

Montessori Lesson Plan

School: Montessori Academy	Teacher: Jennifer Gartner
Subject/Topic(s): Mindfulness	
Grade Level: 7/8	Theme: Structure

Curriculum Components Included: ☐Project X Mini-Whole Grp ☐Lesson-Small Grp XX Student engagement during lesson Shelf work ☐Rubric ☐Self-Assessment ☐Seminar/Qs ☐Interdisciplinary ☐Outside Opportunity

Seven Gateways for Adolescence addressed in this lesson: ☐Deep Connection XXSilence & Solitude XX Meaning & Purpose ☐Joy & Delight ☐Creative ☐Transcendence ☐Initiation

Standards/Objectives

M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being

M 2. Self-confidence in ability to succeed

Students will define the terms, inhale , exhale, stress and anxiety

Students will practice grounding and focusing chant

Students will discuss and list the benefits of focus chanting

Students will use focus chanting as a strategy to promote calmness

Materials: Teacher

- Handout/Guide

Materials: Student

- Journal/Notebook/Pencil

Time/Dates

- TBD

Facts/Skills (Prior Knowledge)

None

Concepts/Big Ideas

Strategy to promote calmness and self-awareness

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

Connection to Elementary Material or Lesson

Montessori Philosophy – Mindfulness

Step-by-Step Procedures

I like this chant because it engages the hands and fingers to build fine motor skills and eye/hand coordination at the same time while you are breathing and focusing.

First, sit in a comfortable position where your body can be completely relaxed and free, (either in a chair or on the floor). Hold both of your hands gently in front of you at chest height.

The chant is : I Feel Calm Now. As you say each word you are going to touch your thumb to a finger, beginning with the thumb to the pointer finger, then the middle, the ring and the pinkie finger. That is one round. Then you will begin to work your way back to the beginning, first touching the pinkie finger and thumb, then the ring, the middle and ending with the pointer finger.

You can sing, whisper or say it silently in your mind.

Begin by taking a couple slow, deep breaths. Then begin to sing the words and touch your fingers together as follows:

Say 'I' touch the thumb and pointer finger together (both hands working at the same time).

Say "Feel" touch the thumb and the middle finger together

Say "Calm" touch the thumb and the ring finger together

<p>Say “Now” touch the thumb and pinkie finger together</p> <p>Return to the beginning and start again.</p> <p>The idea is to be able to have both hands working simultaneously while you are singing the words, but if that is too difficult at first, start with one hand. You may need to model it and to provide “hand over hand” support to help your child understand, depending upon their ability and/or developmental level.</p> <p>First sing it through for a minute, then whisper it for a minute, and finally complete it within your own mind (inside voice) for a minute.</p> <p>End by holding your hands high up in the air above your head and then sweeping them down in an arc, (like a rainbow), to the floor beside you.</p> <p>It’s also fun to try different words or sounds. Try it singing notes “Do, Re, Mi, Fa” or with other calm phrases that you come up with—it’s important to use one-syllable words, though, for the maximum effect.</p>		
<p>2nd Period – Practice</p> <p>During the course of the day students will take a five or ten-minute daily mindfulness. Please remember to record your checklist</p>		
<p>3rd Period – Student Application</p> <p>Students have 10 quick mindfulness activities they may do throughout the day. Students have available to them Mindfulness Activity Task Cards.</p>		
<p>Plan for Differentiation</p>		
<p><u>Teaching</u> Same for All</p>	<p><u>Work</u> Same for All</p>	<p><u>Assessment</u> Same for All</p>
<p>Outside Support: Who, What, How</p> <p>Enlist the help of our intervention specialist for support of students who need it.</p>		
<p>Formal Assessments</p>		
<p><u>Formative Assessments</u></p> <p>Check in with your students—as them to notice their body and mind afterwards—notice the differences and if anything changed from before they started– share with each other!</p>		
<p><u>Summative Assessment</u></p>		