ELL Adaptation For

But We Need More, Where Will It Come From?

Students learn about pollution and conservation while improving language arts skills.

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<th>Author</th>
<th>Barbara Post</th>
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<td>Grade Level</td>
<td>4-5</td>
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<tr>
<td>Duration</td>
<td>1-3 class periods</td>
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**ELL Adaptation by** David Ellison

### SIOP Elements

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<td>Independent practice</td>
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**TESOL Standard(s)**

Goal 2, Standard 2
To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.

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

**Vocabulary:** 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). Identify a few common signs, symbols, labels, and captions in the environment, including traffic signs/pictures.

**Intermediate:** The student will:

Acquire and use accurate, purposeful, yet

### Arizona ELL III Reading Standard

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

**Beginning:** Acquire and use accurate, but limited, vocabulary needed to:

- use common classroom language and indicate comprehension of a given situation;
- give and follow multiple step directions/commands; and,
- comprehend content area words.
**But We Need More, Where Will It come From?**

**Overview**

Natural resources are part of everyone’s daily life. Can we use as much as we want whenever we want? What will happen when there are no resources left?

**Key Vocabulary**

- Pollution - The contamination of soil, water or air
- Conservation - to protect animals and their habitats
- Recycling - processing used materials to create new products
- Environment - the area in which something lives

Particulates - Tiny pieces of solid or liquid suspended in a gas

**Additional Materials Needed for ELL**

- Vocabulary cards
- Modified vocabulary quiz for ELL
- Modified Vocabulary answer key for ELL
- Rubric for letter to the editor

**Procedures**

**SESSION ONE**

1. Teacher will explain and model vocabulary *(Scaffolding: Modeling)*

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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:** 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:** 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;
- simple organization with some relationship among ideas present and lapses in sequencing and use of transitions

**ELL Adaptation**

Recognize that words sometimes have multiple meanings (e.g., present: gift, time).

Use picture dictionary to find the meanings of known vocabulary.

**Intermediate:** Acquire and use accurate, purposeful, and somewhat varied vocabulary needed to:

- state intentions, possibilities, and probabilities;
- comprehend content area words; and,
- find another way to say something (e.g., circumlocution, synonyms).

Determine the intended meaning of some grade-level words with multiple meanings using word, sentence, and paragraph clues.
We Need More, Where Will It Come From?

2. With a partner, read the *The Wump World* by Bill Peet. (Grouping Option: Partners Scaffolding: Comprehensible Input; Integration Process: Reading)

3. Discuss the story using the Question/Answer Guide, first in partners, then answer as a class. (Grouping Option: Small Group; Integrating Process: Speaking, Listening)

4. Students read and discuss the Pollution and Conservation article with a partner. (Grouping Option: Small Group; Integrating Process: Speaking, Listening)

5. ELL students answer multiple choice and short-answer questions independently. (Assessment: Individual)

6. ELL students will modify their answers based on class discussion. (Integrating Process: Speaking, Listening / Grouping option: Whole Class).

SESSION TWO
7. Brainstorm with students, ways of conserving natural resources and the environment. (Integrating Process: Speaking, Listening)

8. ELL Students make a poster that shows a conservation practice. (Application: Promotes engagement, hands-on)

SESSION THREE (or Homework)
9. Review major parts of a persuasive letter. Have ELL compile a list of topics of concern that they would use to send to a local newspaper editor to influence conservation practices. (Preparation: Adapting content) In a short paragraph or several sentences, they should explain what they would like their community (Grouping Options: Partners) to do and explain why it is important to practice conservation.

Assessment

Vocabulary quiz (Assessment: Individual) can be graded. Mastery will be considered 80%.

Use the Poster/Product rubric from original lesson. (Assessment: Oral) A score of 3 or higher is required for mastery of the poster concepts.

A score of 2 or higher on the rubric is required for the letter to the editor.