



# ELL Adaptation For *The Desert is Theirs: Adapting to Our Environment*

How the environment affects our lifestyles is the focus of this engaging lesson.

<b>Author</b>	Grace Wood
<b>Grade Level</b>	4-5
<b>Duration</b>	3 class periods

ELL Adaptation by Karen Guerrero

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

**TESOL Standard(s)**  
 ESL: English For Content  
 Through The Use Of ESL Methodologies, The Student Will:  
**EFC-E. Comprehend reading materials.**  
 E3. Use new English vocabulary.  
 E5. Demonstrate basic reading skills.

**Arizona ELP Standards**  
 Stage III  
 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-2: responding to read alouds (fiction and nonfiction) by identifying main ideas/concepts and supporting details in complete sentences.  
  
 Stage III  
 Basic

## The Desert Is Theirs

### Reading

**Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. The student will demonstrate reading comprehension by:**

B-2: predicting what might happen next in a reading selection.

B-7: identifying the main idea and two-to-three details from text.

### Overview

Using the book *The Desert is Theirs* by Byrd Baylor, students will come to understand how humans and animals adapt to their environments. After reading the book and writing their own stories, students will understand how humans and animals, both present and ancient, have adapted to their environments.

### Key Vocabulary

**Desert** – An area that gets less than 10 inches of rain a year and has a high rate of evaporation. Characteristics include sporadic rainfall, cool nights, and hot days.

**Adapt** – To fit with or work with environment

**Ancient People** – People who lived in the desert long ago.

**Descriptive words** – Words that describe something; to make it visual. Often uses words related to five senses: touch, sight, hearing, taste, smell.

**Habitat** – The natural environment that encompasses all of the elements a given species needs to survive: water, food, space and shelter.

### Additional Materials Needed for ELL

- Vocabulary Cards

### Procedures

*Prerequisite Skills: Students should know that ancient people lived in cliff dwellings and caves. They should also be familiar with the irrigation systems of the Hohokam.*

1. Prior to reading the story, brainstorm with the students how man adapts to his/her environment. Use examples of cliff dwellers who lived in the caves and pioneers who lived in sod houses on the prairie. Write examples on board and include illustrations if possible. **(Preparation: Linking to past learning)**

2. Review vocabulary words using vocabulary cards. Spend a little time reviewing descriptive words. Give an example of an apple, pencil, the sun etc and have them call out words that describe them. Go through the five senses to make sure they see how many different descriptors will help create a visual picture. Create a chart as they list the words under the five categories (touch, sight, hearing, taste, smell). As you read the story continue to add to the list of descriptive words so they have a word bank that they will then use later. **(Preparation: Linking to background, Strategies used; Scaffolding: Comprehensible input; Grouping: Whole class)**

3. Read the story *The Desert is Theirs* by Byrd Baylor. (Integrating Processes: Reading, listening) Ask the students questions about the story, such as:

- Why do you think Byrd Baylor wrote this book?
- What words does the author use to describe the desert?
- Do you think people still make decisions about where they live because of what is around them?
- Can you tell what the author thinks about the desert by what she writes?
- Thinking back to what we have learned about the ancient people of Arizona, how did they use their environment to build houses?
- What kinds of things do you think are different between the way people live today from the way people lived in the past?"

4. Brainstorm additional descriptive words that will enable students to form mental pictures of various Arizona landscapes. Add to the chart on the board. You can also give the students story starters such as:

1. If I lived in the mountains, I would live in a ...
2. I live in a cave because ...
3. The very best place to live is ...
4. I would live in a tree if ...

5. Have the students select one Arizona landscape and illustrate a detailed picture of them living there. Include the environment, home and adaptations. **(Application: Meaningful, linked to objectives; Grouping: Independent)**

## The Desert Is Theirs

6. Students will then write a narrative about their picture. They should describe the area in detail using words from the word bank and/or additional descriptive words they come up with. Encourage students to add to the chart on the board if they come up with more descriptive words they are using. They should check their work by using the student checklist to make sure this is their best effort. **(Integrating Processes: Writing; Application: Linked to objectives)**
7. Share or display students' stories and pictures.

## Assessment

Students will be scored using the six-trait writing rubric for voice, conventions, and ideas/content. The voice and conventions traits will be used to assess the writing part of the lesson. The ideas/content trait will be used to assess the geography part of the lesson. Mastery will be considered a score of 4 or higher. Teacher can use the questions from the procedure section as an assessment of reading skills. **(Assessment: Individual, written)**