

# **A Day in the Life of a Montessori Student**

***Sussex Montessori School***

Based on First State Montessori Academy Curriculum  
and Delaware Department of Education Guidelines

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### A Day in the Life of a Montessori Classroom

This series of charts provides a picture of the child’s daily experience in the Montessori classroom at each of the three program levels. This day demonstrates the integration of subject areas, the role of the teacher in small group and large group lessons, and the child’s use of the work plan to support their self-directed learning.

#### A Day in Shayla and Sam’s Montessori Life—Kindergarten and First Grade

	<b>Shayla Tier 1</b>	<b>Sam Tier 2</b>	<b>Teacher 1</b>	<b>Teacher 2</b>
8:00 AM	Shayla is greeted by her teachers and classmates. A 1 <sup>st</sup> grade student reads the morning message to Shayla and then she settles in with a book to read (SSR) as the rest of her class arrives and settles	Sam is greeted by Teacher 1 at the door. A student buddy escorts Sam to the morning message board. Together they read the morning message, adding both of their responses to the prompt. They take note of the daily schedule and	Teacher1 greets students at the door as they arrive.	Teacher walks around, stopping to have individual reading conferences with students and records anecdotal notes in record book.

		take out books for independent reading and settle in for SSR as the rest of the class arrives.		
8:15	Shayla hears a bell rung by a classmate and takes that as a signal to put her book away and come to a class circle. During morning meeting she participates in a greeting activity, shares news, and hears about the day's activities.	Sam is prompted by a teacher to join morning meeting where he participates in the greeting activity, shares news, and hears about the day's activities.	Teacher helps the classroom leader for the day manage the morning meeting. The class checks the attendance, does a group greeting, monitors and graphs the weather, does some stretches and sings The Continent Song. Teacher gives the class an overview of the day.	Teacher has prepared a lesson on the continents. The class reviews what they remember and, together, label the continents on the classroom's puzzle map. The teacher has animal figures to be matched to the continents and there is a class discussion about the pet guinea pig's origins in South America. The group is dismissed to work.
8:45	Shayla consults her work plan and chooses to do math work first. She finds a place to work near her friend, Marcus, and then selects a box of bead bars and some prepared math problem "tickets" from a shelf.	Sam chooses a slicing banana "practical life" work, after slicing the fruit he carefully offers some of his classmates a serving.	Teacher gathers a group of three children for a language/reading lesson. The children bring their reading book to a small rug on the floor for the lesson.	Teacher helps the children settle into their work choices and offers any necessary clarification or guidance. She then takes note of the choices the children have made on a class record sheet. If a particular challenge is noted by the teacher, note is made

				of that on the individual child's record sheet.
9:15	Having finished her first work choice, Shayla consults her work plan and chooses to work on the story she had begun the day before. When Teacher 2 invites her to a lesson she puts a card out where she was working: Shayla is working here.	Sam is the prompted to consult his daily work plan and chooses to do his daily journal entry in his Draw and Write notebook. Teacher 1 encourages him to use spacing between his words as he phonetically encodes his ideas.	Teacher monitors the individual choices the children are making and keeps records thereof and of any challenges, anecdotes, or questions she notes about individual children. She checks work completed thus far in the morning.	Teacher invites Shayla and the rest of the Kindergarteners for a lesson on making a "hemisphere map." The group reviews the continent names and locations and is then shown how to trace, perforate out, and glue puzzle pieces together to make one's own continent map.
9:40	Shayla is now very interested in making a hemisphere map. She sees that "work" is already taken, and settles back in to her writing.	Sam gets out his word study work and begins to use manipulatives to spell 3-letter short vowel words and then write them in his word study notebook.	Teachers confer briefly about what they have noted thus far in the morning.	Sam gets out his word study work and begins to use manipulatives to spell 3-letter short vowel words and then write them in his word study notebook.
10:00	Shayla invites Marcus to join her and the two of them have snack. They serve themselves, chat quietly, and then get a sponge and clean up their snack spot. Shayla sees that the continent work is now	Sam participates in a group guided reading lesson focused on using context to aid in his decoding process. After the lesson, he goes off with a peer to "Buddy read"	Teacher calls the first of a succession of small groups over for a leveled reading group or literature circle.	Sam participates in a group guided reading lesson focused on using context to aid in his decoding process. After the lesson, he goes off with a peer to "Buddy read" a familiar,

