

## 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   X <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> X <input 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   X <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"> <li>• Slideshow or Great Lesson materials</li> <li>• Shelfwork</li> <li>• Text excerpts for 4-6 groups</li> <li>• At least one device per group</li> </ul>	<u>Materials: Student</u> <ul style="list-style-type: none"> <li>• Writing utensil</li> <li>• Text</li> <li>• Access to online resources</li> </ul>	<u>Time/Dates</u> <ul style="list-style-type: none"> <li>• Two class periods during our second work cycle (3 weeks into school)</li> </ul>
<u>Facts/Skills (Prior Knowledge)</u> <ul style="list-style-type: none"> <li>• Third Great Lesson</li> <li>• Annotation techniques</li> <li>• Level Questions</li> <li>• Socratic Seminar strategies</li> </ul>	<u>Concepts/Big Ideas</u> <ul style="list-style-type: none"> <li>• Why do we live in community?</li> <li>• What is the role of food in the development of human society?</li> <li>• What does productive collaboration look like?</li> </ul>	
<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 the Third Great Lesson as context for why humans choose to live in community.		
<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)  Montessori's Third Great Lesson: The Coming of Humans		

Step-by-Step Procedures
<u>1<sup>st</sup> Period Lesson – 20 minutes (Include steps and materials)</u>  Last year, we did Mythology and Magic, and I used the Fourth Great Lesson, The Story of Language, as a foundation for our coursework. We used the inherent need for human beings to communicate and tell stories as a starting point for storytelling and mythology.  Our cycle theme for this semester is Productive Collaboration. The focus for our cycle of study for 11th and 12th grade is World Lit. I will use the Great Lesson, The Coming of Humans to provide context for our

coursework. Why do we live in community? What are some universal experiences that define our humanity? How do we celebrate other cultures without appropriating them? These are the essential questions that will guide our work as we read texts from around the world. We will also practice our cycle theme by doing most of our work collaboratively in groups.

In an ideal setting, I would deliver The Great Lesson the way it is intended. I would dim the lights and light a candle. I would tell the story, using a script for reference in my best storytelling voice. I would use the black strip, and supplement the story with pictures and materials. I may still try to develop these materials, or even ask a 3-6 or 6-9 teacher to share these materials with me during my observation. However, what I might do instead is provide a lesson ON the Great Lesson, in which case I would explain the purpose of Montessori's Five Great Lessons, and then walk my students through the Fourth Great Lesson. For this approach, I will create a slideshow that I will have projected on the board. I will also provide a copy of this slideshow for students on Google Classroom. I might also adapt the slideshow to a Jam Board, which will allow students to add questions and comments asynchronously.

After the Great Lesson, students will be given an excerpt from *Animal, Vegetable, Junk* by Mark Bittmann, Part 1 "The Birth of Growing." Each table group will be given a separate excerpt 1-2 pages long. Students will be asked to read and annotate the text independently, work collaboratively with their table groups to create their Summary Slides and Level Questions.

#### 2<sup>nd</sup> Period – Recognition (Shelfwork)\*

- The Coming of Humans Card Sort- Students will be able to review and interact with the Great Lesson
- Human Food Timeline- I'll create a photographic timeline of human food practices.
- Level Questions Card Sort- Students will sort Level 1, 2, and 3 questions. This will help students review Level Questions if needed.

#### 2<sup>nd</sup> Period – Recall Practice

- Group Slides- Each group will create a slide over their reading. This will include a summary of the excerpt, at least one important quote, a visual, and a set of Level Questions.
- Level Questions- Students must have a set of Level Questions about the text, AND answers. These can be the Level Questions they created as a group, but they do not have to be.

#### 3<sup>rd</sup> Period – Student Application

- Socratic Seminar- Before Seminar begins, we will review the slideshow. Students will add any questions or notes to their texts. We will begin our seminar with the opening question, "Why do we live in community?" We will go around the circle and each student will share. Then, we can jump into the conversation. While this will be early in the year, this will not be our first Socratic Seminar and we would have already established class norms and procedures. Students will have strategies to use for Socratic Seminar, including asking or answering one of the Level Questions from the slideshow, or reading a quote from the text. While this seminar is unique because we have jigsawed the text, I believe we can still communicate with one another since we established background knowledge and created Level Questions. We will end the Socratic Seminar with the question, "How does what we talked about relate to our cycle theme, Productive Collaboration?"

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

<u>Teaching</u>	<u>Work</u>	<u>Assessment</u>
Assign texts intentionally based on student abilities	Students can work collaboratively with a group	Socratic Seminar offers an opportunity for both teacher and student self-evaluation
Provide shelfwork for review	Students can also choose to work independently on part of the work	
Group students so they can learn from one another		

#### Outside Support: Who, What, How

I can provide videos of an elementary teacher delivering The Great Lesson (there are a few on YouTube).

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

<u>Formative Assessments</u>
Text annotations and Group Slideshow
<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