



ELL Adaptation For
S.T.A.R. I.T.
**Simplify The Article's Really Important Topic:
 Teaching the 5 W's Using The 5 Themes of
 Geography**

Students use the 5 themes of geography to help determine the main idea and important details of an article.

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Grade Level	6-8
Duration	3-4 class periods

ELL Adaptation by Barbara Martin

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.
EFC-D. Communicate clearly using math, science, and social studies target vocabulary.
 D2. Participate in small and large groups.
EFC-E. Comprehend reading materials.
 E6. Scan material for relevant information.

Arizona ELP Standards

Stage IV

Comprehension of Oral Communications

Standard 1: The student will listen actively to the ideas of others in order to acquire new knowledge. The student will demonstrate understanding of oral communications by:

B-9: determining main ideas and supporting details from content area presentations and discussions.

Stage IV

Reading

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-8: summarizing the main idea and supporting details from text.

Stage IV

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 by using a variety of writing genres, as demonstrated by:.

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

Overview

This lesson is intended for those students who have prior knowledge of the Five Themes of Geography. Students will learn a technique that helps them focus on the important details of an article, which will help them better understand the main idea.

Key Vocabulary

Location: Where a place is

Movement: How people or things move from one place to another

Place: What you see when you are there

Region: An area that has similar features

Human/Environment Interaction: How people change or interact with an area and/or how the environment affects people

Urban Sprawl: Cities getting bigger

Dwindling: Getting smaller

Petroglyphs: drawings on rocks made by ancient people

Additional Materials Needed for ELLs

- Colored highlighters or colored pencils
- Tucson Photos
- “Relating the 5 Themes of Geography to the 5 W’s Worksheet

Procedures

1. Introduce or review (**Preparation: Link to past learning**) the key vocabulary and provide visual examples (**Scaffolding: Guided Practice**) of each theme through the Tucson photos. Ask students if they recognize any of the pictures. (**Preparation: Linking to Background**) (**Application: Meaningful**)

2. The teacher will read the article about Tucson aloud (**Integration: Listening**) and highlight pertinent words or phrases. The students will follow along (**Integration: Reading**) and use the same colors on their copies. Teacher will guide students through this process (**Scaffolding: Modeling, Guided Practice**).

- Place: Red
- Location: Green
- Region: Orange
- Human/Environment Interaction: Blue
- Movement: Yellow

3. Direct students to work with a partner to complete the “Relating the 5 Themes” worksheet. (**Grouping: Partners; Application: Promotes Engagement**) They are to relate each theme with the appropriate Who, What, Where, When, Why, or How.

- Where: Location

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- Why or How: Region
- What: Place
- Why or How: Human/Environment Interaction
- Who or What: Movement

4. As whole class, share responses (**Integration: Speaking**) to “Relating the 5 Themes” worksheet. Compare responses. (**Grouping: Whole class; Assessment: Group, Written**)

5. Students will work in pairs (**Groupings: Partners**) to write the underlined terms or phrases in the correct spaces on the graphic organizer (**Scaffolding: Comprehensible Input; Application: Promotes Engagement**). In the center of the organizer, students write the main

idea of the article. (**Integration: Writing; Assessment: Group**)

6. Another option would be to enlarge the graphic organizer to poster size and have the students work in small groups to complete it. Each group could be responsible for one theme. They could then share their ideas with the class.

Assessment

Mastery is achieved when students have correctly stated the main idea of the article by accurately identifying the five themes of the article.