ELL Adaptation For
Rivers that Flow from Continental Divide: The Journey of Two Rivers
Students trace the courses of rivers and learn about the regions through which they flow

Author
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Grade Level
4 - 5
Duration
3 class periods

ELL Adaptation by
Chad Kobold

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**TESOL Standard(s)**
Goal 2, Standard 3
To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge

**Arizona English Language Proficiency Standards**
Stage III
Basic
Listening and Speaking
Delivery of Oral Communications
Standard 2: The student will express orally his or her own thinking and ideas.
B-8: presenting with a group, a variety of oral reports (e.g., expository, cause and effect, persuasive, etc.) containing an introduction, body, conclusion and transitions, with instructional support.
Reading
Rivers that Flow from the Continental Divide

Comprehending Text
Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. The student will demonstrate reading comprehension by:
B-20: identifying content vocabulary within math, science, and social studies texts.
B-24: locating specific information from external text in nonfiction text for a specific purpose.

Writing
Writing Applications
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-4: writing an expository paragraph or a simple report containing a topic sentence, supporting details, and a concluding statement using a model.

Standard English Conventions
Standard 2: The student will identify and apply conventions of standard English in his or her communications. The student will identify and apply conventions of standard English in his or her written communications by:
B-3: spelling grade appropriate words (i.e., high frequency, common, homonyms, and plurals).
B-5: using punctuation for:
  • sentence endings
  • commas to punctuate items in a series and introductory words
  • apostrophes to punctuate contractions and singular possessives.
B-8: using subject-verb agreement in sentences in a variety of writing applications with instructional support.

Writing Process
Standard 3: Students use the steps of the writing process as a writing piece moves toward completion. Students use the steps of the writing process as a writing piece moves toward completion as demonstrated by:
B-6: publishing products in a teacher selected format (e.g., oral presentation, manuscript, multimedia, etc.).

Writing Elements
Standard 4: The student will integrate elements of effective writing to develop engaging and focused text. The student will integrate elements of effective writing to develop engaging and focused text as demonstrated by:
B-1: producing a paragraph with an identifiable main idea and supporting details in a variety of genres, with instructional support.

Research
Standard 5: The student will demonstrate research skills by using a variety of reference materials to complete a variety of writing tasks. The student will demonstrate research skills by using a variety of reference materials to complete a variety of writing tasks as evidenced by:
B-1: recording and organizing information, observations or questions on a familiar topic from one or two sources (experiment, textbook, guest speaker, video, Internet, etc.) for report/research purposes.

Overview

Students often do not understand that rivers flow in a logical path from higher elevation to a lower one. In fact many students do not believe that a river can flow north because they believe that north equals UP. Therefore, students need instruction in this basic concept: water originates at a source and flows to a lower level of elevation, and that usually it joins another body of water.

Key Vocabulary

River – A large natural stream of water emptying into an ocean, lake, or other body of water
Mouth – The point where the river empties into a large body of water
Source – The point where the river gets the water from
Rivers That Flow from the Continental Divide

Creek – A small stream of water that feeds into a river

Continental Divide – A mountain range that starts in north central North American and extends to the south central North America. This mountain range is also known as the Rocky Mountains

**Additional Materials Needed for ELL**

- Blue colored pencils
- Magazines (pictures)
- Laptops (optional)
- Google Earth.com (optional)
- Mountain model

**Procedures**

1. Teacher will have an overhead of map with each student having the same map to follow along. Locate the Rocky Mountains on the map. Identify the Continental Divide. Point out the rivers that have their source on top of the Continental Divide. *(Application: Hands On)*

   If possible, have a demonstration for visual clarity on how water acts as it flows from the high point of the mountains to the lowlands. *(Scaffolding: Modeling)*

2. Discuss in small groups what a river is and where students have seen rivers in their lives. Have the groups describe where they think a river starts and ends and what changes occur on this river’s journey. *(Grouping: Small groups; Preparation: Link to Past Learning, Linking to background; Integrating Processes: Listening)*

3. In pairs, students should find a river whose source is the Continental Divide. Have them write “source” where the river begins. One of the students should color blue a river that flows east and the other student should do the same for a river that flows west. *(Grouping: Partners; Integrating Processes: Writing)*

4. They should research and label the river with its name, and list the states through which it flows. They should write “mouth” where the river empties into a larger body of water. *(Integrating Processes: Writing)*

5. Beginning ELLs will write sentences explaining the Continental Divide. Intermediate ELLs will write a brief narrative of the “Journey of a River.” The following prompt can be given, “You are a river beginning your journey on top of the Continental Divide”. Describe your beginning and your pathway through the states to the mouth. *(Scaffolding: Guided Practice, independent practice)*

6. Students will be given magazines. Students will cut out 5 pictures of movement of water and bodies of water. They will create a poster board and display these in class with labels of what their poster is demonstrating. *(Scaffolding: Modeling)*

**Assessment**

The map will be assessed for accuracy. The terms source and mouth should be clearly labeled. The river’s name should be written on the map.

The paragraph or sentences will be graded using the Six Traits of Writing. For this particular piece of work the two traits of conventions and ideas/content will be used in grading.

The poster will be graded for 5 illustrations with correct labels.

**Extensions**

Students will use the laptops in class to access Google Earth for satellite images of particular rivers.