



# ELL Adaptation For When Nature Strikes: Natural Hazards Safety Booklet

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<b>Grade Level</b>	6-8
<b>Duration</b>	3 class periods

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SIOP Elements		
<b>Preparation</b> Adapting content <b>Linking to background</b> <b>Linking to past learning</b> Strategies used	<b>Scaffolding</b> Modeling Guided practice <b>Independent practice</b> <b>Comprehensive input</b>	<b>Grouping Option</b> <b>Whole class</b> <b>Small groups</b> Partners Independent
<b>Integrating Processes</b> <b>Reading</b> <b>Writing</b> <b>Speaking</b> <b>Listening</b>	<b>Application</b> Hands on <b>Meaningful</b> <b>Linked to objectives</b> <b>Promotes engagement</b>	<b>Assessment</b> <b>Individual</b> Group <b>Written</b> 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.**  
 A5. Create visuals to present information.  
**EFC-C. Compose in a variety of forms.**  
 C5. Write reports using Math, Science, and Social studies target vocabulary.  
 C6. Apply English grammar and mechanics to writing.  
**EFC-E. Comprehend reading materials.**  
 E6. Scan material for relevant information.

### Arizona ELP Standards

## Stage IV

### Basic

#### 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-8: responding to questions and statements in an academic discussion by using key vocabulary in complete sentences.

#### 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 studies texts.

B-23: locating information in print and electronic reference sources (e.g., *encyclopedia*, *atlas*, *almanac*, *dictionary*, *thesaurus*, *periodicals*, *website*, and *textbooks*) periodicals for a specific purpose.

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

B-3: taking notes using a teacher selected and student created graphic organizer or cloze notes.

B-6: writing a variety of functional text (e.g., *instructions*, *directions*) that addresses the audience, stated purpose and context.

**Standard 2: The student will identify and apply conventions of standard English in his or her communications. The student will identify and apply conventions of standard English in his or her written communications by:**

B-2: using common spelling of CVC (e.g., *cat*), CCVC (e.g., *ship*), CVCC (e.g., *sink*) words, r-controlled words (e.g., *cart*, *burn*), diphthongs (e.g., *out*, *oil*), digraphs (e.g., *phone*, *meat*) and irregular plurals (e.g., *children*).

B-3: writing words and sentences using appropriate capitalization (e.g., *proper nouns*, *pronoun "I"*, *titles*, *abbreviations*, *words used as names*).

B-4: writing sentences using appropriate punctuation (e.g., *ending punctuation*; *period*; *abbreviations*; *colons*: *time*; *commas*: *items in a series*, *introductory words*, *friendly letters*; *apostrophes*: *contractions*).

**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-4: paraphrasing information from at least one source.

## Overview

Physical systems often affect human systems. This is especially evident when the impact of natural disasters on humans is observed. It is important for students to be aware of the dangers of environmental hazards such as flash floods, tornadoes, hurricanes, and earthquakes. Since these disasters often strike with little warning, students who know what to do in the face of such dangers, will be more likely to avoid property damage and, most importantly, personal injury.

## Key Vocabulary

Hazard - A source of danger; risk

Adapt - To adjust to environmental conditions

Precautions - A measure taken before hand to prevent harm

Encounter - To meet unexpectedly

Criteria - A standard on which a judgment may be based

## Additional Materials Needed for ELL

- Pictures of people in different environments to model Adapt or Change (Optional)
- Vocabulary cards

## Procedures

### SESSION ONE

1. Assist the class in brainstorming types of natural hazards and lists them on the board or overhead **(Preparation: Links to Background)**

2. Ask students how many of them have personally experienced one or more of these dangerous conditions. As students respond, put check marks next to the conditions. **(Preparation: Links to Background)**

3. Briefly review the Five Themes of Geography with students. (Location, Place, Human Environment Interaction, Movement, and Regions)

Ask the question: "Living with natural hazards is most closely related to which theme of geography?"  
*Answer: Human Environment Interaction. HEI encompasses the ways that humans depend upon, change, and adapt to their environment. Conversely, HEI also includes the environment's impact, both positive and negative, on humans.*

