ELL Adaptation For
It's Happening, Where? Find the Absolute and Relative Location of News Articles

Students use newspaper articles to reinforce geography and writing skills.

<table>
<thead>
<tr>
<th>Author</th>
<th>Jane Chambers</th>
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<tbody>
<tr>
<td>Grade Level</td>
<td>4-5</td>
</tr>
<tr>
<td>Duration</td>
<td>2 class periods</td>
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**SIOP Elements**

<table>
<thead>
<tr>
<th>Preparation</th>
<th>Scaffolding</th>
<th>Grouping Option</th>
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<tr>
<td>Adapting content</td>
<td>Modeling</td>
<td>Whole class</td>
<td>Whole class</td>
</tr>
<tr>
<td>Linking to background</td>
<td>Guided practice</td>
<td>Small groups</td>
<td>Small groups</td>
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<tr>
<td>Linking to past learning</td>
<td>Independent practice</td>
<td>Partners</td>
<td>Partners</td>
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<tr>
<td>Strategies used</td>
<td>Comprehensive input</td>
<td>Independent</td>
<td>Independent</td>
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<tr>
<th>Integrating Processes</th>
<th>Application</th>
<th>Assessment</th>
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<tr>
<td>Reading</td>
<td>Hands on</td>
<td>Individual</td>
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<tr>
<td>Writing</td>
<td>Meaningful</td>
<td>Group</td>
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<tr>
<td>Speaking</td>
<td>Linked to objectives</td>
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<td>Listening</td>
<td>Promotes engagement</td>
<td>Oral</td>
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**TESOL Standard(s)**

ESL: English For Content
Through The Use Of ESL Methodologies, The Student Will:
EFC-A. Create, read and interpret visual information relating to science, social studies and math.
A4. Create charts to organize information.
EFC-C. Compose in a variety of forms.
C2. Paraphrase written information.

**Arizona ELP Standards**

Stage III
Basic
Reading
Standard 1: The student will demonstrate understanding of print concepts of the English Language. The student will demonstrate knowledge of print concepts by:
B-3: identifying specific information by using the organizational features of a book, a dictionary and a newspaper (e.g., title, author, table of contents and glossary).
Standard 4: The student will analyze text for expression, enjoyment, and response to
It's Happening, Where?

other related content areas. The student will demonstrate reading comprehension by:
B-4: asking who, what, where, when, why, which and how questions about text, with
instructional support.

Stage III
Basic
Writing

Standard 1: The student will express his or her thinking and ideas in a variety of writing
genres. The student will express his or her thinking and ideas in a variety of writing
genres, as demonstrated by:
B-1: writing a narrative paragraph based on imagined or real events that include characters
and plot with three or more details using appropriate transitional words, with instructional
support.
B-3: taking notes using a teacher selected and student created graphic organizer or cloze
notes with instructional support (e.g., teacher modeling, visuals, word banks, etc.).

Overview

News articles in local papers come from all parts of the country and the world. It is interesting to find
out the absolute and relative location of the articles, as well as questions the articles answer.

Key Vocabulary

Latitude-lines on a map that show how far you are
from the Equator, ex. 40 N.
Longitude-lines on a map that show how far you
are from the Prime Meridian, ex. 30 E.
Compass rose-shows you the directions on a map

Additional Materials Needed for ELLs

Xerox copies of the article that the ELL students
need to have to complete the activity and assessment.

For the ELL1 and ELL 3 students, highlight the
who, where, when, and what in the article.

Procedures

Prerequisite knowledge:
Students know how to find the latitude and
longitude of places and cardinal and intermediate
directions.

1. Introduce key vocabulary by writing words on
the board with their definitions and drawing a
compass rose. Have students divide a piece of
paper into 6 sections and copy latitude and
longitude definitions in the first two boxes. Then
have the other boxes display the four cardinal
directions of the compass rose with the north,
south, east, and west circled. (Each box will have
a different direction circled.) This will become their
vocabulary chart. Practice these vocabulary terms
using a map from a textbook or atlas. Practice
intermediate directions also (northwest, south
west, etc.) (Preparation: Strategies used;
Application: Hands on; Scaffold: Guided
Practice)

2. As a class, read an article and use an atlas
to find the latitude, longitude and relative
location of the setting. As a class summarize
the article. (Scaffold: Modeling) ELL students
will have a copy of the article with the important
information highlighted so they can follow along.
(Preparation: Adapting Content; Scaffold:
Guided Practice; Integrating Processes:
Reading; Grouping Option: Whole class)

3. Now have the students read a second article
and determine the setting of the event. ELL
students will work with a partner. (Grouping
Option: Partners; Application: Linked to
objectives; Integrating Processes: Reading)

4. Students use the map of the United
States/world to find the latitude and longitude of
the place and record it on Graphic Organizer #1.
(Grouping Option: Partners; Application: Hands
on; Application: Linked to objectives)

5. Students use cardinal and intermediate
directions to determine the relative location of the
place. I.e., if the article is about Yellowstone Park,
the student would write northwestern part of
Wyoming, south of Montana, and east of Idaho
and write in on Graphic Organizer #1. (Grouping
Option: Partners; Application: Linked to
objectives)

6. Students use Note taking Sheet #2 to
determine answer the questions: who, where,
when, what, and how about the article. ELL
students will work with a partner. (Grouping
Option: Partners; Integrating Processes:
Reading; Application: Linked to objectives)

7. Give the students these instructions: "You are
a reporter for your school newspaper. Write a
summary of the event that the newspaper article is
It's Happening Where?

about that could be read by a Fourth Grader including who it is about, where it happened, when it happened, where it happened, and what happened.* (Grouping Option: Partners; Integrating Processes: Writing)

Assessment

Beginning and Intermediate ELLs will complete the graphic organizer. (Assessment: Individual)

Beginning ELLs will write several phrases from graphic organizer as their summary or draw a picture of what the article was about and label key pictures. Intermediate ELLs will be expected to write a paragraph using all of the phrases from the graphic organizer and composing sentences. (Assessment: Individual)