



ELL Adaptation For **Which Way is Up? The Tree of Life in Africa**

Students learn important lessons about the interdependency of plants and animals through the use of an engaging children’s book.

Author	Mimi Norton
Grade Level	2-3
Duration	2-3+ class periods

ELL Adaptation by Marjorie Wieweck

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)

Goal 2, Standard 1

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

- asking and answering questions

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
- retelling information
- representing information visually and interpreting information presented visually

Arizona English Language Proficiency Standards

Stage II

Basic

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

Which Way is Up?

by:

B-3: answering questions (yes/no, who, what, when, which, where, why) about text with instructional support.

B-8: identifying external text features (e.g., charts, maps, diagrams, illustrations, tables, and timelines) of text.

Writing

Writing Applications

Standard 1: The student will express his or her thinking and ideas in a variety of writing genres.

B-3: completing a written summary of the key events or ideas of informational text using key words and phrases with instructional support.

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).

B-6: capitalizing the pronoun "I", names, and the first word of a sentence.

B-7: using periods, question marks and exclamation points with instructional support.

Stage III

Basic

Reading

Comprehending Text

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

B-4: asking who, what, where, when, why, which and how questions about text, with instructional support

B-7: identifying the main idea and two-to-three details from text.

Writing

Writing Applications

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 in a variety of writing genres, as demonstrated by:

B-5: writing a summary statement containing only relevant key ideas summarizing a variety of familiar text with instructional support.

B-7: writing a persuasive statement with instructional support.

Standard English Conventions

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

B-3: spelling grade appropriate words (i.e., high frequency, common, homonyms, and plurals).

B-4: using capitalization for proper nouns (i.e., names, days, months), titles (including book titles)

B-5: using punctuation for:

- sentence endings
- commas to punctuate items in a series and introductory words
- apostrophes to punctuate contractions and singular possessives.

Overview

This is the Tree by Miriam Moss is a story about how the wildlife of Africa depend on the ancient baobab tree. Virtually every part of the baobab tree is important to animals, birds, insects, or humans. This unique tree provides shelter, food, and medicine, and many other things.

Key Vocabulary

Volcano- a cone-shaped mountain formed by lava and cinders that erupted through a crater

Chameleon- a lizard that changes skin color to fit its surroundings

Baobab Tree- a broad-trunked African timber tree

Which Way is Up? The Tree of Life in Africa

Conservation- to preserve the animals and their surroundings

African plain- an area of nearly flat land

Mushroom- a fungi plant having a dome-shaped cap

Additional Materials Needed for ELL s

Big Book Version

- Poster boards cut in half
- Duct tape

Procedures

SESSION ONE

1. Discuss the cover of the book. **(Grouping: Whole Group)**
2. Ask students to name the animals on the cover and where they are in the tree. **(Scaffolding: Comprehensible Input)** Go over the parts of a tree. The back of the book has a wonderful list of the tree, its parts and its uses.
3. Ask students where they think the story takes place. Point out Africa on the map. **(Scaffolding: Comprehensible Input)**
4. Ask students if they have ever seen a tree like the one on the cover. **(Scaffolding: Comprehensible Input)**
5. Ask for descriptive words to describe what the tree looks like. **(Scaffolding: Comprehensible Input)**
6. Read the book slowly going over each page with its picture to help understand the vocabulary.
7. Review the parts of the tree and its uses. (Use one page of chart paper for each part of the tree: Leaves, flowers, fruit, trunks, roots, bark, wood). Write the name of the part of the tree and then as students tell the uses for each part, write it on the chart paper, do it for each part of the tree. **(Scaffolding: Guided Practice)** Remember the back of the book can help you with this.

SESSION TWO

1. Review chart items. **(Scaffolding: Comprehensible Input)**
2. Have students choose one part of the baobab tree that they feel is the most important. **(Grouping: Individual)**
3. Tell students to pretend that they are in Africa to study the baobab tree and help in its conservation. Discuss the definition of conservation (to preserve the animals and their surroundings). They are each

going to draw a picture to aid in this attempt to conserve the baobab tree. Each picture must illustrate what he/she considers to be the most important part of the tree. **(Application: Meaningful, Linked to objectives, Promotes engagement, Assessment: Individual)** They must also write a paragraph explaining why the student feels that this is the most important part. **(Grouping: Individual, Assessment: Individual)**

Big Book Version

Instead of 8.5 by 11 inch paper, have the students draw and write on poster boards cut in half. Take these large sheets and bind them together so the book will stand on its own using duct tape for the binding.

4. Model each step with the students and refer to the chart papers for the parts of the tree.
5. When finished, have students share their paragraphs with the class. **(Grouping: Whole Group)**

Assessment

Assessment Checklist: Student must achieve 80% accuracy.

Did the student:

- Draw a picture depicting his or her choice of the most important part of the baobab tree? (2 points)
- Write a paragraph about the drawing explaining why he or she feels that it is the most important part of the tree? It should include an introductory statement, two descriptive statements, and a concluding statement (These don't have to be complex sentences). (4 points - one for each part)
- Write in complete sentences using proper punctuation, capitalization, word usage, and good penmanship (ELLs can have assistance from a peers or teacher if needed) (5 points)
- Describe the uses of the illustrated part of the tree (Use of the chart paper for help is okay) (2 points)

Sources

Moss, M. *This is the Tree*. La Jolla, CA: Kane/Miller Book Publishers. ISBN 0-916291-98