ELL Adaptation For

Create a City: An Urban Planning Exercise
Students learn the process of planning a community, while reinforcing their writing and reading skills.

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ELL Adaptation by Gale Olp Ekiss

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### TESOL Standard(s)

**Writing:**
SW-B. Create a variety of written communication.
SW-E. Demonstrate verbal communication.
E1. Use target vocabulary to describe everyday objects and situations.

**Reading:**
ELL1-D. Develop reading comprehension.
D2. Develop and use new vocabulary through reading.

### Arizona ELL I Reading Standard

**Vocabulary:** The student will acquire English language vocabulary and use it in relevant contexts.
**Beginning:** The student will identify and sort a few

### Arizona ELL III Reading Standard

**Vocabulary:** The student will acquire English language vocabulary and use it in relevant contexts.
**Beginning:** The student will acquire and use
common objects/pictures into basic categories.

**Intermediate:** The students will identify many common signs, symbols, labels, and captions in the environment.

Accurate, but limited, vocabulary needed to:
- use common classroom language and indicate comprehension of a given situation;
- give and receive invitations and apologies;
- express ability or inability to do or not do something;
- give and follow multiple step directions/commands; and,
- comprehend content area words.

**Intermediate:** The student will acquire and use accurate, natural, and varied vocabulary needed to:
- ask for and give advice, suggestions, permission, reminders;
- describe past routines, situations, events;
- propose hypothetical events and situations;
- state intentions, possibilities, and probabilities;
- comprehend content area words; and,
- find another way to say something (e.g., circumlocution, synonyms).

**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 a voice that shows a developing awareness of audience (limited commitment to the topic).

**Overview**

Arizona will continue to grow. According to the last census, the population increased from 3,665,228 people in April of 1990 to 5,130,632 people in April of 2000. This is a 40 percent change in our population. Even though it is inevitable that growth will occur, growth does not always occur in a planned manner. Therefore, it is the concern of informed citizens that our future growth be planned in a manner that helps humans, preserves the environment, and maintains a quality of life for all.

**Key Vocabulary**

**Vocabulary on the Create a City ELL cards:**
- Apartment-A home in a large building
- Theater-A building where plays are performed or movies are shown
- Post Office-A place to mail letters

Freeway—Roads that cars use for fast travel
- Fire Department-A building where firefighters stay with their fire trucks until they are called to help
- Golf Course-An area of land used for playing the game of golf
- Government Office-An office where people work for the government
- Mail-To send letters
- Industries-Large companies that make things to sell
- Jail- A locked place where people stay for a short time as punishment
- Landfill-A place where trash and waste are stored
- Library-A place where books are kept and where people can read and borrow the books
- Low Income Housing-Houses that can be bought or rented by people who do not have much money
- Office Complex-Buildings where people work
- Park-An area with trees, grass, and playgrounds
- Police Department-A building where police officers work
- Prison-A locked place where people must stay for a long time as punishment

**ELL Adaptation**
Shop-To buy things  
Shopping Center-A large building where people can shop  
Strip Mall-A group of stores that share a parking lot  
Restaurant-A place where people can buy food and eat it

Vocabulary for lesson:  
Geographer-A person who studies the Earth  
Urban Planner-A person who is trained to design cities

Additional Materials Needed for ELL
- The student worksheet named Create a City ELL has slightly different labels on the shapes.  
- Writing Prompt for Class  
- Assessment for Class  
- 1 set of Vocabulary cards for each group.  
- Sentence Starters  
- ELL 1 Beginning Vocabulary Assessment  
- ELL 1 Beginning Vocabulary Assessment Answer Key  
- ELL III Intermediate Assessment for Vocabulary  
- ELL III Intermediate Assessment for Vocabulary Answer Key

Procedures

Note: If time is an issue, this lesson can be shortened by:
- deciding the name of the city,  
- where the city is located,  
- what the urban planning company will be called  

instead of having the students decide these aspects.

Grouping: Divide the class into groups of four for this lesson. It would be appropriate to have a beginning and intermediate ELL in each of the groups with students who are proficient in English. (Grouping Option: Small groups)

SESSION ONE
Introduce this lesson by using the census figures from the overview to discuss Arizona’s growth. Then have students cite observations that they have noticed concerning growth of their community. (Preparation: Linking to background)  
Record these on an overhead transparency or white board. It would be great to attach pictures to some of these ideas. For example: Students might say that animals are losing their homes.

Draw a turtle in the middle of a bunch of homes looking sad. (Scaffolding: Comprehensible Input)

On an clean overhead or empty white board space, make two columns: Positive Aspects of Growth with smile face next to label and then Negative Aspects of Growth with a frown face next to label). Have the students work in groups to take their original list and categorize the statements as positive or negative. (Scaffolding: Comprehensible Input)

Negative might be: lack of water, animals being pushed off the land, more pollution, more services needed, more crime, more roads needed, etc.

