## ELL Adaptation For
**The Mountain Community: Why Flagstaff?**

<table>
<thead>
<tr>
<th>Author</th>
<th>Patricia Hutchinson</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade Level</td>
<td>4-5</td>
</tr>
<tr>
<td>Duration</td>
<td>2 class periods</td>
</tr>
<tr>
<td>ELL Adaptation by</td>
<td>Eric Chapman, Sharon Hines, Charlette Hatathlie, Kathy Beckler</td>
</tr>
</tbody>
</table>

### SIOP Elements

<table>
<thead>
<tr>
<th>Preparation</th>
<th>Scaffolding</th>
<th>Grouping Option</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adapting content</td>
<td>Modeling</td>
<td>Whole class</td>
</tr>
<tr>
<td>Linking to background</td>
<td>Guided practice</td>
<td>Small groups</td>
</tr>
<tr>
<td>Linking to past learning</td>
<td>Independent practice</td>
<td>Partners</td>
</tr>
<tr>
<td>Strategies used</td>
<td>Comprehensible input</td>
<td>Independent</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Integrating Processes</th>
<th>Application</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>Hands on</td>
<td>Individual</td>
</tr>
<tr>
<td>Writing</td>
<td>Meaningful</td>
<td>Group</td>
</tr>
<tr>
<td>Speaking</td>
<td>Linked to objectives</td>
<td>Written</td>
</tr>
<tr>
<td>Listening</td>
<td>Promotes engagement</td>
<td>Oral</td>
</tr>
</tbody>
</table>

### TESOL Standard(s)

**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

**Print Concepts:** The student will demonstrate understanding of print concepts of the English language.
- **Beginning:** The student will demonstrate appropriate book handing skills (e.g., hold a book right side up and turn pages in the correct direction).
- **Intermediate:** The student will demonstrate appropriate book handing skills (e.g., recognize left to right and top to bottom directionality of English reading).

### Arizona ELL III Reading Standard

**Vocabulary:** The student will acquire English language vocabulary and use it in relevant contexts.
- **Beginning:** The student will acquire and use accurate, but limited, vocabulary needed to:
  - comprehend content area words.
- **Intermediate:** The student will acquire and use accurate, purposeful, and somewhat varied vocabulary needed to:
  - comprehend content area words.

### Arizona ELL I Writing Standard

### Arizona ELL III Writing Standard
Mountain Community: Why Flagstaff?

**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.

**Research:** The student will demonstrate research skills by using a variety of reference materials to complete a variety of writing tasks.

**Beginning:** The student will select appropriate sources (e.g., dictionary, thesaurus, encyclopedia) for a specific research purpose.

**Intermediate:** The student will collect information and organize notes on a given topic from a variety of appropriate sources (e.g., dictionary, thesaurus, encyclopedia, atlas, almanac, textbook, telephone directory, or newspaper), using independent learning strategies (e.g., graphic organizers).

---

**Overview**

Flagstaff has sheltered Native Americans, mountain men, and early settlers. It has become home to ranchers, herders and loggers, as well as scientists and educators. A steady tourist industry has developed in the past twenty years. What is it about the physical environment that has provided such continual interest and migration?

**Key Vocabulary**

Geographic Features - Features of the land like mountains, rivers, valleys, forests, plains

Natural resources - Resources supplied by nature, e.g. minerals, metal, water, wood, food

Detrimental - Causing harm or injury

Promote - Contribute to the progress or growth of

Physical Need – What is necessary to life--shelter, food, water

Hinder -Prevent the progress or accomplishment of

Enhance - Make better

**Additional Materials Needed for ELL**

- Word Wall of vocabulary used in lesson
- Vocabulary Cards
- Paper for notetaking
- 10 Sentences Worksheet

**Procedures**

**SESSION ONE**

1. Ask students to share personal experiences they may have had in the Flagstaff area. *(Preparation: Linking to Background)*

2. Distribute copies of Topographic Features of AZ and Relief map of AZ to each student or group of students. *(Grouping Options: Small Group, make sure ELL is with more than 1 native speaker)*

3. Identify the various geographical features on the two maps that would hinder/enhance movement and settlement in Flagstaff. Use the following geographic terms: erosion, human characteristics, land use, landform, natural hazard, resources, and latitude/longitude. Use the Arizona map for greater analysis of elevation, water systems, names of physical features, and locations of present roads. Students should take notes in 2 columns: Main Ideas/Details. *(Scaffolding: Modeling and Guided Practice)*

4. Name the plants and animals that are indigenous to the Flagstaff area. What other plants and animals live in this climate? Students should continue to take notes. *(Preparation: Adapting Content; Application: Meaningful, comprehensible input)*

**SESSION TWO**

1. Read aloud the selection on the settlement of the area. Students should follow along as the teacher reads. Have students find and underline the geography words, which support knowledge of the physical characteristics of the land. *(Grouping Options: Partner, Independent)*

---

**ELL Adaptation**
Mountain Community: Why Flagstaff
options: Small Group, Scaffolding: Modeling, Guided Practice)

2. Have students complete 10 important sentences worksheet.  (Scaffolding: Comprehensible Input)
Share the following writing prompt.

You are a reporter for the Arizona Daily Sun newspaper. You are told to describe the history of settlement in Flagstaff; however, the editor only has room in the newspaper for several paragraphs. Write a summary of all of the reasons that people have come to the area.

3. Make sure the students edit their work before submitting for a grade. (Grouping Options: Small Group)

Assessment

Geography/Reading
Check that students underlined all words that relate to geography in the reading selection.