



ELL Adaptation For Take Me to the River: The Mojave Indians and the Colorado River

By reading an article from the Heard Museum, students learn about the effects of the Hoover Dam on the Mojave Indians.

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Grade Level	4-5
Duration	1-2 class periods

ELL Adaptation by	Sara Jenkins
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SIOE 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

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. A4. Create charts to organize information. A5. Create visuals to present information. EFC-C. Compose in a variety of forms. C4. Compare and contrast using Math, Science, and Social studies target vocabulary. C5. Write reports using Math, Science, and Social studies target vocabulary.

Arizona ELP Standards
Stage III Basic Reading Standard 3: The student will read with fluency and accuracy. The student will

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demonstrate fluency and accuracy by:

B-1: reading aloud passages from familiar or cumulative text (e.g. *The House that Jack Built*) with fluency. (i.e., accuracy, appropriate phrasing, attention to punctuation, and expression).

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-12: identifying the cause and effect relationship of two related events in a literary selection.

Stage III

Basic

Writing

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 will learn how the Mojave Indians live along the Colorado River, and see how the building of a dam can impact one's culture and way of life.

Key Vocabulary

Silt – A sedimentary material between sand and clay

Mesquite – A small spiny tree or shrub native to hot, dry regions

Dam – A wall that holds back water

Diet – The usual food or drink of a person or animal

Deposit – To settle

Trade - People buying and selling items

Irrigated – To Supply Water

Diabetes – A metabolic disorder

Additional Materials Needed for ELLs

- Adapted Reading: The Ahamacave or Mohave
- Vocabulary Graphic Organizer
- Before and After T chart and answer key

- Assessment and answer key

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 if anyone knows what a dam is and what it does. (**Preparation: Linking Background**) Mention that there are many in Arizona, but perhaps the most famous one is Hoover Dam. Show the transparency of the Important Dams in Arizona map.

2. Show a picture of Hoover Dam.

3. Have students locate the Colorado River on a wall map, if available, and then on the Arizona Indian Reservations map. On an overhead of this map, have students trace the river from the mountains to the Sea of Cortes.

4. Ask students how a dam might change people living along that river.

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 (**Scaffolding: Guided Practice**). (**Integration of Reading, Writing, and Listening**), (**Application: Meaningful, Linked to Objectives, Promotes engagement**).

6. Distribute the article to each student. Read it aloud, emphasizing important details by using a highlighter and noting the picture clues. (**Grouping: Whole Group**) (**Scaffolding: Comprehensible Input**)

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7. Complete the vocabulary chart. Model how to do the first word then have students work in pairs to complete the words. **(Scaffolding: Modeling)** Make sure they each have a copy. **(Grouping: Partners)**

8. Discuss the article, then have students complete the T chart noting the lifestyles of the Mohave people before and after the building of Hoover Dam.

(Scaffolding: Comprehensible Input)

Assessment

See the original assessments. The teacher may decide to read the assessments aloud and have the ELLs respond orally or by using the pictures.