



# It's Happening: Where? Find the Absolute and Relative Location of News Articles

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**Grade Level** 4-7  
**Duration** 1 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 Comprehensive input	<b>Grouping Option</b> Whole class Small groups Partners Independent
<b>Integrating Processes</b> Reading Writing Speaking Listening	<b>Application</b> Hands on Meaningful Linked to objectives Promotes engagement	<b>Assessment</b> Individual Group Written Oral

Arizona ELP Standards
<b>Stage III</b> <b>Basic</b> <b>Reading</b> <b>Standard 1: The student will demonstrate understanding of print concepts of the English Language. The student will demonstrate knowledge of print concepts by:</b> B-3: identifying specific information by using the organizational features of a book, a dictionary and a newspaper (e.g., title, author, table of contents and glossary). <b>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> B-4: asking who, what, where, when, why, which and how questions about text, with instructional support <b>Writing</b> <b>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> 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. B-3: taking notes using a teacher selected and student created graphic organizer or cloze notes with instructional support (e.g., teacher modeling, visuals, word banks, etc.).
<b>Stage IV</b> <b>Basic</b> <b>Reading</b>

## It's Happening: Where?

**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.

### 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 in a variety of writing genres, as demonstrated by:**

B-1: writing a narrative paragraph about real or imagined events, using a sequence of sentences including characters and setting.

B-3: taking notes using a teacher selected and student created graphic organizer or cloze notes.

## Overview

News articles in local papers come from all parts of the country and the world. It is interesting to find out the absolute and relative location of the articles, as well as questions the articles answer.

## Key Vocabulary

**latitude**-lines on a map that show how far you are from the Equator, ex. 40 N.

**longitude**-lines on a map that show how far you are from the Prime Meridian, ex. 30 E.

**compass rose**-shows you the directions on a map

## Additional Materials Needed for ELLs

5 colors of highlighters

## Procedures

1. Introduce key vocabulary by writing words on the board with their definitions and drawing a compass rose. Have students divide a piece of paper into 6 sections and copy latitude and longitude definitions in the first two boxes. Then have the other boxes display the four cardinal directions of the compass rose with the north, south, east, and west circled. (Each box will have a different direction circled.) This will become their vocabulary chart. Practice these vocabulary terms using a map from a textbook or atlas. Practice intermediate directions also (northwest, south west, etc.)

**(Preparation: Strategies used; Application: Hands on; Scaffolding: Guided Practice)**

2. Project a current events article and model using an atlas or internet site(s) to find the latitude, longitude and relative location of the setting. Have students refer back to their vocabulary chart to

reinforce the new words. As a class, then model summarizing the article. **(Scaffolding: Modeling)**

3. Now distribute the same article and colored highlighters to ELLs. As a class, read the article again and find the 4 Ws + How and highlight each one in a different color (i.e. blue = who, pink = where, etc.) so they can make connections between the 4 Ws + How and the graphic organizer that will be later asked to complete. **(Preparation: Adapting Content; Scaffolding: Guided Practice; Integrating Processes: Reading; Grouping Option: Whole class)**

4. Distribute a second article and Graphic Organizer 1. Now have the students read the second article and determine the setting of the event. ELL students will work with a partner.

**(Grouping Option: Partners; Application: Linked to objectives; Integrating Processes: Reading)**

5. Have partners work together to determine the latitude and longitude of the event as well as the relative location by using an atlas or internet sites and fill out Graphic Organizer #1. **(Grouping Option: Partners; Application: Hands on; Application: Linked to objectives)**

6. Distribute Graphic Organizer #2. Tell the partners to highlight the second article with their 5 colors linked to the 4 Ws + How and then return to the article and find the color-coded information for each of the 4 Ws + How to complete Graphic Organizer #2. **(Grouping Option: Partners; Integrating Processes: Reading; Application: Linked to objectives)**

7. Give the partner groups these instructions: "You are a reporter for your school newspaper. Write a newspaper article summarizing this event including who it is about, where it happened, when it happened, where it happened, and what happened." **(Grouping Option: Partners; Integrating Processes: Writing)**

## Assessment

## It's Happening Where?

Beginning and Intermediate ELLs will complete the graphic organizers. Mastery will be considered 60% completed with correct information. **(Assessment: Individual)**

Beginning ELLs will write several phrases from graphic organizer as their summary or draw a picture

of what the article was about and label key pictures. Intermediate ELLs will be expected to write a paragraph using all of the phrases from the graphic organizer and composing sentences. **(Assessment: Individual)**