ELL Adaptation For

**Is There a Map in That Story?**
Students create maps based on descriptive stories that they and others wrote.

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<th>John Halverson</th>
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<tr>
<td>Duration</td>
<td>1-2 periods</td>
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**ELL Adaptation by** Gale Olp Ekiss

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**TESOL Standard(s)**
Example that you will paste here:

**Goal 2, Standard 3**
To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge

**Arizona ELL I Reading Standard**
Comprehending Text: The student will analyze text for expression, enjoyment, and response to other related content areas.
Beginning: The student will respond to stories dramatized or read to him or her, using a variety of physical actions (e.g., matching objects, pointing to an answer), and by drawing pictures.
Intermediate: The students will respond

**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
Is There a Map in that Story?

orally to stories dramatized or read to him or her by answering factual comprehension questions using short patterns of words and phrases.

**Arizona ELL I Writing Standard**

This is an example of how yours will look:

**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**

This is an example of how yours will look:

**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 contain general supporting details.

**Overview**

Literature provides our imaginations with a variety of settings from isolated Pacific islands to urban cityscapes. As we read, we are building mental pictures of the setting that are called mental maps. This activity uses a child’s listening skills to create a mental map of a story’s setting.

**Key Vocabulary**

Jungle: land covered with many tropical plants
Path: a place for people to walk to get from one place to another
Island: land that is surrounded by water
Mountain: land that is higher than a hill
Lagoon: an area of shallow salt water separated from the ocean by sand dunes
Creek: a small stream of fresh water
Gorilla: the largest and most powerful ape
Peninsula: land surrounded on 3 sides by water
Volcano: a cone-shaped piece of land formed by magma from the earth’s center

**Additional Materials Needed for ELL**

- ELL Adaptation of the geographic description of Nussbaum's Island
- ELL Adaptation Writing Prompt
- Vocabulary Cards

**ELL Adaptation**

Inference.

- ELL Adaptation Student Checklist
- ELL Sample of Student Work
- ELL 1 Map template

**Procedures**

**SESSION ONE**

*Note: The first part of this lesson is done orally.
Give the ELL students a copy of the written guided practice from the original lesson and partner them with an English proficient student.
(Integrated Processes: Reading, Listening, Grouping Options: Partners)*

1. Introduce the lesson by reading the guided practice and ask the students if they think that they could draw a map from the example.

2. Pass out drawing paper. Read the paragraphs again slowly as the students map the description depicted in each paragraph. Discuss each detail in the paragraphs and model the drawing for them on the overhead projector. *(Scaffolding: Modeling, Comprehensible input, Application: Hands on, Promotes engagement)*

3. Distribute the description of Nussbaum Island and have the class read the passage. Make comparisons to the first map drawn. *(Preparation: Linking to past learning)*

4. Pass out the vocabulary cards to the ELLs. Go over the geographic terms that are used in the
5. Have the students turn over their sheet of drawing paper from the practice at the beginning of the class. Pass out the student checklist. The students then should create a rough draft of Nussbaum’s island. (Scaffolding: Guided practice)

6. Once the students have a rough draft and are satisfied that it is accurate, they will proceed with creating the finished product on a new sheet of drawing paper.

7. The final product should be in color and contain all the elements from the story.

8. Collect the final project or send it home for homework.

SESSION TWO

9. Have the ELL students write directions on how to go from one place to another. They should focus on 10 physical or human characteristics of the travel. Students can exchange and draw maps from their peer’s stories.

Assessment

The ELL I students can use the template for drawing his/her map of Nussbaum Island. ELL I and ELL III can work with a partner to create their maps of Nussbaum Island if desired. (Assessment: Group or Individual)

Grade the Nussbaum Island map using the checklist and making sure the specified features are in the correct locations. Assign points to each feature that should be drawn on the map. Mastery will be considered 75% or higher.

The writing assignment can be assessed for:
- complete sentences (5 pts)
- 5 landmarks were described (5 pts)
- compass directions were given (5 pts)