ELL Adaptation For

A Country’s Shape Is More than Its Borders: Population Pyramids

<table>
<thead>
<tr>
<th>Author</th>
<th>Dennis Rees</th>
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<tbody>
<tr>
<td>Grade Level</td>
<td>6-8</td>
</tr>
<tr>
<td>Duration</td>
<td>1-2 class periods</td>
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**SIOP Elements**

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<th>Grouping Option</th>
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<td>Modeling</td>
<td>Whole class</td>
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<td>Linking to background</td>
<td>Guided practice</td>
<td>Small groups</td>
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<td>Linking to past learning</td>
<td>Independent practice</td>
<td>Partners</td>
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<tr>
<td>Strategies used</td>
<td>Comprehensive input</td>
<td>Independent</td>
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<td>Individual</td>
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<tr>
<td>Writing</td>
<td>Meaningful</td>
<td>Group</td>
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<tr>
<td>Speaking</td>
<td>Linked to objectives</td>
<td>Written</td>
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<tr>
<td>Listening</td>
<td>Promotes engagement</td>
<td>Oral</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.

**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**
A Country’s Shape Is More than Its Borders: Population Pyramids

**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

**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.

**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)

**ELL Adaptation**
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.