

Montessori Sentence Diagramming Lesson Plan

School: Lakewood Montessori Middle	Teacher: Simone Fine
Subject/Topic(s): Diagramming Simple Sentences	
Lesson Source: Adapted from the following sources-- Education.com Dissecting Sentences Lesson	
Grade Level: 7-8	Theme: Identity
Curriculum Components Included: <input type="checkbox"/> Project Mini-Whole Grp <input checked="" type="checkbox"/> Lesson-Small Grp <input checked="" type="checkbox"/> Student engagement during lesson <input checked="" type="checkbox"/> Shelfwork <input type="checkbox"/> Rubric <input type="checkbox"/> Self-Assessment <input type="checkbox"/> Seminar/Qs Interdisciplinary <input type="checkbox"/> Outside Opportunity	
Seven Gateways for Adolescence addressed in this lesson: <input checked="" type="checkbox"/> Deep Connection <input type="checkbox"/> Silence & Solitude <input checked="" type="checkbox"/> Meaning & Purpose <input checked="" type="checkbox"/> Joy & Delight <input checked="" type="checkbox"/> Creative <input checked="" type="checkbox"/> Transcendence <input type="checkbox"/> Initiation	

ELA Standards Addressed

L.7.4 Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies: context clues, word parts, word relationships, and reference materials

<u>Materials: Teacher</u> <ul style="list-style-type: none">● Sentence Analysis Pieces● Sentence Diagramming practice sentences, see script.● A whiteboard and whiteboard marker	<u>Materials: Student</u> <ul style="list-style-type: none">● Writing notebook● Writing utensil	<u>Time/Dates</u> <ul style="list-style-type: none">● Tuesday, September 3 Morning and Afternoon Block
<u>Facts/Skills (Prior Knowledge)</u> <ul style="list-style-type: none">● None. Will re-teach basic parts of speech.	<u>Concepts/Big Ideas</u> <ul style="list-style-type: none">● [Explicit]How are sentences structured and how does that structure vary?● [Implicit]How does one describe the relationships between words?	
<u>Lesson Relates to Theme:</u> Identities of words and how they function in sentences.		
<u>Connection to Elementary Material or Lesson:</u> Sentence analysis		

Step-by-Step Procedures

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

- Conduct an image search on the Internet using the term "diagram." Project the results for the class to see. Ask students to study the examples and consider how they would define the word "diagram." Review that a diagram is a simplified drawing that shows the structure or workings of something. Point out that there are usually labels and lines and that information is organized in strategic ways.
- Tell students that they will be using diagrams to map out sentences, and understand the relationships between words. Explain the tools that they will be using, showing them the [Sentence Analysis Chart](#).
- Next, follow the [Script for Simple Sentence Diagramming](#).
- Discuss as a group: *How can diagramming sentences help you learn how to construct better sentences in your writing?*

2nd Period – Recognition (Shelfwork)

- Students will practice labeling the subject and predicate of the following sentences using the Montessori materials, but not the diagramming framework.

2nd Period – Recall Practice

- Students will practice labeling the subject and predicate of each sentence using the Montessori material and the diagramming

<ul style="list-style-type: none">○ Cardi B sings.○ Drake cries.○ Serena wins.○ Dolores fights.○ Cesar debates.○ Malcolm reads.	framework to show the basic aspects of a simple sentence (same sentences).	
<u>3rd Period – Student Application</u>		
<ul style="list-style-type: none">● Exit ticket: Students will complete page 3, Simple Sentences. They will use the sentence analysis pieces and whiteboards, as needed, but record their answers on the worksheet and turn it in.		
Plan for Differentiation		
<u>Teaching</u> Do the sentence diagramming examples together, or one by one, reviewing after each one.	<u>Work</u> Students may work independently or with a partner.	<u>Assessment</u> Students brainstorm how to diagram sentences with two subjects or two verbs.
<u>Outside Support: Who, What, How:</u> n/a		
Formal Assessments		
<u>Formative Assessments:</u> Discussion, verbal (questions) and visual (thumbs up, middle, down) checks for understanding. Students must check w/ teacher after they do practice, before they start the worksheet.		
<u>Summative Assessment</u> Exit ticket: Students will complete page 3, Simple Sentences and turn it in for assessment.		