

Montessori Lesson Plan

School: The Hockessin Montessori School	Teacher: Taylor Geminetti
Subject/Topic(s): Natural World: Coming of Life	
Grade Level: 7-8	Theme: Connections
<u>Curriculum Components Included:</u> <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	
<u>Seven Gateways for Adolescence addressed in this lesson:</u> <input checked="" type="checkbox"/> Deep Connection <input type="checkbox"/> Silence & Solitude <input checked="" 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> <ul style="list-style-type: none"> MS LS1--11: Conduct an investigation to provide evidence that living : Conduct an investigation to provide evidence that living things are made of cells; either one cell or many different numbers and types of cells. 		
<u>Materials: Teacher</u> <ul style="list-style-type: none"> Timeline of life poster Story prompt Manipulatives to match images on poster (5) 	<u>Materials: Student</u> <ul style="list-style-type: none"> Notebook Colored writing implements 	<u>Time/Dates</u> <ul style="list-style-type: none"> 9/21/2021
<u>Facts/Skills (Prior Knowledge)</u> <ul style="list-style-type: none"> Listening skills 		<u>Concepts/Big Ideas</u> <ul style="list-style-type: none"> Every living thing has a job to help life on Earth.
<u>Lesson Relates to Theme</u> (Note: Not every content lesson will directly relate to the theme) <ul style="list-style-type: none"> Connection: All living things are connected, past, present, and future. This material lends itself to connecting to future materials related to living things. 		
<u>Connection to Elementary Material or Lesson</u> (while not required in your lesson, consider how this could connect to elementary levels- list possible connection(s) below)		

Step-by-Step Procedures		
<u>1st Period Lesson – 20 minutes (Include steps and materials)</u> <ul style="list-style-type: none">• Step 1: invite students to lesson space where timeline is laid out on the floor• Step 2: introduce students to topic of discussion and discover prior knowledge• Step 3: read the story of the “Coming of Life” while gesturing to images on the timeline and placing manipulatives on corresponding images• Step 4: students will take notes on material being presented		
<u>2nd Period – Recognition (Shelfwork)*</u> <ul style="list-style-type: none">• A minimized version of the timeline will be placed on the shelf with picture and description cards	<u>2nd Period – Recall Practice</u> <ul style="list-style-type: none">•	
<u>3rd Period – Student Application</u> <ul style="list-style-type: none">• Students will independently choose a living thing and trace its origin, creating their own timeline of life for that living thing.		
Plan for Differentiation (at least one should be filled in)		
<u>Teaching</u> <ul style="list-style-type: none">• Provide a worksheet for students to fill in as they listen to the timeline story	<u>Work</u> <ul style="list-style-type: none">• Different levels of difficulty with shelf work cards (Level 1: pictures and descriptions are together; Level 2: pictures and descriptions are separated)	<u>Assessment</u> <ul style="list-style-type: none">• Allow students to work with a partner in creating their timeline
<u>Outside Support: Who, What, How</u>		
Formal Assessments <i>in addition to</i> regular observation (at least one should be filled in;)		
<u>Formative Assessments</u> <ul style="list-style-type: none">• Shelf work• Student creation of timeline		
<u>Summative Assessment</u> <ul style="list-style-type: none">• Theme test at the end of the cycle of study		

*Shelf Work: activity using manipulatives (non-electronic) that have a control of error/answer key that students use to check their own work; usually can be done over and over for practice throughout the cycle if necessary