ELL Adaptation For

The Amazing Journey of Edgar the Eagle

Use a story of an eagle's imaginary flight across North America to learn the five themes of geography

Author
Dennis Rees
Grade Level
6-8
Duration
3-5 class periods

ELL Adaptation by
Diane Godfrey

<table>
<thead>
<tr>
<th>SIOP Elements</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Preparation</strong></td>
<td>Adapting content</td>
<td></td>
</tr>
<tr>
<td><strong>Scaffolding</strong></td>
<td>Modeling</td>
<td></td>
</tr>
<tr>
<td><strong>Grouping Option</strong></td>
<td>Whole class</td>
<td></td>
</tr>
<tr>
<td><strong>Linking to background</strong></td>
<td>Guided practice</td>
<td></td>
</tr>
<tr>
<td>Linking to past learning</td>
<td>Independent practice</td>
<td></td>
</tr>
<tr>
<td>Strategies used</td>
<td>Comprehensive input</td>
<td></td>
</tr>
<tr>
<td><strong>Integrating Processes</strong></td>
<td>Reading</td>
<td></td>
</tr>
<tr>
<td><strong>Application</strong></td>
<td>Hands on</td>
<td></td>
</tr>
<tr>
<td><strong>Assessment</strong></td>
<td>Individual</td>
<td></td>
</tr>
<tr>
<td><strong>Speaking</strong></td>
<td>Meaningful</td>
<td></td>
</tr>
<tr>
<td><strong>Listening</strong></td>
<td>Linked to objectives</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Promotes engagement</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TESOL Standard(s)</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**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**
Vocabulary: The student will acquire English language vocabulary and use it in relevant contexts.
Beginning: The student will identify and sort a few common objects/pictures into basic categories (e.g., colors, foods, animals).
Intermediate: The student will identify and sort many common objects into basic categories (e.g., colors, foods, animals).

**Arizona ELL III Reading Standard**
Vocabulary: The student will acquire English language vocabulary and use it in relevant contexts.
Beginning: The student will acquire and use accurate, but limited, vocabulary needed to: comprehend content area words.
Intermediate: The student will acquire and use accurate, purposeful, and somewhat varied vocabulary needed to: comprehend content area words; and, find another way to say something (e.g., circumlocution, synonyms).
Overview

Most students know a few facts about a state, nation, or region. These facts are generally limited to the location of something. Students need to know more, such as the significance of a landmark, the economic activities that take place there, or what that place looks like. If this can be done, students will gain a better appreciation of the complexity of our world.

Key Vocabulary

Woods - covered with trees; forest
Industrial - engaged in the manufacture of products
Agricultural - business of cultivating soil, producing crops, and raising livestock; farming
Pipeline - used for the delivery of water, gas, or petroleum products through a series of pipes
Landmark - identifying feature of a landscape; building or site with historical significance
Skyscrapers - Tall buildings

Additional Materials Needed for ELL

- Vocabulary Word Sort
- Adapted Text
- Adapted Chart and Straight-Line Map

Procedures

A prerequisite for this lesson is that students know the 5 Themes of Geography.

1. Review the 5 themes of geography: location, place, movement, regions, human/environment interaction. Discuss each theme and ask students to draw a picture of something in their city/town that would represent one of the themes (Preparation: Links to past learning). Have students share their pictures and explanations of the theme selected. (Preparation: Linking Background)

2. Explain to students that they will be hearing a story about an eagle that travels around the United States and they will be recording examples of the five themes mentioned in the story and then creating a straight-line map (Preparation: Content objective).

3. Use the vocabulary word sort to organize introduced and context vocabulary words they will encounter in the story (Scaffolding: Comprehensible Input). Have students work in pairs or groups to cut out, discuss, and sort words (Integrating Processes: Speaking) by physical and human characteristics, examples of words which indicate a region, and location indication words (north, south, east, and west).

3. Read aloud the beginning of the story, "The Amazing Journey of Edgar the Eagle," to the class. As a class, identify examples of the theme in Edgar’s home environment. (Scaffolding: Modeling) and identify and model how the information is to be recorded on the chart.
4. With a partner (Grouping: Partners) have students read Section 1 of the story, stopping at the dotted line.

5. Read Section 1 aloud (Grouping: Whole Class) (Pause and give students time (Scaffolding: Comprehensible Input) to chart the locations described, what they look like, and which of the five themes applies to each of the stops Edgar makes (Grouping: Independent).

6. Continue reading the story (Grouping: Whole class), stopping at the end of each section giving time for students to complete the chart (Application: Linked to objectives, Promotes engagement). Discuss what students are writing on their charts and clarify the introduced vocabulary in context. Students may add or change information on their charts. Point out the direction traveled and the location described on a world map (Scaffolding: Comprehensible Input).

5. Have the students create straight-line maps (This looks like a timeline, but records where Edgar stops and has an illustration that describes each stop) on a piece of construction paper of Edgar's journey (Application: Linked to objectives). Show students samples of previously done straight-line maps or model the assignment by completing the first entry. Students can use the data from their charts. Cut and paste the illustration drawn on the recording chart in each section of the story on the straight-line map.

6. Students will be able to include required number of stops on the straight-line map and include an illustration for each stop. Mastery will be 80% of possible points (Assessment: Individual).

**Assessment**

Modification to Scoring Sheet for Straight-Line Map:
- None for ELL3
- Reduce to 5 stops for ELL1