ELL Adaptation For

**The Desert is Theirs: Adapting to Our Environment**

How the environment affects our lifestyles is the focus of this engaging lesson.

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<th>Grace Wood</th>
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<td>ELL Adaptation by</td>
<td>Karen Guerrero</td>
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### SIOP Elements

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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 student 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.
Overview

Using the book *The Desert is Theirs* by Byrd Baylor, students will come to understand how humans and animals adapt to their environments. After reading the book and writing their own stories, students will understand how humans and animals, both present and ancient, have adapted to their environments.

Key Vocabulary

Desert – An area that gets less than 10 inches of rain a year and has a high rate of evaporation. Characteristics include sporadic rainfall, cool nights, and hot days.

Adapt – To fit with or work with environment

Ancient People – People who lived in the desert long ago.

Descriptive words – Words that describe something; to make it visual. Often uses words related to five senses: touch, sight, hearing, taste, smell.

Habitat – The natural environment that encompasses all of the elements a given species needs to survive: water, food, space and shelter.

Additional Materials Needed for ELL

- Vocabulary Cards

Procedures

*Prerequisite Skills: Students should know that ancient people lived in cliff dwellings and caves.*

They should also be familiar with the irrigation systems of the Hohokam.

1. Prior to reading the story, brainstorm with the students how man adapts to his/her environment. Use examples of cliff dwellers who lived in the caves and pioneers who lived in sod houses on the prairie. Write examples on board and include illustrations if possible. *(Preparation: Linking to past learning)*

2. Review vocabulary words using vocabulary cards. Spend a little time reviewing descriptive words. Give an example of an apple, pencil, the sun etc and have them call out words that describe them. Go through the five senses to make sure they see how many different descriptors will help create a visual picture. Create a chart a chart as they list the words under the five categories (touch, sight, hearing, taste, smell). As you read the story continue to add to the list of descriptive words so they have a word bank that they will then use later. *(Preparation: Linking to background, Strategies used; Scaffolding: Comprehensible input; Grouping: Whole class)*

3. Read the story *The Desert is Theirs* by Byrd Baylor. *(Integrating Processes: Reading, listening)* Ask the students questions about the story, such as:

- Why do you think Bryd Baylor wrote this book?
- What words does the author use to describe the desert?
- Do you think people still make decisions about where they live because of what is around them?
- Can you tell what the author thinks about the desert by what she writes?
- Thinking back to what we have learned about the ancient people of Arizona, how did they use their environment to build houses?
- What kinds of things do you think are different between the way people live today from the way people lived in the past?
4. Brainstorm additional descriptive words that will enable students to form mental pictures of various Arizona landscapes. Add to the chart on the board. You can also give the students story starters such as:

1. If I lived in the mountains, I would live in a ...
2. I live in a cave because ...
3. The very best place to live is ...
4. I would live in a tree if ...

5. Have the students select one Arizona landscape and illustrate a detailed picture of them living there. Include the environment, home and adaptations. *(Application: Meaningful, linked to objectives; Grouping: Independent)*

6. Students will then write a narrative about their picture. They should describe the area in detail using words from the word bank and/or additional descriptive words they come up with. Encourage students to add to the chart on the board if they come up with more descriptive words they are using. They should check their work by using the student checklist to make sure this is their best effort. *(Integrating Processes: Writing; Application: Linked to objectives)*

7. Share or display students’ stories and pictures.

**Assessment**

Students will be scored using the six-trait writing rubric for voice, conventions, and ideas/content.