



ELL Adaptation For Through Time: Change in Sedona

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Grade Level	2
Duration	3-4 class periods

ELL Adaptation by Sandy Martinez

SIOE Elements		
Preparation Adapting content Linking to background Linking to past learning Strategy	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

Arizona ELP Standards
ELL Stage II Basic Reading Standard 4: The student will demonstrate knowledge of reading comprehension by: B-2: making predictions based on cover, title, illustrations and text. B-3: answering questions (yes/no, who, what, when, which, where, why) about text with instructional support. B-4: asking questions (who, what, when, which, where, why) to clarify text with instructional support. B-5: sequencing a story or event with a beginning, middle and end, using pictures and key words. Writing Standard 1: The student will express his or her thinking and ideas by using a variety of writing genres, as demonstrated by: B-5: creating a variety of functional texts (e.g., classroom rules, letters, notes, messages, directions, etc.) using key words and phrases with instructional support. Language Adverbs Standard 1: The student will demonstrate knowledge of the parts of speech by: B-1: using "when" (first, then, next, after, before, finally) with instructional support.

Overview

Places change over time; that time is often the result of interactions between the environment and the

humans inhabiting a place. The colorful pictures and rich stories of children's literature can help young children understand these changes in places near and far.

Key Vocabulary

Sedona – a place in northern Arizona that is famous for its red rock formations

brave – having or showing courage

pioneers – people who travel to unknown places and build their homes there

ruins – the remains of buildings from long ago that have been destroyed

washboard – a board with a bumpy surface that is used for washing clothes

resort – a place people visit to enjoy and relax

Additional Materials Needed for ELLs

- Recording device (optional)
- Books or websites such as <https://www.onlyinyourstate.com/arizona/az-then-now/> depicting pictures of the same place, photographed over a number of years
- Washboard (optional)
- Vocabulary Cards
- Scissors, glue sticks, poster paper, tag board, writing paper
- How Was I Named?

Procedures

Prior to Session One, send home worksheet: How Was I Named? Students can record their answers in writing or through digital means.

SESSION ONE

1. Introduce lesson by asking children how they were named. **(Preparation: Linking to background)**
2. Show several pictures of Sedona. Ask the students if they have ever been to Sedona. Ask if they know where Sedona is. Project the map of Arizona found at: <http://geoalliance.asu.edu/sites/default/files/maps/AzcitiesCompassLatLong.PDF> and point out Sedona's location.
3. Explain that the story they will be listening to is called "The Three Sedonas". Take a book walk through the story. Look at pictures. Predict what story may be about. Write these predictions on chart paper. **(Scaffolding: Modeling)**
4. Read the story, defining important vocabulary words through story context. See Vocabulary Cards. **(Grouping: Whole class)**

SESSION TWO

1. While rereading story, have children listen for details in words and pictures. How has the town of Sedona changed over time? Ask questions about what's going to happen next...or why...or how something occurred? Introduce time words such as, **first, next, because of, then, finally**. How could these words be used to tell the story? **(Integrating processes: Listening)**
2. Have children act out parts of story and have other children guess what event is happening. **(Integrating processes: Speaking)**
3. Instruct students to draw a picture of a favorite part of story and draw lots of details. Save the pictures to create a timeline in next lesson. Each illustration should also have a descriptive sentence or important words labeled on the picture. **(Application: Hands-on)**

SESSION THREE

1. After discussing the pictures, have children work in small groups to place the illustrations in a timeline. Have students discuss their pictures in their groups. **(Grouping: Small groups)**
2. Follow original lesson plans to draw Sedona at 3 different times in history. Check for understanding by individual conferencing. **(Assessment: Oral)**

SESSION FOUR

1. Continue individual conferencing while other students finish up their timelines and sentence descriptions.
2. Administer the assessment.

Assessment

Use the same assessments as described in original lesson but teacher might consider reading the quiz aloud or allowing ELLs to use the vocabulary cards.