



Is There a Map in That Story?

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Grade Levels 6
Duration 1-2 periods

ELL Adaptation by Gale Olp Ekiss

SIOP Elements		
Preparation Adapting content Linking to background Linking to past learning Strategies used	Scaffolding Modeling Guided practice Independent practice Comprehensible input	Grouping Option Whole class Small groups Partners Independent
Integrating Processes Reading Writing Speaking Listening	Application Hands on Meaningful Linked to objectives Promotes engagement	Assessment Individual Group Written Oral

Arizona ELP Standards
Stage IV
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 by using a variety of writing genres, as demonstrated by:
 B-6: writing a variety of functional text (e.g., instructions, directions) that addresses the audience, stated purpose and context.

Overview

Literature provides our imaginations with a variety of settings from isolated Pacific islands to urban cityscapes. As we read, we are building images of the setting that geographers called mental maps. Mental maps are important for wayfaring as well as our tendency to develop perceptions of places.

Key Vocabulary

jungle: land covered with many tropical plants
path: a place for people to walk to get from one place to another
island: land that is surrounded by water

mountain: land that is higher than a hill
lagoon: an area of shallow saltwater separated from the ocean by sand dunes
creek: a small stream of fresh water
gorilla: the largest and most powerful ape
peninsula: land surrounded on 3 sides by water
volcano: a cone-shaped piece of land formed by magma from the earth's center

Additional Materials Needed for ELLs

- ELL Adaptation Nussbaum's Island
- ELL Adaptation Writing Prompt
- Vocabulary Cards
- ELL Adaptation Map Checklist

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- ELL 1 Map template
- Map Example

Procedures

SESSION ONE

Note: The first part of this lesson is done orally. Give the ELL students a copy of the written guided practice from the original lesson and partner them with an English proficient student. (Integrated Processes: Reading, Listening, Grouping Options: Partners)

1. Introduce the lesson by reading the guided practice and ask the students if they think that they could draw a map from the example.
2. Pass out drawing paper. Read the paragraphs again slowly as the students map the description depicted in each paragraph. Discuss each detail in the paragraphs and model the drawing for them on the whiteboard or doc cam. **(Scaffolding: Modeling, Comprehensible input, Application: Hands on, Promotes engagement)**
3. Distribute the ELL adaptation Nussbaum Island and have the class read the passages. Make comparisons to the first map drawn. **(Preparation: Linking to past learning)**
4. Pass out or project the vocabulary cards to the ELLs. Go over the geographic terms that are used in the description of the island. **(Scaffolding: Comprehensible input)**
5. Have the students turn over their sheet of drawing paper from the practice at the beginning of the class. Pass out the Map Checklist. The students then should create a rough draft of Nussbaum's island. **(Scaffolding: Guided practice)**
6. Once the students have a rough draft and are satisfied that it is accurate, they will proceed with

creating the finished product on a new sheet of drawing paper.

7. The final product should be in color and contain all the elements from the story as well as elements from DOGSTAILS.

8. Collect the final project or send it home for homework.

SESSION TWO

9. Have the ELL students write directions on how to go from one place to another. They should focus on 5 physical or human characteristics of the travel. Students can exchange and draw maps from their peer's stories.

Assessment

ELL students can use the template for drawing his/her map of Nussbaum Island. ELLs can work with a partner to create their maps of Nussbaum Island if desired. **(Assessment: Group or Individual)**

ELA and Geography

Assign points to each feature that should be drawn on the map. Grade the Nussbaum Island map using the checklist and making sure the specified features are in the correct locations. Mastery will be considered 75% or higher.

The writing assignment can be assessed for:

- complete sentences. (5 pts)
- 5 landmarks were described. (5 pts)
- compass directions were given. (5pts)