



ELL Adaptation For How the West Was One: A Layered Book

Students create layered books about western states.

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Grade Level	4-5
Duration	4-5 class periods

ELL Adaptation by

 Noël McClure

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.
 A4. Create charts to organize information.
 A5. Create visuals to present information.
EFC-C. Compose in a variety of forms.
 C3. Write descriptions using Math, Science, and Social studies target vocabulary.
EFC-D. Communicate clearly using math, science, and social studies target vocabulary.
 D1. Prepare and present oral reports.
 D2. Participate in small and large groups.

Arizona ELP Standards

Stage III
Basic
Listening and Speaking
Standard 2: The student will express orally his or her own thinking and ideas.
 B-8: presenting with a group, a variety of oral reports (e.g., expository, cause and effect, persuasive, etc.) containing an introduction, body, conclusion and transitions, with instructional support.

Stage III

Basic

Reading

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: identifying specific information by using the organizational features of a book, a dictionary and a newspaper (e.g., title, author, table of contents and

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-20: identifying content vocabulary within math, science, and social studies texts.

B-22: locating information for a specific purpose. (e.g., atlas, glossary, textbook, indexes, table of contents, etc.)

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.).

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

B-1: independently listing and webbing ideas to create a prewriting plan.

Standard 5: The student will demonstrate research skills by using a variety of reference materials to complete a variety of writing tasks. The student will demonstrate research skills by using a variety of reference materials to complete a variety of writing tasks as evidenced by:

B-1: recording and organizing information, observations or questions on a familiar topic from one or two sources (experiment, textbook, guest speaker, video, Internet, etc.) for report/research purposes.

Overview

The West has been the inspiration for American migrations since the 1800's. This large region of the United States is important for its land, resources, culture, economy, transportation networks, and history. Therefore, reading about Montana, Wyoming, Colorado, Utah, Idaho, Washington, Oregon, Nevada, California, Alaska, and Hawaii informs the student about one of our five regions of the United States.

By using notes and illustrations, students can enhance their recall ability of main ideas and interesting facts. This guided tour of the West gives students an overview of the land, cultures, and economy of America's West.

Key Vocabulary

Volcano – a mountain or hill which is connected through canals and caves to the magma (or hot liquid earth) of the core of the earth.

Iceberg – a large chunk of frozen water floating in the ocean

Timberline – a place on the side of a mountain where the trees stop growing

Grazing – cattle or wild animals eating the grasses or shrubs from the land

Culture – language, art, and traditions from a specific group of people

Largest – the biggest out of a group of large objects

Elevation – the altitude of a place above sea level or ground level

Contiguous – touching or in contact; near or next

Additional Materials Needed for ELLs

How the West was One

- Optional--Poster-board or large paper for group to organize data.
- Vocabulary Word practice
- Mind-map of Facts about Our State
- State Outline worksheet
- State Facts Paragraph
- State Categories
- Rubrics and Answer Keys
- Optional--Markers or colored pencils for each group.
- Optional--Glue or tape for each group.
- Additional resources will be useful; encyclopedias, picture dictionaries, atlases, library books, and internet access.

Procedures

SESSION One

Organize groups into mixed-leveled readers (including ELLs). Allow them to “number off”, using the numbers 1-4 or 5, depending on the size of the class. **(Grouping Option; Small Groups)**

You may want to model the activities on an overhead before handing them out so any questions can be answered. Share the scoring rubrics/guides so students can visualize the task and how they will be graded. **(Scaffolding; Modeling)**

Session one can be done in several ways: (1) groups can use the worksheets for each group and then transfer that information to a poster board or (2) groups can only do the worksheets.

