

Montessori Lesson Plan

School: Central High School	Teacher: Kristin Dennis
Subject/Topic(s): English	
Grade Level: 11/12	Theme: Productive Collaboration
<u>Curriculum Components Included:</u> <input type="checkbox"/> Project <input type="checkbox"/> Mini-Whole Grp <input type="checkbox"/> Lesson-Small Grp <input type="checkbox"/> Student engagement during lesson X <input type="checkbox"/> Shelfwork <input type="checkbox"/> Rubric <input type="checkbox"/> Self-Assessment X <input type="checkbox"/> Seminar/Qs X <input type="checkbox"/> Interdisciplinary <input type="checkbox"/> Outside Opportunity	
<u>Seven Gateways for Adolescence addressed in this lesson:</u> <input type="checkbox"/> Deep Connection <input type="checkbox"/> Silence & Solitude X <input type="checkbox"/> Meaning & Purpose <input type="checkbox"/> Joy & Delight <input type="checkbox"/> Creative <input type="checkbox"/> Transcendence <input type="checkbox"/> Initiation	

<u>Standards/Objectives</u> RI11-12.1- Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI11-12.7- Integrate and evaluate multiple sources of information presented in different print and non-print formats in order to address a question or solve a problem. RI11-12.10- By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend, and analyze grade-level appropriate, complex informational texts independently and proficiently.		
<u>Materials: Teacher</u> <ul style="list-style-type: none"> Copies of "For Peace" by Maria Montessori 	<u>Materials: Student</u> <ul style="list-style-type: none"> "For Peace" read and annotated Writing utensil 	<u>Time/Dates</u> <ul style="list-style-type: none">
<u>Facts/Skills (Prior Knowledge)</u> <ul style="list-style-type: none"> 	<u>Concepts/Big Ideas</u> <ul style="list-style-type: none"> Peace Education 	
<u>Lesson Relates to Theme</u> (Note: Not every content lesson will directly relate to the theme) Our theme is Productive Collaboration. We will use this primary source in order to make a connection between Montessori education, Peace Education, and how we can work as a global community to solve world issues like war and the existential climate crisis.		
<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) Cosmic Education, The Third Great Lesson		

Step-by-Step Procedures	
<u>1st Period Lesson – 20 minutes (Include steps and materials)</u> Students will read and annotate the text "For Peace" by Maria Montessori.	
<u>2nd Period – Recognition (Shelfwork)*</u> <ul style="list-style-type: none"> Vocab Card Sort- Students will match vocabulary from the text to definitions and sentence examples. Semicolon Review- Students will use example sentences from the text to review semicolon usage. 	<u>2nd Period – Recall Practice</u> <ul style="list-style-type: none"> Level Questions- In addition to their annotations, students will create a set of Level Questions about the text before seminar.

<ul style="list-style-type: none"> Level Questions Card Sort- Students will sort Level 1, 2, and 3 questions. This will help students review Level Questions if needed. 		
<u>3rd Period – Student Application</u> <ul style="list-style-type: none"> Socratic Seminar- <ol style="list-style-type: none"> We will begin with the opening, “Read one line that stood out to you from the text.” We will go around the circle. It’s okay if there are lines repeated. This is a good technique to make sure we all share before the seminar begins. At this point in the year, students would have had three or four seminars, so hopefully we will have established our protocols through practice. Students will always have a list of strategies and their level questions. If a student is unsure of what to add to the conversation, I suggest that they can read a quote from the text or ask/answer a question. In order to offer differentiation for students who don’t feel as comfortable speaking out loud, for students who were absent, I will take notes on a Google Doc during the discussion. Students will be able to add questions or comments to this document after the fact. 		
Plan for Differentiation (at least one should be filled in)		
<u>Teaching</u> Read the text out loud. (Most likely I will record myself reading the text so students can access it as needed.) Provide shelfwork for review Group students so they can learn from one another	<u>Work</u>	<u>Assessment</u> Socratic Seminar offers an opportunity for both teacher and student self-evaluation Students will have the opportunity to add comments or questions to our discussion notes.
<u>Outside Support: Who, What, How</u> I can offer alternative/supplementary assignments, such as videos about Montessori and Peace Education.		
Formal Assessments <i>in addition to</i> regular observation (at least one should be filled in;)		
<u>Formative Assessments</u> Text annotations		
<u>Summative Assessment</u> Socratic Seminar		

*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