



ELL Adaptation For The Gift of Water: Modifying Our Environment

Author	Barbara Post
Grade Level	4-5
Duration	2 class periods

ELL Adaptation by	Wayne Gorry
--------------------------	-------------

SIOP Elements		
Preparation Adapting content Linking to background Linking to past learning Strategies used	Scaffolding Modeling Guided practice Independent practice Comprehensible 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)
ESL: English For Content Through The Use Of ESL Methodologies, The Student Will: EFC-A. Create, read and interpret visual information relating to science, social studies and math. A5. Create visuals to present information. EFC-C. Compose in a variety of forms. C1. Use Math, Social Studies, and Science target vocabulary. EFC-E. Comprehend reading materials. E6. Scan material for relevant information.

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-4: asking who, what, where, when, why, which and how questions about text, with instructional support B-6: making connections to text (i.e., text-to-self). B-17: relating illustrations to fictional text.

Gift of Water

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

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.*).

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

Vocabulary Cards:

Natural Resources – Materials we use that come from nature like water or coal

Modification – A change that alters the environment

Environment - Soil, climate, and living things 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 ELL

Gift of Water Power Point presentation

Vocabulary Cards

ELL Rubric for Newspaper Article

Butcher paper for mural

Magazines

Art supplies

Note: Use all but the last slide for Session 1. The last slide is a model for the Geography portion of the student assessment.

Procedures

Session 1:

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. 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, Promotes engagement)** 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)**
2. Read the book, *Alejandro's Gift*, to the class. Prior to reading, ask students to listen carefully to learn how Alejandro uses a natural resources and how he makes a modification to his environment. **(Application: Promotes Engagement, Grouping: Whole Class)**
3. 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)**

4. List some of the natural resources mentioned in the story on the whiteboard.

Prior to Session 2, create a sketch of a desert setting with very few details and an outline of Alejandro on a large piece of butcher paper.

Session 2:

1. Display the butcher paper mural. Explain that this is the natural environment without many changes or modifications. Tell the students that we are going to be enhancing this mural with changes or modifications. Go over the whiteboard items from Session 1 about the natural resources that were described in the story. Talk about what other modifications were made by Alejandro. **(Preparation: Linking to Past Learning)**

2. Explain that the class 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)**

3. When students have completed the items that would enhance the mural, use questions to guide the enhancement of the mural.

- 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?

As students are adding their enhancements to the mural, have them practice their academic vocabulary. **(Integrating Processes: Speaking)**

Session 3:

1. Begin this session by having different students narrate the mural by having them name and describe the items that have enhanced the mural. Review the idea of what is a natural resource and how they can be modified.

2. Geography Assessment: 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 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)**

Reading/Writing Assessment: 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 W's.

(Assessment: Individual/Oral) ELL III students can be given the organizer and asked to write a sentence describing each of the 5 W's. **(Assessment: Individual/Written)**

Assessment

The assessment has been modified from the original lesson in two ways. Instead of writing sentences about the desert, they are asked to illustrate examples of the vocabulary terms natural resources and modification. The writing assessment expects students to identify the 5 W's that make up a news story, but not actually write a news story.

Mastery of the geography assessment for beginning ELLs will be one illustration that correctly identifies a natural resource or modification. For intermediate ELLs mastery is any combination of two correct illustrations or sentences.

An alternate rubric is also 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.