ELL Adaptation For

Read the USA: Passport to Regions

Students create passports about the five regions of the U.S. after reading literature from each region.

(adapted from a lesson by Judy Phillips)

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Grade Level: 4-5
Duration: 1-2 class periods

ELL Adaptation by: Sara Jenkins

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### TESOL Standard(s)

EFC-E. Comprehend reading materials.
E1. Read a variety of Math, Science, and Social Studies materials.
EFC-C. Compose in a variety of forms.

### Arizona ELL I Reading Standard

Stage III
Basic
Comprehension of Oral Communications
Standard 1: The student will listen actively to the ideas of others in order to acquire new knowledge. The student will demonstrate understanding of oral communications by:
B-2: responding to read alouds (fiction and nonfiction) by identifying main ideas/concepts and supporting details in complete sentences.

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
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-7: identifying the main idea and two-to-three details from text.
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 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-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.).
B-5: writing a summary statement containing only relevant key ideas summarizing a variety of familiar text with instructional support.
B-6: writing a variety of functional text that address audience, stated purpose and context:
   - Letters
   - Thank-you notes
   - Messages
   - Invitations.
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-4: using capitalization for proper nouns (i.e., names, days, months), titles (including book titles)
B-5: using punctuation for:
   - sentence endings
   - commas to punctuate items in a series and introductory words
   - apostrophes to punctuate contractions and singular possessives.

Overview
Children's literature provides a wealth of information on United States life and regions, both past and present. By using the five themes of geography, students will increase their geographic knowledge as well as their understanding, and enjoyment of any book.

Key Vocabulary
Location: Where a place is
Movement: How people or things move from one place to another
Place: What you see when you are there
Region: An area that has similar features

Human/Environment Interaction: How people change or interact with an area and/or how the environment affects people

Additional Materials Needed for ELLs
✓ The Five Themes of Geography Vocabulary worksheet with illustrations
✓ Passport with illustrations

Procedures
1. Write the lesson objectives on the board. Ask a student to read the objectives. Have a word bank with the key vocabulary words listed.
2. Ask students what they know about passports. Show them one, if possible. (Preparation: Linking to past learning)
3. Give each student the passport worksheet.

4. Fold the sheet horizontally (hamburger style).

5. Use the vocabulary list to identify each picture. Choral read the words with the group (Grouping: Whole Group) followed by calling on a few students at random to read individually. (Scaffolding: Guided Practice; Integrating Processes: Reading, Writing, and Listening; Application: Meaningful, Linked to Objectives, Promotes engagement).

6. Read the book Alejandro’s Gift aloud to the students. Students should recognize that the region is the Southwest. (Grouping: Whole Group)

7. On an overhead transparency of the passport, show students where to write the book title above the region on their passports. (Scaffolding: Modeling) Complete the five themes of geography referring to the Information Sheet as it relates to the book. Upon completion, as determined by the level of the learner, the student receives a stamp in their passport.

8. For subsequent visas, have the students research other regions of the US and add pages to their passport. (Scaffolding: Independent practice) They will receive a visa for that region and continue researching until all five regions have been traveled. Students could also read books with partners and earn visas for their passport. (Grouping Option: Partners)

**Assessment**

**Geography and Reading**
For each region there are 5 themes. Each theme correctly described is worth up to 4 points or a maximum of 20 points/region. If there are Accelerated Reading quizzes available, these results could also be recorded.

**Writing**
For each region there are 5 themes. Correctly capitalized, punctuated and spelled sentences on each theme receive 1 point per region or a maximum of 5 points/region. Mastery will be considered 80% or higher.