



ELL Adaptation For Read the USA: Passport to Regions

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Grade Level 5
Duration 1-2 class periods

ELL Adaptation by Sara Jenkins

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 Standard

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.

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 an area and/or how the environment affects people

Additional Materials Needed for ELLs

- ✓ Vocabulary Cards

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. Distribute both pages of the Passport worksheet and have students cut out the 4 parts—making them the same size. Model how to glue the page of personal information to the Passport cover page and the SOUTHWEST region page to the 4th page, so it appears after the personal information page. Have students then fold into a passport and secure with a stapler or more glue. **(Scaffolding: Modeling)**
4. Distribute the Vocabulary Cards and 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: Writing, and Listening; Application: Meaningful, Linked to Objectives, Promotes engagement).**

5. Project the SOUTHWEST region page on a document camera and explain how the vocabulary words will be identified in a story. Help students complete the information page. **(Scaffolding: Comprehensible input)**
6. Read the book *Alejandro's Gift* aloud to the students. **(Grouping: Whole Group)**
7. Using the doc camera, model how to complete the five themes of geography referring to the book. Upon completion, as determined by the level of the learner, the student receives a stamp in their passport. **(Scaffolding: Modeling)**
8. Have the students research other regions of the US and add pages to their passport. They will receive a sticker or stamp for that region and continue researching until all five regions have been traveled. Students could also read books with partners and earn stickers/stamps for their passport. **(Scaffolding: Independent practice, Grouping Option: Partners)**
9. Have students then complete the region map without labels to see if they know the 5 regions.

Assessment

Geography and ELA

For each region there are 4 themes besides naming the region. Each of the 4 themes correctly described is worth up to 5 points or a maximum of 20 points/region. Identifying the regions on the unlabeled map with count for another 20 points. Mastery will be considered 80 points or higher on the passport with map assignment. **(Assessment: Individual, Written)**