The

Western

Mountains

FLA 518  Content-based Instruction for ELL
Student: Francisco Di Maio
Instructor: Naomi Migliacci
Spring 2006
Introduction
Mountains

Develop Vocabulary
Ratting Guide
Possible Sentences

Mountains Old and New
Compare-Contrast Rockies and Appalachians

People and Mountains
How mountains affect the life of people who live near them.
Cause - Effect

Using Western Lands
Make Predictions and reach Conclusions about human migration and natural

Mountains Around the World
How near mountains affect the life of people in other parts of the world.
Instructional Unit Overview

1. Title: The Western Mountains

2. Grade Level: Grade 4

3. Target Group: Sheltered English Instruction

4. Source of written materials:
   - Social Studies. “States and Regions”. Harcourt Brace 2000
   - Mountains by Seymour Simon


6. Goals: I want my students to:
   - know how mountains are similar and how are they different,
   - know how mountains affect people’s lives,
   - learn how to use a road map and a mileage table,
   - know that past events in the region can affect people’s lives,
   - Know how living near mountains affects people in other parts of the world.

7. This Instructional Unit about mountains is planned to do it in five lessons. The students have opportunity to learn about the more important mountain ranges in the U.S. and other mountains around the world. Lesson 1 is an anticipatory guide activity to put all the students at the same level. In this lesson, the students learn new vocabulary by activating background knowledge. Lesson 2 focuses in compare and contrast the main characteristics of the Rockies Mountains and the Appalachians. Lesson 3, People and Mountains, describes the climate in the different parts of the mountains and their influence on the lives of the people who live near them. Lesson 4, starts with a narrative about past events such as the gold rush during the 1800s, and the human migration from East to West of the U.S. The students also can practice critical thinking skills such as reach conclusions and predict outcomes. Lesson 5 students will learn about other famous mountains around the world and how they affect the lives of people in other parts of the world.

   This unit includes the Social Studies State of Connecticut Curriculum Content Standard # 9: Places and Regions: Students will use spatial perspective to identify and analyze the significance of physical and cultural characteristics of places and world regions.

   - define and identify natural and human characteristics of places;
   - explain how human and natural processes shape places;
   - provide reasons why, describe how places and regions change, and are connected.
Learning Language Objectives

Teacher’s Goal: Improve students’ academic language.

Awareness and Attitude: By the end of this unit, students should be aware that:

Beginners: Different language styles, rhetoric and vocabulary are used for different tasks.

Intermediate: Their academic language skills, particularly in reading and writing, will determine their academic success in the sheltered English class.

Advanced: Language is a source of entertainment and pleasure as well as learning.

Knowledge: By the end of this unit, students should know:

Beginners: The vocabulary needed to specify content knowledge and the function words needed to express themselves in the social sciences.

Intermediate: How to use a variety of reading skills and have a purpose for reading.

Advanced: How to proofread their work for mechanical errors and how to share ideas and information orally and in writing.

Skills: By the end of this unit, students should improve their abilities to:

Beginners: - Create a bulletin board display with short written report.

- Create meaning from text by using context clues and background knowledge.

Intermediate: - Deliver ten minutes presentation with visuals.

- Summarize and paraphrase information learned from different sources.

Advanced: - Explain, give examples, and develop thoughts in reading and writing.

- Organize, write, and revise sentences, paragraphs and short essays.
Learning Language Objectives

*Awareness and Attitude:* By the end of this Unit, students should be aware that:
- Their ability to use academic language skills, particularly in reading and writing will influence their comprehension of the reading material.
- Language is a source of entertainment, pleasure and learning.

*Knowledge:* By the end of this unit, students should know:
- A variety of reading skills and how to focus their reading with purpose.
- The vocabulary needed to the specific topic of mountains.

*Skills:* By the end of this unit, students should be able to:
- Create meaning from context by using context clues and previous knowledge.
- Explain, give examples and develop thoughts in reading and writing.

