

## Montessori Procedure Lesson Plan

School: Lakewood Montessori Middle	Teacher: Simone Fine
Subject/Topic(s): Identify classroom items and where they are kept in the classroom.	
Lesson Source: Adapted from an activity from Ultimate Camp Resource <a href="http://www.ultimatecampresource.com/site/camp-activity/a-what-.html">http://www.ultimatecampresource.com/site/camp-activity/a-what-.html</a>	
Grade Level: 7-8	Theme: Identity
Curriculum Components Included: <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 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	
Seven Gateways for Adolescence addressed in this lesson: <input type="checkbox"/> Deep Connection <input type="checkbox"/> Silence & Solitude <input type="checkbox"/> Meaning & Purpose <input checked="" type="checkbox"/> Joy & Delight <input type="checkbox"/> Creative <input type="checkbox"/> Transcendence <input checked="" type="checkbox"/> Initiation	

<u>Objectives:</u> <ul style="list-style-type: none"><li>Students will review the names of classroom items they are familiar with, classroom items they may not be familiar with, and learn where they are kept in the room.</li><li>Students will identify classroom items and explain where those items belong to their classmates</li></ul>		
<u>Materials: Teacher</u> <ul style="list-style-type: none"><li>1st Round: 2 random objects (doesn't matter what they are)</li><li>2nd Round: classroom items (at least 20), pencils, an empty backpack, an empty binder, a box that represents their locker (with YOUR LOCKER written on it)</li><li>Teacher should put a numerical labels on each classroom item (1, 2, 3, etc) and also label the spots where they are kept in the classroom with the same number. When the students are playing the first round, it won't matter, but it will for the scavenger hunt.</li><li><i>This is a what?</i> Reflection sheet.</li></ul>	<u>Materials: Student</u> <ul style="list-style-type: none"><li>Writing utensil</li><li>Something to write on</li></ul>	<u>Time/Dates</u> <ul style="list-style-type: none"><li>Monday, August 26th</li></ul>
<u>Facts/Skills (Prior Knowledge)</u> <ul style="list-style-type: none"><li>n/a</li></ul>	<u>Concepts/Big Ideas</u> <ul style="list-style-type: none"><li>[Explicit] Where do items in the classroom belong?</li><li>[Implicit] How do we organize our educational environment?</li></ul>	
<u>Lesson Relates to Theme</u> Identifies classroom items and explains where those items belong.		
<u>Connection to Elementary Material or Lesson</u> This lesson is the precursor to the lesson that explains how to restore the environment.		

Step-by-Step Procedures
<u>1<sup>st</sup> Period Lesson – 20 minutes</u> <b>Round 1: Materials--2 random objects (does not matter what they are, the sillier the better)</b> <b>Students sit in a circle on the carpet.</b> <i>The leader of the game starts by passing the first object to the person on their right (Person A) and saying, "This is a whit."</i> <i>Person A replies, "A what?"</i> <i>The leader clarifies, "A whit."</i> <i>Person A replies, "A what?"</i> <i>The leader clarifies again, "A whit."</i> <i>Person A says, "Oh! A whit." Then turns to the person on their right (Person B) and says, "This is a whit."</i> <i>Person B, "A what?"</i>

Person A clarifies, "A whit."

Person B replies, "A what?"

Person A clarifies again, "A whit."

Person B says, "Oh! A whit." Then turns to the person on their right (Person C) and says, "This is a whit."

Person C turns to Person D, D to E, E to F, and the game continues until they get back to the leader.

\*\*\*This game can be more complex by adding an additional object called a Watt. The leader does the same process with Person A and starts to send it around the circle, except now, there are two objects.

## Round 2: Materials--Classroom Items

**Same idea as last time, except this time what gets passed around are actual classroom items, and there will be a lot more of them!**

The leader of the game starts by passing the first object to the person on their right (Person A) and saying, "This is a ruler."

Person A replies, "A what?"

The leader clarifies, "A ruler."

Person A replies, "A what?"

The leader clarifies again, "A ruler."

Person A says, "Oh! A ruler." Then turns to the person on their right (Person B) and says, "This is a ruler."

After the leader lets go of the ruler, they immediately pass the next item to Person A and name it, while Person A is passing the ruler off to Person B.

This process happens until all the items have been passed around the circle and come back to the leader.

\*\*The trick is to remind the students that as they are holding two items at once, they are moving their heads left and right because they are talking to two people. When they are saying "A what?" when they turn to the left to face the person who is giving them a new item. When they naming the object, "This is a ruler, binder, marker, etc," they turn to the right to face the person who they are giving a new item to. Have students practice that motion, chanting together, before round 2 starts.

And the game continues.

### 2<sup>nd</sup> Period – Recognition (Scavenger Hunt)-10 mins

- In groups of 4, students are assigned certain numbers which correlate to classroom items that are labeled with the same numbers.
- Their job is to find the places in the room that match their corresponding numbers. This will tell them where in the room those items belong. For example, the marker basket on the bookshelf will have a #4 and marker will be labeled with a #4 as well, so the students know that that's where it lives and puts it back there.

### 2<sup>nd</sup> Period – Recall Practice (Jigsaw)-10 mins

- Students will return to the circle. Teacher will hand out the "This is a what?" reflection sheet to each student. Each group will take a turn telling the students where their items were kept and students will write down the item name and a description of the items' homes.

### 3<sup>rd</sup> Period – Student Application-10 mins

- Exit ticket: Students will draw their own map of the classroom, then label where items are kept.

#### Plan for Differentiation

<u>Teaching</u>	<u>Work</u>	<u>Assessment</u>
Repetition of items' names and locations where they are kept. Addresses multiple learning styles.: auditory, written, and visual representation (map).	n/a	n/a

#### Formal Assessments

Formative Assessments: Students correctly place items with their corresponding numbers at the right location. Students explain where the items are kept correctly to the class (during jigsaw).

Summative Assessment: Exit ticket: Students draw their own maps of the classroom, then label where items are kept. Teacher will check for comprehension by checking maps.