Agriculture Education
Cycle Theme: Transcendence
Procedure Lesson for Leaving the Classroom

Montessori Lesson Plan

School: Gamble Montessori High School	Teacher: Mary Dudley
Subject/Topic(s): Agriculture Education / Applications of Food Science and Safety Procedure for Leaving the Classroom	
Grade Levels: 9-12	Theme: Transcendence

Standards/Objectives

- Students will practice the steps required for preparing to leave the classroom, leaving the classroom to head to the Land Lab, completing outdoor work and heading back to the classroom from the Land Lab
- Students will self-correct off task behaviors using a rubric
- Students will demonstrate the proper procedure of leaving the classroom three times so an average time can be recorded for future planning

Materials: Teacher	Materials: Student	Time/Dates
• White board • Dry erase marker • Projected campus map • AV to play music	• Index card • Pencil • Role play scenarios • Self evaluation rubric	• All blocks: August 27 & 28, 2019

Facts/Skills (Prior Knowledge)	Concepts/Big Ideas
• How to listen to directions • Location of classroom materials • Layout of school campus • Location of horticultural tools	• Being prepared • Respecting the learning environment • Helping others in the community

Lesson Relates to Theme (Note: Every content lesson will not directly relate to the theme) N/A

Connection to Elementary Material or Lesson N/A

Curriculum Components Included: ❑ Project ✔ Mini-Whole Grp ❑ Lesson-Small Grp ❑ Student engagement during lesson ❑ Shelf work ✔ 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

Step-by-Step Procedures

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

- Teacher guides students through the basic steps of leaving the classroom while writing notes on the white board with a dry erase marker. Students will copy notes from the board into their journals.
    - Preparing to leave (play specific song)
        - Listen to directions, summarize the directions, collect any needed materials
    - Lining up inside
        - Silently stand on the side wall with your materials (music ends)
    - Walking in the hallway

- Silently walk down the hallway without causing a distraction to others
  - Meeting outside
    - Go directly to the meeting place (show on the projector where this will be)
  - Returning tools
    - How to end an activity and put all tools away (play specific song)
  - Lining up outside
    - Stand in a line with all materials that need to be returned to the classroom
  - Walking back to school
    - Go directly to the school, remain quiet, do not disturb any other classes
  - Entering the classroom
    - Return materials, go to assigned table to complete self evaluation (while specific song is playing)

2nd Period – Recognition (Shelfwork)	2nd Period – Recall Practice
● N/A	● Students will read scenarios with their table team and discuss what the student could have done differently to be successful and meet expectations ● After 5 minutes student tables will read their scenarios to the class and give their strategy ● Q & A session to ensure everyone is on the same page

3rd Period – Student Application

- Students will follow the steps outlined above as they practice moving from the classroom to the Land Lab and back again
- Students will review the self evaluation rubric after their first practice round
- Students will do this three times while they are being timed to establish an average for planning purposes

Plan for Differentiation		
Teaching	Work	Assessment
Whole group lecture	Table group discussion	Self evaluation

Outside Support: Who, What, How N/A

Formal Assessments
Formative Assessments: teacher observation, group observation, self evaluation
Summative Assessment: follow up observation, on going self evaluation