Projected Learning Events

As a teacher, I expect that students learn vocabulary and skills needed to understand how different mountains are formed, natural resources, and the relationship between man and mountains. Students have opportunity to appreciate amazing facts about mountains and people at the same time that they learn how to get information from texts and improve their language skills in English using their previous knowledge in their primary language, in a learning environment that is sensitive to their language disadvantages.
Lesson 1
Instructional Unit

The Western Mountains

Grade 4

Sheltered English Instruction

Lesson 1

Anticipatory Guide
to Develop Vocabulary and
Activate Background Knowledge

In an ethnical diverse classrooms students come with extremely heterogeneous background and social skills. In this lesson, students can listen and share their knowledge about key words that they will find in their text as they read. Students learn new words and confirm, in case of words with multiple meaning, how those words will be used in the text.
Learning Objectives

I. Content Objectives

Knowledge
By the end of this lesson, students should know specific vocabulary related to mountains in the U.S. and in the world, proper names, transportation, cardinal directions, and natural resources.

Awareness and Attitude
By the end of this lesson, students should improve their attitude through reading content area texts and be aware that studying the syntaxis and semantic of new words can help the students to learn their meaning and to formulate their own definition of the new vocabulary that they will find in the text.

Skills
By the end of this lesson, students should be able to make predictions about the meaning of new words in the text.

II. Language Objectives

Knowledge
By the end of this lesson, students should know the vocabulary need to understand written material in their texts about mountains and their impact on people in the U.S. and around the world.

Awareness and Attitude
By the end of this lesson, students should be aware that their ability to use academic reading skills in content area texts will determine the comprehension of the text.

Skills
By the end of this lesson, students should be able to create meaning from text by using context clues and prior background knowledge.
Lesson Plan

Activity 1  Knowledge Rating Guide *

The purpose of this activity is to help the students understand to what degree they initially know a specific word and is a good tool to for a class discussion to allow the students to expand their background knowledge of the new vocabulary.

- Distribute to each student the Table 1.1. Knowledge Rating Chart.
- Ask the students to write an “x” in the column that best describes what they know about each word.
- After have finish to fill the Knowledge Rating Guide, promote a class discussion. Ask the students which words were difficult, which words were easy, which word most of the students knew. Encourage students to share their background knowledge of the words and their experiences with the words.

ELL Modifications

Advanced: To make clearer the instructions for advanced students, the teacher models the procedure to fill the rating guide in Table 1.1 for them. For example, the teacher could say the following.

*The first word in the list is volcano. I know what a volcano is a mountain that explodes. I have seen and heard the word many times, but I am not sure if I can define the word. I think I will place a check under a column.*

Have seen / heard. However, I do know what lava is. It is a material that comes out from some volcanoes. I know that when it cools down gets hard like a rock, it has many holes and it is not heavy, it is very light. I will check the column. Can define next to the word lava.

Intermediate and Beginner: Ask students if they know a word in their language that looks like lava. If the students give more than one meaning for the word, guide them to predict the meaning that they will encounter in the text. In this particular case, the word lava is a cognate; it has the same meaning in Spanish, or in other Latin languages, and in English. But also, the word lava is related to verb lavar, Spanish for to wash. Repeat the same strategy with the other words in the list.

The teacher can also encourage the students, and help them to use a dictionary to find the definition in English.
Activity 2  Possible Sentences *

Possible Sentences is a strategy based in the students’ predictions about the meaning of words in the text. This activity helps the students to improve their skills making predictions and have more motivation to read while improve their attitude through learning from texts.

- List the following words on the chalkboard, and any other word that the teacher may consider important for the students to know in order to understand the text. Read the words to the class.
- Ask the students to work individually or in groups of two students to choose two words from the list and write at list one sentence that they may find in the text. Ask each group to read their sentence aloud and write them on the board.
- Ask the students to read the passage silently, and check the accuracy of the sentences.
- When all the students to finish read the passage on the board, conduct a class discussion evaluating the sentences that the students have created.
- When all the students feel they know the meaning of the new words, ask the students to create more sentences using the new vocabulary. This step allows the teacher to check if the students have learned the meaning of the new words.

