



# ELL Adaptation For Through the Forest and Home Again: Maps Help Us Find Our Ways

With the help of Little Red Riding Hood, students learn map skills.

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<b>Grade Level</b>	K-1
<b>Duration</b>	3 class periods

**ELL Adaptation by** Carol Warren

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

TESOL Standard(s)
<b>Goal 2, Standard 1</b> <b>To use English to achieve academically in all content areas: Students will use English to interact in the classroom</b> <ol style="list-style-type: none"> <li>1. following oral and written directions, implicit and explicit</li> <li>2. requesting and providing clarification</li> <li>3. participating in full class, group, and pair discussions</li> <li>4. asking and answering questions</li> <li>5. requesting information and assistance</li> <li>6. negotiating and managing interaction to accomplish tasks</li> <li>7. explaining actions</li> <li>8. elaborating and extending other people's ideas and words expressing likes, dislikes, and needs</li> </ol>

Arizona ELP Standard
<b>Stage I</b> <b>Basic</b> <b>Reading</b> <b>Comprehending Text</b>

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**Standard 3: The student will analyze text for expression, enjoyment, and response to other related content areas.**

B-4: sequencing a series of given pictures to retell a story or event using key words.

B-6: retelling a story with a beginning, middle, and end.

B-11: following simple written directions for classroom routines and academic activities that are accompanied by pictures.

### Writing

#### Writing Applications

**Standard 1: The student will express his or her thinking and ideas in a variety of writing genres.**

B3: participating in shared writing to provide directions or information related to real world tasks.

**Standard 3: Students use the steps of the writing process as a writing piece moves toward completion.**

B-1: generating ideas through class discussion by drawing pictures about the ideas generated.

### Stage II

#### Reading

##### Print Concepts

**Standard 1: The student will demonstrate understanding of print concepts of the English Language.**

B-1: tracking written words read aloud with one-to-one correlation.

##### Comprehending Text

**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-5: sequencing a story or event with a beginning, middle and end, using pictures and key words.

B-6: making connections to text while reading (text-to-text and text-to-self).

B-8: identifying external text features (*e.g., charts, maps, diagrams, illustrations, tables, and timelines*) of text.

B-12: identifying the setting from a literary selection.

### Writing

#### Writing Elements

**Standard 4: The student will integrate elements of effective writing to develop engaging and focused text.**

B-6: selecting words to use in a class/small group generated text to create a picture in the reader's mind and to convey the intended meaning (*e.g., shades of meaning/big, large, enormous, etc.*) as modeled by the teacher.

## Overview

The purpose of this lesson is to help children learn that maps help us find our way from one place to another.

## Key Vocabulary

forest	A place with many trees
hood	Clothing for your head
path	A way or road to follow
near	Close by
far	Not close by

## Additional Materials Needed for ELL

- An example of a map to show children
- Vocabulary cards
- A completed stick puppet

## Procedures

### Day 1

1. Show them the book, *Little Red Riding Hood*. Ask if anyone had heard this story before. **(Linking to background)** Read the story, sharing the pictures with them and introducing the vocabulary using the vocabulary cards. **(Listening)**

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2. Discuss the story with the children. Help them focus on Red Riding Hood's path from home, *through* the forest, to Grandma's house. Use the language *near/far* to help discuss distance from Red's house to Grandma's, to the forest, etc.

3. Have the children help to recreate Red Riding Hood's walk. Have a child be Red's home, a few children play trees, and another child pretend to be Grandma's house. Have one child at a time take a walk as in the story while the other children tell him or her where to go. **(Promotes engagement)** Model what to say, using terms such as, "The forest is *near*. Go *through* the forest. Grandma's house is *behind* the trees." **(Modeling)** Have different children play the varying roles in the story. Be sure each child has the opportunity to give Red directions. **(Speaking)**

4. Review the vocabulary using the cards. Show the book to the children again and have children retell the story as best they can. Encourage them to use the learned vocabulary. **(Speaking)**

### Day 2

1. Reread the story to the children. Explain to the children that Red Riding Hood might have had an easier time getting to Grandma's if she had had a map. **(Link to past learning)**

2. Show the children a map. Ask them what it is, why we have maps, and what maps are used for. Ask if any of them or their family members have ever used a map. **(Linking to background)** Model using the vocabulary, *near/far*, *through*, *behind*, *etc.*, with the map. **(Modeling)**

3. State that in order to use a map, you need to know where to start and where you want to go. Ask the children where Little Red started? Where did she go first? Next, where did she go?

4. As the children explain her route, model drawing the route; for example, a picture of Red Riding Hood's house on the left side of a paper, draw the forest in the middle, and Grandma's house on the right. **(Modeling)** Name each picture and its location on the paper as you draw.

5. Have each child draw a map showing where Red Riding Hood started (her house), her path through the forest, and her arrival at Grandma's house. Each child's map might be different based on

their own ideas about which way she could have taken. **(Hands on)**

5. Tell the children, all maps have titles so the reader will know what the map is telling them. Show them the title on the example map. Tell them that since this map is about Little Red Riding Hood, that we will give it the title "Little Red Riding Hood." Model writing the title on top of your map, then have students write this on the top of their map. **(Modeling)**

### Day 3

1. Share with students that we can use a puppet to tell the story of Little Red Riding Hood. Show the children the example of the completed stick puppet. Model using the puppet to retell the story of Little Red Riding Hood. **(Modeling)**

2. Show them the paper and tongue depressors. Model for the children how to make a cape out of red paper and a dress out of red paper. **(Modeling)**

3. Let the children create their own stick puppets for Red Riding Hood. **(Hands on)**

4. Have each child retell the story to a friend using the stick puppet. **(Speaking)**

5. Have student retell the story in words or through pictures. Student can dictate the words for his/her retelling. **(Writing)**

## Assessment

Using the original individual assessment checklist, assess children for understanding through their work samples, discussion, and oral retelling. For Level One students, the oral retelling mastery would include the characters and the setting.

### Scoring:

Excellent = showing evidence of mastery in all three categories.

Satisfactory = showing evidence in two of the categories.

Unsatisfactory = showing evidence in only one of the categories.