ELL Adaptation For

**Where Am I? Determining Relative Location**

Children learn over/under, near/far, behind/in front with the use of literature and puppets.

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<tr>
<th>Author</th>
<th>Betty Lightfoot and Judy Phillips</th>
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<tr>
<td>Grade Level</td>
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</tr>
<tr>
<td>Duration</td>
<td>3 class periods</td>
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<tr>
<td>ELL Adaptation by</td>
<td>Carol Warren</td>
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### SIOP Elements

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<th>Scaffolding</th>
<th>Grouping Option</th>
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<td>Whole class</td>
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<td>Independent practice</td>
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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 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 orally to stories dramatized or read to him or her by answering factual comprehension questions using short patterns of words and

### Arizona ELL II 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.
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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 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 contains general supporting details.

Overview
The purpose of this lesson is to help children learn that maps help us find our way from one place to another.

Key Vocabulary

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<th>Close by</th>
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<tbody>
<tr>
<td>far</td>
<td>Not close by</td>
</tr>
<tr>
<td>over</td>
<td>Above something else</td>
</tr>
<tr>
<td>under</td>
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Additional Materials Needed for ELL
- Familiar Items in the classroom (e.g., book, crayons, paper)
- Classroom chair
- Book from the Sources section in the original lesson that uses position terms

Procedures

Session One
1. Show one of the items from the classroom and the chair. Have all students say the names of the items. (Linking to past learning) Introduce the terms under/over by placing the item under the chair and saying, “The book is under the chair.” Have children repeat the sentence. (Modeling)

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2. Repeat step 1, placing another classroom item under the chair.
3. Repeat steps 1 and 2, this time holding the item over the chair, emphasizing the word over.
4. Introduce the terms near/far and behind/in front of in the same way, giving the students the opportunity to repeat the phrases. (Modeling)
5. Help students act out near/far and behind/in front of with a partner by having them stand in the correct places in the classroom. Have each child state their location to their partner using the correct terms. Give all the children the opportunity to participate. Model the correct phrases as needed. (Partners, modeling)
6. Introduce the book to be read and any new vocabulary.
7. Read the story, emphasizing the position words and using the pictures/drawings to help explain what they mean.
8. After reading, have students help retell the story using the pictures and position words (i.e., The bird is over the tree.)

Session Two
1. Review the position words using items from the classroom as in Session One. Have students repeat and or say the phrases.
2. As a group, retell the story from Session One having individual students practice using position words as shown in the pictures/drawings. (Linking to past learning)
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3. Have students make a stick puppet of a child by drawing a picture of themselves. Have students cut it out and glue it to the craft stick. Play a modified game of Simon Says with the stick puppet using many position words introduced in the lesson (i.e., "Place your puppet under your chair.") (Hands on, Promotes engagement)

Session Three

1. Review the position terms by using examples in the classroom.

2. Ask children to draw a picture of themselves in relation to an object. These may be examples that were used in the Simon says game. (Linking to background, Meaningful)

3. Have students dictate to the teacher a caption for their drawings. (i.e., Sam is standing behind the tree.)

4. Ask children to share their drawings with their classmates and tell what is shown using the terms introduced in the lesson.

5. Display children's drawings on a bulletin board with the caption "Where Am I?" Another suggestion might be to compile the drawings into a class book.

Assessment

As an assessment tool, the teacher can ask, "Where Am I?" and record the student responses.

The students should complete the drawing and the caption with teacher help on the caption.

Use the more formal observation in the individual student assessment. This can be used when you observe students during "Simon Says." Satisfactory will be considered 2 checks in the 'regularly' category,