

## Montessori Lesson Plan

School: MacDowell Montessori School	Teacher: Jung-Eun Lee
Subject/Topic(s): World Language (Korean)	
Grade Level: 6th-7th	Theme: Communication in Signs
<p><u>Curriculum Components Included:</u></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Project</li><li><input checked="" type="checkbox"/> <del>Mini-Whole Grp</del></li><li><input type="checkbox"/> Lesson-Small Grp</li><li><input type="checkbox"/> Student engagement during lesson</li><li><input type="checkbox"/> Shelfwork</li><li><input type="checkbox"/> Rubric</li><li><input type="checkbox"/> Self-Assessment</li><li><input type="checkbox"/> Seminar/Qs</li><li><input type="checkbox"/> Interdisciplinary</li><li><input type="checkbox"/> Outside Opportunity</li></ul>	
<p><u>Seven Gateways for Adolescence addressed in this lesson:</u></p> <ul style="list-style-type: none"><li><input checked="" type="checkbox"/> <del>Deep Connection</del></li><li><input type="checkbox"/> Silence &amp; Solitude</li><li><input type="checkbox"/> Meaning &amp; Purpose</li><li><input type="checkbox"/> Joy &amp; Delight</li><li><input type="checkbox"/> Creative</li><li><input type="checkbox"/> Transcendence</li><li><input type="checkbox"/> Initiation</li></ul>	

### Standards/Objectives

- Students use the target language and cultural knowledge to investigate, compare, explain, interact, and reflect on the relationships between the products, practices, and perspectives of diverse and dynamic cultures within their local and global communities.
- WL.IT.1.a.i5 Demonstrate understanding of the main idea and key information in short straightforward informational texts.

Wisconsin Standards for World Languages



Materials: Teacher

- Communication in Signs chart and YouTube videos

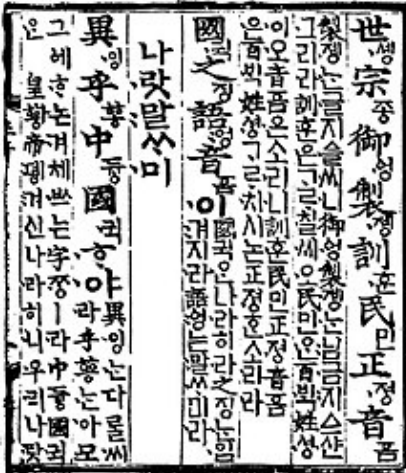
	<i>Fish</i>	<i>Bird</i>	<i>Ax</i>	<i>Arrow</i>	<i>Bottle</i>
M E S O P O T A M I A					
E G Y P T					
C H I N A					

Materials: Student

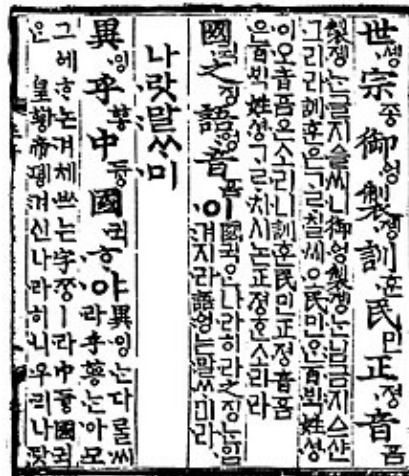
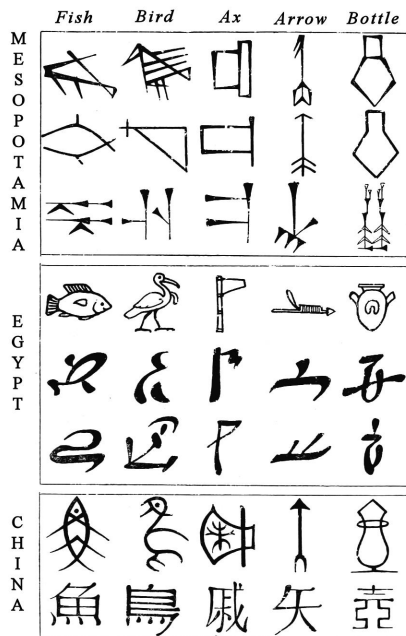
- Teacher distributes materials for the lesson so that students can write key information in their notebooks

Time/Dates

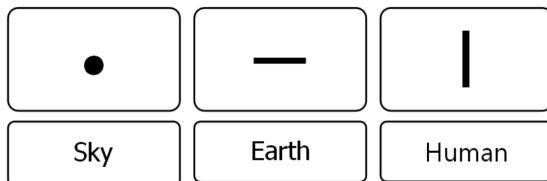
- 1 hour/Monday

		
<p><u>Facts/Skills (Prior Knowledge)</u></p> <ul style="list-style-type: none"> <li>Students can work on the Hangeul creation story about King Sejong's personal life.</li> </ul>	<p><u>Concepts/Big Ideas</u></p> <ul style="list-style-type: none"> <li>Students understand significant differences in writing and phonological systems.</li> <li>Students understand why King Sejong created Hangeul and the background story.</li> </ul>	
<p><u>Lesson Relates to Theme</u> (Note: Every content lesson will not directly relate to the theme.)</p> <p>- Connection</p>		
<p><u>Connection to Elementary Material or Lesson</u></p> <p>Communication in Signs Charts</p>		

Step-by-Step Procedures
<p><u>1<sup>st</sup> Period Lesson – 20 minutes (Include steps and materials)</u></p> <ol style="list-style-type: none"> <li>1. 1st Period: First, introduce the students to a picture of the chart and let them think of what it is about. Gently remind them of their elementary class lesson about Communication in Signs. Let them explore what students know and learn how different alphabets are created in different languages. (They can distinguish what languages are using what alphabets eventually.)</li> </ol>



### 3 Korean Basic Vowel Shapes



하늘 — a



땅 — e



사람 — o

- 2nd Period: Have the students point out what sky, earth and human(person) in Korean alphabet. Have them write in their notebook or practice writing strokes using Sumi board.
- 3rd Period: Using those Korean vowels from sky, earth, and human, try to make a letter to combine. Using their notebooks, let them write their own word making. Let them build their own words even though the words do not make sense.

#### 2<sup>nd</sup> Period – Recognition (Shelfwork)

- Have students practice Korean vowels using laminated Korean Hangul and Sumi boards.

#### 2<sup>nd</sup> Period – Recall Practice

- They can retrieve their memories by using these charts.

#### 3<sup>rd</sup> Period – Student Application

- Students can pair them up so they can ask each other and point at the item when they hear the Korean vowels.
- Make a circle in a short essay or poem if they can identify Korean vowels.

Plan for Differentiation		
<u>Teaching</u> If I see a student struggling I would re-teach the lesson.	<u>Work</u> Pair up with the students who struggle and who are advanced so that one can help another.	<u>Assessment</u>
<u>Outside Support: Who, What, How</u> <ul style="list-style-type: none"> <li>Ask for a student volunteer to help if they desire to assist.</li> </ul>		
Formal Assessments		
<u>Formative Assessments</u> <ul style="list-style-type: none"> <li>Take a quick quiz about the Korean vowels and ask what each means.</li> </ul>		
<u>Summative Assessment</u> <ul style="list-style-type: none"> <li>At the beginning, middle and end of the lesson, we can ask them what they have learned.</li> </ul>		