



ELL Adaptation For As the Kids Come and Go: Mapping a Classroom

The classroom becomes a zoo as students learn to create maps then write about them too!

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Grade Level	K-2
Duration	2 class periods

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

TESOL Standard(s)

Goal 2, Standard 2

To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written for

Arizona ELL I Reading Standard

Comprehending Text: The student will analyze text for expression, enjoyment, and response to other related content areas.
Beginning: The student will respond to stories dramatized or read to him or her, using a variety of physical actions (e.g., matching objects, pointing to an answer), and by drawing pictures.
Intermediate: The student will demonstrate an understanding of prediction and sequence by arranging a series of pictures in sequence and using key words and physical actions.

Arizona ELL III Reading Standard

Comprehending Text: The student will analyze text for expression, enjoyment, and response to other related content areas.
Beginning: The student will identify the basic sequence of events and make relevant predictions about stories.
Intermediate: The student will identify the main ideas, key words, and important details in text that requires some level of inference.

Arizona ELL I Writing Standard

Writing Applications: The student will express in writing his or her own thinking and ideas.

Beginning: The student will respond with drawings to stories dramatized or contextualized by the teacher.

Intermediate: The student will relate messages by drawing, by using imitative writing, by dictating to an adult, or by writing key, self-selected words

Arizona ELL III Writing Standard

Writing Applications: The student will express in writing his or her own thinking and ideas.

Beginning: The student will use the writing process to write short, single paragraph personal narratives or friendly letters distinguished by:

- topics and ideas that are broad and simplistic;
- marginally recognizable internal structures or organization;
- a voice that produces little reaction in the reader and reads more like a report

Intermediate: The student will use the writing process to create essays and formal communications of up to 2 paragraphs in various genres (expository, narrative, research) distinguished by:

- identifiable main ideas that contains general supporting details;
- simple organization with some relationship among ideas present and lapses in sequencing and use of transitions;
- a voice that shows a developing awareness of audience (limited commitment to the topic);
- ordinary, generic word choices (some misuse of word choice); and, repetitive sentence patterns (occasional attempt at more complex structures).

Overview

Even at an early age children can learn to use maps and other geographic tools. Use of maps increases their spatial perspectives of the world around them.

Key Vocabulary

Map – A map shows us how to get somewhere.

Route – A route is the way that we go to get somewhere.

Procedures

Before Session One: Prepare labels for important places in the room and a basic outline map of the classroom. Outline the classroom shape on a large piece of chart paper to begin the class map. Include about 10 places in the classroom for the initial map. For example, the meeting rug, the loft, two sets of tables, a small table, the sink, the cubbies, the science table, and two sets of shelves. This can be done with simple outlines or

using colored paper shapes to represent the items in the room as they would appear from above.

SESSION ONE:

1. Tell the children that they are going to create a map of the classroom and mini-maps showing the places in the room that the children frequently visit. **(Application: Linked to Objectives)** **(Preparation: Linking to Background)** Suggest it would be fun to imagine animals in the room following these paths. Perhaps a chicken wants to roost in the loft or a horse wants to get a drink from the sink.

2. Discuss important places in the room. These places can be given labels, such as "loft," "tables," or "rug". Having the children tape on the labels **(Application: Hands On)**. As each place is named show the model for this place and ask the children to tape it in the appropriate location on the prepared outline map.

3. When the map is made, the children will create one story about a particular route that they often visit. **(Integrating Process: Writing)** For example "The monkey went past the tables, across the rug, and climbed into the loft to hang by his tail." Model

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the method the children will use to write the story. For example, draw simple pictures on blank paper in front of the children. **(Scaffolding: Modeling)** When the three pages are made (one for each place the monkey visited), show how to make a mini-map of the route the child followed. Children will point out where this route would be on the class map. Choose a child to walk the route. **(Application: Hands On)**

4. Arrange the students into groups of three. **(Grouping Option: Small Groups)** They will work together to plan the route and create the three-page story and the mini map. **(Application: Promotes Engagement)** When the route is planned, the teacher can write each group's sentences. The teacher can check their understanding of the proposed pathway at this point.

5. As they complete their work, students read their stories to the teacher and point out where their route fits on the big map.

Before Session Two, compile each story into a book entitled, As the Animals Come and Go.

SESSION TWO:

1. Read the completed books to the children. **(Scaffolding: Modeling)**

2. Give each group another group's story to read. **(Integrating Process: Reading)** After the group has read the story, they will try to locate the route on the class map.

3. When the groups are ready, they will take turns reading their sections aloud and following the route described by their classmates. **(Integrating Process: Listening)** For added enjoyment, they can pretend to be the animal described. **(Application: Hands On)**

Assessment

Use Teacher Checklists for As the Kids Come and Go. A score of 3 out of 5 checks will be considered mastery for ELL I. A score of 4 out of 5 checks will be considered mastery for ELL III.