

Minnesota Writing Project

--- Demonstration Lesson Template ---

Title of lesson: Interdisciplinary Unit with Civics and ELL- Using Anticipatory Guides as a pre-reading/writing strategy; writing skills stations for beginning of the year formative assessment and block day activity

Suggested grade/age: Middle School (can be modified for high school and elementary)

Approximate time needed to complete lesson: 20-30 minutes for the anticipation guide; one-block class period for the writing skills stations (approx. 80 min)

These strategies are a review and just part of a large interdisciplinary unit (Civics and ELL) for our Trimester 1 theme (Who am I? Understanding the diversity of the U. S.).

Learning objective(s) and significance of lesson:

*an Anticipation Guide is a strategy which helps students make some of these connections to their own lives.

Prior to reading *Seedfolks* (novel by Paul Fleischman), the student will...

* “anticipate” or explore a set of some of the discussable/debatable issues related to the text through answering “Agree” or “Disagree” and “Because...” (as best he/she can)

*participate in a short class discussion or debate about each issue (depending how he/she answers the statement)

*take a stand and share his/her current belief

*create possibilities for writing topics

After reading the vignettes on Kim and Ana, the student will...

*participate in a block lesson using stations for movement

*participate in beginning of the year formative assessments related to District 112 Curriculum English/Language Arts Standards (literary devices, leveled questions, elements of fiction, SWBS summarizing strategy, plot diagramming)

Brief summary/outline of lesson:

1. The teacher has already introduced the unit, novel, summative assessment, and interdisciplinary objectives and plan.
2. Teacher: ask students to get out their journals.
3. Teacher explains the learning task of an “Anticipatory Guide”
4. “Our Anticipatory Guide explores some of the big ideas, themes, discussable, or debatable issues that we will be reading about and exploring in *Seedfolks*.”
5. Students will need to number their journals from 1-10, write down an “A” for agree or “D” for disagree, and a brief “because” reason (to help them process their thinking/opinion)
6. Teacher reads the discussable/debatable issue to students. Students do the above for all ten statements. Teacher will allow 5-10 min. for students to complete. If students finish early, they can continue extending some of their “because” statements.

7. Teacher explains she will read question 1 and ask those who wrote “agree” to stand up.
8. Teacher also explains that we need a minimum of two students to support through telling their “because” (Teacher is to try to remain neutral to both sides).
9. Teacher continues in the manner until all 10 questions have been discussed.
10. Teacher transitions to our next activity.
11. Teacher explains to the students they will be reading the first two vignettes in *Seedfolks* (Kim and Ana).
12. Before students are set off to read, the teacher explains the different skills/strategies stations.
13. Teacher has the students number from 1 to 9 in their journals, but leaving 3-5 lines between each number depending on how large they write.
14. There are 9 stations and you will need your journal. The stations can be in any order. Be sure the station matches up with your journal number.
15. Teacher will go over power point to show the different stations. (We use stations a lot so the kids will already be familiar with them.)
16. Teacher reminds students **only 4 students per station!**
17. Students are set to read and can begin the stations as soon as they finish.
18. If students finish, they can work on their reading their book club books.

Related Resources:

Kyleen Beers, *Reading Strategies Handbook for Middle School, When Kids Can't Read: What Teachers Can Do: A Guide for Teachers 6-12* and
 Canady, R. and Rettig, M. , *Teaching in the Block: Strategies for Engaging Active Learning Seedfolks* by Paul Fleischman
 National College Board, Pre-AP Workshop, Leveled Questions

Possible extensions or adaptations for different purposes/student needs:

Anticipatory Guides can be used for during and after reading the text:

During reading the student will...

*take notes or collect supporting evidence from the novel related to our set of discussable issues.

After reading the novel/text, the student will ...

*revisit the set of issues to see if he/she has changed his/her opinion after reading the novel/text

Writing Stations can be modified and used for any kind of text or activity on a block day. Anticipatory Guides work well for the beginning of a new unit for any discipline or be used to introduce big ideas or discussable issues for an upcoming novel.