



ELL Adaptation For Through Time: Change in Sedona

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Grade Level 2-3
Duration 3-4 class periods

ELL Adaptation by Sandy Martinez

SIOP Elements		
Preparation Adapting content Linking to background Linking to past learning Strategy	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)
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

demonstrated by:

B-5: creating a variety of functional texts (e.g., classroom rules, letters, notes, messages, directions, etc.) using key words and phrases with instructional support.

Language

Standard 1:

The student will demonstrate knowledge of the parts of speech by:

B-1: using “when” (first, then, next, after, before, finally) with instructional support.

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)**

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

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.

Class Period Four

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

Assessment