ELL Adaptation For

From Around the Corner to Around the World

How Technology Helps in the Spread of a Product

Students learn how products spread to countries all over the world.

Author: Kathy Stelten
Grade Level: 6 - 8
Duration: 2 to 3 class periods

ELL Adaptation by: Lynn Galvin

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TESOL Standard(s)
Goal 1, Standard 3
To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.
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
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 drawing pictures.
Intermediate: The student will respond orally to

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.

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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**

**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 conceptualized 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.

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**Overview**

All great things must start small. How does a company get started with one small store and become an icon recognized worldwide? The location of economic activities is affected by changes in technology, transportation, communications and resources.

**Vocabulary**

Script – A style of handwriting with cursive letters

Product – Something made by humans and sold

Market – Focus group that an item is advertised to

Advertising – The activity of attracting people to a specific product

Timeline – A representation of key events by date

**Additional Materials Needed for ELL**

Modified assessment for ELLs

**Procedures**

Day One

Assign each ELL student a learning buddy.  
1. Distribute world maps (copied on front and back on one paper).

2. Ask students if anyone has ever had a Coca-Cola. Ask students if anyone knows how Coca-Cola started. Discuss. Ask students if anyone knows where Coca-Cola started. Discuss. Have students label Atlanta, Georgia, on one side of their maps. Tell students that Coca-Cola was started in Atlanta, Georgia in 1886 and write the place, date, and brand name on the board. Mention that the way Coca-Cola is written today in fancy script, is the way it was first written by the inventor’s bookkeeper. (Preparation: Linking to background, linking to past learning)

3. Have students think about and discuss how a product would spread from one city to a worldwide market. As a class, brainstorm how a product spreads (and have spread in the past) to different areas. To assist: Ask students, "How do people in an area without the product decide they want it?" (word-of-mouth, advertising) Ask students, "How do they get the product?" (people bring it from the places it is sold, the company ships it by train, ships, planes, trucks, etc.) Ask students, "What places would get this product first?" (places that are close, big cities, areas around that city, places that are easy to ship to, etc.) (Scaffolding: Modeling, guided practice; Integrating processes: Speaking, listening)

4. Have students draw a rectangle where there is ocean on the map. Students should label the rectangle "KEY". Ask students to pick a colored pencil. Students should write the year "1900" using that color in the KEY. Using that same pencil, have students shade an area on their maps marking their guesses as to where Coca-Cola would have been served in 1900. Check ELL students for understanding. (Application: Linked to objectives; Integrating Processes: Writing)

5. Ask the students to pick another color pencil. Using this pencil, ask students to write the year 1925 in the KEY and then shade an area on their maps marking their guess as to where Coca-Cola would have been served in 1925. Remind students to think about what the factors they brainstormed in step 3. Write the words “25 years”

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on the board. Check ELL students for understanding.

6. Repeat the process with different colors for 1950, 1975, and 2000. (Intervals can be adjusted to 20 or 10-year intervals depending on class ability and time. Write the years in intervals on the board). This activity could also be done in partners or as a class using a transparency or large map. (Grouping Option: Whole class or Partners)

7. Distribute and read "The Story of Coca-Cola." ELL student and buddy will read together. (Grouping: partners) Ask students to use the colored pencils or a highlighter to identify sections of the reading identifying the spread of the product (years, countries).

Day Two
ELL student will be matched with learning buddy.
8. Distribute and discuss the Technology and Coca-Cola timelines. Again, ask students to use the colored pencils or a highlighter to identify places and draw a line to the year on the timeline. (Grouping: partners)

9. Applying the new information, students should repeat steps 4-6 on the blank side of their maps. (Scaffolding: Comprehensive input)

10. Discuss with the students the changes they made and why.

11. Give students the final assessment prompt. This assessment may be done in class or as a homework assignment to save time. An additional timesaver could be to have the students complete the assessment in pairs or small groups. (Assessment: group, written)

Assessment

ELL students will write a summary paragraph, using the specific instructions attached.

An alternative would be to highlight specific information as provided by teacher, such as specific vocabulary, dates, names.