>Facts/Skills (Prior Knowledge)</u> - Students should know who Maria Montessori is - Students should know what a theory is - Students should know what a principle is	<u>Concepts/Big Ideas</u> - Better understanding of why we do the things that we do in our classroom community and in our school community.	
<u>Lesson Relates to Theme</u> (Note: Every content lesson will not directly relate to the theme)		
<u>Connection to Elementary Material or Lesson</u> - None		

Step-by-Step Procedures

<u>1st Period Lesson – 20 minutes (Include steps and materials)</u> <ul style="list-style-type: none">- Ask the students do they know where the word Montessori came from- Present presentation about who Maria Montessori is and her contributions to education		
<u>2nd Period – Recognition (Shelfwork)</u> <ul style="list-style-type: none">- Principles and theory card sort (floater & Maybe swimmer)	<u>2nd Period – Recall Practice</u> <ul style="list-style-type: none">- Principles and theory Description and Example Sheet (all 3)	
<u>3rd Period – Student Application</u> <ul style="list-style-type: none">- Presentation		
Plan for Differentiation		
<u>Teaching</u> <ul style="list-style-type: none">- I will present the lesson to the whole group and represent if necessary- I will read the article and take notes with students if that is what they need	<u>Work</u> <p>Floaters</p> <ul style="list-style-type: none">- Read the article (maybe with help) then work on the card sort <p>Swimmers</p> <ul style="list-style-type: none">- Read the article (maybe with help) and fill out the form with their definitions and examples <p>Divers</p> <ul style="list-style-type: none">- Read the article and fill out the form with their definitions and examples. When this is complete, do further research on Maria Montessori and her principles.	<u>Assessment</u> <p>Floater</p> <ul style="list-style-type: none">- Students will select one principle and create an infographic about the principle using the information from the card sort <p>Swimmer</p> <ul style="list-style-type: none">- Students will create an infographic or other presentation (approved) to present their understanding of the principles <p>Diver</p> <ul style="list-style-type: none">- Students will create an infographic or other presentation (approved) to present their understanding of the principles and the additional research that they performed.
<u>Outside Support: Who, What, How</u> SpEd Teacher - Per each student's IEP		
Formal Assessments		
<u>Formative Assessments</u> Presentation <ul style="list-style-type: none">- Use a rubric to grade presentations		

Summative Assessment

N/A

Maria Montessori Theory – Montessori Method Principles



<http://www.dailymontessori.com/montessori-theory/>

The Montessori Theory is a method of teaching developed by Maria Montessori where the key principles are Independence, Observation, Following the Child, Correcting the Child, Prepared Environment and Absorbent Mind.

The Montessori Theory methods, concepts and foundation principles can be applied across all ages. It is within these concepts we find the reasoning behind why things are such in a Montessori environment.

The following are the goals and beliefs that Maria Montessori held with regards to her approach to educating children.

1. Independence

“Never help a child with a task at which he feels he can succeed.” – Maria Montessori.

It is always a goal of Montessori education in the classrooms to make the child independent and be able to do things for himself. This is achieved by giving children opportunities. Opportunities to move, to dress themselves, to choose what they want to do, and to help the adults with tasks. When the children are able to do things for themselves there is an increase in their self belief, self confidence and esteem that they may carry on throughout their life.

2. Observation

Observation, or watching the child is for parents easy to do. We can spend countless hours just watching children and see how they are enjoying themselves, exploring their environment. This was the simple method of how Maria Montessori has learned about children and developed her theories on child development. She observed without preconceived ideas that helped her develop materials that the children needed and were interested in. Observation is also the way adults can learn about what the child needs are.

For example, if a child starts banging on objects, it means that he has a need for that gross motor activity, so give him a drum. If children are pushing things around the room and they need to walk but can't do it themselves yet, help them or give them a wagon to push. This is how observation can help create harmony, fulfilling the child's current needs.

3. Following The Child

Follow the child, they will show you what they need to do, what they need to develop in themselves and what area they need to be challenged in. The aim of the children who persevere in their work with an object is certainly not to “learn”; they are drawn to it by the needs of their inner life, which must be recognized and developed by its means.” – **Maria Montessori.**

From what you have observed from the actions of the children, follow them in what they need to do. If they want to climb, give them the opportunity to climb in a safe manner, do not be overprotective. Following the child also means being non-directive, do not tell them what to do all the time. Give your child the freedom to choose what he wants or needs to do and to act on his own.

