



ELL Adaptation For Map Your State: Regions of Arizona

Students learn about Arizona’s three regions with the use of a map and a story.

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Grade Level	4
Duration	2 class periods

ELL Adaptation by	Patricia Eberhardt
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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

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. A5. Create visuals to present information. EFC-E. Comprehend reading materials. E3. Use new English vocabulary.

Arizona ELP Standards
Stage III Basic 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-7: identifying the main idea and two-to-three details from text.
Stage III Basic Writing

Map Your State: Regions of Arizona

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 in a variety of writing genres, as demonstrated by:

B-1: writing a narrative paragraph based on imagined or real events that include characters and plot with three or more details using appropriate transitional words, with instructional support.

Overview

The purpose of this lesson is for students to gain an understanding of the different regions of Arizona in order to write a story that takes place in one of the regions. Students will also use map skills to identify the three regions and some of the places within them.

Key Vocabulary

Plateau - an area of high ground with a fairly level surface

Landform - a natural physical feature of the Earth's surface, e.g. a valley, mountain, or plain

Mountain - a high and often rocky area of a land mass with steep or sloping sides

Javelina - a wild pig

Desert - dry area: an area of land, usually in very hot climates, that consists only of sand, gravel, or rock with little or no vegetation, no permanent bodies of water, and erratic rainfall

Saguaro - a large cactus growing up to 18 m (60 ft) tall, with upward-curving branches and edible red fruit

Additional Materials Needed for ELLs

- Vocabulary Squares
- What Do You See organizer
- Story Map organizer
- Pictures of Arizona landforms, plants and animals—color copies would be ideal or use color transparencies
- Cartoon Story Frame
- Chart Paper
- Two colors of highlighters
- 4 Transparencies of Landform Regions of Arizona map
- 4 Vis-à-vis pens

ELL Adaptation

Additional Details on ELL Strategies

- Additional vocabulary practice can be done using pictures of Arizona landforms, plants, and animals. Cut off the label of each picture. Student match picture with label.
- Additional vocabulary practice can be done using Vocabulary Squares. Have students write vocabulary words on 3 X 5 cards. Students can work with partners or in small groups. Have students pick a card and act out or describe word while other student(s) guess word.

Procedures

1. Write content objectives clearly on board for students (**Preparation: Linking to background**)
2. Write **landform** on chart paper and ask students for a definition. Generate a class definition and record on chart paper. Have students record definition on their Vocabulary Squares (**Scaffolding: Comprehensive input**).
3. Divide students into groups of 2-3 (**grouping; partners**). Divide the pictures of Arizona landforms, plants, and animals among the groups. Tell students they are going on a scenic tour around Arizona. Using the **What Do You See?** graphic organizer students record characteristics of landforms, plants, and animals in their pictures (**Scaffolding: Comprehensive input**).
4. Have groups of students share with other groups adding and adjusting their own graphic organizer (**Scaffolding: Modeling**).
5. Using the **What Do You See?** graphic organizer, students will generate class definitions of plateau, mountain, desert, javelina, and saguaro. Add to class chart. Students should add these to their Vocabulary Squares and complete illustrations (**Scaffolding: Comprehensive input**).
6. Read and discuss the Regions Fact Sheet from original lesson. As you read and discuss each region, use the Landform Regions transparency to

Map Your State: Regions of Arizona

show which region the fact sheet is describing
(Scaffolding: Modeling).

7. Divide students into small groups of 2-3 students **(Grouping: Partners)**. Using the Regions Fact Sheet as you read, students will highlight plateau, mountain, desert, landform, javelina and saguaro in one color. These are the key vocabulary on their Vocabulary Squares. Students can have their Vocabulary Squares out as the class reads the Regions Fact Sheet **(Application: Promotes engagement)**.

8. Divide class into 3 groups **(Grouping option: small groups)**. Assign each group one Region. Have students highlight (in second color) landforms, plants, animals or features unique to that region **(Scaffolding: Comprehensive input)**.

9. Give each group a transparency of the Regions Map and a Vis-à-vis pen. After the group has reread and highlighter features of their region, students will record that information on their region **(Application: Promotes engagement)**.

10. Each group shares their region and its unique characteristics **(Application: Promotes engagement)**.

11. Distribute the blank Arizona Counties map. Students are to divide it into the three regions. (Students may use the map with the regions already marked if you like.)

12. Students are to draw pictures or write words on their blank maps of different flora and fauna found in the regions. Students can use their Vocabulary Squares or highlighted Region Fact Sheet **(Scaffolding: Independent practice)**.

13. Tell students to imagine that they are an animal or a plant that lives in one of the regions. They are to write a story about their region from the viewpoint of the animal or plant that they chose. The story should be set in one specific region and should have details about that region. It should also be illustrated. Share the rubric of how the story will be graded.

14. Students will use story map to organize their story. After students organize their story, students can use Cartoon Story Frame to complete their story using pictures and text or use their story map to dictate to a partner their story to record **(Assessment: Written)**.

15. Students will illustrate their story.

Assessment

The students will be assessed using the rubric that accompanies the original lesson. Writing will be measured by voice and spelling (criteria 2 and 3). Reading and geography will be measured by inclusion of correct information (criteria 1). Mastery will be considered a score of 3 or higher on the rubric.

Sources

Online dictionary provides student friendly definitions. <http://dictio.webrepere.com/index.html>

Collins Cobuild English Dictionary. All the definitions in this dictionary are written in full, simple, and natural English. Very student friendly.