	<p>available and hurries to take it from the shelf and begin work. She carefully places the puzzle piece of Africa on a green piece of paper and traces around it. She places the trace on a thick felt map and uses a perforating tool to make holes all along her pencil line very close together. When she has perforated the outline of Africa, she carefully tears it out and excitedly gets up to show Teacher 2 what she has done. She then begins work on Europe.</p>	<p>a familiar, repetitive text to one another, each having an opportunity to practice both listening and reading skills.</p>		<p>repetitive text to one another, each having an opportunity to practice both listening and reading skills.</p>
10:30	<p>Shayla puts away the continent work, having perforated 3 of the continents and put them into her work cubby to be added to later. Her work plan consulted, she selects a "word box" from the language shelf and begins to build three-letter phonetic words with movable letters to spell the names of the objects in the box. Teacher 1 stops by her work.</p>	<p>Sam is prompted by Teacher 2 to do a follow-up math activity from a lesson the previous day. Sam begins to complete his 3-digit addition work with a partner.</p>	<p>Teacher sees Shayla's work and sits down at her mat. She goes through the objects with her and asks Shayla to close her eyes. She moves the objects around and Shayla laughs and puts them back with the words they match. Teacher asks Shayla to read the words she has spelled and then Shayla says she'll write them, too. Teacher moves on.</p>	<p>Sam is prompted by Teacher 2 to do a follow-up math activity from a lesson the previous day. Sam begins to complete his 3-digit addition work with a partner.</p>

11:00	Shayla is invited to a place value math lesson with Teacher 1. She brings her math notebook to the lesson.		Teacher 1 invites a group of children to a place value lesson involving "golden beads" and "the stamp game."	
11:30	RECESS			
12:00	Shayla and Sam's class has lunch together in their classroom. The teachers act as role models for proper table manners and decorum. Each child cleans up her/his own spot and classroom helpers take out the trash and sweep the floor after lunch.			
12:30	Shayla listens to the teacher read	Sam listens to the book and participates in the class discussion.	Teacher reads aloud a non-fiction text about the life cycle of a Monarch butterfly. She asks the essential question "What is a life cycle" and the class participates in a discussion.	Teacher has a break.
1:00	Both children have art with the rest of their class.			
1:50	Shayla has a lesson on the life cycle of the Monarch butterfly and their migration.	Sam has a lesson on the parts of a butterfly.	Teacher gives the kindergarteners a lesson on the life cycle of the Monarch butterfly and uses the continent map to show the Monarch's migration.	Teacher 2 makes sure the classroom is ready for dismissal upon the students' return. The remainder of the time is used to confer with Teacher 2 regarding the day and tomorrow's lessons.
2:30	As a follow up to the science lesson, Shayla completes a Monarch butterfly life cycle	As a follow up to the lesson Sam illustrates and labels the parts of a butterfly. He	Teachers monitor their groups as they do the follow-up science activity, offering assistance and	Teacher 2 goes to her dismissal station.

	booklet. She colors and labels each stage of the life cycle using a Monarch model for reference.	has sample a butterfly and charts for reference.	guidance when needed.	
3:15	Shayla, Sam and their class come to circle for a reflection of the day discussion and good-bye song then collect their belongings and follow dismissal procedures.	Shayla, Sam and their class come to circle for a reflection of the day discussion and good-bye song then collect their belongings and follow dismissal procedures.	Teacher leads the closing meeting and dismisses the children.	

