# ELL Adaptation For

**Grand Canyon: So...What's the Attraction?**

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**Grade Level** 6 – 8  
**Duration** 1 class period

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## TESOL Standard(s)

**ESL: English For Content**  
Through The Use Of ESL Methodologies, The Student Will:  
EFC-C. Compose in a variety of forms.  
C2. Paraphrase written information.  
EFC-D. Communicate clearly using math, science, and social studies target vocabulary.  
D1. Prepare and present oral reports.

## Arizona ELP Standards

**Stage IV**  
**Basic**  
**Comprehension of Oral Communications**  
Standard 2: The student will express orally his or her own thinking and ideas. The student will communicate orally by:  
B-10: preparing and presenting a report using functional text using complete sentences.  

**Stage IV**  
**Basic**  
**Reading**  
Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. The student will demonstrate knowledge of reading comprehension by:  
B-8: summarizing the main idea and supporting details from text.  
B-13: identifying the cause and effect relationship between two related events in a literary
Grand Canyon: So What’s the Attraction?

Overview

Students will explore and analyze the influences and effects of a regional image, specifically why Arizona attracts tourists and tourist businesses.

Key Vocabulary

Canyon - A narrow chasm with steep cliff walls, cut into the earth by running water; a gorge

Cavern - A large cave

Helicopter - An aircraft that is lifted and propelled by rotating blades, which also allow it to take off and land vertically, hover, and fly horizontally in any direction

Skeleton - The bones of person or animal

Raft - An inflatable flat-bottomed rubber or plastic boat used for drifting along on a river

Rapids - A part of a riverbed where the water moves very fast, usually over rocks or around boulders

Additional Materials Needed for ELL

- Adapted Text
- Vocabulary Words Cards
- Pictures of Tourist Business (Food, Shelter, Transportation)

Additional Strategies for ELL

Teacher can scaffold learning by modeling the presentation using local area businesses that demonstrate support for the community such as grocery stores, schools, and apartments.

Procedures

1. With the class as a whole, ask students, "What do you think of when I say Arizona?" (Preparation: Linking to Past Learning) Discuss their responses. Then ask, “What do most people think of when they think of Arizona?” (Grouping Options: Whole Class) Discuss.

2. Distribute and read aloud, "In a Nutshell."

3. Discuss briefly and answer any questions.

4. As a class, brainstorm ideas as to why nearly 5 million people visit the Grand Canyon each year. (to hike, to camp, to see the landscape, to raft...) (Preparation: Strategies Used)

5. Ask students if they have engaged in any of these activities. If so, ask, “What were some of the things that businesses provided to you that allowed you to enjoy the activities?” (Preparation: Linking to background) (Scaffolding: Comprehensible input)

6. Divide the class into groups. (Grouping Options: Small Groups)

7. Each group will receive copies of one of the handouts: White Water Day, Bird’s Eye View, Camping at Grand Canyon, The Name Doesn’t Say It All, Hiking the Grand Canyon, The Grand Canyon More Than a Film and The Grand Canyon to read and discuss. ELL I Students will be assigned to groups that have English proficient students in them, and in these groups the handouts will be read aloud in the group. Students should analyze the given tourist activity
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(cause) and determine what service businesses would be required (effect) to support this activity. Students will write or draw pictures that denote the service businesses required on the back of their handout or they may use butcher paper and markers.

8. The group will then write a short summary, and present this information to the class. Students can chose from a series of pictures of tourist business to aid in their presentations. (Integrating Processes: Writing)

9. After each group presents, take the time to allow for discussion and inclusion of any other businesses the tourist activity might attract. (Application: Promotes engagement)
(Integrating Processes: Speaking)

10. Inform students that they have just analyzed cause-and-effect relationships. The main cause and-effect relationship is that the Grand Canyon causes tourist activities. These tourist activities then affect the influx of businesses to support these tourist activities. (Application: Liked to objectives)

11. Have students complete the assessment activity individually then compare with their group for group correction. Students will turn in assessment with corrections for grading. (Assessment: Group)

Students will be assessed on their presentation of information. Their oral presentations can be assessed using the simplified 6 Traits Writing Rubric for Ideas and Organization. Mastery will be considered 4 or higher on the rubric.

ELLs will work in small groups to complete the proofreading assessment. Students will also be assessed through a multiple-choice quiz. Mastery will be considered 80% or higher on the quiz and proofreading material.

Beginning ELLs can have the questions of the quiz read to them in order to facilitate assessment of content knowledge.

Assessment