



ELL Adaptation For Water, Water Everywhere: Water Conservation for Young Children

Students learn the importance of water conservation while reinforcing their writing skills.

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Grade Level	1-2
Duration	3 class periods

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SLOP 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)

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
- gathering information orally and in writing
- retelling information
- representing information visually and interpreting information presented visually
- formulating and asking questions
- understanding and producing technical vocabulary and text features according to content area demonstrating knowledge through application in a variety of contexts

Arizona ELP Standards

ELL Stage II

Basic

Reading

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

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Language.

B-3: identifying features of a sentence (initial capitalization and ending punctuation).

Writing

Standard 2: The student will identify and apply conventions of standard English in his or her communications.

B-6: capitalizing the pronoun “I”, names, and the first word of a sentence.

B-7: using periods, question marks and exclamation points with instructional support.

Overview

The interdependence of people and the earth's resources is an important geography concept. By focusing on the ways people use water, young children can understand the role of this resource in daily life and their own responsibilities for practicing water conservation.

Key Vocabulary

Conserve: to save

Desert: a place with little water

Desert rat: an animal in Arizona that does not drink water but gets water from its food

Koala: an animal in Australia that does not drink water but gets water from its food

Cactus: a plant that lives in the desert. It saves water inside its body

Consumer: people who use water and other things

Additional Materials Needed for ELL

- Vocabulary cards
- A glass or cup of water

Procedures

SESSION ONE

1. Say, “Today we are going to talk about water.” Show them the glass of water. Point out the ways water is used in the classroom and school.

(Modeling) Have children share all the ways that people in their families and people in their community use water. **(Linking to background)**

Record all responses on chart paper. If students need prompting, ask them to think about how we use water around the house, the yard, at school, at work, etc.

2. Say, “All the people who use water in these different ways are ‘consumers.’ Today we will read/listen to important information written just for consumers about using water carefully.” Ask them again what a water consumer is. “When we finish reading, we will try to remember all the important information we heard.”

3. Read/share the information about water from the “Who Uses Water?” sheet using the vocabulary cards to show the various animals, cactus, and different ways we use water. At the end of the worksheet, reemphasize how important water is to us. Link the photos in the vocabulary cards with the items on the chart that the students mentioned. **(Linking to background)**

4. Review the vocabulary cards showing ways we use water. On chart paper, make two columns labeled: Our Homes and Our Community. Ask students where each water use would occur – in their homes, or in the community. Model the first vocabulary card by stating what the water use is and placing it in the correct column. **(Modeling)** Have each student or pair of students place the cards under the correct heading in the same way. **(Promotes engagement) (Hands on)** End by reviewing the ways that water is used.

Session Two

1. Say, “Think to yourselves about all the important information we read yesterday about water. If you can restate a piece of information about water that you heard/read, whisper it to one other student sitting next to you.” Encourage whisper sharing. **(Partners)** “If you would like to restate a piece of information about water that you heard/read, raise your hand.” **(Independent)** As students share, record their responses on chart paper. **(Linking to past learning)**

2. Say, “As we can see from all this information we heard/read, water is so important to our community. We use it in many ways. We must take care of water so we will always have it. To describe the ways in which we try to take care of water, we use the word ‘conservation.’ Conservation means to save or protect, and we must always think about ways to conserve or save water.”

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3. Say, "We're going to make a book about ways to conserve water. We can share this book with our families and with other students at school so they can learn about water conservation, too. Think of a great way to save water at home, at school, at work, or in our community." Have some students share their ideas orally.

4. Give students paper. Have students take it to their desk and write their water conservation idea on the lines. If necessary, have student dictate their idea to the teacher. They should write their idea in a complete sentence, use capitals and periods correctly, and write neatly. Then they will use crayons or colored pencils to illustrate their water conservation idea with a colorful picture.

(Hands on, promotes engagement)

5. As children share ideas, distribute *Water Conservation Worksheets*. Refer them to the charts for additional ideas. Assist children as

needed with recording, spelling, writing. Children who quickly finish can add another idea on another worksheet. When all have finished, gather worksheets together. Staple or bind the book and read together.

Assessment

1. Distribute *Water Conservation Quiz* from original lesson. Read directions to children. Then read each sentence aloud, allowing time for children to record answers. Show vocabulary card for each sentence as appropriate.

2. The ELL student will answer only those questions for which there is a vocabulary card (# 1,2,3,10). Mastery will be 3 of the 4 answered correctly.