**A Day in Jessie and Jarod’s Montessori Life—Second & Third Grade**

	<b>Jarod</b> Tier 1	<b>Jessie</b> Tier 2	<b>Teacher 1</b>	<b>Teacher 2</b>
<b>8:00</b>	Jarod is greeted by Teacher 1 at the door and reads the morning message, which asks him to name a cycle or system that he or classmates use in the classroom regularly. He adds his response to the prompt. He takes note of the daily schedule and takes out a book for independent reading and settles in for SSR as the rest of the class arrives and	Jessie is greeted by Teacher 1 at the door. A student buddy escorts Jessie to the morning message board. Together they read the morning message, which asks them to name a cycle or system that she or classmates use in the classroom regularly. They add their responses to the prompt. They take note of the daily schedule and take	Teacher 1 greets the students as they arrive. After the students have arrived, she takes a moment to go over Jessie's work-plan with her. Together they prioritize her assignments for the day.	Teacher 2 walks around, stopping to have individual reading conferences with students, recording students' progress towards goals in her anecdotal record book.

	settles.	out books for independent reading and settle in for SSR as the rest of the class arrives.		
<b>8:30</b>	Jarod is the leader for the day. He rings a bell to signal that SSR is over and morning meeting is beginning. He runs the circle, choosing a greeting, checking attendance, choosing a game for the class, and reading classroom announcements. He facilitates the meeting as 3 students share their "news" for the day.	Jessie joins morning circle, participating in the day's greeting and activity. She raises her hand to share her personal news about her hamster, and is given a silent signal from Teacher 2, reinforcing the behavior of raising her hand. Jessie hears about the day's activities.	Teacher 1 offers any guidance to the class leader and oversees the morning circle.	Teacher 2 joins and participates in the morning meeting.
<b>8:50</b>	Jarod is invited to bring his math notebook and a pencil to a multiplication lesson.	Jessie gets out her word study work and begins to use hands-on manipulatives to spell words with <i>long a letter patterns</i> and then writes them in her word study notebook.	Teacher 1 gathers a small group of children for a multiplication lesson using the Montessori checkerboard	Teacher 2 helps the children settle into their work choices and offers any necessary clarification or guidance. She writes anecdotal comments of students' work choices and progress towards individual goals.

<p><b>9:15</b></p>	<p>Jarod consults his work plan and decides to work on botany work. He illustrates and labels the parts of a flower as follow-up to a lesson he had the day before. He has sample flowers and charts for reference. His understanding of the parts of the flower will be background knowledge for the next lesson where he uses this information to describe the life cycle of the plant</p>	<p>Jessie continues to complete her division work with a partner.</p>	<p>Teachers 1 and 2 confer briefly about what they have noted thus far in the morning</p>	<p>Jarod consults his work plan and decides to work on botany work. He illustrates and labels the parts of a flower as follow-up to a lesson he had the day before. He has sample flowers and charts for reference. His understanding of the parts of the flower will be background knowledge for the next lesson where he uses this information to describe the life cycle of the plant</p>
<p><b>9:45</b></p>			<p>Teacher 1 calls a small group over for a guided reading group. At the end of the lesson she releases the students to practice their reading fluency with a partner. She strategically moves between the pairs, listening and noting their fluency progress.</p>	
<p><b>10:15</b></p>	<p>Jarod chooses a prefix game that he completes with a partner from his word study</p>	<p>Jessie goes to a small group guided reading lesson focused on reading fluency.</p>		<p>Jarod chooses a prefix game that he completes with a partner from his word study</p>