Do not tell them what they have to do, but rather present them with choices of different materials/toys. Also, stand back and watch the child what he does, there is no need to intervene all the time unless he has become really destructive and about to hurt himself or others. Knowing when to intervene is a skill parents will learn as they get to know their child and as parents have set limits for the child.

4. Correcting The Child

Children make mistakes. They may spill something, drop food unintentionally and so on. There is no need to raise your voice in situations like those. Instead, calmly recognize the mistake “oh you’ve spilled the water..., why don’t we get a cloth and wipe it up.” This is an opportunity to ask the child to do some valid practical work with you. You will find that children do like to clean up as they see it as something adults do. There is no need to blatantly point out a child’s mistake, there is a way to make them realize it.

For example, with a cloth bib a child who is learning how drink from a glass will find out that if he tips the glass a bit too early, the water will spill on him and he will feel it. If they mispronounce a word, there is no need to correct them, but rather say the word correctly. Correcting children may result in them being scared to attempt anything in fear of making another mistake.

Children will make mistakes and we need to teach them in a nice manner. Giving the children freedom and choice, supporting them in their choice by making sure they are safe, feeding their inquiring minds in a way that they can understand and observing their needs and fulfilling these can be the key to helping your children develop their full potential.

5. Prepared Environment

“The teacher’s first duty is to watch over the environment, and this takes precedence over all the rest. It’s influence is indirect, but unless it be well done there will be no effective and permanent results of any kind, physical, intellectual or spiritual.” – **Maria Montessori**.

The prepared environment is important part of Montessori. It is the link for a child to learn from adults. Rooms are child sized with activities set up for success and allow freedom of movement and choice. The environment has to be safe for the child to explore freely. The environment has to be ready and beautiful for the children so it invites them to work.

Montessori refers to work as an activity the child does or what many people might call play. She calls this work since it is through this that they create themselves and it is not just a play. Their play is their work and they are still enjoying it. The adult’s role then is to construct the environment in which they will learn. The development of the child is therefore dependent on the environment she or he is in, and this environment also includes the parents.

6. Absorbent Mind

Montessori observed how children learned the language without anyone teaching them. This sparked her idea for the “absorbent mind”. Children under the age of three, do not need to have lessons in order to learn, they simply absorb everything in the environment by experiencing it, being part of it. It is therefore important that the environment set up is good, nice and positive since this is what the child will absorb whether he chooses to or not.

The language of the adult is one that a child will easily pick up. Be careful of what you say around them. Even though you think they are not listening, as they may not be able to express themselves yet, when they can you will not want them swearing back at you. It is for this reason that one should not try to say “No” to a child. We do not want them saying “No” to us rudely. Instead, we say “Stop” when we want to tell children that what they are doing is wrong.

Name:

Date:

THE MONTESSORI THEORY

Maria Montessori


Directions: For each of key principles of the Montessori Theory, describe what the principle is in your own words and create an example of what this would look like in an educational setting.

