



## ELL Adaptation For **What's Holding up the Water?**

Students complete a history and writing lesson about dams.

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<b>Grade Level</b>	4-5
<b>Duration</b>	1-3 class periods

**ELL Adaptation by** Gail Gorry

SLOP Elements		
<b>Preparation</b> <b>Adapting content</b> Linking to background <b>Linking to past learning</b> Strategies used	<b>Scaffolding</b> Modeling <b>Guided practice</b> Independent practice Comprehensible input	<b>Grouping Option</b> <b>Whole class</b> <b>Small groups</b> <b>Partners</b> Independent
<b>Integrating Processes</b> <b>Reading</b> <b>Writing</b> <b>Speaking</b> Listening	<b>Application</b> Hands on <b>Meaningful</b> Linked to objectives <b>Promotes engagement</b>	<b>Assessment</b> Individual <b>Group</b> <b>Written</b> 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.**  
 C5. Write reports using Math, Science, and Social studies target vocabulary.

**Arizona ELP Standards**

Stage III  
 Basic  
 Reading  
**Standard 3: The student will read with fluency and accuracy. The student will demonstrate fluency and accuracy by:**  
 B-1: reading aloud passages from familiar or cumulative text (e.g. *The House that Jack Built*) with fluency. (i.e., accuracy, appropriate phrasing, attention to punctuation, and expression).  
**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-20: identifying content vocabulary within math, science, and social studies texts.  
 B-24: locating specific information from external text in nonfiction text for a specific purpose.

## What's Holding Up the Water?

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

**Standard 2: The student will identify and apply conventions of standard English in his or her communications. The student will identify and apply conventions of standard English in his or her written communications by:**

B-9: using declarative sentences (S-V, S-V-C, S-V-O, S-V-O-P), positive (I am tall.) and negative (I am not tall.) construction forms, in a variety of writing applications, with instructional support.

## Overview

Dams are structures that control the flow of water. The Department of Reclamation often oversees construction of dams. One of the first major projects completed by the Department was Roosevelt Dam in Arizona. This lesson provides students background information.

Students will learn about dams in general, and Roosevelt Dam in particular.

## Key Vocabulary

Human features – man-made features on earth, like dams

Dams – structures that block the flow of water

Beavers – a furry mammal known building dams with mud, sticks, and tree branches

Electricity – current used as a source of power

Reservoir –a container that holds back a lake of water

## Additional Materials Needed for ELL

- Vocabulary/picture cards for each of the vocabulary words listed above.
- Word/Definition/Picture Sheet for students to write information from vocabulary cards.
- Paragraph frame (student page and overhead sheet) for Dams Information Sheet
- Highlighters or crayons to identify sentences with dates from the article on Roosevelt Dam.

## Additional Details on ELL Strategies

Use the paragraph frame as an overhead to let students see the answers to the underlined (blank) areas on the student page. Read paragraph together, allowing time for students to complete each blank.

An additional Vocabulary page is provided to allow students to create a dictionary entry of new vocabulary words. Students can choose to draw a picture or cut one out of magazines.

Using highlighters or crayons, students identify the eight most important sentences in the Roosevelt Dam article. (These should be the sentences with dates in them to help with the formation of the timeline.)

## Procedures

### SESSION ONE

1. Begin the lesson by discussing, “What are human features?” (Things that are created by humans and found in our environment.) Have them name some human features (roads, buildings, canals, dams, etc.) Show vocabulary card/picture for each of these. Complete the vocabulary page. Then ask, “For what purpose do humans build dams? (to keep rivers from flooding, to hold water in reservoirs, to slow down rivers) Then review students' knowledge of water in Arizona. **(Preparation: Adapting Content, linking to past learning)**
2. Distribute the article and photos about dams. Provide a paragraph frame for each student and prepare an overhead of this worksheet. **(Scaffolding: Guided practice)**

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3. Read the article aloud chorally (altogether) as students follow along. Model how to complete each paragraph frame area, repeating information as students complete each area. **(Grouping: Whole group)**
4. Working in pairs, students complete the first two parts of the worksheet about dams. **(Grouping: Partners; Integrating Processes: Reading, speaking, writing)**

### SESSION TWO

1. Locate Roosevelt Dam on the Arizona Dams Map. **(Preparation: Adapting Content, linking to past learning)**
2. Distribute the Roosevelt Dam article and pictures of Roosevelt Dam.
3. Students read the article orally in small groups or read the article aloud to students. **(Grouping: Small group)** In their groups, students highlight the sentences that include a date. This will provide them a sequential list of events related to the history of Roosevelt Dam. **(Scaffolding: Guided practice)**
4. Working in pairs, students make a timeline of Roosevelt Dam. **(Grouping: Partners)** If time allows, have students share timelines with class.

### SESSION THREE (or homework)

1. Students, working in partners or small groups, write a summary of the article using information from the "Dams" article. **(Integrating processes: Reading, writing)**
2. Students should use the worksheet to help them when writing the summary. **(Grouping: Small groups, partners)**

## Assessment

Beginning ELLs will write a few simple sentences expressing what they have learned about dams. Intermediate ELLs will write a summary of the article about dams paraphrasing the main idea in their own words. A rubric that is provided in the original lesson can be used to score the writing. Rubric focus will be on Word Choice, Ideas, Conventions and geography content. **(Assessment: Individual written)**

Reading skills will be assessed through the timeline. Students will need to pick out factual information to include on the timeline and then put in the correct place on the timeline. Timeline will also assess the geography standard.