



ELL Adaptation For

Over and Through: Physical Geography Terms

A lesson for practicing vocabulary skills while learning geography terms.

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Grade Level	6-8
Duration	2 class periods

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SIOP Elements		
Preparation Adapting content Linking to background Linking to past learning Strategy	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)

Grade 3

Goal 2, Standard 1

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

- participating in full class, group, and pair discussions
- explaining actions

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
- listening to, speaking, reading, and writing about subject matter information
- gathering information orally and in writing
- retelling information
- selecting, connecting, and explaining information
- responding to the work of peers and others
- representing information visually and interpreting information presented visually
- understanding and producing technical vocabulary and text features according to content area

Over and Through: Physical Geography Terms

Grade 4

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.

A4. Create charts to organize information.

EFC-C. Compose in a variety of forms.

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

EFC-D. Communicate clearly using math, science, and social studies target vocabulary.

D2. Participate in small and large groups.

Arizona ELP Standards

Stage III

Basic

Reading

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-20: identifying content vocabulary within math, science, and social studies texts.

Stage III

Basic

Writing

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-3: taking notes using a teacher selected and student created graphic organizer or cloze notes with instructional support (e.g., teacher modeling, visuals, word banks, etc.).

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:

B-1: recording and organizing information, observations or questions on a familiar topic from one or two sources (experiment, textbook, guest speaker, video, Internet, etc.) for report/research purposes.

Overview

In this lesson students will gain a better understanding of physical geography terms by categorizing them and illustrating them. Students will also combine physical geography terms with prepositions to form phrases to go with their pictures

Key Vocabulary

Categories – A specific division of classifications; grouping similar features together

Preposition – links nouns and phrases to other parts of a sentence

Physical features – the many different aspects of the earth's surface

* A list of key geographic vocabulary for this lesson is included in the student hand out.

Please pick and choose which terms you will hold your ELL students responsible for this lesson.

Additional Materials Needed for ELLs

- ✓ Vocabulary cards
- ✓ PowerPoint and technology to show it or find illustrations of the vocabulary words

Procedures

SESSION One

1. Hand out a physical features map and label sheet to each pair of students (**Grouping: Partner**). Have the partners cut out and label the parts of the map. (**Preparation: Links to past learning**). (**Assessment: Group**)

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2. As a class look at pictures in the powerpoint of the different physical features and guess the features. **(Integration: Speaking, Listening)**
(Scaffolding: Comprehensible Input).

3. Give each set of partners a copy of the Over and Through Information Sheet and the Vocabulary Review. **(Grouping: Small groups)**

4. Instruct students to pick a category from the board and put the words from the Word Sort Chart into the category. (Have a variety of categories on the board such as water, island, California, Arizona, vacation, mountains). Discuss their reasons for their categories such as "transportation" these are features that goods can be transported by; "island" these are features that can be found on an island, etc. The Vocabulary Review sheet gives definitions for the terms listed. After reviewing group's work encourage them to select a different category and repeat exercise. **(Scaffolding: Comprehensible Input).**

5. Have the partners select four or five of the words from the Word Sort Chart and illustrate the word. (Have the students highlight/circle on a master list, the words they choose so that all words are selected). They then should write the name of the physical feature above the drawing. **(Scaffolding: Independent practice).**
(Assessment: Written) Share the drawings with the class.

SESSION Two

1. Have students review prepositions from the Common Preposition Chart. Have students look up words in a picture dictionary if needed. **(Scaffolding: Independent practice).**

2. Have students choose appropriate prepositions to use with the physical features they illustrated

the day before. Have the students write sentences below their illustrations using prepositions and modify their illustrations as needed. **(Application: Linked to objectives, hands on)** For instance, "Bob went over the mountain" would be a picture of a mountain with a boy going over the mountain. **(Preparation: Links to background).**

3. Have the students share their illustrations in groups and then display them on the wall. The students will then take a picture walk around the room and read the sentences while looking at the illustrations done by their peers. **(Application: Promotes engagement)**

4. Test students' understanding of these geographical terms with the multiple-choice test after they have studied the Vocabulary Review and prepositional pictures. **(Assessment: Individual)**

Assessment

Reading: Each word from the Word Sort Chart should be placed in a category with a label. Students can be assessed for accuracy and completeness. Accuracy of 80% or higher will be considered mastery.

Geography: Assess their pictures, each student should have drawn a physical feature and labeled it with an appropriate prepositional phrase. Score with the 6-traits scoring guide for Ideas and Conventions. Mastery will be considered 4 or higher on the rubric.

Geography: Accuracy of 80% or higher will be considered mastery on the multiple-choice test.