Imani Montessori Lesson Plan

School: Imani Montessori	Teacher: Imani Gross
Subject/Topic(s): Earth Stewardship, Ecosystems and Biodiversity, Human Impact, Watersheds and the Water Cycle	
Grade Level: 4-8	Theme: Erdkinder - Identity
Curriculum Components Included: ■Project ■Mini-Whole Grp ❑Lesson-Small Grp ❑ Student engagement during lesson ❑Shelfwork ❑Rubric ❑Self-Assessment ❑Seminar/Qs ❑Interdisciplinary ❑ Outside Opportunity	
Seven Gateways for Adolescence addressed in this lesson: ❑Deep Connection ❑Silence & Solitude ■Meaning & Purpose ❑Joy & Delight ■Creative ❑Transcendence ❑Initiation	

Standards/Objectives LS1: From Molecules to Organisms: Structures and Processes LS2: Ecosystems: Interactions, Energy, and Dynamics LS4: Biological Change: Unity and Diversity		
Materials: Teacher ●	Materials: Student ●	Time/Dates ●
Facts/Skills (Prior Knowledge) ● Watch **https://youtu.be/0RgmHx0kiAQ** ● OR Hike down to the creek on the Land	Concepts/Big Ideas ● Interdependency ● Cosmic Tasks	
Lesson Relates to Theme (Note: Not every content lesson will directly relate to the theme) What can each of us do to be stewards of our Earth.		
Connection to Elementary Material or Lesson (while not required in your lesson, consider how this could connect to elementary levels- list possible connection(s) below) **Erdkinder**		

Step-by-Step Procedures	
1st Period Lesson – 20 minutes (Include steps and materials) 1. Invite students to the lesson 2. Hike to the creek to observe or have them use icreek to explore virtually. 3. Have students complete the worksheet to tally “creek critters” observed. 4. Students will then graph the results from this investigation. 5. Finally, students will categorize the health of the creek based on their results and explain their thought process. 6. Discuss as a class what students learned from their investigation. 7. Discuss individual actions that can support watershed health.	
2nd Period – Recognition (Shelfwork)* ● “creek critters” 3 part cards ● watershed card sort	2nd Period – Recall Practice ●
3rd Period – Student Application ● Present to class each individual action ● Group project solution design to implement at the farm	

Plan for Differentiation (at least one should be filled in)		
Teaching	Work	Assessment
● provide a dataset to students rather than having them explore on their own.	● Students can work in groups of 2 or 3 to collect the data on different streams so they can build on each other’s strengths.	

<u>Outside Support: Who, What, How</u> Cumberland River Compact Staff (?)
Formal Assessments *in addition to* regular observation (at least one should be filled in;)
<u>Formative Assessments</u> n/a
<u>Summative Assessment</u> n/a

*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