# ELL Adaptation For

## A Walk Around the School: Mapping Places Near and Far

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<tr>
<th>Author</th>
<th>Rebecca Willey</th>
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<td>Grade Level</td>
<td>K-1</td>
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<tr>
<td>Duration</td>
<td>1-2 class periods</td>
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**ELL Adaptation by** Teresa R. Robinson

## SIOP Elements

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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 Listening and Speaking Standard

**Comprehension of Oral Communication:** The student will listen actively to the ideas of others in order to acquire new knowledge.

**Beginning:** Comprehend a limited number of common words and simple phrases in conversations held on topics of personal relevance (e.g., basic greetings and courtesies) when spoken slowly and with extensive rephrasing, repetitions, and contextual clues.

## Arizona ELL III Listening and Speaking Standard

**Comprehension of Oral Communication:** The student will listen actively to the ideas of others in order to acquire new knowledge.

**Beginning:** Comprehend and follow 3- to 4-step directions related to the position of one’s movements in space.

**Intermediate:** Restate the factual details, key words and expressions, and overall gist of read-aloud stories and content.
A Walk Around The School

Intermediate: Comprehend and follow routine (2- to 3- step) instructions for classroom activities in the presence of gestures and clear contextual clues.

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.

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.
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.

Overview

It is important for young children to learn how to use a map in order to get from one place to another. By creating a map of the school students will understand the purpose of maps.

Key Vocabulary

Around – To go from one place to another by passing by another place/object
Through – To go through a tunnel, valley to get from one place to another
Under – To go underneath or below another place/object
Over – To go above a place or object to get from one place to another
Past – To go near and then move from a place/object to get from one place to another
Across – To go from one place to another by crossing over a place/object

Additional Details on ELL Strategies

Keep in mind that during the lesson you do not want to introduce new location vocabulary (e.g. next to, beside, between, near).

Procedures

1. Read Rosie’s Walk, by Pat Hutchins slowly and clearly while making the book visible to your ELLs. As you read words like pond, windmill, and beehives, be sure to point to the picture of them in the book. (Scaffolding: Comprehensible Input)

2. Use the language in the book (around, through, over, etc.) and have the children model these terms. For instance, have a child go over a chair or walk past another child. (Application: promotes Engagement)

3. Explain to the children that maps help us know how to get from place to place. By using specific words that tell about location, a person would know exactly how to get to from the classroom to the library, for example. (Application: Meaningful)

4. Have the children help you create a map of Rosie’s walk. Label places on the map (i.e. haystack, fence, etc.). Use the information from the book to help create the map. (Scaffolding: Modeling)

5. Take a walk around the school. Help the children to use specific location language as you walk AROUND a corner, THROUGH an archway, PAST the playground, etc. (Integrating Processes: Listening and Speaking)

6. When you return, help the children sequence the walk by making a list of how the class got from one place to another. Illustrate the list as well to provide ELL’s with a visual reminder of the school locations they walked to. (Scaffolding: Modeling)
7. Use the pattern of the story to retell your walk. (For instance, "Our class went for a walk AROUND the corner to the library, OVER the bench to the computer lab, and PAST the playground to the cafeteria.) (Integrating Processes: Listening)

8. Assign pairs of children to help each other write a story sentence about the places they walked to. Be sure you pair your Level I ELLs with either a Level III ELL or a native language speaker for support. They should describe how they got from one assigned place to the next. Their writing should follow the pattern of the story. Have the pair illustrate their writing. An example story might begin, "Our class went for a walk, THROUGH the door to the sidewalk, AROUND the corner to the playground, PAST the bathrooms to the cafeteria, OVER the grass to the music room, and we got back in time for lunch!" (Grouping Options: Partners; Integrating Processes: Writing)

9. Read the completed book together!

Assessment

Using the checklist, observe children's work samples and discussions. The items on the individual checklists could be put on a class list.

Scoring for ELL: Excellent = showing evidence of mastery in all three categories. Satisfactory = showing evidence in two of the categories. Unsatisfactory = showing evidence in only one of the categories.