ELL Adaptation For

Rivers that Flow from Continental Divide: The Journey of Two Rivers

Students trace the courses of rivers and learn about the regions through which they flow

<table>
<thead>
<tr>
<th>Author</th>
<th>Andree Charlson</th>
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<tbody>
<tr>
<td>Grade Level</td>
<td>4 - 5</td>
</tr>
<tr>
<td>Duration</td>
<td>3 class periods</td>
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ELL Adaptation by Chad Kobold

### SIOP Elements

#### Preparation
- Adapting content
- Linking to background
- Linking to past learning
- Strategies used

#### Scaffolding
- Modeling
- Guided practice
- Independent practice
- Comprehensive 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)

<table>
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<tr>
<th>Goal 2, Standard 3</th>
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<tr>
<td>To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge</td>
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### Arizona ELL I Reading Standard

**Phonemic Awareness & Decoding:** The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts.

- **Beginning:** The students will recognizing and sounding out letters
- **Intermediate:** The students will recognize that a new word is created when a specific

### Arizona ELL III Reading Standard

**Comprehending Text:** The student will analyze text for expression, enjoyment, and response to other related content areas.

- **Beginning:** The student will identify main ideas and key details of text.
- **Intermediate:** The student will identify the main ideas, key words, and important details in text that requires some level of
Overview

Students often do not understand that rivers flow in a logical path from higher elevation to a lower one. In fact many students do not believe that a river can flow north because they believe that north equals UP. Therefore, students need instruction in this basic concept: water originates at a source and flows to a lower level of elevation, and that usually it joins another body of water.

Key Vocabulary

River – A large natural stream of water emptying into an ocean, lake, or other body of water

Mouth – The point where the river empties into a large body of water

Source – The point where the river gets the water from

Creek – A small stream of water that feeds into a river

Continental Divide – A mountain range that starts in north central North American and extends to the south central North America. This mountain range is also known as the Rocky Mountains

Additional Materials Needed for ELL

- Blue colored pencils
- Magazines (pictures)

ELL Adaptation

inflected.

Arizona ELL I Writing Standard

Writing Applications: The student will express in writing his or her own thinking and ideas.
Beginning: The student will respond with drawings to stories dramatized or contextualized by the teacher.
Intermediate: The student will relate messages by drawing, by using imitative writing, by dictating to an adult, or by writing key, self-selected words.

Arizona ELL III Writing Standard

Writing Applications: The student will express in writing his or her own thinking and ideas.
Beginning: The student will use the writing process to write short, single paragraph personal narratives or friendly letters distinguished by topics and ideas that are broad and simplistic.
Intermediate: The student will use the writing process to create essays and formal communications of up to 2 paragraphs in various genres (expository, narrative, research) distinguished by identifiable main ideas that contains general supporting details.

Procedures

1. Teacher will have an overhead of map with each student having the same map to follow along. Locate the Rocky Mountains on the map. Identify the Continental Divide. Point out the rivers that have their source on top of the Continental Divide. (Application: Hands On)

If possible, have a demonstration for visual clarity on how water acts as it flows from the high point of the mountains to the lowlands. (Scaffolding: Modeling)

2. Discuss in small groups what a river is and where students have seen rivers in their lives. Have the groups describe where they think a river starts and ends and what changes occur on this rivers journey. (Grouping: Small groups; Preparation: Link to Past Learning, Linking to background; Integrating Processes: Listening)

3. In pairs, students should find a river whose source is the Continental Divide. Have them write “source” where the river begins. One of the students should color blue a river that flows east and the other student should do the same for a river that flows west. (Grouping: Partners; Integrating Processes: Writing)

4. They should research and label the river with its name, and list the states through which it flows.

• Laptops (in class) www. Googleearth.com (optional)
• Mountain model
Rivers That Flow from the Continental Divide

They should write “mouth” where the river empties into a larger body of water. *(Integrating Processes: Writing)*

5. ELL 1 level students will write sentences explaining the Continental Divide. ELL level 3 students will write a brief narrative of the “Journey of a River.” The following prompt can be given, “You are a river beginning your journey on top of the Continental Divide”. Describe your beginning and your pathway through the states to the mouth. *(Scaffolding: Guided Practice, independent practice)*

6. Students will be given magazines. Students will cut out 5 pictures of movement of water and bodies of water. They will create a poster board and display these in class with labels of what their poster is demonstrating. *(Scaffolding: Modeling)*

**Assessment**

The map will be assessed for accuracy. The terms source and mouth should be clearly labeled. The river’s name should be written on the map.

The paragraph or sentences will be graded using the Six Traits of Writing. For this particular piece of work the two traits of conventions and ideas/content will be used in grading.

The poster will be graded for 5 illustrations with correct labels.

**Extensions**

Students will use the laptops in class to access Google Earth for satellite images of particular rivers.