



ELL Adaptation For Lights On! Lights Off! Exploring Human Settlement Patterns in the U.S.A.

Author Judy phillips
Grade Level 3
Duration 2 class periods

ELL Adaptation by M. Barbara Stout

SIOP Elements		
Preparation Adapting content Linking to background Linking to past learning Strategies used	Scaffolding Modeling Guided practice Independent practice Comprehensive 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

- comparing and contrasting information
- persuading, arguing, negotiating, evaluating, and justifying
- listening to, speaking, reading, and writing about subject matter information
- gathering information orally and in writing
- retelling information
- selecting, connecting, and explaining information
- analyzing, synthesizing, and inferring from information
- responding to the work of peers and others
- representing information visually and interpreting information presented visually
- hypothesizing and predicting
- 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

Stage III

Basic

Reading

Comprehending Text

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

B-12: identifying the cause and effect relationship of two related events in a literary selection.

B-20: identifying content vocabulary within math, science, and social studies texts.

B-22: locating information for a specific purpose. (e.g., atlas, glossary, textbook, indexes, table of contents, etc.)

Stage III

Basic

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 in a variety of writing genres, as demonstrated by:

B-3: taking notes using a teacher selected and student created graphic organizer or cloze notes with instructional support (e.g., teacher modeling, visuals, word banks, etc.).

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-3: choosing ideas, words, details and structure that reflect audience and purpose (pragmatics) with instructional support.

Overview

Our country has an uneven population distribution. Using a nighttime map, students will examine where most of the people in the United States live. They will recognize the geographic features that affect this settlement.

Key Vocabulary

Density - the average number of individuals per square mile

Low density - very few people per square mile

Population - number of people in a country or state

High density - many people per square mile

Basic needs - food, clothing and shelter

Physical features - landforms

Metropolitan - major city and surrounding cities

Landforms - a natural feature of a land surface

Additional Materials Needed for ELL

- Paragraph Frame
- Cause and Effect Graphic Organizer
- Cause and Effect Graphic Organizer key
- Settlements Graphic Organizer
- Settlements Graphic Organizer key
- Checklist

Procedures

SESSION ONE

1. Distribute individual copies of the Nighttime map and political map of the U.S. (**Preparation: Linking to background**)
2. Use guided discussion and to describe the distribution of the United States population on the map.
3. Using markers, assist the students in locating and labeling their hometown. They should also locate and label large metropolitan areas.
4. Have students circle the areas with the least density. **Grouping: Whole Group**

Lights On! Lights Off!

5. Show students a physical map of the U.S. or have them refer to the physical portion of their desk maps. Discuss and compare how the physical features correlate with areas of densely packed lights. Fill out "Settlements Graphic Organizer" Write the Physical features that promotes settlement and prohibits settlement: mountain ranges, river valleys, coastlines, deserts, lakes, etc. (People tend to settle in river and lake areas, along coastlines, and in areas of good farmland. People do not usually settle in great numbers in mountains or deserts.) Discuss how they could make some of the areas that prohibits settlement more accessible. (Irrigation for deserts, etc.)

SESSION TWO

1. Guide students in folding their nighttime maps into eighths. Divide the class into 8 groups. Each group will be assigned a portion of the map. Pass out "Cause and Effect Graphic Organizer." Each student in the group will work cooperatively with the others to fill out their Cause and Effect worksheets. They may use the atlases and/or their desk maps to assist them. **(Application: Promotes engagement; Assessment: Group)**

2. Next, the teacher should model the paragraph frame. **(Scaffolding: Modeling)**

3. Using the paragraph frame, have the students each write a paragraph discussing the reasons for low and high-density population for their section of the map. **(Integrating Processes: Writing; Scaffolding: Guided Practice)**

4. Collect and grade the paragraphs using the checklist.

Assessment

Grade students on their paragraph frame using the checklist.

Mastery: for Immediate ELLs and above will be 8 out of 10.

Mastery for Beginning ELLs will be to complete 1, 2, 3, 4, 6, and 8.