	group, writing down the new words he has created throughout the game.	After the lesson, she goes off with a peer to practice re-reading a story aloud with proper intonation and inflection.		group, writing down the new words he has created throughout the game.
<b>10:30</b>	Jarod revises and edits his readers' response notebook entry in preparation for a lesson he has in the afternoon for literature circle.	Jessie participates in a brief, small group lesson with Teacher 2 that includes direct, systematic, multisensory instruction on syllables.	Teacher 1 checks work completed by the children thus far in the morning, and is available for help, guidance, and intercession if necessary.	Jarod revises and edits his readers' response notebook entry in preparation for a lesson he has in the afternoon for literature circle.
<b>10:45</b>	Jarod attends a whole group Writers' Workshop mini lesson focused on sentence fluency. He then takes his writing folder and continues to write a story that he previously started.	Jessie attends a whole group Writers' Workshop mini lesson about sentence fluency. She then goes with Teacher 1 and a small group of students for targeted support with sentence combining.	After the whole group Writers' Workshop mini lesson about sentence fluency, Teacher 1 takes a small group of three students and follows up with targeted support about sentence combining.	Jarod attends a whole group Writers' Workshop mini lesson focused on sentence fluency. He then takes his writing folder and continues to write a story that he previously started.
<b>11:45</b>	RECESS			
<b>12:15</b>	Class has lunch together in their classroom. The teachers act as role models for proper table manners and decorum. Each child cleans up her/his own spot and classroom helpers take out the trash and sweep the floor after lunch.			
<b>12:45</b>	Jarod participates in the	Jessie participates in the	Teacher 1 reads aloud,	Teacher 2 has a break.

	teacher-led read-aloud with the whole class.	teacher-led read-aloud with the whole class, making sure to sit directly in front of the teacher.	modeling think-aloud strategies that good readers use to construct meaning, using the book.	
<b>1:15</b>	Both children have music with the rest of the class.			
<b>2:00</b>	Jarod goes to a literature circle where he turns in his readers' response journal. He and his group discuss how they used prediction during their last reading and how they will confirm or change their prediction based on today's reading. The students decide they will read the next two chapters before meeting again. They disburse and begin to read.	Jessie and a group of ten other students participate in a lesson demonstrating and building the rock cycle. Jessie meets briefly with Teacher 2 to go over her homework assignments.	Teacher 1 leads a literature circle, focusing on prediction as a comprehension strategy.	Teacher 2 presents a lesson demonstrating the rock cycle. The students then decide they want to build the rock cycle themselves. They discuss with the teacher how this could be accomplished.
<b>3:00</b>	Both children collect their belongings and follow dismissal procedures.	Teacher 1 dismisses the children.	Teacher 2 goes to her/his dismissal station.	

**A Day in Elizabeth and Adams’s Montessori Life—Fourth, Fifth, and Sixth Grade**

	<b>Elizabeth Tier 1</b>	<b>Adam Tier 2</b>	<b>Teacher 1</b>	<b>Teacher 2</b>
8:00 AM	Elizabeth enters the classroom where she is greeted by her teachers and checks in with some of her classmates. She reads the morning message, adding her response to the prompt. She consults her weekly plan and chooses word study as her first work choice.	Adam enters the classroom and is greeted by the teachers. A student buddy accompanies Adam to the morning message, where they share the message and write their responses to the prompt. Adam and his buddy look over their weekly work plans, deciding to work as partners on math. They get the materials needed to solve the fraction work, settle in at a work space, and using materials and journals, solve the five problems that were assigned.	Teacher 1 greets the children as they enter the classroom for the day. S/he then begins meetings with the children regarding their work choices. As needed s/he refocuses children who need assistance to stay on task.	Teacher 2 greets the children as they enter the classroom for the day. S/he then meets individually with children regarding their work choices. As needed, s/he refocuses children who need assistance to stay on task.

8:30	Elizabeth joins her class for the morning meeting.	Adam leaves his work neatly on the rug, joining the class for morning meeting. He takes his seat next to a teacher.	Teacher 1 attends morning meeting, taking a seat between two children who may need support during this time.	Teacher 2 attends the meeting. A student reads the morning message aloud. Children respond verbally, sharing their written contributions to the prompt. S/he then presents a lesson on plate tectonics and, using Montessori materials, demonstrates what the shifting of the earth can look like.
8:50	Elizabeth and several classmates go into the adjoining computer lab to look at footage of earthquakes and computer imaging of tectonic plates shifting. They record their observations and illustrate them in their science notebooks.	Adam accompanies Teacher 1 to a lesson on division of angles. He is seated preferentially next to the teacher.	Teacher 1 invites a group of six children to a lesson on division of angles. S/he has rulers, protractors, and angle rulers available for children's use during the lesson.	Teacher 2 helps the children settle into individual work choices and offers necessary guidance/clarification. S/he writes anecdotal comments of students' work choices and progress towards individual goals.
9:20	Elizabeth checks her weekly work plan and decides to write her Reader's Response entry about <u>Hatchet</u> , the book she is currently reading in her literature circle.	Adam continues to do the follow-up assignment given at the lesson. He sits near the teacher, working with him/her guidance. As he completes the work he asks for feedback from the teacher.	Teacher 1 calls another group of mixed-age students for a math lesson on dividing fractions. S/he lays out Montessori materials, writes the problems on a whiteboard while waiting for the group to gather.	Teacher 2 calls a group of children to a rug for a literature circle.

