ELL Adaptation For

Where in the Neighborhood is Ramona Quimby? Measuring Distance on a Map

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Grade Level	3
Duration	3-4 class periods including extension activities

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SIOP Elements

Preparation Adapting content **Linking to background** Linking to past learning Strategies used	**Scaffolding** **Modeling** **Guided practice** Independent practice Comprehensive 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
- comparing and contrasting information
- persuading, arguing, negotiating, evaluating, and justifying
- listening to, speaking, reading, and writing about subject matter information
- gathering information orally and in writing
- retelling information
- selecting, connecting, and explaining information
- analyzing, synthesizing, and inferring from information
- responding to the work of peers and others
- representing information visually and interpreting information presented visually
- hypothesizing and predicting
- formulating and asking questions
- understanding and producing technical vocabulary and text features according to content area
- demonstrating knowledge through application in a variety of contexts

Arizona ELP Standards
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-15 describing the setting using key words from a fictional text.
B-20: identifying content vocabulary within math, science, and social studies texts.
B-23 interpreting signs, labels and symbols from the environment.

Writing
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-10: using interrogative sentences in a variety of writing applications, with instructional support.

Overview

Modified from "The World of Beverly Cleary" (http://www.beverlycleary.com), this lesson addresses the need for children to become familiar with maps. It will give them practice in using map elements to organize information about people, places, and environments.

Key Vocabulary

Because of the variety of Ramona books, the teacher would need to determine the words necessary for vocabulary clarification within the books read.

Scale - A standard of measurement; a calibrated line to show proportion

Measure – The act of measuring length, distance, quantity, volume

Distance - The amount of space between two things or places

Graph – A diagram or picture that represents a place or information

Neighborhood – People who live near one another in a particular area

School – A building where people go to learn

Additional Materials Needed for ELL

- Heavy tag board, construction paper, scissors, markers, pencils, rulers, extra large graph paper, masking tape, small balls of clay

Procedures

Prior to the lesson, read one of the Ramona books aloud to the students or have students read one of the books independently. Students need not read the same book from the series, just as long as it was a Ramona book.

1. As a class or in small groups have students brainstorm the locations and/or settings in their neighborhood**. (Preparations: Linking to background)** Add to the list locations of the events in the Ramona Quimby book that they are reading or that is being read to them. This should be done while reading the book and should be on a chart or white board. **(Integrating processes: Reading)** When the story is completed, review the list and have the students choose at least 5 locations and write them down on their own paper. **(Integrating processes: Writing)**

2. Create a life-size grid either using masking tape in the classroom or sidewalk chalk outside. Have the students build the locations using construction paper, tag board etc**. (Grouping: Whole class)** Place the locations on the grid and have the students individually or in groups physically move from place to place; looking for the shortest distance. Have the entire class count "blocks" as they move. **(Integrating processes: Speaking)** Having the students call out the locations will help with those vocabulary terms as well. **(Application:**

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Hands on, promotes engagement; Scaffolding: Modeling)

3. Give the students a blank grid paper and have students in pairs draw the grid with the locations used above**. (Grouping: Partners)**

4. Have the students share in small groups how far distances were. Demonstrate an example on the board first. **(Scaffolding: Guided practice)** After each group has a few distances recorded have groups share – recording on the white board or overhead. Ex: The library was four blocks from school.

5. After the locations are listed on the board, verbally ask questions that relate to each measurement. Using the example used above the question would be: How far is the library from the school? **(Scaffolding: Guided practice)** After all the questions have been verbally asked have each student write one question down on their paper. Pass the papers clockwise in their group and have the students answer their peer's question. Repeat at least once more**. (Grouping: Small groups, Assessment: Group)**

6. Pass out the map included in this lesson. The students will plot the settings and measure the distance to each location from Ramona's house. You may want to point out that although there is more than one way to get somewhere, the students should look for the shortest route possible. The distances will be recorded on the student's paper. (Hint: Remind students that EACH square is one block. They should count each square, do not slide and count as in telling time. Also, they should not "cut across" fields or parks. Students need to be careful that they count from the location, not from its name).

3. Each student will pose 5 measurement questions and answers for the neighborhood. These would be the same locations as in #6. Model an example such as, "How far is the shortest route to the Cinema from Ramona's house?" Demonstrate how it will be written on a separate sheet of paper. Students will have a total of six questions and answers, including the model. **(Assessment: Individual)**

Assessment

Students will be assessed on reading comprehension by identifying at least 5 locations from any of the Ramona Quimby books.

Students will determine the distances on the map with 80% accuracy, (4/5 correctly) using the worksheet from the original lesson.