



# ELL Adaptation For The Gift of Water: Modifying Our Environment

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**Grade Level** 3-4  
**Duration** 2 class periods

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## SIOP Elements

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

## Arizona ELP Standards

### 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-3: answering literal (i.e., Yes/No, who, what, where, when, why, which and how) questions about text.

B-17: relating illustrations to fictional text.

B-19: comparing and contrasting two settings within fictional text.

#### 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.*).

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

## Overview

Water is a natural resource important to people, plants, and animals. How have we used this natural resource? How have we adapted to our

environment? How have we modified the environment to meet our needs?

## Key Vocabulary

## Gift of Water

**natural resources** – materials we use that come from nature (water, trees, wild animals)

**modification** – a change that alters the environment

**environment** - soil, climate, and water that determine the ability of a plant or animal to survive

**adobe** – a brick or building material made of sun-dried earth and straw

**cherish** – to care for with affection

**hesitate** – to hold back in doubt or uncertainty

**lonely** – sad from being alone

**drudgery** – dull and tiring work

**furrow** – a narrow groove made in the ground

## Additional Materials Needed for ELLs

- Gift of Water Power Point presentation
- Vocabulary Cards
- ELL Rubric for Newspaper Article
- Butcher paper for mural
- Magazines
- Art supplies

## Procedures

### SESSION ONE

1. Use the Gift of Water Power Point (all but the last slide) to introduce the vocabulary for the lesson. **(Scaffolding: Comprehensible Input)** Spend some time discussing the photos of different natural resources so students understand how they are used in our society.
2. After reviewing the vocabulary assign each student a partner. **(Grouping: Partners)** For slides 6-9 in the Power Point have the students discuss the answers to the questions with their partners. After they have shared with their partners, call on a few students to share their answers. **(Scaffolding: Guided Practice, Integration of Listening and Speaking, Application: Meaningful, Linked to objectives, Promotes engagement)**
3. Move on to the vocabulary words from *Alejandro's Gift*. After defining "cherish," describe to the students some of the things you cherish. **(Scaffolding: Modeling)** Ask the partners to share with each other the things they cherish. In the same fashion discuss the other words (sharing something that might make you hesitate, be lonely, or that you find to be drudgery. Discuss a furrow as being made by a plow or hoe for the transport of water to plants. **(Preparation: Linking to Background)**
4. Read the book, *Alejandro's Gift*, to the class. Prior to reading, ask students to listen carefully to learn how Alejandro uses natural resources and

how he makes a modification to his environment.

**(Application: Promotes Engagement, Grouping: Whole Class)**

5. Discuss the story using the focused questions found on the *Teacher Question and Answer Sheet*. Some of the questions may need to be rephrased for lower level ELL students. Pertinent pages in the book can be shown to the students to help them recall answers to the questions. **(Preparation: Adapting Content)**
6. List some of the natural resources mentioned in the story on the whiteboard.

### SESSION TWO

*Prior to Session Two, create a sketch of a desert setting with very few details and an outline of Alejandro on a large piece of butcher paper.*

1. Display the butcher paper sketch. Explain that this is the natural environment without many changes or modifications.
2. Go over the whiteboard items from Session One about the natural resources that were described in the story. Talk about what other modifications were made by Alejandro. **(Preparation: Linking to Past Learning)**
3. Explain that they will be enhancing or adding to the mural. Allow time for the students to gather, cut from magazines, or draw items that were reflective of the story and would make the mural more like the story. These items should be labeled. **(Application: Hands on)**
4. As students are adding their enhancements to the mural, have them practice their academic vocabulary. **(Integrating Processes: Speaking)**
  - Where would soil go? Students who have soil would place them on the mural and say "soil."
  - Where would the plants go?
  - Where would Alejandro build his pond?
  - Where would the animals go?
  - What else could we add?

### SESSION THREE

1. Begin this session by having different students narrate the mural by having them name and describe the items that have enhanced the mural.
2. Review the idea of what is a natural resource and how they can be modified.
3. Distribute a blank sheet of paper to each student. Have them fold it in half (Hamburger Fold). Write the words Natural Resource and Modification on the board and ask students to use the words as the captions for the two sides of their paper. Show the last slide in the power point presentation as an example of what the

## Gift of Water

assessment should look like. (**Scaffolding: Modeling**)

- Instruct them to draw a picture of a Natural Resource that is found in their community on one side. On the other side ask them to draw an illustration of a modification to the environment where they live. Level I ELL students can be asked to describe their illustrations as a peer writes down what they say. (**Assessment: Oral**) More advanced students can be asked to write a one or two sentence description of their illustration. (**Assessment: Written, Application: Linked to objectives, Assessment: Individual**)

## Assessment

### ELA

The *Graphic Organizer for Newspaper Story* can be used as the assessment for ELL students. ELL I students can be given the assessment orally with the teacher recording the answers. Alternatively, this level of student could be asked to draw an

illustration of some or all of the 5 Ws. Mastery will be considered getting 4 of the 5 Ws correctly answered. (**Assessment: Individual/Oral**)

ELL III students can be given the organizer and asked to write a sentence describing each of the 5 Ws. (**Assessment: Individual/Written**) Mastery will be considered scoring an average of 4 out of 5 on the rubric.

An alternate rubric is included for teachers who wish to have students write a news story. Allow students to use the graphic organizer if needed. For the *Graphic Organizer for Newspaper Story* assessment, mastery will be 4 out of 5.

### Geography

Beginning ELLs will have one illustration that correctly identifies a natural resource or modification. Intermediate ELLs will have two correct illustrations (natural resource and modification) and sentences to be considered mastery.