ELL Adaptation For

Leapin’ Landmarks: Locating 10 Man-made Landmarks Around the World

Students learn about human features on the Earth while practicing reading and writing skills.

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<th>Author</th>
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<th>Duration</th>
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<tr>
<td>Judy Phillips</td>
<td>3</td>
<td>2-3 class periods</td>
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**ELL Adaptation by** Patricia Eberhardt

### SIOP Elements

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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 comprehend and follow simple 1-ward written directions for classroom activities that are accompanied by picture cues.

**Intermediate:** The student will demonstrate an understanding of prediction and sequence by arranging a series of pictures in sequence and using key words and physical actions.

### 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 the basic sequence of events and make relevant predictions about stories.

**Intermediate:** The student will comprehend and follow a set of written multi-step instructions to perform routine procedures or answer questions.

### Arizona ELL I Writing Standard

### Arizona ELL III Writing Standard
**Leadin’ Landmarks**

**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.  

**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 introduce students to 10 man-made landmarks around the world. It will expose them to mapping and labeling the continents, oceans, and major mountain ranges of the world.

**Key Vocabulary**

Landmark - a landmark is any object on land that marks a specific locality  
Geography - study of Earth's physical features: all the physical features of the Earth's surface, including its climate and the distribution of plant, animal, and human life  
Ocean - a large body of water  
Mountain range - a group of mountains  
Continent - one of the six or seven great divisions of land on the globe

**Additional Details on ELL Strategies**

For additional practice of the landmarks, make another copy of the pictures of the landmarks and have students use them to play the memory game.

For additional practice with the vocabulary, have students write the words on 3 X 5 cards. With a partner or small group have the students act out the word with the others guessing orally or holding up the correct 3 X 5 card.

**Procedures**

**SESSION ONE**  
1. Write content objectives clearly on board for students.

2. Pair students *(Grouping Options: partners)* and have them brainstorm the meaning of the term landmark. *A landmark is any object on land that marks a specific locality.* Have partners share with class and have class generate a definition for term landmark *(Preparation: Linking to Background).* Post on chart paper and have student record "landmark" on Vocabulary Squares. *(Scaffolding: comprehensible input)*

3. Introduce the terms man-made and natural. Use class definition of landmark to discuss the difference between natural and man-made landmarks. Pair students and have them brainstorm any man-made or natural landmarks of which they are aware in this country or in other countries. *(Scaffolding: comprehensible input)* Have pairs of students share with other pairs labeling each landmark as man-made or natural.

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4. Have class share 3-5 man-made and 3-5 natural landmarks. Record on chart paper or overhead transparency the headings Man-Made and Natural (Application: promotes engagement).

5. Introduce the book, Ben’ Dream by Chris Van Allsburg. Ask the class what they think the name of the landmark is on the cover of the book. As you read the book aloud to the class, pause and invite identification and discussion about each landmark. Use the images provided of the Eiffel Tower, Big Ben, etc. Use the transparencies as you come to each landmark in the book.

6. Pair students (Grouping options: partners) and have them brainstorm the meaning of the terms geography, ocean, mountain range and continent (Scaffolding: comprehensive input) Guide students in generating student friendly definitions (Application: promotes active engagement). Record class definition on chart paper. Students record definition and picture on Vocabulary Squares.

7. Use definitions to guide students in labeling a map of the world (Scaffolding: guided practice). All continents, oceans, and major mountain ranges should be identified.

SESSION TWO

1. Distribute the Leapin’ Landmarks worksheet from the original lesson. Review the names of the landmarks with the transparencies having students point to the name on the class chart (Application: promotes engagement) (Assessment: Oral). Students should work in pairs to complete Part 1 of the worksheet for the original lesson. (Grouping options: Pairs) They may use encyclopedia, atlas, or maps to match each landmark with its exact location.

2. When Part 1 of the worksheet is complete have students check and correct before they move on to Part 2. The students may work in groups researching a landmark that has been chosen. Once research is complete they will, individually, complete the Famous Landmark Paragraph (Assessment: written). The students may use a variety of references such as atlases, encyclopedias, and the Internet.

SESSION THREE

1. When the paragraphs are complete, students should locate their landmarks on a map of the world. The student will have already labeled this map with the oceans, continents, and major mountain ranges. Mountains; Africa - Atlas Mountains; Asia - Altay, The Himalayas; Australia-The Great Dividing Range

2. Students can copy their paragraph before they display their map and informational paragraph (Assessment: writing).

Assessment

Geography Assessment:
1. Using the pictures of famous landmarks, students will identify 8 out of 10 of the landmarks orally.

2. Using a world map, students will label all continents, oceans, and major mountain ranges with 80% accuracy.

Writing Assessment:
Eight or more facts are correct on the Famous Landmark Paragraph.

Reading Assessment:
Students should be able to define orally 4 out of the 5 vocabulary words.

Sources

Websites of the landmarks

Online dictionary provides student friendly definitions: http://dictio.webrepere.com/index.html

Collins Cobuild English Dictionary. All the definitions in this dictionary are written in full, simple and natural English. Very student friendly.