ELL Adaptation For

Put Me in My Place: Using Alphanumeric Grids to Locate Places

Students use a simple grid on a map.

<table>
<thead>
<tr>
<th>Author</th>
<th>Julie Letofsky</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade Level</td>
<td>1-2</td>
</tr>
<tr>
<td>Duration</td>
<td>2 class periods</td>
</tr>
</tbody>
</table>

|ELL Adaptation by| Denise Dorn |

## 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>Guiding 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>Comprehensive 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

<table>
<thead>
<tr>
<th>Arizona ELL I Reading Standard</th>
<th>Arizona ELL III Reading Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify and manipulate the sounds of speech:</td>
<td>Identify and manipulate the sounds of speech:</td>
</tr>
<tr>
<td><strong>Beginning</strong>: The student will produce English graphemes that correspond to graphemes the student already hears and produces in his or her first language (e.g., for students whose first language is Spanish, consonant sounds such as <em>k, l, m, n, p</em>).</td>
<td><strong>Beginning</strong>: The student will recognize, decode, and correctly pronounce most English phonemes while reading aloud.</td>
</tr>
<tr>
<td><strong>Intermediate</strong>: Produce some English graphemes that do not correspond to graphemes the student already hears and produces in his or her first language,</td>
<td><strong>Intermediate</strong>: The student will Recognize most common English morphemes in phrases and simple sentences (e.g., basic syllabication rules and phonics).</td>
</tr>
</tbody>
</table>
Including long and short vowels (e.g., for students whose first language is Spanish, sounds such as th, ll, b).

### Arizona ELL I Writing Standard

**Writing Applications:** The student will identify, describe, and apply conventions of standard English in his or her communications.  
**Beginning:** The student will write, with support, 1 to 5 letters in the alphabet.  
**Intermediate:** The student will write with support, 2 to 3 works posted and commonly used in the classroom.

### Arizona ELL III Writing Standard

**Writing Applications:** The student will identify, describe, and apply conventions of standard English in his or her communications.  
**Beginning:** The student will produce independent writing that demonstrates satisfactory control over rudimentary structures defined in ELL 1-11.  
**Intermediate:** The student will produce independent writing that uses the English conventions outline in the Advance Levels (and in ELL 1-11) with some errors that occasionally impede communication.

### Overview

Using maps to acquire and report information is an essential geography skill. Working with alphanumeric grids helps young children develop spatial perspective with maps and gives them confidence in answering the geography question, "What is this location?" They will then be well prepared for later work with more complex latitude/longitude grids.

### Key Vocabulary

- **Alphanumeric** – a code made up of a letter and a number. For example, W5.
- **Grid** – a pattern of lines that makes squares.
- **Locate** – to look for and find.
- **Neighborhood** – an area where people live, work and/or play.
- **Point** – a certain place or location.

### Additional Materials Needed for ELL

- Neighborhood Grid Questions Worksheet ELL I
- Neighborhood Grid Questions Worksheet ELL III

### Procedures

SESSION ONE - 30-45 minutes

**ELL Adaptation**

Prepare in advance:
* A 3'x3' grid displayed on a wall for all children to see. Use different colors of yarn or different colored markers to make vertical and horizontal lines six inches apart. The colors will help children focus their eyes as they locate points on the grid. Label the vertical lines with numbers. Label the horizontal lines with letters.

* A variety of simple construction paper shapes to represent neighborhood features. Cut a variety of shapes and colors.

*Large chart paper for spelling words and placing map symbols. Write the word “Key” at the top of the chart.

1. Write content standard on the board: “Use an alphanumeric grid system to locate places on a neighborhood map.” Read this to students.

