



ELL Adaptation For **Nina Bonita: Culture and Beauty**

Students learn about cultural views of beauty and mapmaking too!

Author	Mimi Norton
Grade Level	2-3
Duration	2 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 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

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

Arizona ELL I Reading Standard

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

Beginning: The student will respond to stories dramatized or read to him or her, using a variety of physical actions (e.g., matching objects, pointing to an answer), and drawing pictures.

Intermediate: The student will respond orally to stories dramatized or read to him or

Arizona ELL III Reading Standard

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

Beginning: The student will identify main ideas and key details of text.

Intermediate: The student will identify the main ideas, key words, and important details in text that requires some level of inference.

Nina Bonita: Culture and Beauty

her by answering factual comprehension questions using short patterns of words and phrases.

Arizona ELL I Writing Standard

Writing Applications: The student will express in writing his or her own thinking and ideas.

Beginning: The student will respond with drawings to stories dramatized or contextualized by the teacher.

Intermediate: The student will relate messages by drawing, by using imitative writing, by dictating to an adult, or by writing key, self-selected words.

Arizona ELL III Writing Standard

Writing Applications: The student will express in writing his or her own thinking and ideas.

Beginning: The student will produce independent writing that demonstrates satisfactory control over rudimentary structures defined in ELL I-II.

Intermediate: The student will write simple sentences independently to complete short writing tasks.

Overview

This lesson promotes community in the classroom by relying strongly on students' prior experiences and observations regarding prejudice and tolerance. Discussion of the book encourages communication on the important topic of acceptance of everyone regardless of differences, while addressing standards in geography, reading, and writing.

Key Vocabulary

Prejudice - to judge someone without knowledge of their character

Tolerance – recognizing and respecting the beliefs or differences of others

Intolerance – not respecting or appreciating the differences of others

Continent - any one of the seven largest areas of land on the Earth's surface

South America – A continent located in the southern hemisphere, southeast of North America and between the Atlantic and Pacific Ocean

Plains - a nearly level area of land

Beach – the shore of a body of water; usually sandy or pebbly

Kingdom- land belonging to a ruler (king)

Relatives – family

Black olives- a small oval fruit from the olive tree

Panther – a wild black cat like a leopard or jaguar

Fairy- an imaginary human creature with magical powers

Blackberry – small black or very dark purple fruit that grows on a bush

Procedures

SESSION ONE

1. Introduce ***Nina Bonita*** - Discuss name of book, the author, and illustrator. (**Grouping: Whole Class**)

Ask the following questions:

What do you think this book is going to be about?

What do you notice about the girl on the cover?

What country do you think the girl might be from since her name is Nina Bonita? (**Preparation: Links to Background**)

2. Explain that this book was originally written in the Portuguese language about a girl in Brazil.

3. Show students South America on the world map and point out Brazil. (**Scaffolding: Comprehensible Input**)

4. Distribute copies of the map of South America. Ask children to color Brazil in red. (**Scaffolding: Guided Practice**)

5. Read ***Nina Bonita***. Be sure to stress pictures in book. (**Preparation: Links to Past Learning**)

6. Discuss all of the locations where the story takes place. List them on chart. (**Scaffolding: Modeling**)

7. Explain to students that they are going to draw a map identifying the places where the rabbit went like a rabbit road map. With the students list the various places where the rabbit went in the story (the house next to Nina's, the beach, Nina's house, the town open-air market, back to Nina's house, the street in town-like a town square, back to Nina's house, and finally to the beach again).

Nina Bonita: Culture and Beauty

(Scaffolding: Guided Practice) Students should use symbols to represent places and include a key, as well as a map title. Teacher may choose to have students include other map elements, such as a compass rose and grid. **(Application: Linked to Objectives)**

8. Distribute drawing paper and let children complete their maps. Have ELL students work in small groups with other students each producing their own map. **(Grouping: Small Groups)**

SESSION TWO

1. Reread *Nina Bonita*. **(Grouping: Whole Class)**

2. Begin a discussion with students about their experiences or observations of intolerance because of skin color. **(Preparation: Links to Background)**

3. Discuss the following questions without using any specific names:

Have you ever known anyone who didn't like the color of his or her skin?

*Have you ever known anyone who does like the color of his or her skin? Why do they like or dislike it? **(Application: Meaningful)***

Have you ever seen anyone treated badly because of the color of his or her skin?

Does Nina Bonita like the color of her skin? Why or why not?

Does the rabbit like the color of his skin? Why or why not?

Why does Nina make up reasons why she is black?

Do you think the rabbit feels differently about skin color at the end of the book?

Why do you think the author wrote this book?

(Integration of Processes: Reading)

4. Tell students that the school librarian is considering ordering *Nina Bonita* for the school library. She hasn't read it and wants students to give her a brief summary before she orders it. Encourage students to use descriptive words and to make the beginning, middle, and end of the book very clear so that the librarian will order it. Have students refer to their maps to illustrate the beginning, middle, and end of the story.

5. Students must follow writing conventions and edit their sentences with peer or teacher. **(Integration of Processes: Writing)**

Assessment

The assessments will be the same as in the lesson. The writing assignment can be dictated to an adult if needed. The mapping activity is done individually in a small group so the ELL student can observe what others are doing.

The mastery level will be the same as in the lesson. The ELL student will be able to write simple sentences for the beginning, middle and end.