ELL Adaptation For

Let's Travel: Travel Brochures of Arizona
Students learn about famous landmarks of Arizona while reinforcing their writing skills.

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<tr>
<td>Duration</td>
<td>3 class periods</td>
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ELL Adaptation by Leanne Matlock

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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.
Overview

Travel brochures provide interesting and valuable information about geographic landmarks. With a little research and a lot of creativity, students can produce their own travel brochures of any Arizona landmark of interest.

Key Vocabulary

Landmark - A prominent identifying feature of a landscape/a building or site with historical significance

Visitors Bureau - A business that offers information of a specified kind: a travel bureau

Brochure - A small booklet or pamphlet, often containing promotional material or product information

Travel - To go from one place to another, as on a trip; journey

Additional Materials Needed for ELL

- A map of Arizona which highlights the landmarks of Arizona.
- A list of specific facts the student can research for the brochure
- Template of the brochure to show where certain aspects of the brochure will be located.

Procedures

1. Distribute travel brochures to the students and explain to students that these brochures are created to entice people to visit various places in Arizona. Allow students to view travel brochures as examples. Discuss various aspects of the brochure. Define vocabulary words in context of the brochure. (Scaffolding: Modeling)

2. The teacher will share the map from which the students will choose a landmark. (The student is then able to have a visual of where the landmarks are in the state and may choose one because of where it is located. Application: Meaningful, Promotes Engagement)

3. The teacher will create a list of specific information needed for the brochure that the student can research.
Some ideas are:
- When the landmark was discovered?
- Who discovered it?
- How old is the landmark?
- Is the landmark man-made or natural?
- Give a geographic description of where the landmark is located.
- What roads does one travel to get to this landmark?
- Who visits here each year?
- Is there an admission charge?
- What are the hours of operation?
- Are there any restaurants or hotels in the area?
- Give 5 reasons why someone should visit this landmark.
- How far is this landmark from Phoenix or Tucson?

Students use the Internet, travel brochures, or books to gather information about the landmark.
they chose. **(Application: Hands On; Grouping: Independent)**

4. After students have all the information they need to write their brochures, explain that they are working for the Visitors Bureau in Arizona and they are writing the brochure to entice people to visit our state.

5. The teacher will create a computer or hand-drawn template of the brochure that will show where to locate the title, map, information, pictures, etc. **(Scaffolding: Modeling)**
   The student checklist will help monitor performance.

6. After students have finished their "mock up," they should begin producing the actual brochure. To decorate the brochure students can use pictures from brochures, magazines, or their own artwork.

7. Using their best manuscript writing, have the students write the copy for their brochure. Make sure they include a map showing the location of the landmark. **(Integrating Processes: Writing)**

8. The students will then share their brochures with the class. **(Integrating Processes: Reading, Speaking, Listening)**

**Assessment**

The brochure can be assessed using the six-trait writing rubric for organization, ideas/content, and conventions. The traits of organization and conventions will be used to assess the writing standards. Ideas/content will be used to assess the geography and reading standards. Mastery will be considered 3 out of 6.

The checklist can be used for grading as an option. If the ELL I has 3 of the 6 criteria, it will be considered mastery. If the ELL III has 4 of the 6 criteria, it will be considered mastery.