



# ELL Adaptation For The Mountain Community: Why Flagstaff?

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<b>Grade Level</b>	4-5
<b>Duration</b>	2 class periods

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

### 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.**  
 A5. Create visuals to present information.  
**EFC-C. Compose in a variety of forms.**  
 C1. Use Math, Social Studies, and Science target vocabulary.  
 C5. Write reports using Math, Science, and Social studies target vocabulary.

### Arizona ELP Standards

**Stage III**  
**Basic**  
**Reading**  
**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.

**Stage III**  
**Basic**

## Mountain Community: Why Flagstaff?

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

### Overview

Flagstaff has sheltered Native Americans, mountain men, and early settlers. It has become home to ranchers, herders and loggers, as well as scientists and educators. A steady tourist industry has developed in the past twenty years. What is it about the physical environment that has provided such continual interest and migration?

### Key Vocabulary

Geographic Features - Features of the land like mountains, rivers, valleys, forests, plains

Natural resources - Resources supplied by nature, e.g. minerals, metal, water, wood, food

Detrimental - Causing harm or injury

Promote - Contribute to the progress or growth of

Physical Need – What is necessary to life--shelter, food, water

Hinder -Prevent the progress or accomplishment of

Enhance - Make better

### Additional Materials Needed for ELLs

- Word Wall of vocabulary used in lesson
- Vocabulary Cards
- Paper for note taking
- 10 Sentences Worksheet

### Procedures

#### SESSION ONE

1. Ask students to share personal experiences they may have had in the Flagstaff area. **(Preparation: Linking to Background)**

2. Distribute copies of Topographic Features of AZ and Relief map of AZ to each student or group of students. **(Grouping Options: Small Group)**

3. Identify the various geographical features on the two maps that would hinder/enhance movement and settlement in Flagstaff. Use the following geographic terms: erosion, human characteristics, land use, landform, natural hazard, resources, and latitude/longitude. Use the Arizona map for greater analysis of elevation, water systems, names of physical features, and locations of present roads. Students should take notes in 2 columns: Main Ideas/Details. **(Scaffolding: Modeling and Guided Practice)**

4. Name the plants and animals that are indigenous to the Flagstaff area. What other plants and animals live in this climate? Students should continue to take notes. **(Preparation: Adapting Content; Application: Meaningful, comprehensible input)**

#### SESSION TWO

1. Read aloud the selection on the settlement of the area. Students should follow along as the teacher reads. Have students find and underline the geography words, which support knowledge of the physical characteristics of the land. **(Grouping options: Small Group, Scaffolding: Modeling, Guided Practice)**

2. Have students complete 10 important sentences worksheet. **(Scaffolding: Comprehensible Input)**  
Share the following writing prompt.

*You are a reporter for the Arizona Daily Sun newspaper. You are told to describe the history of settlement in Flagstaff; however, the editor only has room in the newspaper for several paragraphs. Write a summary of all of the reasons that people have come to the area.*

3. Make sure the students edit their work before submitting for a grade. **(Grouping Options: Small Group)**

### Assessment

For Geography and Reading

Check that students underlined all words that relate to geography in the reading selection. Mastery will be considered underling about 80% of the correct words.

## Mountain Community: Why Flagstaff

(Assessment: Group)

For Writing

Use the Six-Trait Writing Rubric. Student work will be assessed on Ideas and Content, Word Choice, and Conventions. A paragraph of five or six sentences with a conclusion is a minimal standard for a passing grade.

Beginning ELL will pick 5 out of 10 sentences from the 10 sentence worksheet, and draws a picture or dictates sentences to teacher or peer. Mastery is 4 of 5. **(Assessment: Written.)**

Intermediate ELL will complete the 10 sentences worksheet by paraphrasing and creating a 3- 5-sentence summary. **(Assessment: Written)**