ELL Adaptation For

S.T.A.R. I.T. Simplify The Article’s Really Important Topic: Teaching the 5 W's Using The 5 Themes of Geography

Students use the 5 themes of geography to help determine the main idea and important details of an article.

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<th>Author</th>
<th>Barbara Martin</th>
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<td>Grade Level</td>
<td>6-8</td>
</tr>
<tr>
<td>Duration</td>
<td>3-4 class periods</td>
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<td>ELL Adaptation by</td>
<td>Barbara Martin</td>
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### SIOP Elements

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<th>Grouping Option</th>
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<td>Whole class</td>
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<td>Independent practice</td>
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<td>Strategies used</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 student 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 I Writing Standard

**Writing Application:** 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 of the alphabet.  
**Intermediate:** The student will write, with support, 2 to 3 words posted and commonly used in the classroom.

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### Overview

This lesson is intended for those students who have prior knowledge of the Five Themes of Geography. Students will learn a technique that helps them focus on the important details of an article, which will help them better understand the main idea.

### Key Vocabulary

**Location:** Where a place is  
**Movement:** How people or things move from one place to another  
**Place:** What you see when you are there  
**Region:** An area that has similar features  
**Human/Environment Interaction:** How people change or interact with an area and/or how the environment affects people  
**Urban Sprawl:** Cities getting bigger  
**Dwindling:** Getting smaller

### Arizona ELL III Writing Standard

**Writing Applications:** 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, article) 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 organizer).

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### Petroglyphs: drawings on rocks made by ancient people

### Additional Materials Needed for ELL

- Colored highlighters or colored pencils  
- Tucson Photos  
- "Relating the 5 Themes of Geography to the 5 W's Worksheet

### Procedures

1. Introduce or review (**Preparation: Link to past learning**) the key vocabulary and provide visual examples (**Scaffolding: Guided Practice**) of each theme through the Tucson photos. Ask students if they recognize any of the pictures. (**Preparation: Linking to Background**) (**Application: Meaningful**)  

2. The teacher will read the article about Tucson aloud (**Integration: Listening**) and highlight pertinent words or phrases. The students will follow along (**Integration: Reading**) and use the same colors on their copies. Teacher will guide students through this process (**Scaffolding: Modeling, Guided Practice**).  
   - Place: Red
3. Direct students to work with a partner to complete the “Relating the 5 Themes” worksheet. (Grouping: Partners; Application: Promotes Engagement) They are to relate each theme with the appropriate Who, What, Where, When, Why, or How.
   - Where: Location
   - Why or How: Region
   - What: Place
   - Why or How: Human/Environment Interaction
   - Who or What: Movement

4. As whole class, share responses (Integration: Speaking) to “Relating the 5 Themes” worksheet. Compare responses. (Grouping: Whole class; Assessment: Group, Written)

5. Students will work in pairs (Groupings: Partners) to write the underlined terms or phrases in the correct spaces on the graphic organizer (Scaffolding: Comprehensible Input; Application: Promotes Engagement). In the center of the organizer, students write the main idea of the article. (Integration: Writing; Assessment: Group)

6. Another option would be to enlarge the graphic organizer to poster size and have the students work in small groups to complete it. Each group could be responsible for one theme. They could then share their ideas with the class.

**Assessment**

Mastery is achieved when students have correctly stated the main idea of the article by accurately identifying the five themes of the article.