



# ELL Adaptation For **Desertification: Cause and Effect**

Students learn about the causes and effects of desertification threatening the African Sahel.

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**Grade Level** 6-8  
**Duration** 4-5 class periods

**ELL Adaptation by** M. Barbara Stout

## **SLOP Elements**

<b>Preparation</b> Adapting content <b>Linking to background</b> Linking to past learning Strategies used	<b>Scaffolding</b> <b>Modeling</b> <b>Guided practice</b> Independent practice Comprehensible input	<b>Grouping Option</b> Whole class Small groups <b>Partners</b> <b>Independent</b>
<b>Integrating Processes</b> <b>Reading</b> <b>Writing</b> <b>Speaking</b> Listening	<b>Application</b> <b>Hands on</b> <b>Meaningful</b> Linked to objectives Promotes engagement	<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-C. Compose in a variety of forms.**  
 C1. Use Math, Social Studies, and Science target vocabulary.  
 C2. Paraphrase written information.  
**EFC-E. Comprehend reading materials.**  
 E5. Demonstrate basic reading skills.  
 E6. Scan material for relevant information.

## **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-2: reciting simple poems and repeated-patterned speech with appropriate rhythm, rate, and phrasing.

## Desertification

### Stage IV

#### 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 unfamiliar text, observing phrasing, punctuation and expression.

**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-1: distinguishing between fiction and nonfiction.

B-13: identifying the cause and effect relationship between two related events in a literary selection.

### Stage IV

#### 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 by using a variety of writing genres, as demonstrated by:**

B-3: taking notes using a teacher selected and student created graphic organizer or cloze notes.

## Overview

The desert environments around the world are expanding every day due to both natural causes such as drought, wind, and erosion, as well as human causes such as overgrazing, poor conservation practices, and lack of crop rotation. This process of desert expansion is called desertification and is threatening the Sahel region in Northwest Africa.

## Key Vocabulary

**Desert** -An area that receives less than 10 inches of rain per year

**Desertification** -Is the spread of deserts into once productive grasslands

**Irrigate** -The method of bringing water to dry areas

**Nomad** - People who travel from place to place with their possessions and animals

**Sahel** - Grassland south of the Sahara Desert that is slowly disappearing

**Erosion** -The loss of soil due to wind or rain

**Overgrazing** -The destruction of vegetation by putting too many animals on the land for too long a time

Drought -Long periods without rain

## Additional Materials Needed for ELL

- Desertification Boogaloo
- Sahel Yes Ma'am
- Ten Important Sentences and Answer Key
- ELL Desertification Vocabulary Chart
- True and False Questions with Answer Key
- Desertification Paragraph Frame

## Additional Details on ELL Strategies

When using the Important sentences from the article first find them then do the following:

**Model, Model, Model** everything you do. However, it needs to be modeled more than once.

Utilize the **Say, Repeat, Recite and Chant**

**Say:** The teacher says the information.

**Repeat:** The students repeat after the teacher.

**Recite:** Groups to individuals recite the information without assistance

**Chant:** the teacher chants the information, followed by the students.

## Desertification

Next, draw, act out and Finally, do the True/False questions.

Boogaloo and Yes Ma'am

Recite them everyday at least 3 to 5 times at different times during class.

## Procedures

### SESSION ONE

1. Brainstorm with the students: What it is like in Africa? What is the landscape like, the people, etc? Write on the chalkboard as the students give their impressions. **(Preparation: Linking to background)**

2. Distribute the African Regions Map and have students label and color the regions. Display the African Regions Map (with place names) as an Answer Key on the overhead projector.

3. Discuss the physical geography of each of the regions, as they copy and color. (Information on the regions is located in the Teacher Background Notes.)

4. Distribute the ELL Desertification Vocabulary Chart and have students fill in the definitions from the overhead. Model with the student the first word by drawing a picture. **(Scaffolding: Modeling)**  
5. Students should make index cards with the words on one side and definition and picture on the other.  
6. Practice vocabulary words daily. **(Scaffolding: Guided Practice)**  
7. Recite the Boogaloo with the class at least three times. Underline important words and draw pictures to the side. **(Grouping: Whole class)**

### SESSION TWO

1. Recite Desertification Boogaloo and Sahel Yes Ma'am at least twice.  
2. Distribute the Cause and Effect Student Model

#1 from original lesson. Discuss the Cause and Effect Sequence. Demonstrate how to diagram the sequence into the Graphic Organizer, using the Cause and Effect Answer Key for Model #1.

2. Distribute the Desertification Article (For marginal readers). Discuss how the cause and effect sequence model can be used to interpret information in the article.

3. Instruct students that while they read the article, to find the ten important sentences. Highlight each of the Ten Important sentences in the article, and write the page, paragraph and line number for each of the sentences, then draw a picture to represent that sentence. **(Integrated Processes: Reading, Writing)**

4. Have the students recite, dramatize or restate the sentences in their own words. **(Integrated Processes: Speaking)**

### SESSION THREE

1. Hand out the paragraph frame and model it with the students. **(Scaffolding: Modeling; Integrating Processes: Writing)**

2. Have them write their own.

## Assessment

- Mastery for Beginning and Intermediate ELL is completion of Desertification Vocabulary Chart.
- Mastery for Beginning ELL is seven out of ten on the Ten Important Sentences.
- Mastery for Intermediate ELL is eight out of ten on the Ten Important Sentences.
- Mastery for Beginning ELL is 1 sentence on written Paragraph Frame.
- Mastery for Intermediate ELL is 3 sentences on the paragraph frame.
- Allow both Beginning and Intermediate ELL to use the Ten Important Sentences paper to do the True/False Questions. Mastery for Beginning ELL will be 5 correct. Mastery for Intermediate ELL will be 7 correct.