ELL Adaptation For

A Region in My Own Backyard: A Geographic Field Study

Students learn about the geographic theme of region while tracing the changes in a tree over a period of time.

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<th>Author</th>
<th>John Halverson</th>
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<td>Grade Level</td>
<td>6-8</td>
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<tr>
<td>Duration</td>
<td>3-4 Class Periods</td>
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| ELL Adaptation by | Kristi Velasquez, KaMaili Bunn, Atina Mumford, Melissa Columbus |

### SIOP Elements

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### 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.

<table>
<thead>
<tr>
<th>Arizona ELL I Reading Standard</th>
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<tr>
<td>Vocabulary: The student will acquire English language vocabulary and use it in relevant contexts.</td>
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<tr>
<td>Beginning: The student will identify a few common signs, symbols, labels and captions in the environment, including traffic signs.</td>
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<tr>
<td>Intermediate: The student will identify many common signs, symbols, labels, and captions in the environment.</td>
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<table>
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<th>Arizona ELL III Reading Standard</th>
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<tr>
<td>Vocabulary: The student will acquire English language vocabulary and use it in relevant contexts.</td>
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<tr>
<td>Beginning: The student will acquire and use accurate, but limited vocabulary needed to: Give and follow multiple step directions/commands; Comprehend content area words</td>
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<td>Intermediate: The student will acquire and use accurate, purposeful, and...</td>
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Overview

This lesson is designed to help students conduct a geographic field study of their schoolyard eco-region, and interpret geographic information through maps and math estimations. Students will also practice personal narrative writing.

Key Vocabulary

Clinometer - A device for measuring angles
Sketch - A simple drawing
Bark – The external coverage of wooded stems
Deciduous - Trees that shed their leaves every year
Plot - A measured piece of land
Coniferous - Trees that have pinecones and pine needles all year

Worry – To feel troubled
Wonder – To not know for sure
Hear – To use your ears
See – To use your eyes
Cry – To have water fall from your eyes
Touch – To use your hands
Feel – Emotion that you are experiencing

Additional Materials Needed for ELL

- “I am” poem template

ELL Adaptation

somewhat varied vocabulary needed to:
State intentions and possibilities
Comprehend content area words
Find another way to say something

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 I Writing Standard

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;
- word choices that are nonspecific and limited so at times it is hard to understand what the writer is trying to say; and, little variation in sentence types and a significant number of awkward or rambling constructions.
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;
- simple organization with some relationship among ideas present and lapses in sequencing and use of transitions.

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ELL Adaptation
1. Have the students discuss the landscape of a familiar place: a student’s home, neighborhood, local park, or local shopping mall. Focus on both the physical and human features that define these places. Review the geographic theme of PLACE – the unique characteristics that define a particular location and answers the question: What is it like there?  
(Preparation: Linking to past learning, background)

2. In a similar fashion, discuss the landscape of the school campus. Ask students to think about how the landscape of the campus has changed over time and about the indigenous (natural) landscape that existed in the region BEFORE urban development. Review the geographic theme of REGION – the similar or unifying characteristics of an area that allows geographers to define it as a region. Have students identify their physical region of residence, such as: the Sonoran Desert, Mogollon Rim, Colorado Plateau, White Mountains, Riparian River, etc.  
(Preparation: Linking to past learning, background)

3. Explain to students that they will participate in a field study of a small region, called a vegetarian plot, on their campus. This will require them to adopt a tree, examine it, and record changes over a period of time.  
(Scaffolding: Comprehensible Input)

4. Distribute the “Type your tree” worksheet and discuss Questions 1-9. Focus on related vocabulary & concepts such as: deciduous vs. coniferous, tree bark, leaf sketches, primary sources of water, and natural vs. transplant.  
(Scaffolding: Comprehensible Input)

5. Before leaving the classroom, divide students into groups of two. Explain that student pairs will “adopt” a tree on campus, give it a name, and examine their tree, using questions 1-9 on the “Type your tree” worksheet. NOTE: Question 10 cannot be accomplished until further instruction is given regarding methodology for measuring tree height.  
(Grouping: Partners; Scaffolding: Comprehensible Input)

6. Distribute the “Measuring Tree Height” worksheet. Have students read the instructions on the 5 different methods for estimating tree height. Introduce students to the measuring materials (the measuring tapes, sighting sticks, and clinometers) and demonstrate how to use them. NOTE: If sighting sticks and clinometers are unavailable, the teacher will only be able to utilize the first three methods of estimation.  
(Scaffolding: Modeling)

7. Have the student pairs further examine their tree, using Questions 10-12 on the “Type your Tree” worksheet.  
(Scaffolding: Guided practice)

8. Distribute the “Tree Base” worksheet and discuss the procedures and observation strategies involved. Have the student pairs plot a 6-foot square grid around the base of their tree and divide the grid into four quadrants, following the cardinal directions. Students will further examine their schoolyard eco-region and record their observations on the “Tree Base” worksheet.

9. Have the students draw a map of the campus, identifying the location of their tree  
(Application: Hands on, meaningful)

10. Every eight weeks have students perform the field study procedures and worksheet.

Assessment

Each of the worksheets and the schoolyard map will be evaluated on the basis of completeness and accuracy. Points should be assigned for each item at the discretion of the teacher. The writing assignment will be assessed on the traits of ideas, voice, and word choice using the Six-trait Rubric. Mastery will be considered 4 or higher.

ELL students must complete “I am” poem as their assessment.