ELL Adaptation For
African Regions and their Folk Tales
Students research the regions of Africa through folk tales.

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Grade Level: 6-8
Duration: 3-4 class period

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**SIOP Elements**

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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 by drawing pictures.
**Intermediate:** The student will respond orally to stories dramatized or read to him or her by answering factual comprehension

**Arizona ELL III Reading Standard**
Comprehending Text: 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:
- use common classroom language and indicate comprehension of a given situation;
- give and follow multiple step directions/commands; and,
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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 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.

Overview

The geographical concept of regions and how and why they change is one that middle school students often find difficult to understand. The second largest continent, Africa, has several regions, each with distinct natural and human characteristics.

Arizona ELL III Writing Standard

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.

• topics and ideas that are broad and simplistic;
• marginally recognizable word choices that are nonspecific and limited so at times it is hard to understand what the writer is trying to say

Intermediate: The student will use the writing process to create essays and formal communications of up to 2 paragraphs in various genres (expository, narrative, research) distinguished by identifiable main ideas that contains general supporting details.

• identifiable main ideas that contains general supporting details
• ordinary, generic word choices (some misuse of word choice)

Beginning: The student will select appropriate sources (e.g., dictionary, thesaurus, encyclopedia) for a specific research purpose.

Intermediate: The student will collect information and organize notes on a given topic from a variety of appropriate sources (e.g., dictionary, thesaurus, encyclopedia, atlas, almanac, textbook, telephone directory, or newspaper), using independent learning strategies (e.g., graphic organizers).
**Key Vocabulary**

Region - an area on the earth's surface that is defined by certain unifying characteristics

Biome - a major biotic community characterized by the dominant forms of plant life and the prevailing climate

Ecosystem - An ecological community together with its environment, functioning as a unit. Used as a synonym for biome

Landform - Physical features of the landscape such as mountains, deserts, rivers

Culture - The beliefs and way of life of the people living in the area.

Native plant - originated in a particular place or region

Adaptation (ELL3) - process by which a plant or animal changes so as to become suitable to a new or special environment.

**Additional Materials Needed for ELL**

- Vocabulary Definition Worksheet
- Biome Information Wheel
- Paragraph Checklist for ELL3 for summary
- Paragraph Frame for ELL3 Beginning for summary (optional)

**Procedures**

1. With a partner (Grouping: Partners), discuss and brainstorm about what students already know about Africa (Integrating Processes: Speaking). As a whole class, share what students know about African regions and locate the African regions (if the class can identify any) on the blank map of Africa. (Preparation: Linking to background).

2. Provide each student with African Regions map and guide students in locating, coloring, and labeling the desert, savanna, and rainforest. Use a transparency of African Regions (with place names) to create a visual for the students.

Explain the term region: an area with common characteristics. Provide examples of other regions. (Preparation: Linking to past learning)

Display and direct student attention to the content objective (Preparation: Content objectives).

- explain the concept of region.
- identify the three major regions of Africa and relate their human and physical characteristics.
- choose an appropriate source to use for research.

2. Introduce the vocabulary words (Preparation: Language objectives) with the Vocabulary Definition Worksheet (Scaffolding: Comprehensible Input). Working in groups of three students look up the words, practice saying the word, write a definition, write a sentence using the words, write synonyms, and draw a picture (Application: Linked to objectives). Add the new words to the personal vocabulary journal. Monitor students for correctness of information recorded on worksheet.

2. Assign students to one of the three regions: desert, savanna, or rain forest. Within each group, assign individual research duties (Grouping: small groups). Assign ELL 3 student specific question(s) based on the level of English acquisition and research skills.

3. Provide ELL 1 students with a the Idea wheel and have the student draw and label images of native plants, animals, people, land features and climate from one of the assigned biomes (Scaffolding: Comprehensible input; Preparation: Adapting content). ELL 1 students may need assistance with labeling the pictures and locating source for information.

4. Give each student a copy of the note taking sheets for his or her assigned region. For ELL 3 student, highlight the question to be researched, and clarify understanding of task.

5. Students research their question, continuing research for a day or two (Grouping: Small group). Within groups, students should share their research results by passing around a master copy of the notetaking handout for their region.

4. For homework, ELL 3 students should write a paragraph summarizing the research findings (Application: Meaningful, Linked to objectives; Grouping: Independent) using the paragraph checklist provided (Scaffolding: modeling) for the ELL 3 Beginning an (optional) paragraph frame is provided if needed. (Preparation: Adapting content).

5. For homework, ELL 1 students will write one sentence for each of the four categories on their Information Wheel (Application: Linked to objectives, meaningful).

5. Read aloud the three African tales: Talk Talk: An Ashanti Legend, of Bringing the Rain to Kapiti Plain, and The Storytellers. Based on clues in each tale, students will determine in which region the story is set. Lead the class in a discussion of
the setting of each story and how it relates to the story.

**Assessment**

Paragraphs will be evaluated for the traits of ideas and word choice using the Six Trait Writing Rubric.

ELL3 - Mastery will be a 3 in word choice and ideas (Assessment: Written, Individual).

The assessment may be modified by providing a paragraph frame summary for ELL 3 Beginning (Scaffolding: Modeling).

ELL1 – Will orally explain the images and words selected for assigned biome (Assessment: Oral, Individual)

Mastery will be considered a drawing and image in each of the four categories on the Information Wheel and able to explain the reason it is included.

**Sources**

National Geographic Picture Pack – Geography of Africa.

A wide variety of books that show visual images showing the geography of Africa.