



ELL Adaptation For If These Walls Could Talk: Seeing a Culture Through Human Features

From a wonderful book about famous walls, children learn about countries and their cultures

Author	Mimi Norton
Grade Level	2-3
Duration	2-3 class periods

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

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
- hypothesizing and predicting

Arizona ELP Standards

ELL Stage II

Basic

Delivery of Oral Communications

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

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knowledge.

B-3: sequencing a series of events from information shared in read-alouds, presentations, and conversations, using pictures and key words.

B-5: responding to social conversations by rephrasing and repeating information, sharing one's experiences, and expressing one's thoughts.

Reading

Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas.

B-3: answering questions (yes/no, who, what, when, which, where, why) about text with instructional support.

B-12: identifying the setting from a literary selection.

B-18: interpreting signs, labels, symbols and captions within the environment.

B-20: identifying words (nouns) that the author selects in a literary selection to create a graphic visual image with instructional support.

Writing

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

B-3: completing a written summary of the key events or ideas of informational text using key words and phrases with instructional support.

Overview

There are many ways to introduce young students to culture. Some are obvious; some are not.

Teaching students the importance of human features regarding a culture gives them an opportunity to see the factors that shaped it. Walls that stand for years can be a reflection of these cultures, their histories, values, and meaning to a group of people.

Key Vocabulary

Select several from the World Map Checklist.

Additional Materials Needed for ELL

- <http://earth.google.com/>

This is an excellent site that students can use to visualize the countries in a three-dimensional setting.

Procedures

SESSION ONE:

1. Introduce students to the book, *Talking Walls*.
2. Ask the following questions while using animated gestures such as pointing to the pictures on the cover of the book and walls in the classroom.
 - *Can walls really talk?*
 - *What do you think the title means?*
 - *What is on the wall on the cover of the book?*

- *How do you think the pictures got there?*

- *What art materials do you think the artists used?*

- *Do you think the wall on the cover was created recently or a long time ago?*

- *What do you think the children are talking about?*

3. Read *Talking Walls* (**Grouping: Whole class**). (Note: Due to the book's length, teacher may choose to read portions of the book instead of the whole book in one sitting.) Be animated when reading the book.

4. Discuss the importance of each wall in the book to its culture. Use the provided note taking sheet from the original lesson if you wish.

5. Show students the locations of each wall on a world map.

6. Distribute a copy of a world map to each student. Students can be paired up for this activity (**Grouping: Partners**).

7. Using the world map, assist students in placing a sticky dot or star on each country (or continent) mentioned in the book (**Scaffolding: Guided practice**). (See **Assessment Checklist**)

SESSION TWO:

1. Review *Talking Walls* and discuss the importance of the walls to the cultures (**Preparation: Linking to past learning**).

2. Ask students if they think there are any important walls in their city or neighborhood (**Preparation: Linking to background**).

3. Take students on a walk to look at the walls around school (**Application: Promotes engagement, Meaningful**).

4. In an urban setting, take a short walk around the block, pointing out walls around shopping malls, parks, restaurants, garbage containers, and backyard fences (if time permits). (Also, check on if

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you need parent permission to do this off campus activity.)

5. If there are no commercial buildings near the school, use the various enclosures, fences, or walls at the school. Stop at each wall and discuss what things the students have seen happen around the wall. Ask students to pretend they are one of the walls and describe what they have experienced. Encourage students to use all of their senses.

6. Ask students to choose one wall that they saw on their walk.

7. Explain the following assignment with students by saying, "We are going to write about some of the events that the wall you chose has experienced. Pretend that you are the wall and make a list of everything that you see hear, feel, taste, or smell. Be sure to use words that describe the senses so that the list comes alive to anyone who reads it (Point to all the body parts related to those senses and have students point to their body parts as well). After we have a class list, you are going to draw a picture and write a paragraph about something that your wall experienced (**Grouping: Whole class**). Your paragraph must have an introductory sentence, two or three sentences describing what your wall experienced, and a concluding statement"

(Application: Linked to objectives, Integration of Processes: Writing).

Use with students acknowledging their various levels of proficiency in English:

ELL students will draw a picture of their wall. They can either dictate their ideas to the teacher or diagram their picture by writing key words or write complete paragraphs. Look for:

- Is there an introductory statement?
- Are there two or three descriptive sentences pertaining to what the wall saw?
- Is there a concluding statement?

Outstanding – Students write an introductory statement, three descriptive sentences, and a concluding statement. (Assessment: Individual)

Assessment

Based on the countries described in the book, students will place sticky dots or stars in the following countries (or continents) on a world map with 80% accuracy (11 or more correctly identified):

World Map Checklist:

- Great Wall of China - China (Asia)
- Aborigine Wall Art - Australia (Australia)
- Lascaux Cave - France (Europe)
- Western Wall - Israel (Asia)
- Mahabalipuram's Animal Walls - India (Asia)
- Muslim Walls - Saudi Arabia (Asia)
- Great Zimbabwe - Zimbabwe (Africa)
- Cuzco, Peru - Peru (South America)
- Taos Pueblo - United States (North America)
- Mexican Murals - Mexico (North America)
- The Canadian Museum of Civilization - Canada (North America)
- The Vietnam Veterans Memorial - United States (North America)
- Nelson Mandela's Prison Walls - South Africa (Africa)
- The Berlin Wall – Germany (Europe)

Paragraph Assessment Checklist:

