



ELL Adaptation For A Country's Shape Is More than Its Borders: Population Pyramids

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| Author | Dennis Rees |
| Grade Level | 6-8 |
| Duration | 1-2 class periods |

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| ELL Adaptation by | Dennis Rees |
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| SIOP Elements | | |
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| 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.

A2. Construct and interpret graphs.

EFC-C. Compose in a variety of forms.

C1. Use Math, Social Studies, and Science target vocabulary.

EFC-E. Comprehend reading materials.

E1. Read a variety of Math, Science, and Social Studies materials.

E3. Use new English vocabulary.

E5. Demonstrate basic reading skills.

E6. Scan material for relevant information.

Arizona ELP Standards

ELL Stage IV

Basic

Reading

Standard 4:

The student will demonstrate knowledge of reading comprehension by:

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

B-21: applying understanding of content area vocabulary within math, science, and social studies texts.

B-28: interpreting information in functional documents (e.g., maps, schedules, letters, graphic organizers) for a specific purpose.

Writing

Standard 4:

The student will integrate elements of effective writing to develop engaging and focused text as demonstrated by:

B-1: writing text that incorporates details.

B-2: writing a paragraph focused on a topic, that includes details, clear sequencing, and transitional words and phrases to connect ideas.

Overview

Demographics are the study of population characteristics. Population pyramids examine the age and gender characteristics of a country's population. Understanding how to read and interpret a population pyramid will give students the opportunity to examine a country's past, present, and implications for the future through its population.

Key Vocabulary

Population - the number of people living in an area

Scale - numbers that tell how many

Gender - man or woman

Rapid – fast

Horizontal - a straight line going from left to right

Demographics - how many men and women are in each age group

Elderly – old

Pension – money

Economics - how you make money

Natural disaster - storms, floods

Mortality - how old you are when you die

Additional Materials Needed for ELL

- ELL 1: Highlighted copy of A Country's Shape is More Than Its Borders reading

- ELL 3: Markers and transparency copies of A Country's Shape is More Than Its Borders reading

- 9x12 inch white construction paper

Procedures

Session One

1. Introduce key vocabulary by writing words on board with their definitions. Discuss and give examples. **(Preparation: Strategies Used)** Have students divide their 9x12 white construction paper into 6 sections on each side; copy the words and definitions onto the paper with one word and definition per square leaving room for an illustration. In pairs, have students illustrate each word. **(Grouping: Partners; Application: Hands on)** Share orally. **(Integrated Processes: Speaking)**

2. As a class, read aloud A Country's Shape is More Than Its Borders. **(Grouping Option: Whole; Integrating Process: Reading; Preparation: Adapting Content)** While reading, instruct students to highlight information they feel is important based on the title of each section. ELL 1 students will follow along on the pre-highlighted copy you provided them and ELL 3 students will use the transparency copy to highlight on. **(Preparation: Strategies Used)** After each section, have students share what they highlighted and record on a transparency copy so all students can see. ELL 3 students will copy this onto a paper copy. **(Preparation: Strategies Used)** Continue until the entire reading is done. When you read about the three types of pyramids, demonstrate the shape each pyramid using a vertical rectangle for slow growth, a triangle for rapid growth, and a diamond shape for negative growth. Have students copy this onto their copy of the reading as a visual reminder of

A Country's Shape Is More than Its Borders: Population Pyramids

what each type of population pyramid looks like.

(Preparation: Strategies Used)

3. Practice identifying the types of pyramids by showing students either transparencies of different kinds of population pyramids or having them go to the Census Bureau website. **(Preparation: Strategies Used)**

Session Two

1. Review key vocabulary and examples of the types of population pyramids.

2. As a class, fill out the Practice Sheet of A Country's Shape is More Than Its Borders reading. **(Application: Linked to objectives; Scaffolding: Guided Practice)**

3. Have students work individually to complete the Population Pyramid Assessment for either countries

of the world or states in the United States, which includes a multiple-choice quiz, and a prompt for writing a paragraph. **(Assessment: Individual; Integrating Process: Writing)** The ELL students may refer to the reading and their key vocabulary chart to complete these assessments.

Assessment

Mastery will be considered 80% or higher on the Population Pyramid Assessment.

Student paragraph will be graded with the same scoring criteria as given on the Scoring Sheet; however, individual students' competency in English writing skills should be considered.