



ELL Adaptation For Let's Travel: Travel Brochures of Arizona

Students learn about famous landmarks of Arizona while reinforcing their writing skills.

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| Grade Level | 4-5 |
| Duration | 3 class periods |

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| SLOP Elements | | |
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| 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)

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.

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-24: locating specific information from external text in nonfiction text for a specific purpose.

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-6: writing a variety of functional text that address audience, stated purpose and context:

- Letters
- Thank-you notes
- Messages
- Invitations.

Overview

Travel brochures provide interesting and valuable information about geographic landmarks. With a little research and a lot of creativity, students can produce their own travel brochures of any Arizona landmark of interest.

Key Vocabulary

Landmark - A prominent identifying feature of a landscape/a building or site with historical significance

Visitors Bureau - A business that offers information of a specified kind: a travel bureau

Brochure - A small booklet or pamphlet, often containing promotional material or product information

Travel - To go from one place to another, as on a trip; journey

Additional Materials Needed for ELL

- A map of Arizona which highlights the landmarks of Arizona.
- A list of specific facts the student can research for the brochure
- Template of the brochure to show where certain aspects of the brochure will be located.

Procedures

1. Distribute travel brochures to the students and explain to students that these brochures are created to entice people to visit various places in Arizona. Allow students to view travel brochures as examples. Discuss various aspects of the brochure. Define vocabulary words in context of the brochure. **(Scaffolding: Modeling)**

2. The teacher will share the map from which the students will choose a landmark. (The student is then able to have a visual of where the landmarks are in the state and may choose one because of where it is located. **Application: Meaningful, Promotes Engagement**)

3. The teacher will create a list of specific information needed for the brochure that the student can research.

Some ideas are:

- When the landmark was discovered?
- Who discovered it?
- How old is the landmark?
- Is the landmark man-made or natural?
- Give a geographic description of where the landmark is located.
- What roads does one travel to get to this landmark?
- Who visits here each year?
- Is there an admission charge?
- What are the hours of operation?
- Are there any restaurants or hotels in the area?
- Give 5 reasons why someone should visit this landmark.
- How far is this landmark from Phoenix or Tucson?

Students use the Internet, travel brochures, or books to gather information about the landmark they chose. **(Application: Hands On; Grouping: Independent)**

4. After students have all the information they need to write their brochures, explain that they are working for the Visitors Bureau in Arizona and they are writing the brochure to entice people to visit our state.

5. The teacher will create a computer or hand-drawn template of the brochure that will show where to locate the title, map, information, pictures, etc. **(Scaffolding: Modeling)** The student checklist will help monitor performance.

Let's Travel

6. After students have finished their "mock up," they should begin producing the actual brochure. To decorate the brochure students can use pictures from brochures, magazines, or their own artwork.

7. Using their best manuscript writing, have the students create the copy for their brochure. Make sure they include a map showing the location of the landmark. **(Integrating Processes: Writing)**

8. The students will then share their brochures with the class. **(Integrating Processes: Reading, Speaking, Listening)**

The brochure can be assessed using the six-trait writing rubric for organization, ideas/content, and conventions. The traits of organization and conventions will be used to assess the writing standards. Ideas/content will be used to assess the geography and reading standards. Mastery will be considered 3 out of 6.

The checklist can be used for grading as an option. If a beginning ELL has 3 of the 6 criteria, it will be considered mastery. If an intermediate ELL has 4 of the 6 criteria, it will be considered mastery.

Assessment