



ELL Adaptation for Wetlands: Why Are They Endangered?

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Grade Level 8 and High School
Duration 3 class periods

ELL Adaptation by M. Barbara Stout

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

Arizona ELP Standards

Stage IV and Stage V

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-23: locating information in print and electronic reference sources (*e.g., encyclopedia, atlas, almanac, dictionary, thesaurus, periodicals, website, and textbooks*) periodicals for a specific purpose.

Stage IV

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-4: writing a paragraph based on research using topic sentences, main ideas, relevant facts, details, and concluding statements.

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-2: writing a paragraph, focused on a topic, that includes details, clear sequencing, and transitional words and phrases to connect ideas.

Stage V

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:

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B-3: writing an expository paragraph that includes a topic sentence, supporting details, and a conclusion.

Overview

The wetlands are the "lifeblood of our planet" and must be preserved for the future of animals, plants, and humans. It is important for students to read current factual information about the plight of this endangered ecosystem. By examining the critical role that wetlands serve in the delicate balance of Earth's interdependent physical systems, we appreciate the crucial need to conserve and protect them.

Key Vocabulary

wetlands – land that, at least some of the time, is very wet
nutrients – a substance that plants need to live and grow
species – a group of animals or plants that are similar and can create offspring
sediment – material (as stones and sand) left by water, wind, or glaciers
habitat – place where a plant or animal naturally lives
groundwater – water within the earth that supplies wells and springs

Additional Materials Needed for ELLs

- ELL Wetlands Vocabulary Organizer and Answer Key
- Wetlands and People Important Sentences worksheet and True and False Quiz and Answer Key
- Status and Trend Important Sentences worksheet and True and False Quiz and Answer Key
- Paragraph Frames

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 or individuals recite the information without assistance

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

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

Procedures

SESSION ONE

1. Perform the following experiment to demonstrate to the class how wetlands work. Create an artificial wetland in a roasting pan. (**Preparation: Linking to Background; Application: Promotes engagement**)

- a) Using modeling clay, make a gentle slope that stretches about three-quarters the length of the pan, leaving a clear space at one end.
- b) Using a watering can that sprinkles like rain, pour water on the clay to show the class how freely the water flows down the slope.
- c) Drain out the excess water, pouring it back into the watering can. Put a piece of carpeting at the bottom of the slope and sprinkle the water on the clay again.
- d) Have students predict, "*What will happen to the speed and direction of the water flow?*" (The carpeting, like a real wetland, absorbs the water and slowly releases it, preventing flooding and slowing erosion.)
- e) Next, remove the carpeting, put a paper towel at the bottom of the slope, and sprinkle the recycled, dirty water on the clay. Students should predict, "*What will happen to the water?*" (The towel, like a real wetland, cleans the water by filtering out much of the sediment.)
- f) Discuss the predictions with the students. Were they right or were they wrong?

2. Distribute the ELL Wetlands Vocabulary Organizer handout. Use ELL Wetlands Vocabulary Organizer Answer Key for students to copy the 6 vocabulary definitions on the Wetlands.

3. Have students write down 3 facts they learned about the wetlands. Have them share their ideas with a partner. (**Scaffolding: Modeling**)

SESSION TWO

1. Have students find the important sentences in the article "Wetlands and People" and write the page, paragraph and line number for each of the sentences. (**Integrating Processes: Reading, speaking; Grouping: Independent**)

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2. Have students find the important sentences in the article "Status and Trends" and write the page, paragraph and line number for each of the sentences.
3. Model, Say, Repeat, Recite and Chant the Important sentences.
4. Have students draw or act out some of the sentences. **(Scaffolding: Modeling; Application: Meaningful)**
5. Give them the True and False quizzes and have them answer the questions for a grade. They may look at their sentences to answer the True/False questions. **(Assessment: Individual)**

SESSION THREE

Model the paragraph frame with the students. **(Scaffolding: Modeling)** Have the students write their own paragraphs. **(Integrating Processes: Writing)**

Assessment

Beginning language learners can find the sentences and with a partner and draw pictures representing the at least 5 out of 15 sentences. Beginning students should be able to have 10 out of 15 correct on the True False Questions. Beginning students should be able to write one sentence using the paragraph frame.

Intermediate students should be able to find all the sentences and draw pictures them. Consider 12 out of 15 as mastery for Intermediate students on the True False Questions. Intermediate students should be able to write two paragraphs using the paragraph frame.