ELL Adaptation For

Sticks, Stones, Sinews and Stuff
How Early People Used the Environment to Meet Their Basic Needs

**Author**
Sandy Martinez

**Grade Level**
2-3

**Duration**
Up to 5 class periods

**Button** ELL Adaptation by
Sandy Martinez

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### TESOL Standard(s)

**Goal 1, Standard 1**
To use English to communicate in social settings: Students will use English to participate in social interactions

### Arizona ELL I Reading Standard

*The student will acquire English language vocabulary and use it in relevant contexts.*

**Beginning**: Identify and sort a few common objects/pictures into basic categories (e.g., colors, foods, animals).

**Intermediate**: Identify and sort many common objects into basic categories (e.g., colors, foods, animals).

### Arizona ELL III Reading Standard

*The student will acquire English language vocabulary and use it in relevant contexts.*

**Beginning**: Use picture dictionary to find the meanings of known vocabulary.

**Intermediate**: Use picture dictionary to determine meanings of some unknown words (e.g., words with multiple meanings, idioms).
Overview

In order to survive, early people needed to know about the world around them. They needed to know where to find plants with edible fruits, nuts, and berries, when cacti blossomed and bore fruit, how to build shelter, make clothing, hunt and fish, make tools and weapons – all by using the resources around them.

Key Vocabulary

Artifact - Old man-made object (ex. tool or weapon)
Ancient - Very, very old
Edible - Something that can be eaten
Inedible - Something that CANNOT be eaten
Sinews - Holds bones together in the animal

Procedures

SESSION ONE

Before beginning the lessons, make an overhead transparency or copy the story "Sticks, Stones, Sinews and Stuff" on chart paper.

1. Brainstorm students' basic needs and write responses on chart paper. (Preparation: Links to past learning) Discuss the differences between wants and needs. What do they REALLY need to survive? (Grouping: Whole class; Preparation: Links to past learning)
2. Talk about what they think early people needed (not wanted) (Grouping: Independent)

SESSION TWO

1. Review vocabulary and important information they learned in the last lesson (people depend on the environment, vocabulary words, and what are natural resources).
2. Introduce the vocabulary for "Stones, Seeds, Sinews and Stuff" Read this original story using chart paper or overhead of the words. Use decoding strategies necessary for comprehension. Discuss concepts presented in the story. (Grouping: Whole group; Preparation: links to past learning, Scaffolding: Guided practice)

SESSION THREE

1. Review vocabulary and important information they learned in the last lesson. Re-read STICKS, STONES, SINEWS, AND STUFF.
2. Go for a nature walk outside and collect "stuff" to make artifacts. Students should be
Upon returning to the classroom, ask the children what materials they collected that we could use to make “something”. Discuss what types of materials they had found.

Have children sort materials accumulated into 4 groups: STICKS, STONES, SINEWS, STUFF.

Discuss how objects can be used for more than one purpose. For example, river rocks are smooth and could be used for grinding seeds into flour. 

(Scaffolding: Modeling, guided practice, independent).

Ask “Has anyone ever seen someone do something similar to this?” What have you used stones for in the past? Possible answers could include the following: for playing games, protection, building shelter. List all ideas. (Application: Meaningful, hands on, promotes engagement; Grouping Independent)

Then pose the big question: “How did early people keep items together?” Brainstorm for 1 minute with a small group (string is the answer we’re looking for). Discuss “Why couldn’t people use glue, or nails?” Tell the class that we are going to experiment with making string.

Distribute raffia and let children make string.

Work on completing the story booklet.

SESSION FOUR

1. Share story booklets. Encourage participation
2. In small groups, give them time to experiment with stuff they have collected and create their artifact. Tell them that it is ok to feel frustrated and act out a positive way to handle frustration. Explain that early people couldn’t always find what they needed either.
3. Have students share ideas on how early people would have made longer and stronger cordage.
4. Continue work on designing artifacts. Children can use their string (also called cordage if made with sinews) to tie their collected items together to create shelter, tools, shoes, games, musical instruments, etc.
5. Teacher can pull children in small groups to assess vocabulary, reading fluency, and telling what they have learned.

For students who finish early, they can create their own story booklet, work on vocabulary games, draw more illustrations or a picture books, and/or practice reading aloud with a partner.

Assessment

1. Teacher can pull children in small groups to assess vocabulary.
2. Each student shall draw a picture of an artifact made individually and/or cooperatively.
3. Each student will be responsible for writing a sentence, using correct spelling and punctuation, to describe their artifacts, how they were created and what they were used for. This sentence will be copied onto sentence strips using best printing and watching for correct spelling and punctuation. Their sentences will be scored for conventions.
4. Each student will read the story aloud to the teacher individually with 80% accuracy for decoding and 100% for comprehension.