

# Lesson Plan

## The Diploma in the Montessori Method of English Language Teaching

Name: KAUNG THU @ OLIVA		
Date: 29/08/2023	Subject: Language, ESL  Related Topics: Geography, Water, Landform, Environment, General	Age range: 3 - 6
Name of the lesson:  <i>Land and Water Forms</i>	Learning Objective:  Students will be able to <ul style="list-style-type: none"> <li>- identify and name different landforms and bodies of water</li> <li>- develop a model to represent the shapes and kinds of land and bodies of water in an area</li> </ul>	Materials Needed: <ul style="list-style-type: none"> <li>- Classified Cards   <a href="https://montessoridigital.org">Land and Water Forms   AMI Digital (montessoridigital.org)</a> </li> <li>- Picture Book   <a href="#">Hale, Christy. Water Land: Land and Water Forms Around the World. Roaring Brook Press, 2018.</a> </li> <li>- DIY Land and Water Forms Models (Silicone clay models)</li> </ul>
Naturally Expose the Children to the New Vocabulary  Before using the cards themselves, the teacher naturally exposes the students to the new vocabulary by observing the map and by reading aloud the picture book, in order to thoroughly internalize the terminology for the following lesson.		

### Explicit Instruction:

Before the three-period lesson, the teacher makes sure that the students are familiar with the names of land and bodies of water on the cards. Depending on the students, the teacher may need to repeat the first two periods for a number of times until the students are ready to demonstrate their understanding in the third period.

**Period One:** The teacher places the picture cards on the workspace that is free from distractions, and touch and name the cards, “**This is** an isthmus.” The teacher repeats for all of the cards. The teacher says each word as clearly and distinctly as possible, focusing on pronunciation, while the child listens and absorbs the new word without any expectation of repetition or active response.

**Period Two:** The teacher asks the students, “**Show me** the isthmus.” If the students cannot choose the correct card or point to the wrong card, the teacher points to the correct card and repeats the first period. The teacher continues with the rest of the cards. This process continues until the students can show the correct cards and recognize the words.

**Period Three:** Pointing to each card, the teacher asks open-ended questions to the students, “**What is this?**” If the students cannot say the correct name, the teacher can elicit the words. The teacher can return to the previous periods unless the students can respond with the correct words and demonstrate their understanding.

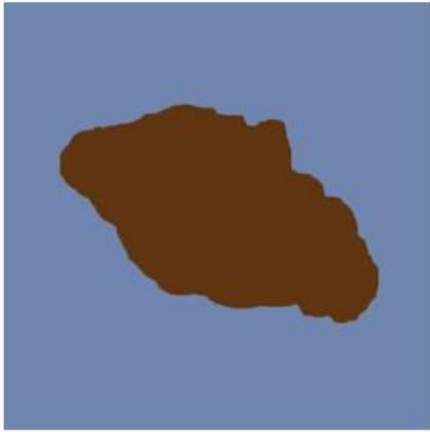


### Supported Practice:

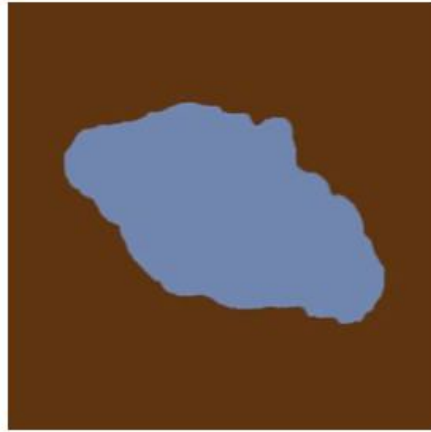
#### *Using Mute Cards, Labels and Control Cards*

1. The teacher lays out the mute cards one by one in a column or row and check if the students know the name of the picture as each card is placed. The teacher may begin a second column or row, if necessary, allowing space to fit a label in between.
2. The teacher gives the labels to the students and help them read. The students can then place the label under the relevant picture.
3. The control cards, which have both the picture and label on them, are taken out, and the teacher invites the students to place them next to the matching cards. The teacher encourages the students to check the labels with the pictures are the same (changing the labels if needed).

The control of error for this lesson is the control card of the classified card set.



