



## ELL Adaptation For **African Regions and their Folk Tales**

Students research the regions of Africa through folk tales.

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**Grade Level** 6-8  
**Duration** 3-4 class period

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SIOP Elements		
<b>Preparation</b> Adapting content Linking to background Linking to past learning Strategies used	<b>Scaffolding</b> Modeling Guided practice Independent practice Comprehensible input	<b>Grouping Option</b> Whole class Small groups Partners Independent
<b>Integrating Processes</b> Reading <b>Writing</b> Speaking Listening	<b>Application</b> Hands on <b>Meaningful</b> Linked to objectives Promotes engagement	<b>Assessment</b> Individual Group <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.**

**A1. Draw and label maps.**

**EFC-D. Communicate clearly using math, science, and social studies target vocabulary.**

**D2. Participate in small and large groups.**

**EFC-E. Comprehend reading materials.**

**E6. Scan material for relevant information.**

### Arizona ELP Standards

**ELL 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-3: responding to read-alouds (nonfiction and fiction) by identifying main ideas and details in complete sentences.**

**ELL Stage IV**

## African Regions and their Folk Tales

### Basic

#### Reading

**Standard 1: The student will demonstrate understanding of print concepts of the English language. The student will demonstrate knowledge of print concepts by:**

B-3: locating specific information using the organizational features of a book, a dictionary and a newspaper.

#### ELL 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.

B-9: writing a summary that identifies the main idea, characters, and setting of varied texts.

## Overview

The geographical concept of regions and how and why they change is one that middle school students often find difficult to understand. The second largest continent, Africa, has several regions, each with distinct natural and human characteristics.

## Key Vocabulary

Region - an area on the earth's surface that is defined by certain unifying characteristics

Biome - a major biotic community characterized by the dominant forms of plant life and the prevailing climate

Ecosystem - An ecological community together with its environment, functioning as a unit. Used as a synonym for biome

Landform - Physical features of the landscape such as mountains, deserts, rivers

Culture - The beliefs and way of life of the people living in the area.

Native plant - originated in a particular place or region

Adaptation (ELL3) - process by which a plant or animal changes so as to become suitable to a new or special environment.

## Additional Materials Needed for ELL

- Vocabulary Definition Worksheet
- Biome Information Wheel
- Paragraph Checklist for summary
- Paragraph Frame for summary (optional)



## Procedures

1. With a partner (**Grouping: Partners**), discuss and brainstorm about what students already know about Africa (**Integrating Processes: Speaking**). As a whole class, share what students know about African regions and locate the African regions (if the class can identify any) on the blank map of Africa. (**Preparation: Linking to background**).

2. Provide each student with African Regions map and guide students in locating, coloring, and labeling the desert, savanna, and rainforest. Use a transparency of African Regions (with place names) to create a visual for the students.

3. Explain the term region: an area with common characteristics. Provide examples of other regions. (**Preparation: Linking to past learning**) Display and direct student attention to the content objective (**Preparation: Content objectives**).

- explain the concept of region.
- identify the three major regions of Africa and relate their human and physical characteristics.
- choose an appropriate source to use for research.

4. Introduce the vocabulary words (**Preparation: Language objectives**) with the Vocabulary Definition Worksheet (**Scaffolding: Comprehensible Input**). Working in groups of three students look up the words, practice saying the word, write a definition, write a sentence using the words, write synonyms, and draw a picture (**Application: Linked to objectives**). Add the new words to the personal vocabulary journal. Monitor students for correctness of information recorded on worksheet.

## ELL Adaptation

## African Regions and Their Folk Tales

5. Assign students to one of the three regions: desert, savanna, or rain forest. Within each group, assign individual research duties (**Grouping: small groups**). Assign ELL students specific question(s) based on the level of English acquisition and research skills.

6. Provide ELL students with a the Idea wheel and have the student draw and label images of native plants, animals, people, land features and climate from one of the assigned biomes (**Scaffolding: Comprehensible input**;

**Preparation: Adapting content.** ELL students may need assistance with labeling the pictures and locating source for information.

7. Give each student a copy of the note taking sheets for his or her assigned region. For ELL student, highlight the question to be researched, and clarify understanding of task.

8. Students research their question, continuing research for a day or two (**Grouping: Small group**). Within groups, students should share their research results by passing around a master copy of the notetaking handout for their region.

9. For homework, ELL students should write a paragraph summarizing the research findings (**Application: Meaningful, Linked to objectives; Grouping: Independent**) using the paragraph checklist provided. (**Scaffolding: modeling**) There is an (optional) paragraph frame provided if needed. (**Preparation: Adapting content**).

5. For homework, ELL students will write one sentence for each of the four categories on their Information Wheel (**Application: Linked to objectives, meaningful**).

5. Read aloud the three African tales: *Talk Talk: An Ashanti Legend*, of *Bringing the Rain to Kapiti Plain*, and *The Storytellers*. Based on clues in each tale, students will determine in which region the story is set. Lead the class in a discussion of the setting of each story and how it relates to the story.

## Assessment

Paragraphs will be evaluated for the traits of ideas and word choice using the Six Trait Writing Rubric. Mastery will be a 3 or higher in word choice and ideas (**Assessment: Written, Individual**).

The assessment may be modified for various levels of ELLs by providing a paragraph frame (**Assessment: Written, Individual**) or by orally

explaining the images and words selected for assigned biome (**Assessment: Oral, Individual**) Mastery will be considered a drawing an image in each of the four categories on the Information Wheel and being able to explain the reason it is included.

## Sources

National Geographic Picture Pack – Geography of Africa.

A wide variety of books that show visual images showing the geography of Africa.