ELL Adaptation For
Through Time: Change in Sedona

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<th>Author</th>
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<tr>
<td>Duration</td>
<td>3-4 class periods</td>
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<td>ELL Adaptation by</td>
<td>Sandy Martinez</td>
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**SIOP Elements**

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**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 form
- listening to, speaking, reading, and writing about subject matter information
- retelling information
- representing information visually and interpreting information presented visually
- hypothesizing and predicting
- formulating and asking questions

**Arizona ELP Standards**

**ELL Stage II**
**Basic**
**Reading**
**Standard 4:**
The student will demonstrate knowledge of reading comprehension by:
B-2: making predictions based on cover, title, illustrations and text.
B-3: answering questions (yes/no, who, what, when, which, where, why) about text with instructional support.
B-4: asking questions (who, what, when, which, where, why) to clarify text with instructional support.
B-5: sequencing a story or event with a beginning, middle and end, using pictures and key words.

**Writing**
**Standard 1:**
The student will express his or her thinking and ideas by using a variety of writing genres, as
Overview

Places change over time; that time is often the result of interactions between the environment and the humans inhabiting a place. The colorful pictures and rich stories of children’s literature can help young children understand these changes in places near and far.

Key Vocabulary

Sedona – a place in northern Arizona that is famous for its red rock formations

Brave – having or showing courage

Pioneers – people who travel to unknown places and build their homes there

Ruins – the remains of buildings from long ago that have been destroyed

Washboard – a board with a bumpy surface that is used for washing clothes

Resort – a place people visit to enjoy and relax

Additional Materials Needed for ELL

- Tape recorder and tapes.
- Magazines, such as Arizona Highways or National Geographics depicting pictures of the same places, photographed over a number of years
- Washboard, if possible
- Scissors, glue sticks, poster paper, tag board, writing paper
- How Was I Named? (optional)

Procedures

Prior to Session One, send home paper: How Was I Named? if you would like to include this activity. Have them talk to their family. Use tape recorders to record the family conversations.

Class Session One

1. Introduce lesson by asking children how they were named. (same name as parent, grandparent, etc.). (Preparation: Linking to background)
2. Show several pictures of Sedona. Ask the students if they have ever been to Sedona. Ask if they know where Sedona is. Show a map of Arizona and show Sedona’s location.
3. Explain that the story they will be listening to is called “The 3 Sedonas”. Take a book walk through the story. Look at pictures. Predict what story may be about. Write these predictions on chart paper.
   (Scaffolding: Modeling)
4. Read story, defining important vocabulary words through story context. Words should be on tag strip arrows to use during story. (Grouping: Whole class)

Class Period Two

1. While rereading story, have children listen for details in words and pictures. How has the town of Sedona changed over time? Ask questions about what’s going to happen next…or why…or how something occurred? Introduce time words such as, first, next, because of, then, finally. How could these words be used to tell the story? (Integrating processes: Listening)
2. Have children act out parts of story and have other children guess what event is happening. (Integrating processes: Speaking)
3. Draw picture of favorite part of story. Use lots of details. Pictures will be used in a timeline in next lesson. Each illustration should have a descriptive sentence or important words relating to picture (Application: hands-on)

Class Period Three

1. After discussing pictures, have children work in small groups to place illustrations in a timeline. Discuss. (Grouping: Small groups)
Through Time: Change in Sedona)

2. Follow original lesson plans to draw Sedona at 3 different times in history. Check for understanding by individual conferencing. **(Assessment: Oral)**

Class Period Four
1. Continue individual conferencing, while other children finish up their pictures, descriptions, and definitions.
2. Administer the assessment.

Assessment

Use the same assessments as described in original lesson but teacher might consider reading the quiz aloud or allowing ELLs to use the vocabulary cards.