

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 checked="" type="checkbox"/> Student engagement during lesson <input checked="" type="checkbox"/> Shelfwork <input type="checkbox"/> Rubric <input type="checkbox"/> Self-Assessment <input checked="" type="checkbox"/> Seminar/Qs <input checked="" 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 type="checkbox"/> Meaning & Purpose <input type="checkbox"/> Joy & Delight <input type="checkbox"/> Creative <input type="checkbox"/> Transcendence <input checked="" type="checkbox"/> Initiation	

<u>Standards/Objectives</u> Restoring the environment Working productively and collaboratively for the greater good Practical Life		
<u>Materials: Teacher</u> • Slideshow overview of procedure	<u>Materials: Student</u> • Table groups • Job descriptions	<u>Time/Dates</u> • Teach at the beginning of the year, and whenever a refresher is needed
<u>Facts/Skills (Prior Knowledge)</u> Some students have had previous Montessori experience; all students have experience helping or cleaning, but at various levels.		<u>Concepts/Big Ideas</u> • What does productive collaboration look like? • How does restoring the environment create respect?
<u>Lesson Relates to Theme</u> (Note: Not every content lesson will directly relate to the theme) Our theme is Productive Collaboration. This is a practical application of collaborative work.		
<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) Practical Life, Restoring the Environment		

Step-by-Step Procedures	
<u>1st Period Lesson – 20 minutes (Include steps and materials)</u> I will create a slideshow that gives context to Restoring the Room. I know as a High School teacher, I was always resistant to incorporating “class jobs” because I didn’t believe they were developmentally appropriate. Can’t I just tell students to clean up after themselves? And yet, without a Restore the Environment routine in place, I continuously forgot to remind students, and often they left in a hurry, leaving a mess behind them. I also realize that Restoring the Room can not only help them transition back out into the world, but help them appreciate the space and the materials, while also caring for one another. So, I will create a slideshow that has all of that information in it, including some anticipated questions or concerns.	
<u>2nd Period – Recognition (Shelfwork)*</u>	<u>2nd Period – Recall Practice</u> Each table group will be assigned a Jobs Card. As a group, they will have to review any materials they need, how they would divide the labor, and what potential issues they may have. Then, each group will present.

3rd Period – Student Application

- Then students will do their jobs! Afterwards, we will discuss some AOP questions.

Has anyone had previous experience with classroom jobs? How did this experience compare?

Why is it important to restore the room before we leave?

Does anyone have any ideas to improve the procedure?

How does Restoring the Room connect with our cycle theme Productive Collaboration?

Plan for Differentiation (at least one should be filled in)

<u>Teaching</u>	<u>Work</u>	<u>Assessment</u>
Offering context in a slideshow they can revisit.	Allowing students to practice as a group	Observing the process and allowing students to evaluate one another (Leadership table).

Outside Support: Who, What, How

It would be cool to create YouTube videos of each job. I might offer this as an extension activity for one of my students. I know some of them are budding filmmakers.

Also, since I am new to this procedure, I will occasionally revisit the process and see if there are ways we can streamline or improve.

Formal Assessments *in addition to* regular observation (at least one should be filled in;)

Formative Assessments

Practice, AOP

Summative Assessment

Restoring the room!

*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