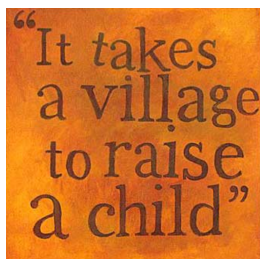


Montessori Lesson Plan/ #3 Routines/Procedures

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| School: MacDowell Montessori School | Teacher: Jung-Eun Lee | |
| Subject/Topic(s): World Language (Korean) with Routines/Procedures | | |
| Grade Level: 6th-7th | Theme: Connection | |
| <p><u>Curriculum Components Included:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Project <input checked="" type="checkbox"/> Mini-Whole Grp <input type="checkbox"/> Lesson-Small Group <input checked="" type="checkbox"/> Student engagement during lesson <input type="checkbox"/> Shelfwork <input type="checkbox"/> Rubric <input checked="" type="checkbox"/> Self-Assessment <input type="checkbox"/> Seminar/Qs <input checked="" type="checkbox"/> Interdisciplinary <input type="checkbox"/> Outside Opportunity | | |
| <p><u>Seven Gateways for Adolescence addressed in this lesson:</u></p> <ul style="list-style-type: none"> <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 | | |
| <p><u>Standards/Objectives</u></p> <ul style="list-style-type: none"> • Students discuss the expectation of daily routines and procedures. • Students understand the expectation of daily routines and procedures. • Students will demonstrate all the expectations in their behavior | | |
| <p><u>Materials: Teacher</u></p> <ul style="list-style-type: none"> • PowerPoint/slides for routines and procedures • Some photos related to routines and procedures • Some visuals like YouTube links about it. <p>https://www.youtube.com/results?search_query=montessori</p> | <p><u>Materials: Student</u></p> <ul style="list-style-type: none"> • Routines and checklist paper • Paper to write down what they have learned. | <p><u>Time/Dates</u></p> <ul style="list-style-type: none"> • 1 hour/Monday • Midway through year • After a break or holidays |

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| ori+morning+greetings+adolescent https://www.youtube.com/watch?v=vC_LRpZJUII | | |
| <u>Facts/Skills (Prior Knowledge)</u> <ul style="list-style-type: none">The students need to understand how to connect their daily routines and procedures so that they can demonstrate their understanding in their lives. | <u>Concepts/Big Ideas</u> <ul style="list-style-type: none">This will be ongoing work not just one time lesson. (Responsibility)Why do we need to learn about routines and procedures and why is it needed? Service to their community (connection) | |
| <u>Lesson Relates to Theme</u> (Note: Every content lesson will not directly relate to the theme) Connection: As one community we contribute ourselves into our school community by doing our jobs in other words taking responsibility. | | |
| <u>Connection to Elementary Material or Lesson</u> <div></div> <p>Montessori Interdependency: How we are helping each other and how many people are needed to build a school community</p> | | |

| Step-by-Step Procedures |
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| <u>1st Period Lesson – 20 minutes (Include steps and materials)</u> <ol style="list-style-type: none"> 1st Period: Modeling <ul style="list-style-type: none"> Modeling in a correct way Show your students what you want them to do for each procedure and routine. I can pretend as a student or a student can model it in a correct way. Modeling in a incorrect way After you show your students modeling the correct way and then you can do the incorrect way. You can have a student model as well, maybe without saying words. |

2. 2nd Period: Discussion

Have a discussion with your students. Take the opportunity to ask your students what they have noticed about the procedure or routine. Give them feedback and reinforce the routines and procedures.

3. 3rd Period: Practice as group

As a small group or big group, have your students complete the procedure and routine from beginning to end. Observe the students so that I know they understand well all about the routines and procedures. Make sure to students I have high expectations.

2nd Period – Recognition (Shelfwork)

- Routine and Procedure command cards
- Routine and Procedure checklist

2nd Period – Recall Practice

- Small group activity such as meeting and pretending
- Make a list of things they forget

3rd Period – Student Application

- As a large group, ask students about the procedure and routines to see if they would like me to do it differently.

By asking these questions, have them reflect on their routines and procedures.

- Do you think we give you enough time to get used to routines and procedures?
- If you noticed that you have done wrong or missed something, what was it?
- What do you think we can do or change to these practices successfully?

Plan for Differentiation

Teaching

If I see a student struggling I would re-teach the lesson.

Work

The students can discuss all the routines and procedures. They can also model it with a small/large group

Assessment

Outside Support: Who, What, How

- Other teachers can reinforce that as well like special teachers and sped teachers.

Formal Assessments

Formative Assessments

- During modeling and discussion, ask students and see their responses. Have them verbalize what they have learned, something new or something we need to improve.

Summative Assessment

- What do you think about how you can connect yourself in our community?
- Your responsibility can contribute to your future school life?
- What can be your cause/effect or connection you can think of through these activities?

