**SAC Sample Lesson**

Step 1

**Teach Accountable/Partner Talk**

* Start at the **beginning of the year** so students are comfortable speaking and listening with partners.
* **Anchor Chart**-use for respectful discussing.
* Wait time for **respectful listening** (for partners, for sharing whole class, practice often).
* Teach/practice **paraphrasing** what your partner told you (emphasize “did they say EXACTLY what you said?” to show that it doesn’t have to be word for word).
* **Time limit** for partners (after students are comfortable with speaking begin using a timer in 30 seconds increments for each partner talk).

Step 2

**Content Prep**

* Example: Animals and Habitats-Adaptation
* SAC **Question**: Which animal has better adapted to it’s habitat?
* **Gather books** to support content
* Choose **vocabulary words** for focus: (camouflage, adaptation, habitat, environment).
* Decide on process grid or **some type of anchor chart** for recording learned content.

Step 3

**Teaching**

* Begin teaching content
* Frequent read alouds
* Videos/other forms of background information to **enhance** content learning.
* Continue adding facts to anchor charts each day
	+ Students **actively participating** to review content and **use** oral language and vocabulary daily.
* Reread books as necessary
* Students begin to share factual information with each other speaking in complete sentences.
	+ This must be based on **evidence** from learning content.
* Practice using a timer to keep pacing prompt.
* Students paraphrase their partners’ factual information, **speaking in complete sentences.**
* Students create **individual** graphic organizers
	+ 1 topic, option to add information to 2nd side as time allows.
* Students share graphic organizers with partner, making sure to speak in complete sentences.
* Immerse students in the content, throughout all disciplines:
	+ Interactive writing
	+ Partner sharing
	+ Expert groups
	+ Journal writing
	+ Independent reading

Connecting Claim, Evidence & Reasoning

Reasoning: Why does the **evidence** matter?

Examples:

* The giraffe is the best adapted for its environment because it’s long neck. The long neck allows the giraffe to eat from the tall trees.
* The polar bear is the best adapted for its environment because of its blubber. The blubber allows the polar bear to live in frigid temperatures.

Step 4

**Final Protocol**

* Create **grouping** of students (homogeneous, heterogeneous) A’s and B’s
* Assign students to a specific side (polar bears vs. giraffes)
* Teach additional content to each side
	+ Students create new graphic organizer focused on their side (polar bear vs. giraffe)
* Determine **locations** of discussion groups around the room, (i.e. tables/desks, floor)
* Teach consensus (definition: to agree upon something, make a decision)
	+ Model an example of consensus
	+ Works well if two teachers can model something quick and simple.
		- See ice cream model example
* SAC discussion
* Whole class share of various consensus statements.
* Writing based on individual student’s opinion.

Extension Group Discussion:

What would happen if animal A had to live in animal B’s habitat? If a polar bear was adapted to live in a desert:

* What color would the polar bear need to be so it could camouflage?
* Would it still have thick fur?
* What would it eat?

If a giraffe was adapted to live in the artic:

* What color would the giraffe need to be so it could camouflage?
* Would it still have long legs/long tongue?
* What would it eat?

**Resources**

* *Adaptations* by Monika Davies (Teacher Created Materials, Inc. 2016) ISBN 978-1-4807-4679-4
* *Animals That Hide* by Angela Royston (Raintree 2014) ISBN 978-1-4109-6149-5
* *The Artic Habitat,* by Mary Aloian and Bobbie Kalman (Crabtree Publishing Company) ISBN 978-0-778-72981-5
* *Giraffes Are Awesome!* (A+ books) by Lisa J. Amstutz (Capstone Pressn2015) ISBN 978-1-4914-1761-4
* *Here is the African Savanna* (Web of Life), by Madeleine Dunphy (Web of Life Children’s Books, 2006) ISBN 978-0-9777-37952-1
* *Invisible to the Eye: Animals in Disguise* by Kendra Muntz (Bright Connections Media 2014)
* *Meet the Giraffe* by Susanna Keller (The Rosen Publishing Group 2010) ISBN 978-0-329-75388-7
* *National Geographic Readers: Polar Bears* by Laura Marsh
* *Polar Bears and the Arctic* (Magic Tree House Research Guides), by Mary Pope Osborne and Natalie Pope Boyce (A Stepping Stone Book, 2007) ISBN 978-0-375-83222-2