On the board, you may list the numbers and the activities so students know exactly which activity is their responsibility. For example: 1. Vocabulary-Cards, 2. Mind-map of Facts, etc. **(Preparation; Adapting Content)**. Also list the group responsibilities such as 1. materials person, 2. check-in person making sure each person helps others in the group, 3. questioner, etc. **(Application; Hands-on) (Integrating Processes; Reading, Writing)**

After assigning groups and jobs, show the materials person where the books, handouts, and materials are located. Allow groups about 30 min. to complete their assignments. **(Integrating Processes; Reading, Writing)**, Facilitate and move through the groups asking clarifying questions, checking for understanding, and assisting students with additional guidance on expectations. **(Scaffolding; Guided practice)**

SESSION Two

When groups have completed their worksheets/posters, have each group present it to other classmates. **(Application, Linked to Objectives) (Assessment; Individual)** Practice time here is important, about 10 min. should suffice. **(Scaffolding; Guided practice)**

Groups with their poster paper should stand together in clusters making a circle around the room. Number 3 can present first, so numbers 1, 2, and 4 can rotate to the group to their right or clockwise. In one minute, #3 presents to 3-4 other classmates and they ask clarifying questions. **(Integrating Processes; Speaking, Listening) (Grouping Option; Independent)**. Afterwards, #4 goes back to the poster, everyone else rotates clockwise, and #4 presents to the incoming group for one minute until each person has had the opportunity to present to a small group. When “beginning” ELL student present, you may ask a person in their group to assist them.

SESSION Three (Optional)

Consider adding another class period before completing the layered book for pre-reading activities.. These activities will give them the chance to practice *scanning* text for important information, and become familiar with the text before reading about all 11 states the following class period. Please leave time during this session for groups of students to present their findings to each other orally!

SESSION Four

Prior to the lesson

Layered-Look Books should be made and stapled ahead of time by parent volunteers. Students can easily make their own, but this will take more time. Refer to the picture in the supplemental files

Directions for making a layered book:

- Stack 5 8 1/2 by 11 sheets of paper together.
- Put a copy of the half-sheet United States map on the bottom. The map should face the outside.
- Fan or layer the sheets so that the bottom sheet is sticking out 1cm from the paper on top of it. Continue this to the sixth sheet.
- Fold the packet in half so that the bottom layered sheets form 12 tabs. All of the layers or tabs should be the same distance apart.
- Either staple the packet together through the centerfold using a long-arm stapler or glue each paper together along the crease line.

From: Dinah Zike

SESSION Five

1. Have enough books for students to share in groups of 4. Show how *The West* books and how they are organized by regions and sections. In this

How the West was One

lesson, the "Land" chapter will be the focus.

(Scaffolding; Modeling)

2. Students write the title, *The West*, on the top sheet. Each of the eleven states should be written on the tabs of paper. **(Application; Linked to Objectives)**

3. Model the activity the first time. Read the selection as the students follow along. **(Integrating Processes; Listening)**. When students hear or see information relating to one or more states, they should jot it down and draw it on the tab for the respective state(s) in their layered-look book. **(Application; Linked to Objectives)**. Model this activity by reading aloud the selection and noting on the board the state and the data. **(Scaffolding; Modeling)**.

Assessment

Oral reports by individuals can be assessed. **(Assessment: Individual, Written, Oral)**.

Rubrics are provided for SESSIONS One and Two. Three out of four on the rubrics will be considered mastery.

For SESSIONS Four and Five use the following scoring guide.

- At least one correct and interesting fact: 11 states at 6 points each 66/100
- Map on back: 11 states at 2 points each 22/100
- Neatness: 12/100
- Total: 100 points

Mastery will be considered 75 points or higher.

Extension Ideas

Pretend you live in the state reported upon and write a postcard to another classmate. Draw a picture of a scene from the state on the front.

- Find pictures of scenes you might find in that state from magazines or draw from ideas in books in order to add to the poster.
- Summarize the oral presentation in written form.
- Compare and contrast two states in a Venn Diagram.
- Write a letter to that state's Chamber of Commerce (research their address in the internet) to request some pamphlets and pictures of key areas of the state.
- Write an acrostic poem using the letters of the state.
- Research the state's song or anthem and sing it to the class.
- Use research resources in order to develop a timeline of the state.

Students could complete the "Economy" and "Culture" selections either individually, in pairs, or groups, depending on the number of books available.

Students could do "layered-look books" on each of the regions from the National Geographic Society collection. (Northeast, Southeast, Southwest, and Midwest)

Sources

Dinah Zike's Big Book of Books and Activities
ISBN 1-882796-07-1

Travels Across America: The West. National Geographic Society, ISBN 0-7922-8682-0