Montessori Lesson Planning

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Why Lesson Plans?

- Our duty to offer each child the full curriculum
- Reaching everybody
- Better lessons
- Balance
- Consistency
- Horizontal articulation
- Vertical articulation

Things get done when they are planned.

But shouldn't we just *Follow the Child?*

We **do** follow the child with

- Sensitive periods
- Human Tendencies
- Human Needs
- Planes of Development
- Topic Groups

However,

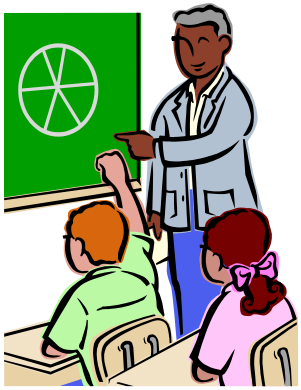
The children can not simply work with or study whatever they may please.

Why not?

Only ONE person in the room knows the curriculum, sensitive periods, direct aims, indirect aims, goals of the work and the long term possibilities.

YOU,

the Montessori Guide



So let's begin to plan a lesson

- Early Childhood
- Elementary

Five Elements of a Lesson Plan

- Title
- Album Reference
- Direct Aim
- HOTS Questions
- Follow-up Work

Example of a blank one-day Lesson Plan

	MONDAY
α	Lesson title Album ref. Direct Aim HOT Questions Follow up work Notes

Lesson or Presentation Title

- Take the title from your album
- For example:

  Memorization of Addition: Third Exercise, Families of Numbers.

- At some time every person in your school should agree on the name of every material.

Album Reference

- Insert the title of your album and its page number or numbers.

- For example:

  Numbers, pg. 171.

Direct Aim

- List the Direct Aim
- This is the major goal that you are trying to accomplish.
- For example:

  Memorize all addition facts associated with sums 2-18.

HOTS

- Creating
- Evaluating
- Analyzing
- Applying
- Understanding
- Remembering

HOT Questions

- Write two to three HOT Questions
- For example:

  If we know that 7+8=15, how could we figure out from that, what we need to add to 9 to make 15?

  Why do some number families have more members than others?

Follow-up Work

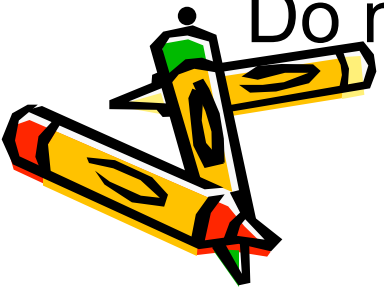
- Insert ***two*** possible follow up work choices, do not add more in the lesson.

  Write the numbers 2-18 and underneath, in columns write every addition combination that makes that sum.

  In your quadrille notebook, draw each sum and the addends that make it up.

More about Follow-up Work

- The FIRST Follow-up Work is always to work with the material, duplicating what the teacher did.
- Have examples or make examples of the two choices.
- Be sure that the 2 works are balanced.
- Record each child's choice.
- Do not dismiss a child until a choice is made.



Follow Up Book

- Have a publicly available record of each child's choice, such as a ***Follow Up Book.***

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Monday Arithmetic	**1. With dice, create and solve at least 5 SG multiplication problems.** **2. Use 1 three digit multiplicand and take it times at least five multipliers.** ❑ Jimi ❑ Tina ❑ Sting ❑ Axl ❑ Bruce ❑ Ike ❑ Sporty ❑ Janis
Tuesday Language	**1. Choose one set of animals & home, match them, label, and illustrate your favorite.** **2. Write a sentence about at least 15 animals and their homes.** ❑ Jimi ❑ Tina ❑ Sting ❑ Axl ❑ Bruce ❑ Ike ❑ Sporty ❑ Janis
Wednesday Geometry	❑ Jimi ❑ Tina ❑ Sting ❑ Axl ❑ Bruce ❑ Ike ❑ Sporty ❑ Janis
Thursday History/Geography	❑ Jimi ❑ Tina ❑ Sting ❑ Axl ❑ Bruce ❑ Ike ❑ Sporty ❑ Janis
Friday Biology	❑ Jimi ❑ Tina ❑ Sting ❑ Axl ❑ Bruce ❑ Ike ❑ Sporty ❑ Janis

Later

- Insert:

