ELL Adaptation For

Lights On! Lights Off! Exploring Human Settlement Patterns in the U.S.A.

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<th>Author</th>
<th>Judy Phillips</th>
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<td>Grade Level</td>
<td>3</td>
</tr>
<tr>
<td>Duration</td>
<td>2 class periods</td>
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**ELL Adaptation by**: M. Barbara Stout

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### 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

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**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.

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**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 stated cause and effect relationships in text.
questions using short patterns of words and phrases.

## 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.

## Overview

Our country has an uneven population distribution. Using a nighttime map, students will examine where most of the people in the United States live. They will recognize the geographic features that affect this settlement.

## Key Vocabulary

- **Density** - the average number of individuals per square mile
- **Low density** - very few people per square mile
- **Population** - number of people in a country or state
- **High density** - many people per square mile
- **Basic needs** - food, clothing and shelter
- **Physical features** - landforms
- **Metropolitan** - major city and surrounding cities
- **Landforms** - a natural feature of a land surface

## Additional Materials Needed for ELL

- Paragraph Frame
- Cause and Effect Graphic Organizer
- Cause and Effect Graphic Organizer key

## 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.

## Procedural

### SESSION ONE

1. Distribute individual copies of the Nighttime map and political map of the U.S.  **(Preparation: Linking to background)**
2. Use guided discussion and to describe the distribution of the United States population on the map.
3. Using markers, assist the students in locating and labeling their hometown. They should also locate and label large metropolitan areas.
4. Have students circle the areas with the least density. **Grouping: Whole Group**
5. Show students a physical map of the U.S. or have them refer to the physical portion of their desk maps. Discuss and compare how the physical features correlate with areas of densely packed lights. Fill out “Settlements Graphic Organizer” Write the Physical features that promotes settlement and prohibits settlement: mountain ranges, river valleys, coastlines, deserts, lakes, etc.

(People tend to settle in river and lake areas, along coastlines, and in areas of good farmland. People do not usually settle in great numbers in mountains or deserts.) Discuss how they could make some of the areas that prohibits settlement more accessible. (Irrigation for deserts, etc.)

### SESSION TWO

1. Guide students in folding their nighttime maps
into eighths. Divide the class into 8 groups. Each group will be assigned a portion of the map. Pass out “Cause and Effect Graphic Organizer.” Each student in the group will work cooperatively with the others to fill out their Cause and Effect worksheets. They may use the atlases and/or their desk maps to assist them. (Application: Promotes engagement; Assessment: Group)

2. Next, the teacher should model the paragraph frame. (Scaffolding: Modeling)

3. Using the paragraph frame, have the students each write a paragraph discussing the reasons for low and high-density population for their section of the map. (Integrating Processes: Writing; Scaffolding: Guided Practice)

4. Collect and grade the paragraphs using the checklist.

Assessment

Grade students on their paragraph frame using a checklist.

Mastery: for Immediate and above 8 out of 10

Mastery for Beginning complete 1, 2, 3, 4, 6, and 8