



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

### TESOL Standard(s)

#### Goal 2, Standard 1

**To use English to achieve academically in all content areas: Students will use English to interact in the classroom**

- following oral and written directions, implicit and explicit
- participating in full class, group, and pair discussions
- explaining actions
- elaborating and extending other people's ideas and words

#### 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 form**

- retelling information
- responding to the work of peers and others
- representing information visually and interpreting information presented visually

### Arizona English Language Proficiency Standards

#### Stage I

Basic

**Speaking and Listening**

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**Standard 1: The student will listen actively to the ideas of others in order to acquire new knowledge.**

B-5: following two-step directions for classroom activities that are accompanied

### Reading

#### Comprehending Text

**Standard 3: The student will analyze text for expression, enjoyment, and response to other related content areas.**

B-3: answering comprehension questions to respond to text heard or read.

B-4: sequencing a series of given pictures to retell a story or event using key words.

B-6: retelling a story with a beginning, middle, and end.

B-8: identifying the setting of a story heard or read.

B-9: identifying the key events of a story heard or read.

### Writing

#### Writing Applications

**Standard 1: The student will express his or her thinking and ideas in a variety of writing genres.**

B-1: drawing and using experimental writing to express ideas.

B-2: participating in creating expository responses through drawing or experimental writing to describe, explain, or inform.

B3: participating in shared writing to provide directions or information related to real world tasks.

## Stage II

### Speaking and Listening

**Standard 1: The student will listen actively to the ideas of others in order to acquire new knowledge.**

B-6: following multiple-step directions for classroom and other activities.

### Reading

#### Print Concepts

**Standard 1: The student will demonstrate understanding of print concepts of the English Language.**

B-1: tracking written words read aloud with one-to-one correlation.

#### Comprehending Text

**Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. The student will demonstrate knowledge of reading comprehension by:**

B-5: sequencing a story or event with a beginning, middle and end, using pictures and key words.

B-6: making connections to text while reading (text-to-text and text-to-self).

### Writing

#### Applications

**Standard 1: The student will express his or her thinking and ideas in a variety of writing genres.**

B-1: writing a short text about events or characters from familiar stories with instructional support.

## 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*

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*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 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 Beginning ELLs. A score of 4 out of 5 checks will be considered mastery for Intermediate ELLs.