

Montessori Philosophy Lesson Plan

School: Gamble Montessori High School	Teacher: Maria Chal
Subject/Topic(s): Physical Science	
Grade Level: 9/10	Theme: Foundation
<u>Curriculum Components Included:</u> <input checked="" type="checkbox"/> Project <input type="checkbox"/> Mini-Whole Grp <input checked="" type="checkbox"/> Lesson-Small Grp <input checked="" type="checkbox"/> Student engagement during lesson <input checked="" 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 checked="" type="checkbox"/> Joy & Delight <input checked="" type="checkbox"/> Creative <input type="checkbox"/> Transcendence <input type="checkbox"/> Initiation	

<u>Standards/Objectives</u> Students understand how they experience the 7 gateways in their learning. They unpack what each gateway means, times they've experienced these gateways, in and out of school, and what helps these gateways show up in education.		
<u>Materials: Teacher</u> <ul style="list-style-type: none"> 7 gateway banner Montessori quotations for each gateway Article on valorization 	<u>Materials: Student</u> <ul style="list-style-type: none"> Poster Coloring Materials Pen/Paper Role Cards Handout from teacher 	<u>Time/Dates</u> During advisory, first few weeks of school
<u>Facts/Skills (Prior Knowledge)</u> <ul style="list-style-type: none"> Experiences from Middle School Montessori 	<u>Concepts/Big Ideas</u> <ul style="list-style-type: none"> The 7 gateways in Montessori Education lead to valorization in the secondary classroom 	
<u>Lesson Relates to Theme</u> (Note: Not every content lesson will directly relate to the theme) Foundations of Montessori Education Model are the 7 gateways.		
<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) They have most likely experienced or even heard of these gateways in their middle school.		

Step-by-Step Procedures		
<u>1st Period Lesson – 20 minutes (Include steps and materials)</u> Teacher briefly introduces the 7 gateways with entire class. Students quietly engage in a quickwrite activity which allows them to reflect on one of the gateways AND an experience that they had in the past 2 years that connected with their selected gateway. They should be ready to share this with their groups. Students move into small groups where they read an article about valorization (third plane of development) and the 7 gateways. They will answer a set of questions in their groups to help them unpack the article. Student roles will be assigned. Students will then return to their stories and be asked if their selected story led to valorization. After they have added a few sentences to their reflection. They will share their stories with their classmates and identify themes across all group member stories. *** Teacher can return to this table when ready for Claim & Evidence Lesson the following day.		
<u>2nd Period – Recognition (Shelfwork)*</u> <ul style="list-style-type: none">Student practice identifying the various gateways; they will match examples and quotations that represent that gateway.	<u>2nd Period – Recall Practice</u>	
<u>3rd Period – Student Application</u> <ul style="list-style-type: none">Students will create posters of their group’s assigned gateway. The posters will be hung up in the classroom.Students will gallery walk the posters, and observe the component parts of each gateway.Then they will complete a reflection that references all seven gateways.		
Plan for Differentiation (at least one should be filled in)		
<u>Teaching</u> A hand out will be developed as a guide to Ms. Chal’s lesson for those students that will struggle to take notes.	<u>Work</u> Students will be in heterogeneous work groups	<u>Assessment</u> Completed poster and student post-reflection
Formal Assessments <i>in addition to</i> regular observation (at least one should be filled in;)		

*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