



ELL Adaptation For How Do I Get There? Planning a Safe Route to School

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Grade Level	2 nd and 3 rd grade
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 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 Standards
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 <ul style="list-style-type: none"> 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 II

Basic

Comprehension of Oral Communications

Standard 1: The student will listen actively to the ideas of others in order to acquire new knowledge.

B-4: retelling the main idea and key points/details of a presentation using sentence frames.

Comprehending Text

Standard 4: The student will demonstrate knowledge of reading comprehension by:

B-6: making connections to text while reading (text-to-text and text-to-self).

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

B-18: interpreting signs, labels, symbols and captions within the environment.

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 by using a variety of writing genres, as demonstrated by:

B-5: creating a variety of functional texts (e.g., classroom rules, letters, notes, messages, directions, etc.) using key words and phrases with instructional support.

B-8: participating in the guided writing of a short response to a literary selection that connects text to self, text to world, or text to other text with instructional support.

Overview

Children need to practice their spatial skills as they begin to move from concrete to abstract representations. This lesson will guide them in that developmental stage. In addition, they will begin to develop their geographic observation skills using a familiar location--their neighborhood!

Key Vocabulary

North, South, East, West – These are directions. We use them on a map and they tell us what way to turn

Map – We use a map to tell us where we are going

Sidewalk – The sidewalk is a strip beside the road that we walk on

Street – A street is what cars drive on. We might drive on many streets to get to school, we also might walk on many streets

Directions – We give directions to people so they can find where they are going. Directions often tell us what way to turn, and where to stop

Crosswalk – We cross streets in a crosswalk. Sometimes there are white lines on the street, so we know that is a crosswalk. Usually there is a person, a crossing guard who is there to tell us when it is safe to walk

Additional Materials Needed for ELL

- Vocabulary Cards
- An example of a Map that the teacher created from an area (could be his or her home) to school (**Scaffolding: Guided practice, modeling**)

Procedures

SESSION ONE

1. Using guided imagery (**Preparation: Strategy**), have them imagine going from home to school. Explain or act out words or phrases that have an asterisk (*). (**Preparation: Linking to background, strategy**).

*"Imagine you are awaking up. You've eaten *breakfast, changed into your *school clothes, your *teeth are brushed, and your hair is combed. It's time to leave your house and go to school. You open the door and walk outside! Now *imagine you begin to *walk to the street. Think about the *sounds you hear. What do you see? What *smells do you smell? Do you *pass a friend's house? Is there a *street to cross? Continue on your way to school. Concentrate on the *sights, sounds, and smells around you. Pay attention to places you often visit. Do you see a *park? Do you see the *store where your family buys milk? Do you see or smell a McDonald's or Burger King? What street are you on? What are you looking at? Is there a street you have to cross? Are there other people around? Do you see anything moving? *Is it quiet? Is it loud?* Does the sound seem to change?"*

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When you are ready, bring yourself back to the classroom and open your eyes." (**Application: Meaningful**)

2. Introduce Maps. Show the class the example that the teacher made. This is an example from the teacher's house to school. The teacher will talk the students through the map. (**Application: Meaningful; Scaffolding: Guided practice; Grouping Option: Whole class**)

3. Have them share their experience verbally with a neighbor. Allow a few students to share their experiences with the class (**Preparation: Strategy, linking to background**)

4. Discuss SAFETY. Tell students that it is very important that they are SAFE between home and school. They need to follow rules and be careful. Possible discussion questions: Be sure to act out the words or phrases with an asterisk (*) so the students are clear on what these safe words mean. Link to prior knowledge with examples if needed. (**Preparation: Linking to background**)
*Do you walk to school with an adult? With an older brother/sister/friend? Do you walk on a *sidewalk or *path instead of the *street? Are there *stop signs? *traffic lights? Are there any painted lines in the street that you must walk between? Do you wait to cross a street with a crossing guard or a policeman? Do you cross a street after ALL cars come to a complete stop? Do you walk *between parked cars where they might not see you? Do you run when going to and from school? Do you make it a point to keep off others' *property—such as grass lawns, walls, fences, etc.? Do you leave dogs, cats, and other animals alone along the way? Are you polite to others walking to school? Do you use the trash cans and not *litter? Does the *weather/time of day affect your safety? What about rain, snow, dark mornings/evenings, etc.? Do you talk to *strangers? Do you wear a *seat belt if you are driven to school? Do you use *proper bicycle rules if riding your bike? Do you wear a *helmet?*

There is key vocabulary that is in the vocabulary portion of this lesson. Go over the vocabulary now. (**Scaffolding: guided practice, independent practice**)

Mapmaking

After the guided imagery and discussion of safety, students will create a map of their routes from home to school. They will use #2 PENCIL for this part of the map. Students will be allowed to work in small groups so they can share ideas and information (Grouping Option: Small groups).

-Have them put a title at the top of their maps.

-Draw a large square box at the bottom for a key. (Show an example of the teacher created map)

-Students will draw a picture symbol of their home. (Show students an example of what a symbol is) (**Scaffolding: Guided practice**)

-Next to the small square, they will write their home street address. Assist if needed (**Scaffolding: Guided practice**)

-Go down to the key and put in a small square box of their home and write "home" next to it.

-Then the students' will draw a picture symbol of their school. It could be a small square with a triangle flag on top. They will write the name of their school and the street on which it is located.

-Go down to the key and put in a small square box of their school and write "school" next to it.

-Remind the students to include some safety items on their maps. For example, they can draw a stop sign, an adult walking with them, a crossing guard, etc. (**Preparation: Strategy**)

-Students will use their mental maps to recall places and items along the way. They can continue to add their picture symbols to the key at the bottom. Tell students that they will be able to add more places and items to their maps the next day. Encourage them to look carefully on their ways to school the next day to locate new places and items for their maps (**Scaffolding: Independent practice**)

SESSION TWO

-Have students add more details to their maps with COLORED PENCILS.

-Write a few sentences about the teacher created map on the board. Suggestions would be: I cross _____ street after looking both ways. I don't go near _____ because of the large dog. (**Scaffolding: Modeling; Integrating Processes: Writing, reading; Preparation: Linking to past learning**)

-Have the students offer suggestions of what to write about the maps.

-Have the students write a few sentences on their paper that explains their map (2 to 5 sentences) (**Integrating Processes: Writing**)

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-Encourage students to use the current vocabulary that is on note cards and on the board

-Have students share their explanation with a partner (**Strategy: Guided practice**).

Assessment

Use the Individual Student Assessment to check student maps. Mastery will be 6 out of the 8 items required. (**Assessment: Individual**)

Writing assessment can be scored on ideas of the 6 Trait Writing Rubric. Spelling will not be assessed. Mastery will be a 3 or higher.

(Assessment: Individual)

Performance Assessment- Ask the students to explain their map to you. Ask them questions as to why they placed items where they did. Ask them if they walked, rode in a car or bus to school that day, and how it relates to what they drew on the map (**Assessment: Individual**)