island



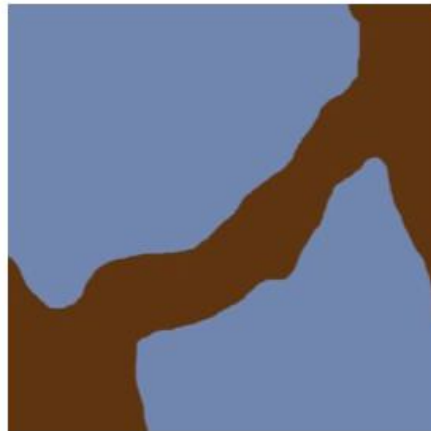
lake



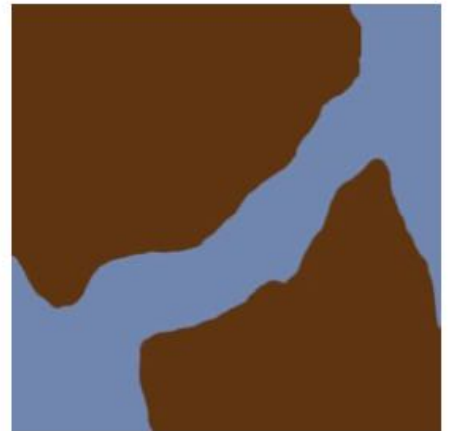
peninsula



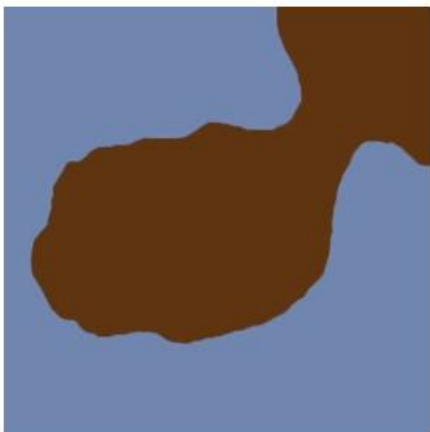
gulf



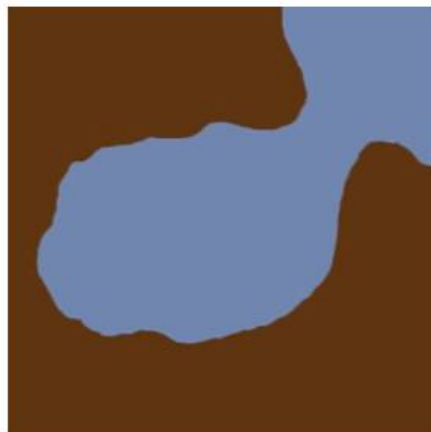
isthmus



strait



cape



bay

## Lesson I: Read Aloud Lesson “[Water Land: Land and Water Forms Around the World](#)”

1. Before reading, the teacher asks some questions to activate students’ background knowledge, such as, “Are we on *land* right now, or *water*? How do you know?”
2. While reading, the teacher asks questions to encourage students to notice details, make connections, and explore concepts further. For example, the teacher might ask “What’s happening in the picture? What makes you think that?”
3. After reading, the teacher can ask questions that invite additional exploration, such as “What are the pairs of *land* and *water* forms in the book?” Furthermore, the teacher can use classified cards to practise the new words.

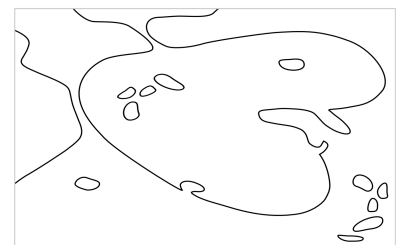
## Lesson II: DIY [Land and Water Forms](#) Models (Silicone clay models)

1. The teacher can prepare silicone clay in different containers and water for the students to explore land and water forms models. The teacher can start a conversation with the students while introducing the models. Some questions to help the students make observations and reflect on vocabulary from the previous lesson are: “What do you notice in the middle? Where is the water? Where is the land?”
2. The teacher can invite the students to roll and press the clay to create more models. Then, the models are placed in separate containers. The students are asked to pour water from a pitcher, creating different landforms and bodies of water.
3. After finishing the models, the teacher starts a conversation with CCQs, such as “What is a piece of *land* surrounded by water on all sides?” The students can add on small animal/ plant toys to the models and discuss further questions, such as “Which animals live in water?” In addition, the teacher can use a three-period lesson to review the vocabulary.



## Lesson III: [Land, Sea and Air!](#) TPR Game and Free Play

1. The teacher explains that the students are to listen the instructions and jump into a “land” or “sea” area as marked by tape on the floor, or up into the air. The teacher will vary the tape markings and commands to reflect land and water forms.
2. Using a black marker on butcher paper, the teacher outlines a [table map](#) that includes the land and water forms. The students are then provided with crayons or colour pencils to colour land and water forms. The teacher can assess students’ understanding by asking them to place some small toy items on the map, “Can you place the boat in the lake?”
3. The teacher can make the table map scene and some appropriate toy items available for free play. After free play, the students are to clean up the table map, and the teacher can help them display the map as a classroom poster.



## References:

- [Land and Water Forms | AMI Digital \(montessoridigital.org\)](https://montessoridigital.org)
- [Water Land — Christy Hale](#)
- [Montessori-Inspired Fun with Land and Water Forms \(livingmontessorinow.com\)](https://livingmontessorinow.com)
- [Land and Water Forms - All-Day Primary \(alldayprimary.com\)](https://alldayprimary.com)
- [Land, Sea, & Air \(okstate.edu\)](https://okstate.edu)

Disclaimer: All of the images are taken from the references mentioned above.