



## ELL Adaptation For

# Welcome To My World: Letter from Syria

Students learn important lessons about cultural differences by reading a fictitious letter from a Syrian girl then writing about it.

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<b>Grade Level</b>	6-8
<b>Duration</b>	2-4 class periods

**ELL Adaptation by** Barbara Martin

### SIOP Elements

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

### TESOL Standard(s)

**ESL: English For Content**  
**Through The Use Of ESL Methodologies, The Student Will:**  
**EFC-C. Compose in a variety of forms.**  
 C3. Write descriptions using Math, Science, and Social studies target vocabulary.  
**EFC-E. Comprehend reading materials.**  
 E3. Use new English vocabulary.  
 E5. Demonstrate basic reading skills.

## Arizona ELP Standards

### Stage IV

#### Comprehension of Oral Communications

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

**The student will demonstrate understanding of oral communications by:**

B-9: determining main ideas and supporting details from content area presentations and discussions.

### Stage IV

#### Reading

**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-4: answering who, what, where, when, why, which and how questions about text.

### Stage IV

#### Writing

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

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

B-7: writing friendly letters, messages, invitations, and thank-you notes that address the audience, stated purpose and context, and addressing an envelope.

## Overview

In many countries of the world today, a person's role and status is determined by culture and gender. Because American students live in an open society that stresses civil rights and equal opportunities for all its citizens, they may not realize that for people in some countries the situation is very different.

## Key Vocabulary

Heading - This contains the writer's address and date

Greeting - This is the formal "hello"

Body - This is the message of the letter

Closing - This is the formal "goodbye"

Signature - This is the writer's name

Culture - A way of life learned from the people around you

Syria: A country in the Middle East. Syria is bordered by the countries of Turkey, Lebanon, Israel, Iraq, and Jordan.

Arabic: The language spoken in Syria.

Archaeologist: A person who studies artifacts from the past.

Hijab: A head covering worn by some girls and women.

Islam: A religion begun in A.C. 610 by a man named Muhammad. He is considered a prophet by the followers of Islam.

Koran: The holy book of Islam.

Mosque: The place of worship for followers of Islam.

Mecca: A city in Saudi Arabia

Family: People who are related through birth or marriage

Parents: Father and mother.

Aunt: A sister of a father or mother.

Uncle: A brother of a father or mother.

Grandparents: The parents of a father or mother.

Cousins: The children of an aunt or uncle.

Chores: The jobs some one in a family has in order to help the family. Some examples would be: washing dishes, sweeping the floor, feeding the dog, or taking out the garbage.

Religion: A belief in God and the way people worship God.

School subjects: classes such as reading, mathematics, history, geography and science

Goals: Things people work towards by accomplishing tasks

## Additional Materials Needed for ELLs

- Vocabulary cards
- Writing prompt for ELL letter
- ELL Adaptation of Letter from Zayna
- ELL Adaptation of Letter from Zayna Highlighted
- Cloze letter form
- Colored pencils.

## Procedures

### SESSION ONE

1. Have students locate Syria on a world map, in a textbook or in an atlas **(Preparation: Strategies Incorporated)**. Show pictures with captions of Syria **(Scaffolding: Comprehensible Input)**. Discuss some generalities about what life might be like in Syria **(Integration: Speaking and Listening; Grouping Options: Whole Class)**.

2. As a class, students will read the letter from the Syrian girl describing her daily activities and how her culture plays a part in

her life **(Integration: Reading)**. The teacher will link relevancy of pictures to text **(Application: Linked to Objectives)**.

3. The teacher will read the letter a second time and direct the students to color code pertinent terms such as *family (red)*, *chores (blue)*, *food (green)*, *religion (orange)*, *school subjects (yellow)*, *goals (brown)*. **(Scaffolding: Guided Practice)** The teacher will model the highlighting. **(Scaffolding: Modeling)**

4. The teacher will direct the students to color code the pertinent terms on the worksheet titled "Zayna's Letter Worksheet" from the original lesson (using the same color coding as in the letter.) **(Scaffolding: Guided Practice)** As they are reading, students should record any similarities or differences between their lives and hers on the worksheet. **(Preparation: Links to background)** Students could highlight those parts of the letter that describe the girl's culture that may be different from theirs. **(Application: Meaningful)** Students will use the color-coded sections to write responses to the Zayna Letter prompt"

### SESSION TWO

1. Students are to write a response to the Syrian girl in the form of a friendly letter. Their responses will describe their lives and the part culture plays in it. For ELL use Cloze Letter Template. **(Assessment: Individual)**. For ELL 2, use Writing prompt. **(Integration: Writing; Application: Promotes Engagement)**. In small groups, have students share their letters aloud. **(Integration: Speaking)** ELL1 students can draw pictures to accompany their letters. Some students could work in small groups to write letters and then compare responses. **(Grouping: Small groups)**

## Assessment

Mastery: The student will accurately include 4 of the 5 parts of a friendly letter and incorporate appropriate content describing his/her life and culture.