



ELL Adaptation For Recycle, Reduce, Reuse and Save a Tree: Ideas for Conserving Trees

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Grade Level	K-2
Duration	1 class period

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

TESOL Standard(s)

Goal 2, Standard 2

To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form

- listening to, speaking, reading, and writing about subject matter information
- representing information visually and interpreting information presented visually

Goal 2, Standard 3

To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge

- focusing attention selectively
- applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text
- using context to construct meaning

Arizona ELL I Reading Standard

Stage I

Basic

Reading

Comprehending Text

Standard 3: The student will analyze text for expression, enjoyment, and response to other related content areas.

B-5: participating in teacher guided discussions to restate facts from text read aloud.

B-8: identifying the setting of a story heard or read.

B-12: interpreting signs, labels, symbols, and captions within the environment with instructional support. (math, science, social studies)

Writing

Standard English Conventions

Standard 2: The student will identify and apply conventions of standard English in his or her communications.

B-1: writing legibly and with correct formation, a minimum of 16 lower case and upper case letters of the alphabet with instructional support.

B-3: Using classroom resources to spell words with instructional support.

Stage II

Reading

Comprehending Text

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

B-10: responding to stories by answering questions about cause and effect with instructional support.

B-12: identifying the setting from a literary selection.

B-18: interpreting signs, labels, symbols and captions within the environment.

Writing

Standard English Conventions

Standard 2: The student will identify and apply conventions of standard English in his or her communications.

B-1: legibly writing all upper and lower case letters and numerals attending to form and spatial alignment.

B-4: using resources to spell words (word walls, environmental print, picture dictionaries).

Overview

In this lesson, children will discuss why trees are important, and how they can save trees around the school and at home.

Key Vocabulary

Tree - A woody plant that has branches and leaves

Paper - Material derived from wood, used to write on

Book - A set of written pages

Food - What we eat

Recycle - To use again

Wood - Comes from trees, used for furniture & other things

Picture - An image or photograph

Camera - Takes pictures

Procedures

Prior to the first lesson, have the children discuss with their families why trees are important. They should think about things like: "What do they like to do with trees?" and "What do they get from trees?" Teacher might choose to read a book to the class such as *Mighty Trees* or *The Tree of The Giving Tree*, which gives some information on how trees are useful to man. **(Preparation: Linking Background)**

1. Gather the children in a group, and relate a story showing appreciation of trees. For instance, sitting under a tree reading a book, or the happiness of going to the woods in autumn and seeing the colors, or any appropriate true experience that the teacher has had with trees. **(Preparation: Linking Background, Content Objective; Grouping: Whole Class)**

Recycle, Reduce, Reuse and Save a Tree

2. Have students discuss ways in which trees are important to them and ways in which they can help trees. **(Integrating Processes: Speaking)**
3. Children write or draw their ideas about trees in their journals following this discussion. **(Grouping: Independent; Integrating Processes: Writing)**
4. Tell the children that they will make a book of photos about how they use trees and the ways in which they can protect trees. Teach children the key vocabulary terms they will need to know for the lesson. Write the words on the board and define the terms for them. **(Grouping: Whole Class)**
5. With the students, brainstorm ideas about the use of trees and ways in which they can protect trees. Make a list on the chalkboard of good ideas. Select some that could be photographed and write these ideas in large dark letters on recycled paper or old newspaper. **(Scaffolding: Comprehensible Input)** For example, "Trees give food" could be written and the children photographed holding this sign under an orange tree. "Recycle paper" could be written and held near the scrap paper box. If the labels seem too cumbersome or scrap paper is not available, the photos could be taken and the pictures captioned later when they are mounted in a

book. **(Application: Linked to objectives, Promotes engagement)**

6. Tell the children that they are going to take their signs and pose for photographs to illustrate each point. The children will need to figure out where on the playground or in the classroom they can pose. **(Application: Linked to objectives, Promotes engagement)**
7. After the lesson, print the pictures and put the pictures together to make a book.
8. Create a class book of the pictures. **(Application: Linked to objectives)**

Assessment

Geography: To test whether the children have learned how trees benefit them and how they can protect trees, the teacher will ask each child to list 5 ways in which trees are their friends and 5 ways in which people can save trees. Beginning ELLs may use the class books and may write or draw their answers. Intermediate ELLs may use their books and must write their answers. Students should be able to get at least 80% (4 of each 5) correct.

For reading assessment, the beginning ELL should read one page of the class book to the teacher.

The intermediate ELL should read 1/3 of the class book to the teacher.