



ELL Adaptation For **Mountain Magic: Identifying the Basic Physical Characteristics of Mountains**

Students learn about the physical characteristics of mountains and the literary concept of personification

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Grade Level	2-3
Duration	2 class periods

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SLOP 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

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area

- demonstrating knowledge through application in a variety of contexts

Arizona ELP Standards

Stage II

Reading

Print Concepts

Standard 1: The student will demonstrate understanding of print concepts of the English Language.

B-1: tracking written words read aloud with one-to-one correlation.

Comprehending Text

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

B-6: making connections to text while reading (text-to-text and text-to-self).

B-15: locating information from a completed graphic organizer.

Writing

Applications

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

B-8: participating in the guided writing of a short response to a literary selection that connects text to self, text to world, or text to other text with instructional support.

Writing Elements

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

B-6: selecting words to use in a class/small group generated text to create a picture in the reader's mind and to convey the intended meaning (*e.g., shades of meaning/big, large, enormous, etc.*) as modeled by the teacher.

Stage III

Basic

Reading

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-6: making connections to text (i.e., text-to-self).

B-32: identifying words (i.e., 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. The student will express his or her thinking and ideas in a variety of writing genres, as demonstrated by:

B-5: writing a summary statement containing only relevant key ideas summarizing a variety of familiar text with instructional support.

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

Due to improvements in technology and mass globalization, our students live in a smaller world

today. It is imperative that students know about natural characteristics of the earth to bring about a greater understanding of the planet as a whole.

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Purpose

This lesson is intended to introduce students to the concepts of mountains and mountain ranges as distinct landforms with the related geographical vocabulary.

Key Vocabulary

Pass – A way to pass between mountains

Peak – A point at the top of a mountain

Summit – The highest point of a mountain

Mountain – An elevated area of the earth's surface

Timberline- Elevation at which trees will not grow on a mountain

Personification – Representation of an object as a person; having human qualities

Procedures

SESSION ONE

1. Brainstorm prior knowledge about mountains and record responses on large chart paper or the chalkboard. Be sure to discuss "pass", "peak", and "summit" with the class, as they are not included in the book. **(Preparation: Linking to past learning; Integrated Processes: reading, speaking)**

2. Pass out copies of the book *Going Up the Mountain*. Conduct a picture walk through the book using and pointing out such geographical terms as peak, base, summit, pass, timberline, and snowline. Record the terms on the board with brief definitions and/or illustrations. Use the picture cards. For third graders, discuss how mountains found together form a mountain range or a mountain chain. Perhaps point out some examples on a physical map. **(Scaffolding: Comprehensive input; Application: Linked to objectives)**

3. Do a shared reading of the book with the class. When finished, add new knowledge to the chart or the chalkboard. **(Integrated processes: listening, speaking)**

SESSION TWO

1. Review the chart from Session One or brainstorm the characteristics of a mountain again. Rereading the book is a suggested option.

2. Discuss personification as a writing style. *Personification is the representation of an object as a person; having human qualities.* Demonstrate personification with "I Am A School" student sheet. In groups have the students take an object (like a pencil) and have them dramatize personification using the object. **(Application: promotes engagement; Grouping: Small groups)**

3. Distribute the worksheet from the regular lesson and begin to personify a mountain. Encourage the use of the learned geographical terms and help as needed. Have a few students share their worksheet orally as they complete the assignment to help others with examples. **(Scaffolding: Independent practice)**

4. Have the students share their completed personifications orally in groups and display them.

Assessment

The students will use and spell correctly at least four of the six introduced vocabulary words in their writing sample: *peak, base, summit, pass, timberline, snowline*. The writing sample will be assessed with focus on the following parts of the 6 Traits Writing Rubric: Voice and Conventions.

Sources

National Geographic Society, Going Up the Mountain Order # JL41012