ELL Adaptation For
Map Your State: Regions of Arizona
Students learn about Arizona’s Three Regions with the use of a map and a story.

<table>
<thead>
<tr>
<th>Author</th>
<th>Grade Level</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grace Wood</td>
<td>4</td>
<td>2 class period</td>
</tr>
</tbody>
</table>

**SIOP Elements**

<table>
<thead>
<tr>
<th>Preparation</th>
<th>Scaffolding</th>
<th>Grouping Option</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adapting content</td>
<td>Modeling</td>
<td>Whole class</td>
</tr>
<tr>
<td>Linking to background</td>
<td>Guided practice</td>
<td>Small groups</td>
</tr>
<tr>
<td>Linking to past learning</td>
<td>Independent practice</td>
<td>Partners</td>
</tr>
<tr>
<td>Strategies used</td>
<td>Comprehensive input</td>
<td>Independent</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Integrating Processes</th>
<th>Application</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>Hands on</td>
<td>Individual</td>
</tr>
<tr>
<td>Writing</td>
<td>Meaningful</td>
<td>Group</td>
</tr>
<tr>
<td>Speaking</td>
<td>Linked to objectives</td>
<td>Written</td>
</tr>
<tr>
<td>Listening</td>
<td>Promotes engagement</td>
<td>Oral</td>
</tr>
</tbody>
</table>

**TESOL Standard(s)**

<table>
<thead>
<tr>
<th>Goal 2, Standard 2</th>
<th>Goal 2, Standard 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>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</td>
<td>To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge</td>
</tr>
</tbody>
</table>

**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 comprehend and follow simple 1-word written directions for classroom activities that are accompanied by picture cues.  
**Intermediate:** The student will restate information from expository text read to him or her, using key words, short phrases, and some simple sentences with teacher support.

**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.
Map Your State: Regions of Arizona

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

The purpose of this lesson is for students to gain an understanding of the different regions of Arizona in order to write a story that takes place in one of the regions. Students will also use map skills to identify the three regions and some of the places within them.

Key Vocabulary

Plateau - an area of high ground with a fairly level surface

Landform - a natural physical feature of the Earth's surface, e.g. a valley, mountain, or plain

Mountain - a high and often rocky area of a land mass with steep or sloping sides

Javelina - a wild pig

Desert - dry area: an area of land, usually in very hot climates, that consists only of sand, gravel, or rock with little or no vegetation, no permanent bodies of water, and erratic rainfall

Saguaro - a large cactus growing up to 18 m (60 ft) tall, with upward-curving branches and edible red fruit

Additional Materials Needed for ELL

- Vocabulary Squares
- What Do You See organizer
- Story Map organizer
- Pictures of Arizona landforms, plants and animals—color copies would be ideal or use color transparencies
- Cartoon Story Frame
- Chart Paper
- Two colors of highlighters
- 4 Transparencies of Landform Regions of Arizona map
- 4 Vis-à-vis pens

Additional Details on ELL Strategies

- Additional vocabulary practice can be done using pictures of Arizona landforms, plants, and animals. Cut off the label of each picture. Student match picture with label.
- Additional vocabulary practice can be done using Vocabulary Squares. Have students write vocabulary words on 3 X 5 cards. Students can work with partners or in small groups. Have students pick a card and act out or describe word while other student(s) guess word.

Procedures

1. Write content objectives clearly on board for students (Preparation: Linking to background)
2. Write landform on chart paper and ask students for a definition. Generate a class definition and record on chart paper. Have students record definition on their Vocabulary Squares (Scaffolding: Comprehensive input).

3. Divide students into groups of 2-3 (grouping: partners). Divide the pictures of Arizona landforms, plants, and animals among the groups. Tell students they are going on a scenic tour around Arizona. Using the What Do You See? graphic organizer students record characteristics of landforms, plants, and animals in their pictures (Scaffolding: Comprehensive input).

4. Have groups of students share with other groups adding and adjusting their own graphic organizer (Scaffolding: Modeling).

5. Using the What Do You See? graphic organizer, students will generate class definitions of plateau, mountain, desert, javelina, and saguaro. Add to class chart. Students should add these to their Vocabulary Squares and complete illustrations (Scaffolding: Comprehensive input).

6. Read and discuss the Regions Fact Sheet from original lesson. As you read and discuss each region, use the Landform Regions transparency to show which region the fact sheet is describing (Scaffolding: Modeling).

7. Divide students into small groups of 2-3 students (Grouping: Partners). Using the Regions Fact Sheet as you read, students will highlight plateau, mountain, desert, landform, javelina and saguaro in one color. These are the key vocabulary on their Vocabulary Squares. Students can have their Vocabulary Squares out as the class reads the Regions Fact Sheet (Application: Promotes engagement).

8. Divide class into 3 groups (Grouping option: small groups). Assign each group one Region. Have students highlight (in second color) landforms, plants, animals or features unique to that region (Scaffolding: Comprehensive input).

9. Give each group a transparency of the Regions Map and a Vis-à-vis pen. After the group has reread and highlighter features of their region, students will record that information on their region (Application: Promotes engagement).


11. Distribute the blank Arizona Counties map. Students are to divide it into the three regions. (Students may use the map with the regions already marked if you like.)

12. Students are to draw pictures or write words on their blank maps of different flora and fauna found in the regions. Students can use their Vocabulary Squares or highlighted Region Fact Sheet (Scaffolding: Independent practice).

13. Tell students to imagine that they are an animal or a plant that lives in one of the regions. They are to write a story about their region from the viewpoint of the animal or plant that they chose. The story should be set in one specific region and should have details about that region. It should also be illustrated. Share the rubric of how the story will be graded.

14. Students will use story map to organize their story. After students organize their story, students can use Cartoon Story Frame to complete their story using pictures and text or use their story map to dictate to a partner their story to record (Assessment: Written).

15. Students will illustrate their story.

**Assessment**

The students will be assessed using the rubric that accompanies the original lesson. Writing will be measured by voice and spelling (criteria 2 and 3). Reading and geography will be measured by inclusion of correct information (criteria 1). Mastery will be considered a score of 3 or higher on the rubric.

**Sources**


Collins Cobuild English Dictionary. All the definitions in this dictionary are written in full, simple, and natural English. Very student friendly.