ELL Modifications

Advanced:
- Suggest advanced students to work in pair with a mainstreamed student.
- Provide students with a Word Map * or a Semantic Map * like the one showed at the end of this a lesson (Appendix 1). Explain students how the word web can help them to think about variety of aspects of the concept. Model an example like the one that follows.

  * I know the words rugged and barrier, I also know that a rugged land can be a barrier for transportation. I going to write the word barrier in the center of the web and I will use the other ovals of web to brainstorm words that I can use to relate rugged and barrier. I think my sentence is: The rugged mountains were a barrier for people that wanted to travel from the East to the West of the U.S.*
Intermediate and Beginner:

- Beginner and Intermediate students should work in groups of two (Think Pair Share). Students think individually about a sentence that they can write with the two words they chose, and then they write the sentence and proof read it with their partner.
- The teacher may suggest the students to use a word wall with different parts of the speech (articles, verbs, verbs, etc).
- The teacher can also write a sentence on a paper strip using a pair of words from the list. Then the teacher cuts the paper, gives the scrambled sentences to the student and asks to put it together again to form a sentence. Next, the student writes the sentence on paper or on the board and read it aloud.
Semantic Mapping
Table 1.1   Knowledge Rating Guide *

**Instruction for Students:** Place a X in the column that best describes what you know about each word.

<table>
<thead>
<tr>
<th></th>
<th>Can define</th>
<th>Have seen/heard</th>
<th>Unknown</th>
</tr>
</thead>
<tbody>
<tr>
<td>volcano</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>lava</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>slope</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>imaginary</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>boulders</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>rugged</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>barrier</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>labor</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>satellite</td>
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<td></td>
<td></td>
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<tr>
<td>trade</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>geyser</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>public land</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>terrace</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>mine</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bartering</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Lesson 2
Instructional Unit

The Western Mountains

Grade 4

Sheltered English Instruction

Lesson 2:

Mountains
Old and New

In this lesson, students will learn similarities and differences between old and new mountains by comparing and contrasting the Rocky Mountains and the Appalachians. Discovering how different mountains are formed and how the different climates affect the vegetation and the animals is an interesting introduction to the unit and motivates the students to learn more the west of the United States.

Student: Francisco DI Maio
FLA 518 Content Based Instruction for ELL
Spring 2006
Instructor: Naomi Migliacci
3. Learning Objectives

I. Content Objectives

Objective # 1

A. Advanced  Students will recall the similarities and differences of the two main mountain ranges in the United States using complete sentences.

B. Intermediate  Students will recall the similarities and differences between mountains in the east and in the west of the U.S. using word phrases.

C. Beginners  Students will point to pictures to show an understanding of similarities and differences of the Rocky Mountains and the Appalachian.

II. Language Objectives

Awareness and Attitude:

Objective # 1

A. Advanced  Students will read the text for information, entertainment and pleasure.

B. Intermediate  Students will read the text for information with highlighted key words and use a framed outline of the text.

C. Beginners  Students will listen to the text being read by the teacher or commercially made audiotapes and read from a text with highlighted key words.

Knowledge:

Objective # 2

A. Advanced  Students will respond to their reading by participating in a small group discussion using complete sentences in their speech.

B. Intermediate  Students will respond to reading by participating in a small group discussion using short phrases or their primary language when it is necessary.

C. Beginners  Students will respond to the reading by participating in a small group discussion pointing to pictures in the text, and using their primary language or an appropriate gesture.
Skills:

Objective #3

Advanced Students will be able to write describing with details one cause that change the shape of some mountains.

Intermediate Students will be able to complete cloze activities and stories frames to explain one cause that change the shape of some mountains.

Beginners Students will be able to label a pictures showing the interior of a volcano and other illustrations of different types of mountains.

