ELL Adaptation For
Desertification: Cause and Effect
Students learn about the causes and effects of desertification threatening the African Sahel.

Author
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Grade Level
6-8
Duration
4-5 class periods

ELL Adaptation by
M. Barbara Stout

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TESOL Standard(s)
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 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 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 GEOGRAPHIC ALLIANCE
**Overview**

The desert environments around the world are expanding every day due to both natural causes such as drought, wind, and erosion, as well as human causes such as overgrazing, poor conservation practices, and lack of crop rotation. This process of desert expansion is called desertification and is threatening the Sahel region in Northwest Africa.

**Key Vocabulary**

Desert - An area that receives less than 10 inches of rain per year

Desertification - Is the spread of deserts into once productive grasslands

Irrigate - The method of bringing water to dry areas

Nomad - People who travel from place to place with their possessions and animals

Sahel - Grassland south of the Sahara Desert that is slowly disappearing

Erosion - The loss of soil due to wind or rain

Overgrazing - The destruction of vegetation by putting too many animals on the land for too long a time

Drought - Long periods without rain

**Additional Materials Needed for ELL**

- Desertification Boogaloo
- Sahel Yes Ma’am
- Ten Important Sentences and Answer Key
- ELL Desertification Vocabulary Chart
- True and False Questions with Answer Key
- Desertification Paragraph Frame

**Additional Details on ELL Strategies**

When using the Important sentences from the article first find them then do the following:

**Model, Model, Model** everything you do. However, it needs to be modeled more than once.

Utilize the **Say, Repeat, Recite and Chant**

**Say:** The teacher says the information.

**Repeat:** The students repeat after the teacher.

**Recite:** Groups to individuals recite the information without assistance

**Chant:** the teacher chants the information, followed by the students.

Next, draw, act out and Finally, do the True/False questions.

Boogaloo and Yes Ma’am

Recite them everyday at least 3 to 5 times at different times during class.
Desertification

Procedures

SESSION ONE
1. Brainstorm with the students: What is it like in Africa? What is the landscape like, the people, etc? Write on the chalkboard as the students give their impressions. **(Preparation: Linking to background)**

2. Distribute the African Regions Map and have students label and color the regions. Display the African Regions Map (with place names) as an Answer Key on the overhead projector.

3. Discuss the physical geography of each of the regions, as they copy and color. (Information on the regions is located in the Teacher Background Notes.)

4. Distribute the ELL Desertification Vocabulary Chart and have students fill in the definitions from the overhead. Model with the student the first word by drawing a picture. **(Scaffolding: Modeling)**

5. Students should make index cards with the words on one side and definition and picture on the other.

6. Practice vocabulary words daily. **(Scaffolding: Guided Practice)**

7. Recite the Boogaloo with the class at least three times. Underline important words and draw pictures to the side. **(Grouping: Whole class)**

SESSION TWO
1. Recite Desertification Boogaloo and Sahel Yes Ma’am at least twice.

2. Distribute the Cause and Effect Student Model #1 from original lesson. Discuss the Cause and Effect Sequence. Demonstrate how to diagram the sequence into the Graphic Organizer, using the Cause and Effect Answer Key for Model #1.

2. Distribute the Desertification Article (For marginal readers). Discuss how the cause and effect sequence model can be used to interpret information in the article.

3. Instruct students that while they read the article, to find the ten important sentences. Highlight each of the Ten Important Sentences in the article, and write the page, paragraph and line number for each of the sentences, then draw a picture to represent that sentence. **(Integrated Processes: Reading, Writing)**

4. Have the students recite, dramatize or restate the sentences in their own words. **(Integrated Processes: Speaking)**

SESSION THREE
1. Hand out the paragraph frame and model it with the students. **(Scaffolding: Modeling; Integrating Processes: Writing)**

2. Have them write their own.

Assessment

- Mastery for Beginning and Intermediate ELL is completion of Desertification Vocabulary Chart.
- Mastery for Beginning ELL is seven out of ten on the Ten Important Sentences.
- Mastery for Intermediate ELL is eight out of ten on the Ten Important Sentences.
- Mastery for Beginning ELL is 1 sentence on written Paragraph Frame.
- Mastery for Intermediate ELL is 3 sentences on the paragraph frame.
- Allow both Beginning and Intermediate ELL to use the Ten Important Sentences paper to do the True/False Questions. Mastery for Beginning ELL will be 5 correct. Mastery for Intermediate ELL will be 7 correct.