2. Write the language standard on the boards: “Spell simple words correctly.” Read this to students.

3. Have children gather around the grid. Say, “Today we will create a neighborhood map. We know that a neighborhood is a place where people live, play, and sometimes work. To create our neighborhood map, we first need to decide on the important places that we want to include in our neighborhood. Think to yourselves of all the places in a neighborhood. As I write the places on this chart paper, you will help me spell the words.” (Accept all reasonable responses.) (Preparation: Links to background; Grouping: Whole class; Application: Linked to objectives)
3. As you write the words on the chart paper, stretch out the word sounds to prompt the children to help you spell. For example, say, “Park ... right, a park is an important place to play in a neighborhood. What do you hear at the beginning of park? /p/ ... right, that’s a P. Then we hear /ar/ ... that’s AR. What do we hear at the end of park? /k/ ... right, that’s K.” (Integrating Processes: Reading, Writing, and Listening)

4. Say, “Let’s use a green circle as a symbol for a park on our map.” (Tape a green circle next to the word “park” on the chart paper. Continue spelling out words and selecting symbols for each neighborhood place.) Tell students you are making a map key.

5. Say, “Now that we’ve thought of the important places to include in our neighborhood, we will place them on a map. On the wall you see a special design called a grid. A grid is a tool to help us locate places on a map. This is called an alphanumeric grid because it uses letters of the alphabet and numbers. This line is line A.” (Run your finger across line A.) “Can you see line B?” (Call on a child to run finger along line B.) “Do you see line C?” Move your finger in the air along line C. Continue in same way until children have focused on each horizontal and vertical line. (Scaffolding: Modeling).

6. Say, “Let’s begin to construct our neighborhood with the school. If I say locate the school at B2 (for ELL’s, write “B2” next to the grid), we follow the grid line B and the grid line 2 to see where they meet.” (Run your fingers along the two lines to where they intersect.) “Right here is point B2.” Tape or pin the school at B2. Continue to suggest points to place the neighborhood features. It may be helpful to write the alphanumeric next to the grid. Call on children to run their fingers along grid lines to correctly place items at those points). (Scaffolding: Guided Practice).

7. When all neighborhood features are placed on the map, erase or remove alphanumeric codes used in step 5, and then ask a series of questions to get children to focus on using the grid lines. Of course, these questions will also prompt children to use the map legend! For example, say, “What is the location of the school? What is the location of the gas station? What is located at C3? What is located at F4?” (Application: Hands on, Meaningful, Linked to objectives, Promotes engagement).

8. If there is time, remove neighborhood symbols and arrange them in a different layout using different grid coordinates or coordinates suggested by children.

9. Say, “We will use this geography tool – an alphanumeric grid – tomorrow to locate places in a neighborhood.”

SESSION TWO - 30 minutes

Prepare in advance:
Common Word Cards
Neighborhood Grid Worksheets

1. Say, “Today we will use an alphanumeric grid to locate places on a different neighborhood map that I’ve prepared for you on a worksheet. To answer the questions on the worksheet, we need to review some common words you'll see.” (Use cards to review common words with students. Then review words you spelled together on the map legend in previous lesson). (Scaffolding: Modeling; Grouping: Whole class).

2. Have students form small groups. Distribute Neighborhood Grid Worksheets. Say, “Let’s review how the alphanumeric grid works. Point to line A on your Neighborhood Grid. Run your finger across it. Point to line B. Run your finger along it.” (Continue through horizontal and vertical lines.) “Now let’s find C3. Put one finger on line C. Put another finger on line 3. Move your fingers to find where these two lines meet. This is point C3.” (Move around to check children’s accuracy in locating this point. Continue with several other examples). (Scaffolding: Guided Practice; Grouping: Small Group).

3. Say, “Now you will read the questions on the second worksheet. Use the grid to answer the questions. When you get to the bottom of the page, you will write two grid sentences yourselves. Be sure to spell correctly the common words we reviewed.” (Assist beginning readers as needed to read the questions). (Distribute modified worksheets to students who need them, discuss directions with each child who receive a modified worksheet).

Assessment

Children will use an alphanumeric grid system to correctly locate 8 of 10 places on a prepared neighborhood map (Neighborhood Map Grid Worksheet).

Children will correctly use punctuation and capitalization when writing their two questions.
ELL students will use an alphanumeric grid system to correctly locate 8 of 10 places on a prepared neighborhood map (Neighborhood Map Grid Worksheet). ELL I’s will circle correct images that matches alphanumeric location. ELL III’s will answer the questions and then fill-in-the-blank questions to make complete sentences. These students must use correct spelling.