



## ELL Adaptation For **Which Way is Up? The Tree of Life in Africa**

Students learn important lessons about the interdependency of plants and animals through the use of an engaging children’s book.

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<b>Grade Level</b>	2-3
<b>Duration</b>	2-3+ class periods

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

**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

**Goal 2, Standard 3**  
 To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge

**Arizona ELL I Reading Standard**

**Comprehending Text:** The student will analyze text for expression, enjoyment, and response to other related content areas.

**Beginning:** The student will respond to stories dramatized or read to him or her, using a variety of physical actions (e.g., matching objects, pointing to an answer), and drawing pictures.

**Intermediate:** The student will respond orally to stories dramatized or read to him or her by

**Arizona ELL III Reading Standard**

**Comprehending Text:** The student will analyze text for expression, enjoyment, and response to other related content areas.

**Beginning:** The student will identify main ideas and key details of text.

**Intermediate:** The student will identify the main ideas, key words, and important details in text that requires some level of inference.



## Which Way is Up?

answering factual comprehension questions using short patterns of words and phrases.

### Arizona ELL I Writing Standard

**Writing Applications:** The student will express in writing his or her own thinking and ideas.

**Beginning:** The student will respond with drawings to stories dramatized or conceptualized by the teacher.

**Intermediate:** The student will relate messages by drawing, by using imitative writing, by dictating to an adult, or by writing key, self-selected words.

### Arizona ELL III Writing Standard

**Writing Applications:** The student will express in writing his or her own thinking and ideas.

**Beginning:** The student will produce independent writing that demonstrates satisfactory control over rudimentary structures defined in ELL I-II.

**Intermediate:** The student will write simple sentences independently to complete short writing tasks.

## Overview

*This is the Tree* by Miriam Moss is a story about how the wildlife of Africa depend on the ancient baobab tree. Virtually every part of the baobab tree is important to animals, birds, insects, or humans. This unique tree provides shelter, food, and medicine, and many other things.

## Key Vocabulary

Volcano- a cone-shaped mountain formed by lava and cinders that erupted through a crater

Chameleon- a lizard that changes skin color to fit its surroundings

Baobab Tree- a broad-trunked African timber tree

Conservation- to preserve the animals and their surroundings

African plain- an area of nearly flat land

Mushroom- a fungi plant having a dome-shaped cap

## Additional Materials Needed for ELL

### Big Book Version

- Poster boards cut in half
- Duct tape

## Procedures

### SESSION ONE

1. Discuss the cover of the book. (**Grouping: Whole Group**)
2. Ask students to name the animals on the cover and where they are in the tree. (**Scaffolding: Comprehensible Input**) Go over the parts of a tree. The back of the book has a wonderful list of the tree, its parts and its uses.

3. Ask students where they think the story takes place. Point out Africa on the map. (**Scaffolding: Comprehensible Input**)
4. Ask students if they have ever seen a tree like the one on the cover. (**Scaffolding: Comprehensible Input**)
5. Ask for descriptive words to describe what the tree looks like. (**Scaffolding: Comprehensible Input**)
6. Read the book slowly going over each page with its picture to help understand the vocabulary.
7. Review the parts of the tree and its uses. (Use one page of chart paper for each part of the tree: Leaves, flowers, fruit, trunks, roots, bark, wood). Write the name of the part of the tree and then as students tell the uses for each part, write it on the chart paper, do it for each part of the tree. (**Scaffolding: Guided Practice**) Remember the back of the book can help you with this.

### SESSION TWO

1. Review chart items. (**Scaffolding: Comprehensible Input**)
2. Have students choose one part of the baobab tree that they feel is the most important. (**Grouping: Individual**)
3. Tell students to pretend that they are in Africa to study the baobab tree and help in its conservation. Discuss the definition of conservation (to preserve the animals and their surroundings). They are each going to draw a picture to aid in this attempt to conserve the baobab tree. Each picture must illustrate what he/she considers to be the most important part of the tree. (**Application: Meaningful, Linked to objectives, Promotes engagement, Assessment: Individual**) They must also write a paragraph explaining why the student feels that this is the most important part. (**Grouping: Individual, Assessment: Individual**)

### Big Book Version

Instead of 8.5 by 11 inch paper, have the students draw and write on poster boards cut in half. Take these large sheets and bind them

## Which Way is Up? The Tree of Life in Africa

together so the book will stand on its own using duct tape for the binding.

4. Model each step with the students and refer to the chart papers for the parts of the tree.

5. When finished, have students share their paragraphs with the class. (**Grouping: Whole Group**)

### Assessment

Assessment Checklist: Student must achieve 80% accuracy.

Did the student:

- Draw a picture depicting his or her choice of the most important part of the baobab tree? (2 points)
- Write a paragraph about the drawing explaining why he or she feels that it is the

most important part of the tree? It should include an introductory statement, two descriptive statements, and a concluding statement (These don't have to be complex sentences). (4 points - one for each part)

- Write in complete sentences using proper punctuation, capitalization, word usage, and good penmanship (ELLs can have assistance from a peers or teacher if needed) (5 points)
- Describe the uses of the illustrated part of the tree (Use of the chart paper for help is okay) (2 points)

### Sources

Moss, M. *This is the Tree*. La Jolla, CA: Kane/Miller Book Publishers. ISBN 0-916291-98