  Notes

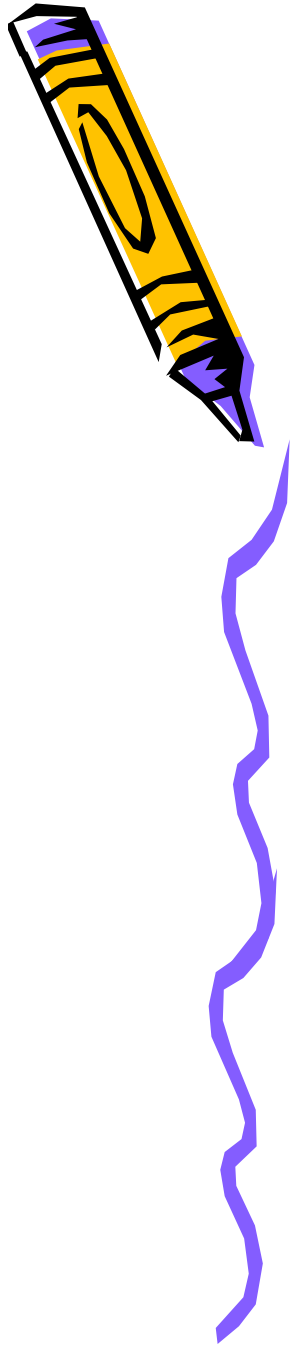
  Questions that worked

  Follow up that worked

Two Full Days Blank Lesson Plan

MONDAY	TUESDAY
Lesson title Album ref. Direct Aim HOT Questions Follow up work Notes	
Lesson title Album ref. Direct Aim HOT Questions Follow up work Notes	
Lesson title Album ref. Direct Aim HOT Questions Follow up work Notes	

	MONDAY Arithmetic	TUESDAY Language
α	Lesson title: Stamp Game Multiplication	Animals and Their Homes
	Album ref.: Numbers, p. 141.	Words, P. 94.
	Direct Aim: Become familiar with the process and language of multiplication.	Correct expression in writing and speaking, leading to fluent reading.
	HOT Questions: How can you compare multiplication to addition?	Pick two of the homes. How are they different? How are they alike?
	What is the difference in the jobs of the multiplier and the multiplicand?	Pick an animal. What way would you design a home for it?
	Follow up work: 1. With dice, create and solve at least 5 SE multiplication problems.	1. Choose one set of animals & home, match them, label, and illustrate your favorite.
	2. Use 1 three-digit multiplicand and take it times at least five multipliers.	2. Write a sentence about at least 15 animals and their homes.
	Notes	
β	Lesson title: Game 6: Products to Factors	The Roles of the Adjective
	Album ref.: Numbers, p. 144.	Words, P. 148.
	Direct Aim: Memorize multiplication and relate products and factors.	Understanding of the 6 roles of the adjective.
	HOT Questions: When can I stop testing factors to se if they will work?	Are there adjectives that work well or do not work well with articles? What are they?
	What kinds of numbers have more factors than others?	Which adjectives help you visualize better? How do they do that?
	Follow up work: 1. Do at least 10 Product to factor problems from the list.	1. Choose a passage from literature and se how many roles of the adjective can be found. Symbolize.
	2. Choose some factors. Now use them to build at least 10 products.	2. Make a chart with headings of the 6 roles of the adjective. Create an adjective collection, filling in the chart.
	Notes	
γ	Lesson title: Test tubes: Group Division	Words Change Function
	Album ref.: Numbers, p. 380.	Words, P. 195.
	Direct Aim: To understand the organization of the operation and to bring the children to the paper and pencil division.	Understanding that the part of speech of a word changes according to its function.
	HOT Questions: Compare group division to distributive division?	What could be confusing about words changing function?
	Can you put together a step-by-step guide for group division?	How are these words like homonyms? Are they different? How?
	Follow up work: 1. Do at least 10 two digit group division problems with the test tubes.	1. Write 10 sets of sentences in which a word has a different function. Symbolize.
	2. Do at least 6 three digit group division problems with the test tubes.	2. Make a chart of at least 20 words that can change function. Put symbols of each possible function above each word.
	Notes	



How Often

- Elementary: one lesson per day, cover all of the six major subjects weekly. It is possible to have as many as seven lessons per week, some weeks. Have a set day for each subject.

- Early Childhood: One to Two Presentations per week. Move toward Cultural, Math and Language with age.

Essentials

- The Great Period
- Supporting subjects: Practical Life, Music, Arts, etc.
- Practice in-class research when possible.
- Topics Groups (also called Focus Groups)
- Three year age grouping.
- Open Lesson Policy

Try it!

- Try making a lesson plan from your album.

Questions?

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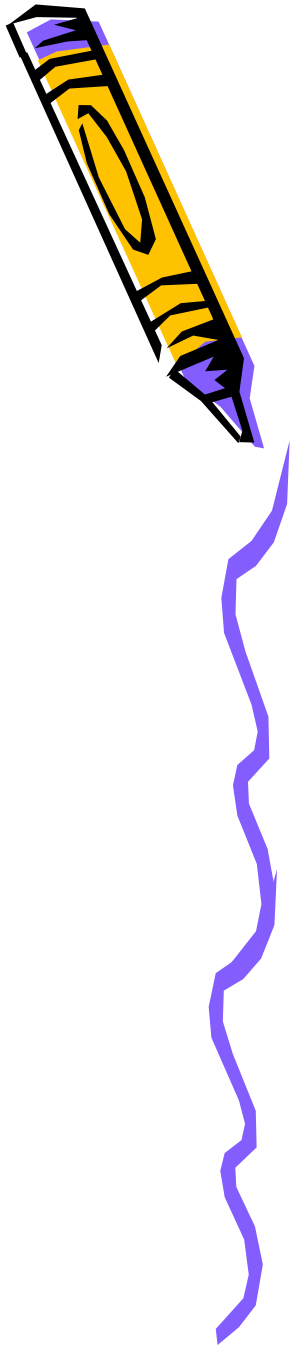

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