



# ELL Adaptation For Sticks, Stones, Sinews and Stuff

How Early People Used the Environment to Meet Their Basic Needs

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<b>Grade Level</b>	2-3
<b>Duration</b>	Up to 5 class periods

**ELL Adaptation by** Sandy Martinez

## SIOP Elements

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

- participating in full class, group, and pair discussions

**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

- representing information visually and interpreting information presented visually

### Arizona English Language Proficiency Standards

**Stage II**

**Basic**

**Writing**

**Writing Applications**

**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-4: creating expository text (e.g., labels, lists observations, and journals) using key words and phrases based on research, observation, and/or experience with instructional support.

**Standard English Conventions**

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

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

B-1: legibly writing all upper and lower case letters and numerals attending to form and spatial alignment.

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.

### Writing Process

**Standard 3: Students use the steps of the writing process as a writing piece moves toward completion. Students use the steps of the writing process as a writing piece moves toward completion as demonstrated by:**

B-1: generating ideas through class discussion and guided writing to record ideas (e.g., *graphic animals*).

### Writing Elements

**Standard 4: The student will integrate elements of effective writing to develop engaging and focused text. The student will integrate elements of effective writing to develop engaging and focused text as demonstrated by:**

B-1: participating in writing a class/small group generated text that expresses a main idea as modeled by the teacher.

B-2: participating in writing relevant details that support the main idea in a class/small group generated text as modeled by the teacher.

B-5: organizing a class/small group generated text in a selected format (e.g., *friendly letter, narrative, expository text, etc.*) as modeled by the teacher.

## Stage III

### Basic

#### Writing

##### Writing Applications

**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 in a variety of writing genres, as demonstrated by:**

B-4: writing an expository paragraph or a simple report containing a topic sentence, supporting details, and a concluding statement using a model.

##### Standard English Conventions

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

B-1: legibly writing cursive upper and lower case letters of the alphabet with a model.

B-5: using punctuation for:

- sentence endings
- commas to punctuate items in a series and introductory words
- apostrophes to punctuate contractions and singular possessives.

### Writing Process

**Standard 3: Students use the steps of the writing process as a writing piece moves toward completion. Students use the steps of the writing process as a writing piece moves toward completion as demonstrated by:**

B-6: publishing products in a teacher selected format (e.g., *oral presentation, manuscript, multimedia, etc.*).

## Overview

In order to survive, early people needed to know about the world around them. They needed to know where to find plants with edible fruits, nuts, and berries, when cacti blossomed and bore fruit, how to build shelter, make clothing, hunt and fish, make tools and weapons – all by using the resources around them.

## Key Vocabulary

Artifact - Old man-made object (ex. tool or weapon)

Ancient - Very, very old

Edible - Something that can be eaten

Inedible - Something that CANNOT be eaten

Sinews - Holds bones together in the anima

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## Procedures

### SESSION ONE

Before beginning the lessons,, make an overhead transparency or copy the story "Sticks, Stones, Sinews and Stuff" on chart paper.

1. Brainstorm students' basic needs and write responses on chart paper.

**(Preparation: Links to past learning)**

Discuss the differences between wants and needs. What do they REALLY need to survive?

**(Grouping: Whole class; Preparation: Links to past learning)**

2. Talk about what they think early people needed (not wanted) **(Grouping: Independent)**

3. Ask "How could people in the past get a drink if they were thirsty? What if they were hungry? "Could they go to the grocery store when they were hungry? Why?"

4. Direct students to discuss with a partner. What other problems might the early people have encountered? **(Application: Hands on, promotes engagement; Grouping: Partners)** List answers and new vocabulary on chart. **(Grouping: Whole group)**

Where would they obtain the things they needed? Share ideas aloud. **(Grouping: Whole group, small group, partners)**

5. Ask for the children to assist you in illustrating the definitions with the vocabulary. Post vocabulary. **(Application: Hands on, promotes engagement)**

6. Discuss the concept of natural resources. Give examples, and then ask for the children to assist you in illustrating one or more of the natural resources named.

### SESSION TWO

1. Review vocabulary and important information they learned in the last lesson (people depend on the environment, vocabulary words, and what are natural resources).

2. Introduce the vocabulary for "Stones, Seeds, Sinews and Stuff" Read this original story using chart paper or overhead of the words. Use decoding strategies necessary for comprehension. Discuss concepts presented in the story. **(Grouping: Whole group; Preparation: links to past**

**learning, Scaffolding: Guided practice)**

### SESSION THREE

1. Review vocabulary and important information they learned in the last lesson. Re-read STICKS, STONES, SINEWS, AND STUFF.

2. Go for a nature walk outside and collect "stuff" to make artifacts. Students should be thinking about how this "stuff" can be used.

3. Upon returning to the classroom, ask the children what materials they collected that we could use to make "something". Discuss what types of materials they had found.

4. Have children sort materials accumulated into 4 groups: STICKS, STONES, SINEWS, STUFF.

5. Discuss how objects can be used for more than one purpose. For example, river rocks are smooth and could be used for grinding seeds into flour. **(Scaffolding: Modeling, guided practice, independent).**

Ask "Has anyone ever seen someone do something similar to this?" What have **you** used stones for in the past? Possible answers could include the following: for playing games, protection, building shelter. List all ideas. **(Application: Meaningful, hands on, promotes engagement; Grouping Independent)**

6. Then pose the big question: "How did early people keep items together?" Brainstorm for 1 minute with a small group (string is the answer we're looking for). Discuss "Why couldn't people use glue, or nails?" Tell the class that we are going to experiment with making string.

7. Distribute raffia and let children make string.

8. Work on completing the story booklet.

### SESSION FOUR

1. Share story booklets. Encourage participation

2. In small groups, give them time to experiment with stuff they have collected and create their artifact. Tell them that it is ok to feel frustrated and act out a positive way to handle frustration. Explain that early people couldn't always find what they needed either.

3. Have students share ideas on how early people would have made longer and stronger cordage.

4. Continue work on designing artifacts. Children can use their string (also called

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cordage if made with sinews) to tie their collected items together to create shelter, tools, shoes, games, musical instruments, etc.

5. Teacher can pull children in small groups to assess vocabulary, reading fluency, and telling what they have learned.

For students who finish early, they can create their own story booklet, work on vocabulary games, draw more illustrations or a picture books, and/or practice reading aloud with a partner.

### **Assessment**

1. Teacher can pull children in small groups to assess vocabulary.

1. Each student shall draw a picture of an artifact made individually and/or cooperatively.

2. Each student will be responsible for writing a sentence, using correct spelling and punctuation, to describe their artifacts, how they were created and what they were used for. This sentence will be copied onto sentence strips using best printing and watching for correct spelling and punctuation. Their sentences will be scored for conventions.

3. Each student is responsible for completing the illustrations for "Sticks, Stones, Sinews and Stuff."

4. Each student will read the story aloud to the teacher individually with 80% accuracy for decoding and 100% for comprehension.