PRINCIPLE: INDEPENDENCE

Description-



Example-

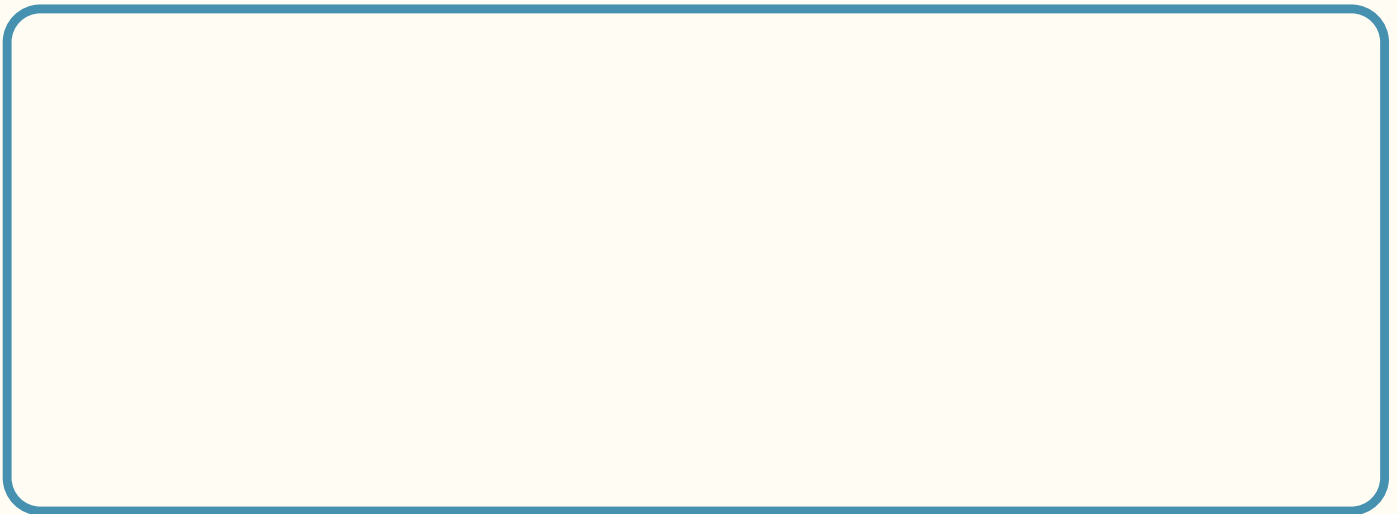


PRINCIPLE: OBSERVATION

Description-




Example-

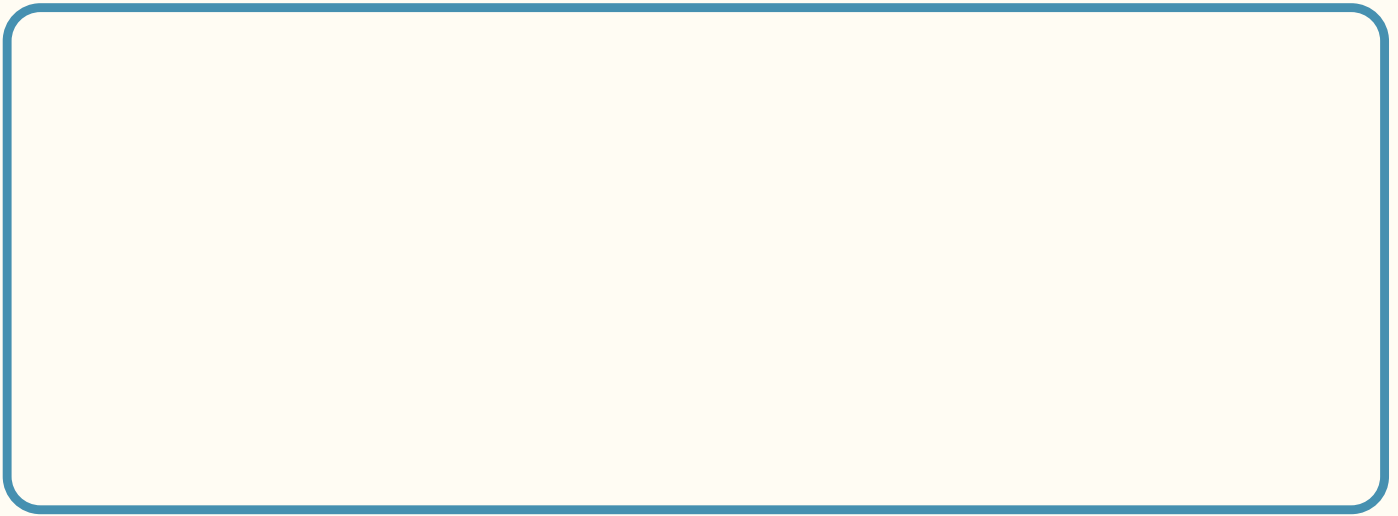


PRINCIPLE: FOLLOWING THE CHILD

Description-



Example-

A large, empty rounded rectangular box with a blue border, intended for an example of the principle.

PRINCIPLE: CORRECTING THE CHILD

Description-

A large, empty rounded rectangular box with a blue border, intended for a description of the principle.

