ELL Adaptation For
Through Time: Change in Sedona

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Grade Level: 2-3
Duration: 3-4 class periods

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

### 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 inference.
Overview

Places change over time; that time is often the result of interactions between the environment and the humans inhabiting a place. The colorful pictures and rich stories of children’s literature can help young children understand these changes in places near and far.

Key Vocabulary

Sedona – a place in northern Arizona that is famous for its red rock formations

Brave – having or showing courage

Pioneers – people who travel to unknown places and build their homes there

Ruins – the remains of buildings from long ago that have been destroyed

Washboard – a board with a bumpy surface that is used for washing clothes

Resort – a place people visit to enjoy and relax

Additional Materials Needed for ELL

- Tape recorder and tapes.
- Magazines, such as Arizona Highways or National Geographics depicting pictures of the same places, photographed over a number of years
- Washboard, if possible
- Scissors, glue sticks, poster paper, tag board, writing paper
- How Was I Named? (optional)

ELL Adaptation

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 produce independent writing that demonstrates satisfactory control over rudimentary structures defined in ELL I-II

Intermediate: The student will write simple sentences independently to complete short writing tasks.

Procedures

Prior to Period One, send home paper, How Was I Named? If you would like to include this activity.

Class Period One.

1. Introduce lesson by asking children if they know how they were named. (same name as parents, grandparents, etc.) Have them talk to their family. Use tape recorders to record the family conversations.

(Preparation: Linking to background)

2. Show several pictures of Sedona. Ask the students if they have ever been to Sedona. Ask if they know where Sedona is. Show a map of Arizona and show Sedona’s location.

3. Explain that the story they will be listening to is called “The 3 Sedonas”. Take a book walk through the story. Look at pictures. Predict what story may be about. Write these predictions on chart paper.

(Scaffolding: Modeling)

4. Read story, defining important vocabulary words through story context. Words should be on tag strip arrows to use during story.

(Grouping: Whole class)

Class Period Two

1. While rereading story, have children listen for details in words and pictures. How has the town of Sedona changed over time? Ask questions about what’s going to happen next...or why...or how something occurred? Introduce time words such as, first, next, because of, then, finally. How could these words be used to tell the story?

(Integrating processes: Listening)

2. Have children act out parts of story and have other children guess what event is happening.

(Integrating processes: Speaking)
3. Draw picture of favorite part of story. Use lots of details. Pictures will be used in a timeline in next lesson. Each illustration should have a descriptive sentence or important words relating to picture.  
   **(Application: hands-on)**

**Assessment**

Use the same assessments as described in original lesson but teacher might consider reading the quiz aloud or allowing ELLs to use the vocabulary cards.