



ELL Adaptation For

From Around the Corner to Around the World

How Technology Helps in the Spread of a Product

Students learn how products spread to countries all over the world.

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Grade Level	6 - 8
Duration	2 to 3 class periods

ELL Adaptation by

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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.
 C2. Paraphrase written information.
 C6. Apply English grammar and mechanics to writing.
EFC-E. Comprehend reading materials.
 E1. Read a variety of Math, Science, and Social Studies materials.

Arizona ELP Standards

Stage IV

Basic

Comprehension of Oral Communications

Standard 1: The student will listen actively to the ideas of others in order to acquire new knowledge.

The student will demonstrate understanding of oral communications by:

B-8: responding to questions and statements in an academic discussion by using key vocabulary in complete sentences.

Standard 2: The student will express orally his or her own thinking and ideas.

The student will communicate orally by:

B-6: making predictions about academic content 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:

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.

Stage IV

Basic

Writing

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-3: writing words and sentences using appropriate capitalization (e.g., proper nouns, pronoun "I", titles, abbreviations, words used as names).

B-4: writing sentences using appropriate punctuation (e.g., ending punctuation; period; abbreviations; colons: time; commas: items in a series, introductory words, friendly letters; apostrophes: contractions).

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-1: writing text that incorporates details.

Overview

All great things must start small. How does a company get started with one small store and become an icon recognized worldwide? The location of economic activities is affected by changes in technology, transportation, communications and resources.

Vocabulary

Script – A style of handwriting with cursive letters

Product – Something made by humans and sold

Market – Focus group that an item is advertised to

Advertising – The activity of attracting people to a specific product

Timeline – A representation of key events by date

Procedures

Session One

Assign each ELL student a learning buddy.

1. Distribute world maps (copied on front and back on one paper).

2. Ask students if anyone has ever had a Coke. Ask students if anyone knows how Coke started. Discuss. Ask students if anyone knows where Coke started. Discuss. Have students label Atlanta, Georgia, on one side of their maps. Tell students that Coca-Cola was started in Atlanta, Georgia in 1886 and write the place, date, and brand name on the board. Mention that the way Coca-Cola is written today in fancy script, is the way it was first written by the inventor's bookkeeper. **(Preparation: Linking to background, linking to past learning)**

From Around the Corner to Around the World

3. Have students think about and discuss how a product would spread from one city to a worldwide market. As a class, brainstorm how a product spreads (and have spread in the past) to different areas. To assist: Ask students, "*How do people in an area without the product decide they want it?*" (word-of-mouth, advertising) Ask students, "*How do they get the product?*" (people bring it from the places it is sold, the company ships it by train, ships, planes, trucks, etc.) Ask students, "*What places would get this product first?*" (places that are close, big cities, areas around that city, places that are easy to ship to, etc.) **(Scaffolding: Modeling, guided practice; Integrating processes: Speaking, listening)**

4. Have students draw a rectangle where there is ocean on the map. Students should label the rectangle "KEY". Ask students to pick a colored pencil. Students should write the year "1900" using that color in the KEY. Using that same pencil, have students shade an area on their maps marking their guesses as to where Coca-Cola would have been served in 1900. . Check ELL students for understanding. **(Application: Linked to objectives; Integrating Processes: Writing)**

5. Ask the students to pick another color pencil. Using this pencil, ask students to write the year 1925 in the KEY and then shade an area on their maps marking their guess as to where Coca-Cola would have been served in 1925. Remind students to think about what the factors they brainstormed in step 3. Write the words "25 years" on the board. Check ELL students for understanding.

6. Repeat the process with different colors for 1950, 1975, and 2000. (Intervals can be adjusted to 20 or 10-year intervals depending on class ability and time. Write the years in intervals on the board). This activity could also be done in partners or as a class using a transparency or large map.

(Grouping Option: Whole class or Partners)

7. Distribute and read "The Story of Coca-Cola." ELL student and buddy will read together. **(Grouping: partners)** Ask students to use the colored pencils or a highlighter to identify sections of the reading identifying the spread of the product (years, countries).

Session Two

ELL student will be matched with learning buddy. 8. Distribute and discuss the Technology and Coca-Cola timelines. Again, ask students to use the colored pencils or a highlighter to identify places and draw a line to the year on the timeline.

(Grouping: partners)

9. Applying the new information, students should repeat steps 4-6 on the blank side of their maps. **(Scaffolding: Comprehensible input)**

10. Discuss with the students the changes they made and why.

11. Give students the final assessment prompt. This assessment may be done in class or as a homework assignment to save time. An additional time saver could be to have the students complete the assessment in pairs or small groups. **(Assessment: group, written)**

Assessment

ELL students will write a summary paragraph, using the specific instructions attached.

An alternative would be to highlight specific information as provided by teacher, such as specific vocabulary, dates, names.