Example-

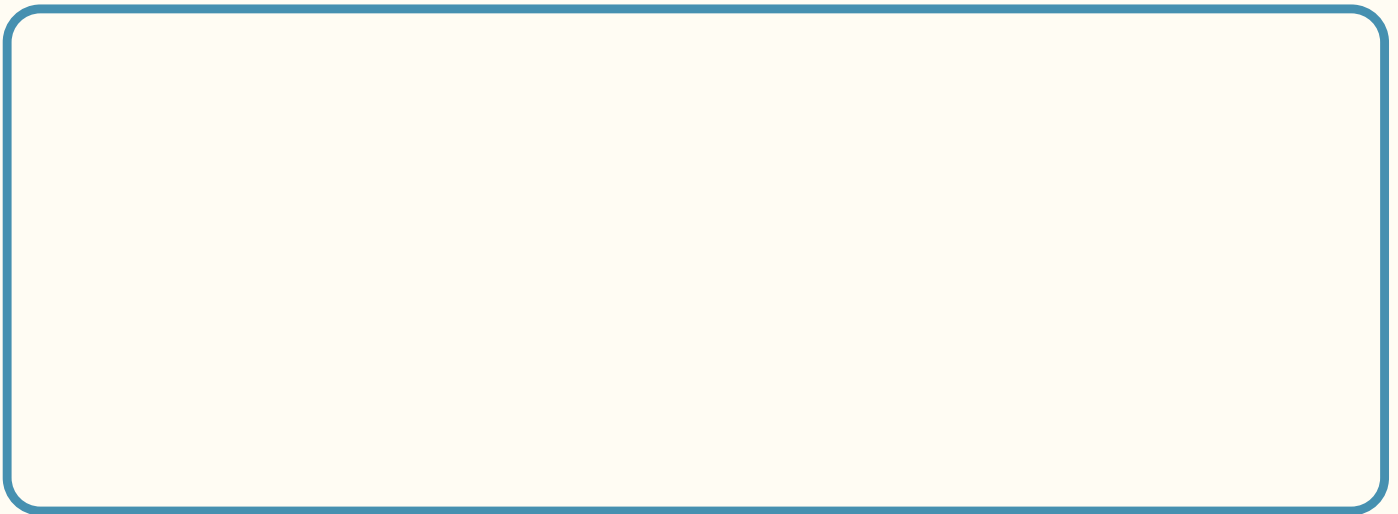
A large, empty rounded rectangular box with a blue border, intended for an example of the principle.

PRINCIPLE: PREPARED ENVIRONMENT

Description-




Example-

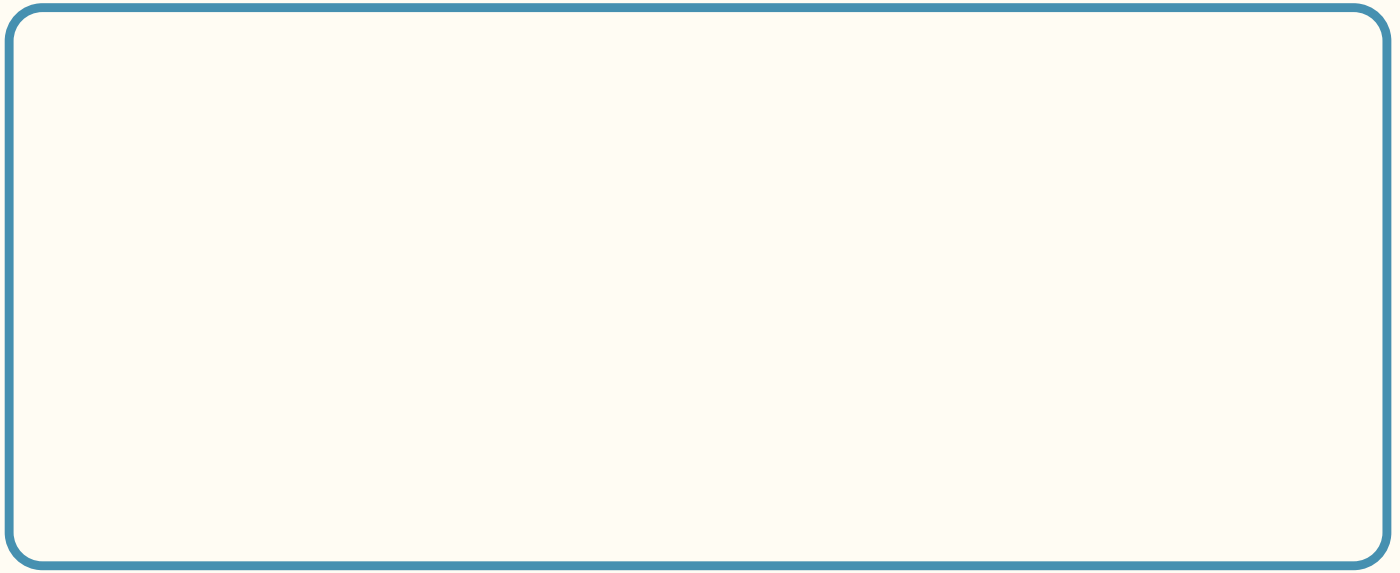


PRINCIPLE: ABSORBENT MIND

Description-



Example-



REFLECTION QUESTION:

The Montessori Theory was developed in the early 1900's. Do you think it still relevant today? Why or why not?

