



ELL Adaptation For

Yo Ho, Yo Ho, A Pirate's Map for Me: An Original Story

Author	Sandy Martinez
Grade Level	2-3
Duration	2-4 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)

Goal 2, Standard 1

To use English to achieve academically in all content areas: Students will use English to interact in the classroom

- participating in full class, group, and pair discussions

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

- representing information visually and interpreting information presented visually

Arizona English Language Proficiency Standards

Stage II

Basic

Writing Process

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: generating ideas through class discussion and guided writing to record ideas (e.g., *graphic*

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organizers, etc.) with instructional support.

Stage III Basic

Writing Process

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-6: publishing products in a teacher selected format (*e.g., oral presentation, manuscript, multimedia, etc.*).

Overview

Teachers can use fiction and non-fiction literature in order to bring geographical concepts to the students' levels of understanding. Reading engaging books about pirates, treasures, and mapmaking is an easy way to hook kids into geography.

Key Vocabulary

Looting – To take things that don't belong to you

Compass rose - Used to determine north, east, south and west

Pirate - A person who robs or steals on the sea

NESW - North, East, South, West

Map - Shows locations, directions, and bodies of water

Island - An area of land surrounded by water

Title - The name of a book, map, song, etc.

Additional Materials Needed for ELL

- Sentence strips that are printed with:
There are _____, _____, _____, and _____ in the treasure chest.

Procedures

SESSION ONE

BEFORE CLASS: Copy the story "Blackbeard" on chart paper or transfer onto an overhead.

1. Read the story together. Brainstorm with children to determine what they know about maps and who uses them. Ask, "Why do you think pirates may have

used maps?" (If *Edward and the Pirates* is used, the children will learn that many pirates could not read.) Review vocabulary words. (**Preparation: Background, Grouping: Whole**)

2. Discuss the use of verbal directions vs. written directions vs. picture directions. A map is easier to use than written directions because it is a simple picture showing the location of things. However, without a legend, directions, or landmarks even picture maps are difficult to read. (**Preparation: Strategies used**)

3. Take the children to the playground and teach Never Eat Soggy Waffles (NESW) using landmarks on the playground, streets nearby, and more. (**Application: Meaningful and promotes engagement; Grouping: Partner, small group**)

4. Using a large laminated world map, explain the compass rose. (**Application: Linking to objective**)

5. Explain the colors on the map as they relate to land and water. Have children locate islands as land surrounded by water. (**Application: Hands-on**)

6. Discuss the Caribbean Sea as a place with many islands, and a favorite place for pirate hideaways. Pick a place where latitude and longitude intersect. Describe the latitude and longitude lines as simply as possible. (**Scaffolding: Guided practice**)

7. Share book entitled *This is an Island*, from the Windows on Literacy series. Discuss geographical features that could be found on islands. (**Grouping: Small group**)

8. Using overhead projector and vis-à-vis markers, draw an island based on the classroom. Name it. Brainstorm landforms and water features, and show them where to put the pictures in the legend. Draw in the features. Tell them that next time they will all be drawing their own treasure maps. Therefore, they need to be thinking of a good shape for their own island, a name for their island, and whether or not

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they want mountains, hills, desert, waterfalls, lakes, rivers, etc. (**Scaffolding: Guided practice**)

SESSION TWO

1. Review the activities from the day before. Tell them: "Today you will be pirates. It will be your job to draw a map to remind you of where you buried your treasure." (**Preparation: Linking to past learning**)

2. Have each child draw an island on graph or construction paper. Encourage them to be as imaginative as they can. (**Grouping: Partners, Independent practice**)

3. Make sure they include a compass rose on their maps. (**Application: Link to objective**)

4. Discuss the need for a legend on their maps. Have children draw features on their maps and have legends that describe these features. (**Grouping: Partners; Integrating processes: Writing and speaking**)

5. Have the geography term maps available at this time to which additional geographical features can be referred. (**Application: Linked to objective**)

6. The title of their maps will be the name of their island. (**Integrating processes: Writing; Preparation: Link to past learning**)

7. While they are drawing, have students think about where their treasures will be hidden, and what their treasures will be. What will be in the Treasure Chest? (**Grouping: Partners; Application: Meaningful**)

8. Students should decide where to hide the treasure and mark the spot. (**Integrating processes: Speaking; Grouping: Small group**)

9. Make the maps look old by tearing the edges a little, putting little holes on parts, and blotting them with damp teabags. The maps must be lightly colored, so that features and terms are easily visible. (**Application: Hands-on**)

10. Have children write a sentence to tell what is in the treasure chest hidden on their island. (**Integrating processes: Writing and speaking; Preparation: Link to past learning**)

SESSION THREE and FOUR

The books (*Blackbeard and Looting*) are ready for printing. The books are designed to allow space for illustrations. The books can be used for shared reading, guided reading, and independent reading. Look for synonyms, antonyms, homonyms, rhyming words, compound words, and other parts of language you are teaching.

Assessment

1. Each child will complete a copy of the book entitled "Blackbeard," correctly drawing pictures to match the story. (**Group: small groups**)
2. Each child will complete a map, with a compass rose, and label 2 features as noted in the objectives.
3. Each child will complete a sentence strip, filling in the blanks, to describe the contents of the treasure chest.