



# ELL Adaptation For A Walk Around the School: Mapping Places Near and Far

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<b>Grade Level</b>	K-1
<b>Duration</b>	1-2 class periods

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SIOP Elements		
<p><b>Preparation</b> <b>Adapting content</b> Linking to background Linking to past learning Strategies used</p>	<p><b>Scaffolding</b> <b>Modeling</b> Guided practice Independent practice <b>Comprehensible input</b></p>	<p><b>Grouping Option</b> Whole class Small groups <b>Partners</b> Independent</p>
<p><b>Integrating Processes</b> Reading <b>Writing</b> <b>Speaking</b> <b>Listening</b></p>	<p><b>Application</b> Hands on <b>Meaningful</b> Linked to objectives <b>Promotes engagement</b></p>	<p><b>Assessment</b> Individual <b>Group</b> Written Oral</p>

### 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**

- listening to, speaking, reading, and writing about subject matter information
- gathering information orally and in writing
- retelling information
- representing information visually and interpreting information presented visually

### Arizona ELP Standards

**Stage 1**

**Basic**

**Reading**

**Comprehension of Oral Communications**

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

**The student will demonstrate understanding of oral communications by:**

B-4: using pictures and key words to sequence a series of events from information shared in

## A Walk Around The School

read-alouds, presentations, and conversations.

B-5: following two-step directions for classroom activities that are accompanied by picture cues.

### Writing

#### Writing Applications

**Standard 1: The student will express his or her thinking and ideas in a variety of writing genres.**

B-1: drawing and using experimental writing to express ideas.

B-2: participating in creating expository responses through drawing or experimental writing to describe, explain, or inform.

## Overview

It is important for young children to learn how to use a map in order to get from one place to another. By creating a map of the school students will understand the purpose of maps.

## Key Vocabulary

**Around** – To go from one place to another by passing by another place/object

**Through** – To go through a tunnel, valley to get from one place to another

**Under** – To go underneath or below another place/object

**Over** – To go above a place or object to get from one place to another

**Past** – To go near and then move from a place/object to get from one place to another

**Across** – To go from one place to another by crossing over a place/object

## Additional Details on ELL Strategies

Keep in mind that during the lesson you do not want to introduce new location vocabulary (e.g. next to, beside, between, near).

## Procedures

1. Read *Rosie's Walk*, by Pat Hutchins slowly and clearly while making the book visible to your ELLs. As you read words like pond, windmill, and

beehives, be sure to point to the picture of them in the book. **(Scaffolding: Comprehensible Input)**

2. Use the language in the book (around, through, over, etc.) and have the children model these terms. For instance, have a child go *over* a chair or walk *past* another child. **(Application: promotes Engagement)**

3. Explain to the children that maps help us know how to get from place to place. By using specific words that tell about location, a person would know exactly how to get to from the classroom to the library, for example. **(Application: Meaningful)**

4. Have the children help you create a map of Rosie's walk. Label places on the map (i.e. haystack, fence, etc.). Use the information from the book to help create the map. **(Scaffolding: Modeling)**

5. Take a walk around the school. Help the children to use specific location language as you walk **AROUND** a corner, **THROUGH** an archway, **PAST** the playground, etc. **(Integrating Processes: Listening and Speaking)**

6. When you return, help the children sequence the walk by making a list of how the class got from one place to another. Illustrate the list as well to provide ELL's with a visual reminder of the school locations they walked to. **(Scaffolding: Modeling)**

7. Use the pattern of the story to retell your walk. (For instance, "Our class went for a walk **AROUND** the corner to the library, **OVER** the bench to the computer lab, and **PAST** the playground to the cafeteria.) **(Integrating Processes: Listening)**

8. Assign pairs of children to help each other write a story sentence about the places they walked to. Be sure you pair your Level I ELLs with either a Level III ELL or a native language speaker for support. They should describe how they got from one assigned

## A Walk Around the School

place to the next. Their writing should follow the pattern of the story. Have the pair illustrate their writing. An example story might begin, "Our class went for a walk, THROUGH the door to the sidewalk, AROUND the corner to the playground, PAST the bathrooms to the cafeteria, OVER the grass to the music room, and we got back in time for lunch!"

**(Grouping Options: Partners; Integrating Processes: Writing)**

9. Read the completed book together!

## Assessment

Using the checklist, observe children's work samples and discussions. The items on the individual checklists could be put on a class list.

Scoring for ELL: Excellent = showing evidence of mastery in all three categories. Satisfactory = showing evidence in two of the categories.

Unsatisfactory = showing evidence in only one of the categories.