



ELL Adaptation For This Place is Just Like the Other

Students will learn about the Southwest region while reinforcing their writing skills.

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Grade Level 4-5
Duration 2 class periods

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SLOP 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.
 A4. Create charts to organize information.
EFC-C. Compose in a variety of forms.
 C4. Compare and contrast using Math, Science, and Social studies target vocabulary.
 C5. Write reports using Math, Science, and Social studies target 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:

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B-30: comparing and contrasting two items within an expository text, with instructional support.

Stage III Basic 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-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-4: writing an expository paragraph or a simple report containing a topic sentence, supporting details, and a concluding statement using a model.

Overview

The Southwest region of the U.S. is made up of the states of Texas, Oklahoma, New Mexico, and Arizona. There are many landforms, climates, and cultures in this region that are unique to this area. The geographic features of the Southwest include desert, plains, plateaus, and mountains. The Grand Canyon, the Great Plains, and the Painted Desert are found in this region. The economy depends on its natural resources to draw visitors, but the region also has to draw on the natural resources for other purposes. For example, the region relies heavily on water, often a scarce resource, to survive. The Southwest also has a strong identity with its heritage of Spanish, Mexican, and Native American cultures.

Key Vocabulary

Compare – To examine in order to note the similarities

Contrast – To examine in order to note the differences

Southwest – A region of the United States including Texas, Oklahoma, New Mexico and Arizona

Natural Resources – The material source of wealth such as oil, fresh water, crops, or cattle that are found naturally in a region

Additional Materials Needed for ELLs

- Vocabulary Cards
- ELL vocabulary assessment

Procedures

1. Read aloud from the National Geographic series on *The Southwest*. (If a class owns student copies, then use them. If this series is unavailable then a textbook or a library book on the subject will work). Write information about the Southwest on the board as it is discussed in the book. Mark an asterisk by those found specifically in Arizona. Show pictures by creating a PowerPoint or overheads of the vocabulary words found in this lesson. Have students record the definitions on paper. Make sure ELL students each have their own set of the vocabulary cards and have them highlight the definitions while their peers are writing them down. **(Preparation: Strategies used; Integrating Processes: Writing, listening).**

2. Set up a compare/contrast diagram on the board. Students should discuss the areas of commonality between the states in the Southwest. Then discuss how Arizona differs or is unique from the other states. Transfer the information from the notes to the diagram. Have students create a diagram of their own and record the information. **(Scaffolding: Guided practice, comprehensible input)**

3. Students write a comparison paragraph. This paragraph should contain the most significant details of comparison and contrast as outlined on the board. Before the students begin write one together on the overhead. ELL students can then write the example sentence or write one of their own. **(Application: Linked to objectives; Grouping: Whole class, independent)**

Assessment

Writing: Student paragraphs should have a minimum of three comparisons. The comparisons in the paragraph are to be based on the comparison/contrast diagram that the class developed and on class discussion of the reading. The paragraph will be graded using the 6 Trait

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Writing Rubric for Ideas and Content. A score of 4 or higher will be considered mastery.

(Assessment: Written)

Reading and Geography: Twelve correct vocabulary responses to the fifteen words will fulfill

an 80% mastery score on the Vocabulary Worksheet. Use the ELL exam that allows students to draw a line from the term to the correct picture/definition. **(Assessment: Individual)**