Objective #4

Advanced Students will be able to write a paragraph using complete sentences to compare and contrast similarities and differences between the Rocky Mountains and the Appalachians.

Intermediate Students will be able to explain in short phrases at least two differences between the Rocky Mountains and the Appalachians.

Beginners Students will use Students will be able to respond to questions using short oral responses.
4. Lesson Plan

1. To activate background knowledge the teacher will show a video about mountains.

**ELL Modifications:**
- Teacher will provide the students words from the video that the students may do not know.

2. Pre-reading activity: The teacher asks the students to look at the pictures in their texts, read titles and subtitles and to formulate questions using the words in the subtitles.

**ELL Modifications:**

- **Advanced**
  - The teacher fosters conceptual development and expanded literacy through content.
  - The teacher asks questions such as: How did you figure out the meaning of the words *continental divide* and *timberline*?

- **Intermediate**
  - Teacher asks frequent comprehension and open-ended questions that stimulates language production.
  - For example, the teacher asks:
    a) How was the way Paricutin formed different from the way most mountains form?
    b) What causes the shape of mountains to change?
    c) What happens to temperatures as elevation becomes higher?

- **Beginners**
  - Teacher provides the students with focus questions in L1 before the lesson start.
3. Reading activity: Teacher will distribute copies of a Venn diagram and ask the students to write the words Mountains as a title in the center of the paper, and the words Old and New as a sub title on top of each circle. As students read their texts, they will write common characteristics of old and new mountains in the area that is common to the two circles and on the sides of the circles they will write individual characteristics of old and new mountains. 

**ELL Modifications:**
- *Advanced* students will read the text and complete the Venn diagram.
- *Intermediate* student will read and listen to the test on audiocassettes and complete the Venn diagram.
- *Beginner's* students will read the version of the text in L1, or a rewritten text and questions accompanying it...
  In addition, beginners students might use alternate books, such as *Mountains* by Seymour Simon, which has similar concepts at an easier, reading level?

4. Writing Activity: Students will write a short essay comparing and contrasting mountain ranges in the United States.

**ELL Modifications:**
- *Advanced* students will write using complete sentences, and using grammar rules and good sentence structure.
- *Intermediate* students will write short phrases to compare mountain ranges.
- *Beginners* students will use words and phrases to compare mountain ranges. In addition, they may dictate phrases or sentences to a teacher, teacher assistant or another more advanced student using words in L1 if is necessary.
5. **Descriptive Narrative**

In this lesson, I used a variety of techniques for contextualization such as: modeling, hands-on manipulatives, commercially and teacher-made pictures, audio tapes of the text that the students read, timeline representing the formation of the most important mountains ranges in the world, videos, elevation maps, road maps and mileage table.

*Modeling:* Teacher shows how to use syntactic and semantic clues to learn the meaning of unknown words. In addition, the teacher modeled how to read elevation maps.

*Hands-on manipulative:* Students have opportunities to read elevation maps, globes and to color their own maps.
In addition, the students might build terrarium and/or a model of a mountain using non-hazardous materials such as a variety of sand, gravel in a clear transparent container to show the different layers of soil underground.

*Commercially made pictures:* Teacher will display pictures from magazines, calendars and other sources and insentivates language development.

*Multimedia:* The text is accompanied with a cassettes and CD-Rom activities.

*Timelines:* The teacher will make a timeline on the board indicating when different mountain ranges were formed. Then, the teacher will encourage the students to make their own timelines in their notebooks or in sentences strips.