Positive aspects of growth might be more diversity of peoples, more opportunities for jobs, more money, more tourism, more amusements, more tax dollars, etc.

Ask for a definition of geography- study of the earth. (Linking to past learning) Then ask what would be a geographer? A person who studies the Earth is a geographer. A cute graphic would be a person with a magnifying glass that is examining a globe. (Scaffolding: Comprehensible Input)

Look through the list and pick out a few of the entries. Have the students comment on how geographers could help with the process. (I. e., limit the sprawl, make the growth more attractive by leaving untouched areas, helping plan for city services, such as where to put power lines and roads, helping to find more water sources, etc.

Pass out one set of vocabulary cards to each group. (Scaffolding: Comprehensible Input)

Explain the writing prompt. Then show the student examples, so the students can visualize how the shapes will be cut apart and glued on construction paper. (Modeling) You might also relate why some of the features are located where they are. The houses are near the park so the families can walk to the park. Act out the word “near” for those who don’t know the preposition. (Scaffolding: Comprehensible Input)

Give each group the Create a City ELL student worksheet. Explain these are the facilities that the town council wants to see in the city. (Grouping Option: Small groups)

Hint: Some students want to add additional facilities from the ones given on the Create a City Worksheet. You can permit this, but limiting them to the white spaces leftover on the worksheet
saves paper and will limit their ideas so the city becomes “do-able” in 2 class periods.

Remind the students: The goal is to design an ideal city--one which is convenient for humans, preserves the environment, and maintains a quality of life for both animals and humans. (Application: Meaningful)

Explain how this lesson will be assessed: After your model is completed, your group will write a 2-page speech that could be presented to the town council. The focus of this speech is to persuade them to hire your company based on your placement of facilities and your reasons why this is the best location for each. This speech must be clear and concise. This means all ideas need to be said in less than 2 pages. Remember that you are competing with other companies for this job. You must convince them that you have the best ideas for the new city.

Emphasize: "You will be judged on the neatness of your model, so use color and work carefully. Your written speech will be judged on completeness of information. Your written speech will be judged on the appropriate format for a speech to a town council as well as are your ideas expressed clearly."

Students should have time to begin cutting and pasting on this first session. (Application: Hands-on) The ELL students will be working with their group to decide where to place the city features and in the gluing and coloring of the map. Ask one English proficient student in the group to reinforce the concepts on the vocabulary cards as well as the reasons for locating the features in certain places on the map.

SESSION TWO
Students will continue to cut and paste on their paper model while discussing the placement of facilities. Encourage the group to keep track of their logic by taking some notes. (Application: Promotes engagement)

ELL students could take notes on their sentence starter paper or write sentences down as they hear them. (Assessment: Individual assessment)

Students should begin their rough draft for speech to the town council explaining why the facilities would be best in their selected location. The ELL sentence starters could be used in the group report. (Assessment: Group assessment)

SESSION THREE
Students will finalize their 2-page speech to the Town Council. If time permits, have some students read their speeches to the class.

Assessment

Please look at original lesson for assessing students who are proficient in English.

The assessment for ELLs will be:
Reading Vocabulary:
ELL I Beginning: Student will use the labels (Where Can People Live, Where Can People Shop, and Where Can People Play) and categorize the appropriate vocabulary cards by laying the labels on their desktop and then putting the cards next to the appropriate label. Mastery will be considered 80% or higher. (Assessment: Group or Individual Assessment)

ELL I Intermediate and ELL III Beginning: Use the vocabulary cards. Cut off the caption from the photo. Have the students match the caption to the right image. Mastery will be considered 80% or higher. (Assessment: Group or Individual Assessment)

ELL III Intermediate: Use vocabulary test that doesn’t have photos only words. Mastery will be considered 80% or higher. (Assessment: Group or Individual Assessment)

Writing:
ELL I Beginning: The student will complete the sentence starters provided. (Assessment: Group or Individual Assessment)

ELL I Intermediate: The student will write five sentences describing where two city features are located on the diagram and explain why they were located in that area of the town. You might use the beginning ELL sentence starters for an example. Then let the student complete five sentences on his/her own. (Assessment: Individual Assessment)

ELL III Beginning: The student will write a paragraph explaining why he put 3 of the features on the map in those locations. (Assessment: Group or Individual Assessment)

ELL I Intermediate: The student will write at least two paragraphs explaining why he/she put 5 or more features on the map in those locations. (Assessment: Group or Individual Assessment)