



ELL Adaptation For What a Map!

Students practice map-reading skills using a variety of maps.

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Grade Level 6-8
Duration 2 class periods

ELL Adaptation by Diana Lee

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)

EFC-C. Compose in a variety of forms.
 C3. Write descriptions using Math, Science, and Social studies target vocabulary.
EFC-D. Communicate clearly using math, science, and social studies target vocabulary.
 D1. Prepare and present oral reports.
 D2. Participate in small and large groups.
EFC-E. Comprehend reading materials.
 E6. Scan material for relevant information.

Arizona ELP Standards

Stage IV
Basic
Comprehension of Oral Communications
Standard 2: The student will express orally his or her own thinking and ideas.
The student will communicate orally by:
 B-10: preparing and presenting a report using functional text using complete sentences.
Basic
Reading
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 by:
 B-21: applying understanding of content area vocabulary within math, science and social

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studies texts.

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

Stage IV

Basic

Writing

Standard 5: The student will demonstrate research skills by using a variety of reference materials to complete a variety of writing tasks. The student will demonstrate research skills by using a variety of reference materials to complete a variety of writing tasks as evidenced by the following:

B-5: producing group reports including understanding the purpose of the project, and assigning research tasks.

Overview

Maps are geographical representations. They can provide information about a place, but no map can show everything. Therefore, there is a need for many different types of maps.

Key Vocabulary

Civic needs - What citizens need to live together

Boundaries – Borders

Route - Direction to go

Economic needs - What resources citizens need

Evacuation - To leave a place quickly because of danger

Population - People of an area

Comments - Speak or write about

Physical features – Plains, Oceans, Deserts, Forests

Political features – Towns, cities, countries, states

Additional Materials Needed for ELLs

- Vocabulary cards
- ELL Adapted Map Fact Information Sheet
- Copies of Maps
- ELL Adapted Map Presentation Worksheet

Procedures

SESSION ONE

1. Review the key vocabulary using the vocabulary cards as needed (**Grouping: Whole Class**)
2. Divide class into groups depending on the number of sample maps you have collected. Give each group a different type of map and distribute the ELL Adapted Map Fact Sheet. (**Grouping: Small Groups; Application: Hands-on**)
3. Explain to groups the language objective; they will be filling-out a form and reporting information to the whole class
4. Allow groups time to look at their map and discuss with each other what they see and think about the map (**Integrating Processes: Speaking, listening**)
5. Using the vocabulary cards help groups identify their key words on the Map Fact Information Sheet (**Integrating Processes: Reading**)
6. Instruct groups to use their Map Fact Information Sheet to identify which type of map they have (**Application: Promotes Engagement**)

SESSION TWO

7. Using a map and Map Fact Information Sheet model for students how to fill-in the ELL Adapted Map Presentation Worksheet (**Scaffolding: Modeling, guided practice, independent Practice, comprehensive Input**)
8. Distribute the Map Presentation Worksheet, one per group. Assist groups with filling out their presentation forms (**Integrating Processes: Writing**)
9. Have groups assign speaking parts to present their map to the class using their worksheet as a guide. (**Application: Meaningful**)

Assessment

The group presentations will be graded based upon the following criteria:

–Name of map (2 pts)

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- Correct identification of map type (2 pts)
 - Use of the particular map type (2 pts)
 - Good eye contact (2 pts)
 - Clear voice quality (2 pts)
- Mastery will be considered 8 or higher out of the 10 points.

Extensions

Students can:

- Make additional Physical Feature Cards on other words they want to know more about
- Look at more maps and share to a partner something they recognize that is like their vocabulary cards.

Sources

www.nationalgeographic.com

<http://alliance.la.asu.edu/azga>