



ELL Adaptation For A Country's Shape Is More than Its Borders: Population Pyramids

Author	Dennis Rees
Grade Level	6-8
Duration	1-2 class periods

ELL Adaptation by	Dennis Rees
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SLOP Elements		
Preparation Adapting content Linking to background Linking to past learning Strategies used	Scaffolding Modeling Guided practice Independent practice Comprehensive input	Grouping Option Whole class Small groups Partners Independent
Integrating Processes Reading Writing Speaking Listening	Application Hands on Meaningful Linked to objectives Promotes engagement	Assessment Individual Group Written Oral

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

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 students 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

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 the main ideas, key words, and important details in text that requires some level of inference.
Arizona ELL III Writing Standard

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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 write short, single paragraph personal narratives or friendly letters distinguished by:

- Topics and ideas that are broad and simplistic;
- Marginally recognizable internal structures or organization;
- a voice that produces little reaction in the reader and reads more like a report;
- Word choices that are nonspecific and limited so at times it is hard to understand what the writer is trying to say; and, little variation in sentence types and a significant number of awkward or rambling constructions.

Overview

Demographics are the study of population characteristics. Population pyramids examine the age and gender characteristics of a country's population. Understanding how to read and interpret a population pyramid will give students the opportunity to examine a country's past, present, and implications for the future through its population.

Key Vocabulary

Population - The number of people living in an area

Scale - Numbers that tell how many

Gender - Man or woman

Rapid – Fast

Horizontal - A straight line going from left to right

Demographics - How many men and women are in each age group

Elderly – Old

Pension – Money

Economics - How you make money

Natural disaster - Storms, floods

Mortality - How old you are when you die

Additional Materials Needed for ELL

- ELL 1: Highlighted copy of A Country's Shape is More Than Its Borders reading
- ELL 3: Markers and transparency copies of A Country's Shape is More Than Its Borders reading
- 9x12 inch white construction paper

Procedures

Session One

1. Introduce key vocabulary by writing words on board with their definitions. Discuss and give examples. (**Preparation: Strategies Used**) Have students divide their 9x12 white construction paper into 6 sections on each side; copy the words and definitions onto the paper with one word and definition per square leaving room for an illustration. In pairs, have students illustrate each word. (**Grouping: Partners; Application: Hands on**) Share orally. (**Integrated Processes: Speaking**)

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2. As a class, read aloud A Country's Shape is More Than Its Borders. **(Grouping Option: Whole; Integrating Process: Reading; Preparation: Adapting Content)** While reading, instruct students to highlight information they feel is important based on the title of each section. ELL 1 students will follow along on the pre-highlighted copy you provided them and ELL 3 students will use the transparency copy to highlight on.

(Preparation: Strategies Used) After each section, have students share what they highlighted and record on a transparency copy so all students can see. ELL 3 students will copy this onto a paper copy. **(Preparation: Strategies Used)** Continue until the entire reading is done. When you read about the three types of pyramids, demonstrate the shape each pyramid using a vertical rectangle for slow growth, a triangle for rapid growth, and a diamond shape for negative growth. Have students copy this onto their copy of the reading as a visual reminder of what each type of population pyramid looks like. **(Preparation: Strategies Used)**

3. Practice identifying the types of pyramids by showing students either transparencies of different kinds of population pyramids or having them go to the Census Bureau website. **(Preparation: Strategies Used)**

Session Two

1. Review key vocabulary and examples of the types of population pyramids.

2. As a class, fill out the Practice Sheet of A Country's Shape is More Than Its Borders reading. **(Application: Linked to objectives; Scaffolding: Guided Practice)**

3. Have students work individually to complete the Population Pyramid Assessment for either countries of the world or states in the United States, which includes a multiple-choice quiz, and a prompt for writing a paragraph. **(Assessment: Individual; Integrating Process: Writing)** The ELL students may refer to the reading and their key vocabulary chart to complete this.

Assessment

ELL 3 will take same assessment.

ELL 1 will only answer questions and not write the paragraph.