Montessori Lesson Plan

School: Clark Montessori High School	**Teacher:** Kris Rutter
Subject/Topic: English Language Arts	
Grade Level: 9/10	**Theme:** Growth

Standards: --	
Materials: Notecards breaking down the checklist of advisory meetings and student jobs	**Time/Date**: Tuesday during advisory
Prior Knowledge: Previous practice in first semester; new students added this quarter have no experience in community meetings	**Concepts/Big Ideas**: Independence and responsibility
Lesson Relates to Theme (Note: Every content lesson will not directly relate to the theme): New students will learn how to hold community meetings. All students will grow in their ability to hold classroom meetings without my guidance and reminders.	
Connection to Elementary Material or Lesson: Experience in holding community meetings during 7th and 8th grades	

Curriculum Components Included: ❑ Project X Mini-Whole Group ❑ Lesson-Small Group ❑ Student engagement during lesson ❑ Shelfwork ❑ Rubric X Self-Assessment ❑ Seminar/Questions X Interdisciplinary ❑ Outside Opportunity

Seven Gateways for Adolescence addressed in this lesson: ❑ Deep Connection ❑ Silence & Solitude X Meaning & Purpose ❑ Joy & Delight ❑ Creative ❑ Transcendence X Initiation

Step-by-Step Procedures

1st Period Lesson -- 10 minutes (Includes steps and materials) Every student gets a checklist. We navigate each part, and I ask students to explain the purpose of each segment of an advisory meeting. We annotate a graphic organizer:

Advisory Meeting

Date: ____/_____/_____

Leader: _____(Take us through the agenda and *fill it out*.)

Attendance/Critic: _____(Take attendance and watch meeting for behaviors.)

Greeting	_____ _____
Attendance	Use the back of this page.
Teacher Announcements and Handouts	● _____ ● _____ ● _____
Student Announcements (athletic or social events, fundraisers, etc.)	● _____ ● _____ ● _____
Acknowledgments ❑ Spoken	Make sure that students acknowledge specific behaviors that show positive qualities.

❏ Written	
Stretches (if we have time)	Stretch: _____ _____ _____
Share the Plan for the Day (pick two) ❏ Room restoration ❏ Solo time ❏ Group Initiative ❏ Visit another advisory ❏ Other	**Group Initiative:** _____ If you select group initiative, visit another advisory, or other, describe your choice. _____ **If we are visiting/hostring another advisory,** ● Where?_____ ● When?_____ ● What's the plan?_____ ● Who is leading the debriefing afterwards?_____ **Other:**_____
	Room Restoration: If we are restoring the room, ask students if they need reminders of who has which job. Remind students that if they complete jobs, they should help one another.
	Solo Time: Remind students of their options (puzzles, solitaire, reading for fun, sand or clay, bracelet making with floss or beads, coloring, drawing, etc.)
The Critic	Who stood out for the following behaviors? Contributor of good ideas: _____ Led by good example:_____ Gave off positive vibes:_____ Did something worth admiring:_____ Gave a meaningful acknowledgment:_____
Closing	_____ _____
~Advisory Activities~	

Directions: Place a checkmark in the correct box.

Name	Present	Absent	Late	In Another Meeting
Mathew				
Rian				
Xander				
Nicholas				
Terrance				
Rob				

Sophia				
Aaliyah				
Khamari				
MacArthur				
Donovan				
Mallory				
Felicia				
Bria				
Talia				

2nd Period Lesson -- Recognition (Shelfwork): Using the blank comic strip sheet provided, draw a comic of an advisory running smoothly. Show and label all parts.
2nd Period Lesson -- Recall Practice: Write a self-reflection on the back of the comic. Feedback from the reflection will be used to run group meetings in advisory.

3rd Period Lesson -- Student Application--Run a student meeting according to the checklist without interrution and independent of the teacher's input.

Plan for Differentiation

Teaching	Work	Assessment
A handful of students needs guidance in understanding why we have group meetings; they have little buy-in and cause behavioral issues in the meetings. I might have to look over their reflections as they write and help them take the assignment seriously.	The work assigned asks open-ended questions and allows for creative solutions. Students can give as much or as little as they want.	I will watch them run the meeting at the end of class and offer personalized feedback on their work.

Outside Support --Who, What, How? There is little outside support, as I run the advisory group myself, but I might ask for input from Caroline, who runs beautifully smooth meetings with clear expectations and cooperative students. I could show her the recorded video of my meeting.

Formal Assessments

Formal Assessment: Written assignments

Summative Assessment: A student-run meeting

Name:_____Advisory:_____

Opening	Greeting	Attendance
Teacher Announcements	Student Announcements	Acknowledgements
Stretches	Share the Plan for the Day	The Critic Shares

Closing	Group Initiative	Solo Time
	Restoring the Environment	

Name:_____Advisory:____Advisory Self Reflection

What is the purpose of advisory? _____

_____

_____

___

Which part of advisory is hardest for you to take seriously?_____

Why? _____

_____

_

What can you personally do to make advisory more effective? _____

_____

_

Plan a group initiative: the goal should be for people to get to know each other better.

What is it?_____

Where is it?_____

Who helps you plan it?_____

What do you need for it to be successful?_____

_____

_

<u>Plan a solo time activity:</u>

What is it?_____

Where is it?_____

Who helps you plan it?_____

What do you need for it to be successful?_____

_____

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In your opinion, what would help us to bond more and be more respectful of the group? What would

make you more comfortable as part of this group?_____

_____

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