10:00	Elizabeth uses this morning work time to complete assigned work from past lessons as well as to begin work assigned today. She reviews her work plan to determine how to prioritize her work and time, choosing to complete earlier assigned work first. At the end of work time she hands in completed work, filing the other assignments for later work times.	Adam is guided by a teacher to review his work plan and choose an assignment to focus on for this work time. He is seated at a desk, away from other students/ distractions. During the work time, a teacher checks with him to ensure his progress towards completion of this assignment.	Teacher 1 guides students as they choose work for independent work time. As students work, s/he checks in with them to be sure they are on task, working to meet their goals, and offering support where needed.	Teacher 2 notes that Elizabeth has taken out decimal fraction work and checks in with her. She interviews Elizabeth and has her walk through the process she is using to complete this work. This allows her to assess understanding and determine the next lesson for Elizabeth. She moves on to check on progress of other students in the class.
11:00	Elizabeth participates in writers' workshop focused on the revision of memoirs the group has been writing. She and a group-mate listen to each others' pieces, offer suggestions, and then begin to revise their work. Elizabeth chooses to share her writing with the larger group when they come back to the circle.	Adam participates in writers' workshop focused on revision of memoirs. He is assigned to work with Teacher 2 and one other student to revise for the trait of organization. Teacher 2 models the revision process with the students, offering support and guidance as they work to gain these skills.	Teachers 1 calls Elizabeth and some classmates for writers' workshop mini-lesson on revision for the trait of organization. As peer conferences occur, she listens to students' conferences, asking questions and offering guidance as needed.	Teacher 2 observes the mini-lesson, noting children's comments. As students are dismissed to work with a group on the revision process, she assists two children who need additional writing support.
	Elizabeth does her classroom	Adam does his classroom	Teacher 1 manages the	Teacher 2 gathers equipment

11:55	job of preparing the tables for lunch.	job of caring for the classroom pet.	classroom as each student contributes to the class by doing his/her job.	and prepares to lead children outdoors for recess.
12:00	RECESS			
12:30	LUNCH			
1:00	Elizabeth participates in read aloud with the entire class.	Adam participates in the read aloud, sitting next to the teacher.	Teacher 1 reads aloud, encouraging the children to notice the organization of the book, relating it to their earlier lesson.	Teacher 2 readies the room for afternoon lessons.
1:30	Elizabeth attends a math lesson, continuing her work with decimal fractions. Five other students join her.	Adam is invited to a word study lesson on doubling the final consonant before adding a suffix.	Teacher 1 invites students to a word study lesson, laying out the words asking children to note patterns.	Teacher 2 invites students to a math lesson on decimal fractions, using the Montessori decimal board to order the numbers.
2:15	Elizabeth and her class go to PE.	Adam joins the class in PE.	Teacher 1 walks the children to the gym, using the remainder of this time to confer with Teacher 2 regarding the day and tomorrow's lessons.	Teacher 2 makes sure the classroom is ready for dismissal upon the students' return. The remainder of the time is used to confer with Teacher 2 regarding the day and tomorrow's lessons.
3:00	Elizabeth and her class collect their belongings and follow dismissal procedures.	With a teacher's reminder, Adam collects his belongings and follows dismissal procedures with the class.	Teacher 1 issues reminders as needed for the students in order to prepare them for dismissal.	Teacher 2 goes to her dismissal station.