The lessons that follow provide examples of how you could implement the Anticipation Reaction Guide in a SIOP® lesson for the grade bands K–2 and 6–8. Sample lessons for grade bands 3–6 and 9–12 are provided within the complete units in Chapters 5 and 7.

SIOP® Lesson Plan, Grade 1: Cluster K-2

This lesson was developed as a first grade lesson, but it could easily be adapted for a Kindergarten or second grade classroom as well. The first grade lesson is based on the book *Elvira* by Margaret Shannon. The story is about an eccentric young dragon who marches to the beat of her own drum. She is unlike other dragons because she likes to make daisy chains and refuses to eat princesses. The message of the book is that it is okay to be different.



SIOP® LESSON PLAN, Grade 1, Day 3 (Part I): Making Predictions about Story Plot

Part I—Before Reading

Key: SW = Students will; TW = Teacher will; SWBAT = Students will be able to \dots ; HOTS = Higher Order Thinking Skills; SF = Student friendly

Unit: Character Analysis

SIOP® Lesson: Making Predictions about Story Plot

Grade: 1

Content Standards: 3.3 Make, confirm, and revise predictions.

Key Vocabulary:

Content Vocabulary: courage (courageous), tease, creative

Academic Vocabulary: opinion, belief, prediction

HOTS: When is it okay to tease someone? Why does it take courage to be different? What makes you think that? Why do you feel that way?

Supplementary Materials:

Word-Definition-Picture chart (from Day 1—See unit in Chapter 4)

Word Web with the word *Characteristics of a Dragon* in the middle. (from Day 1—See unit in Chapter 4)

Elvira by Margaret Shannon (1991), Tricknor & Fields

Anticipation/Reaction Guide for each student plus overhead

Connections to Prior Knowledge/ Building Background Information:

Links to Students' Background Experiences—Ask students if they have ever been made fun of because of something they were wearing, or how their hair looked, or something they did, etc. **Links to Prior Learning**—Remind students that they previously used a T-chart to make predictions about nontraditional dragons. Tell them that they are now going to make predictions about a character named Elvira who is a nontraditional dragon.

Meaningful Activities/Lesson Sequence:

Content Objectives:

Objectives:

1. SWBAT read statements and develop opinions and beliefs about the main ideas and concepts

- TW post and orally explain content and language objectives.
- TW review key content and academic vocabulary.

(continued)

Review/Assessment:

SIOP® LESSON PLAN, Grade 1, Day 3 (Part I):

Making Predictions about Story Plot (continued)

Objectives: Meaningful Activities/Lesson Sequence: Review/Assessment: of the book, Elvira by • TW display and explain the Anticipa-You can adjust your method Margaret Shannon. tion/Reaction Guide on the overhead. of reading as needed based on the proficiency of readers SW read the Anticipation/Reaction SF: Your job today is to in your class. read and think about what Guide along with the teacher it means to be different TW ask students to think about the statefrom other people. ments and decide if they agree or dis-2. SWBAT make predicagree with the statement. tions about Elvira's char-• SW complete the first four boxes on the Use a think-aloud demonacter after viewing the anticipation side of the Anticipation/ strating how to complete the cover of the book. Reaction Guide. Anticipation/Reaction Guide. SF: Your job today is to After giving all directions, • TW show students the cover of the make predictions about have students self-assess their book Elvira by Margaret Shannon. the book Elvira. understanding of the task SW describe the main character, with a finger response: Language Objectives: Elvira, to a partner. 1—I need help. 1. SWBAT track words 2—I have a question. and read the Anticipa-3—I'm ready to start. tion/Reaction Guide in a 4—I could teach this. shared reading lesson. Once students begin independent work, focus on as-SF: Your job today is to sisting those students that read the Anticipation/ held up 1 or 2 fingers. Reaction Guide. When students complete the SW complete the final four boxes on the 2. SWBAT orally support anticipation side of the Anticipation/Refinal four boxes of the guide, it opinions made about difaction Guide. is important to make clear that ferent statements on the they are predicting characteris-Anticipation/Reaction SW choose and share a statement from tics about Elvira and what the Guide. the final four boxes with a partner. They story will be about. As you will use the frame, "I predict _ SF: Your job today is to listen to partners share, you say the sentence frame: • TW use an overhead of the Anticipacan challenge higher ability I feel ____ __ because tion/Reaction Guide to tally results of students with the frame, "I . Or I believe that the prompts using Split Decision. predict_ because statement is true/false In Split Decision, students will stand Monitor students as they share because in the middle of the room with their with a partner. Make sure they Anticipation/Reaction guide in their are using complete sentences hand. TW read a statement from the Anand they are referring to the tticipation/Reaction Guide. Students will chart adjectives as a resource. move to opposite sides of the room (pre-During the Split Decision, alviously labeled Agree and Disagree) to low students to be persuaded to demonstrate how they responded to the change their mind and move to statement. TW select students to provide the other side. Promote healthy a rationale for their decisions. discussion and debate on state- SW will orally share their opinions from ments that appear heavily their Anticipation/Reaction Guide dur-"split." This activity allows an ing the Split Decision activity. Ex. "I excellent opportunity to ob-

Wrap-up: SW say one sentence about the results of the Anticipation/Reaction Guide tally. Ex. "Most of the class thinks that it takes courage to be different."

feel it is okay to tease someone who is

different than you because ____.'

serve students using academic

language outside a sentence

frame.

Review content and language objectives with students.