Grand Canyon: Exploring a Natural Wonder
A lesson on “What is a Diary” to use with your students including ELLs

<table>
<thead>
<tr>
<th>Author</th>
<th>Marjorie Wieweck</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade Level</td>
<td>3-5</td>
</tr>
<tr>
<td>Duration</td>
<td>2-3 class periods</td>
</tr>
<tr>
<td>ELL Adaptation by</td>
<td>Marjorie Wieweck</td>
</tr>
</tbody>
</table>

**National Geography Standards**

**ELEMENT ONE: THE WORLD IN SPATIAL TERMS**
1. How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information about people, places and environments in a spatial context

**ELEMENT TWO: PLACES AND REGIONS**
4. The physical and human characteristics of places.

**Arizona Social Studies Standard**

**Grade 3**

Strand 4 Geography
Concept 1 The World in Spatial Terms
PO5 Construct charts and graphs to display geographic information.
PO 6 Recognize characteristics of human and physical features.

**Grade 4**

PO4 Construct charts and graphs to display geographic information
PO 5 Describe characteristics of human and physical features

**Grade 5**

PO 6 Construct charts and graphs to display geographic information.

---

### SIOP Elements

<table>
<thead>
<tr>
<th>Preparation</th>
<th>Scaffolding</th>
<th>Grouping Option</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adapting content</td>
<td>Modeling</td>
<td>Whole class</td>
</tr>
<tr>
<td>Linking to background</td>
<td>Guided practice</td>
<td>Small groups</td>
</tr>
<tr>
<td>Linking to past learning Strategies used</td>
<td>Independent practice</td>
<td>Partners</td>
</tr>
<tr>
<td></td>
<td>Comprehensible input</td>
<td>Independent</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Integrating Processes</th>
<th>Application</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>Hands on</td>
<td>Individual</td>
</tr>
<tr>
<td>Writing</td>
<td>Meaningful</td>
<td>Group</td>
</tr>
<tr>
<td>Speaking</td>
<td>Linked to objectives</td>
<td>Written</td>
</tr>
<tr>
<td>Listening</td>
<td>Promotes engagement</td>
<td>Oral</td>
</tr>
</tbody>
</table>
Overview

The Grand Canyon is one of the most visited Wonders of the World and national park in the United States. Grand Canyon: Arizona Governor Napolitano selected Exploring a Natural Wonder as the fourth grade selection for her book program in the 2006-7 school year. In this lesson, students will explore the Grand Canyon through the visual diary of the author. They will learn about the habitat of the animals and plants that live there. They will then make a visual and written diary of a trip they will make around their school.

Materials Needed

- Chart Paper and markers
Grand Canyon: Exploring a Natural Wonder

- Digital Camera for student use
- Writing paper and pencils
- Clipboards
- Map of Arizona’s Topography and Rivers

Procedures

Several days prior to doing this lesson, take pictures of ordinary classroom activities. Print these up for use on Day One.

Day One

1. Locate the Colorado River and Grand Canyon on a map. Explain where the Colorado River begins and ends. Show where the Grand Canyon and the national park are located.
2. Read the book *Grand Canyon: Exploring a Natural Wonder* looking at the pictures with the text. Note that this is a diary or journal of the author’s trip with beautiful hand-drawn pictures. Explain that a diary is written in the first person because it is telling what the author did. The author says “I did this” or “I saw this”. Explain that the drawings are water-colored sketches that he made while visiting the canyon area.
3. Demonstrate how you could do a diary of a day in your classroom by taking pictures of the various activities the class does during the day and gluing them on the chart paper with sentences describing the activities. (Modeling)
4. Have the class make a diary of their ordinary activities. Divide the pictures so each small group has one or two. Then have them create sentences to describe this activity. Make sure each group has some ELLs as well as English proficient students. (Small Groups) (Hands on, Meaningful, Linked to objectives, Promotes engagement)

Day Two and Three

1. Remind the students of the diary the class made with the class the day before. (Linking to past learning) Since digital cameras might be scarce, group the students into groups of 3-4 students. Again, include ELLs with English proficient students. (Small Groups)
2. Tell the students that their assignment is to take a trip around the school for fifteen minutes with a digital camera. They are to document their trip as the author did. They will need to take at least 5 pictures of the sights they see and write about these sights on the paper attached to the clipboard.
3. Go over the mastery criteria for the assessment. The groups should record what the picture is and what they were thinking of when they took the picture (remembering to write in the first person narrative). Remind the groups that their assignment is to document their trip they took around the school so someone else could repeat the same trip or route as well as understand why the picture was important to be included in the diary.

Student Assessment

The ELL student will be working in groups with English proficient students so this will be a group project and grade. (Group, Written)

The mastery criteria for the assignment is:
- five pictures of sights on the campus (5 pts)
- sentences explaining why this picture meant something to the authors/photographers (5 pts)
- used “We” in their sentences (5 pts)

Extensions

Students could be assigned this same sort of assignment over the weekend to document their activities and later share their diaries with their classmates.

Sources