*Note: Students may also suggest other themes. For example, there are certain regions of the world where various natural hazards are most prevalent such as Tornado Alley in the Midwest or the San Andreas Fault in California.*

4. Adapt or Change? Remind students that humans can either change their environment or adapt to it. For example, people adapt to their environment by wearing warm clothing in cold weather. People who live in the desert must adapt by finding ways to irrigate their crops. Sometimes humans are able to change their environment. For example, people can build a road through a mountain by blasting a tunnel or they can cut down a forest to build cities or to clear the land for farming. **(Scaffolding: Modeling)** Ask students to look at the list of natural hazards that was generated at the beginning of class. Then pose the following question: "Do humans adapt to natural hazards or can they change them?" Discuss student answers. **(Grouping Options: Small groups then Whole Group)**

5. Response Corners: Select 4 of the natural hazards (e.g., tornadoes, flash floods, hurricanes, and lightning) and label the four corners of the room with the names of these hazards. Then pose the following: "In many cases, humans cannot prevent natural disasters from occurring, therefore they have to adapt to them. Would you know what precautions to take and how to keep yourself and your family safe in hazardous conditions? Look at the four natural hazards posted in the corners of the room. Of these four, which do you feel you know the most about when it comes to safety?" Direct students to jot down their choice. Instruct students to walk to the corner of the room that corresponds with their choice. Briefly discuss student choices.

**(Application: Meaningful, Linked to Objectives, Promotes Engagement)**

6. Outline Note-taking: Explain that students are not likely to encounter all of these natural hazards in their own neighborhoods. Because students never know in what part of the state, nation, or country they are likely to find themselves, it is important for them to know how to keep safe in each situation. Distribute the Natural Environment Safety Hazards article. **(Scaffolding: Comprehensible Input)** Explain to students that while they read the article, they need to take notes using either a web diagram or main idea/detail T-note format. **(Grouping Options: Small groups)** It is suggested that students include in their notes at least 4 safety points for each natural hazard. (Note: If students are not familiar with note taking, this is a good lesson in which to introduce it.)

### SESSION TWO

1. Natural Hazards Safety Booklet: Explain to students that they will write and illustrate a safety booklet that will inform others about the precautions that must be taken in the face of natural disasters. **(Scaffolding: Modeling example of previous works)** Distribute copies of the Safety Booklet Project Guidelines and Safety Booklet Project Diagram to students, explaining step by step how to create the Safety Booklet. Students should use their T-notes or Web Diagram of safety precautions/tips as a resource for the written sections of their safety booklets. **(Grouping Option: Partners)**

2. Emphasis on Writing Skills: Before students begin writing, decide which writing skills should be emphasized for this project and review them with the class. Below are several recommended areas of focus.

- Write in complete sentences.

## When Nature Strikes: Natural Hazards Safety Booklet

- Start each sentence with a capital letter.
- End sentences with periods or other punctuation. ~ Use a comma for introductory clauses.
- (Example: If you are near a flash flood area, get to higher ground.)
- Watch for these spelling errors: a lot (two words) vs. a lot your vs. you're (remember how these are used) their vs. there vs. they're weather vs. whether (**Preparation: Links to Past Learning**)

3. Distribute the Safety Booklet Student Checklist and discuss the criteria for the components of the Safety Booklet. Remind students that the booklet will be graded on all six writing traits on the When Nature Strikes Writing Rubric. A score of 4 or higher indicates mastery level for that particular writing trait.

### Assessment

The Safety Booklet Score sheet will be used both for the beginning and intermediate level ELL students. The adjustments that will be made are:

Fifty points will be given for Booklet Illustrations Organization & Quality along with Written Ideas/Content. This will allow for pictures to represent words if necessary. Written tips are not necessary. A visual may be used in place (for example a circle with a line through it as a stop warning). This will also be beneficial to a person that may need to read the safety booklet and English may not be their native language.

The six trait rubric writing rubric will be adjusted for the ELL student. The two traits that will be focused in on will be ideas/content and organization.

Mastery criteria will be that the student shows pictures and words that will give a person some safety tips for a natural disaster of their choice. The choice will be chosen by the students to allow them to relate it to a personal experience if possible.