*Maps:* Students will use elevation maps of America and the World
<table>
<thead>
<tr>
<th>LEVEL 4</th>
<th>LEVEL 3</th>
<th>LEVEL 2</th>
<th>LEVEL 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content</strong></td>
<td>Describes the shape of old and new mountains using more than two descriptive words and ample details. Gives the name of old and new ranges and is able to write their names in the given map. Give samples in each range and approx. height. Explains what causes mountain to change with ample detail. Ends giving one way mountains are similar with ample details.</td>
<td>Describes the shape of old and new using only one descriptive word but details are not clear. Gives name of old and new ranges but does not write names in the given map or gives examples.</td>
<td>Describes the shape old and new mountains without details. Does not name of ranges or give examples and does not label the map.</td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td>All sentences clearly relate to main topic and are in proper sequence. Uses signal words or other devices to show how ideas are related.</td>
<td>Uses some signal words to indicate organization. Details not in sequence.</td>
<td>Does not show how details relate to each other and main idea. May include extraneous details. Does not use signal words or other devices to organize ideas.</td>
</tr>
<tr>
<td><strong>Sentence Structure</strong></td>
<td>Varied sentence structure. Includes complex and compound sentences. Grammatically correct.</td>
<td>Uses mostly simple or compound sentences. Only few sentence errors.</td>
<td>Uses simple sentences only. Includes run-ons and sentences fragments.</td>
</tr>
<tr>
<td><strong>Words Choice</strong></td>
<td>Uses vivid words and advanced vocabulary.</td>
<td>Uses words typical of average student.</td>
<td>Lacks variety and vividness.</td>
</tr>
</tbody>
</table>
Compare Contrast Old and New Mountains

OLD

The oldest mountains in North America are the__________________________
They have been worn down by__________________________
Their peaks are _______ and _______________________
The Appalachian tallest peak is the__________________________
Which is ____________________ above sea ________level
The Appalachian are located in the eastern part of__________________________


NEW

The newer and taller mountains in the United States are all found _____
The largest are called the__________________________
The Rocky Mountains are only about half as old as the__________________________
but they are __________________________ as high.. Some group of
mountains that are part of the Rocky Mountains are called ____________
Some examples of ranges:
the_______________ Range in Colorado and Wyoming,
the________________ Range in Wyoming and the
____________________ Range is in Alaska.
Compare Contrast Old and New Mountains

new

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old
Lesson 3
Instructional Unit

The Western Mountains

Grade 4

Sheltered English Instruction

Lesson 3

People and Mountains

This lesson starts with a narrative about famous explores Lewis and Clark in 1804. Then students learn historical facts that lead to the construction of the first transcontinental railroad and how it influenced changes in the activities that people do today in the West of the United States. Students will construct a time line and partially filled graphic organizer to organize their thought and have a point of reference for events.

Student: Francisco Di Maio
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Spring 2006
Instructor: Naomi Migliacci
Learning Objectives

I. Content Objectives

Advanced Students will describe how mountains have affected transportation and communication in the United States using complete sentences.

Intermediate Students will describe how mountains have affected transportation and communication in the United States using 2 -3 words phrases.

Beginners Students will use maps, photos and pictures to show understanding of how mountains have affected transportation and communication in the United States.

II. Language Objectives

Objective # 1

Advanced students will be able to explain, give examples and develop their thought about the material they have read orally and in writing using the appropriate vocabulary.

Intermediate students will be able to explain, give examples and develop their thought about their reading constructing a time line of events and using the appropriate vocabulary.

Beginners students will be able to explain, give examples and develop their thoughts about material that have been read to them labeling in a time line of events and working with a more advanced students or in a small group using the appropriate vocabulary.
Lesson Plan

1. Pre-reading activity: Discuss about pictures and maps on pages 404 – 409. (5 minutes)

The teacher starts the lesson showing a map of the United States showing the Rocky Mountains and some states in the central and west portion of the country. Then he/she suggests the students look at the map in page 406 of their text and read titles, subtitles and observe carefully all the details in the pictures and maps.

The teacher will guide the students to make predictions about the material that they are about to read and establish a purpose for reading.

ELL Modifications

- The teacher helps ELL students by showing them the Rocky Mountains in a class map and encourages students to find the same words in the map in page 406 of their texts.

- The teacher should make sure each ELL student is in a group with an advanced or a mainstreamed student.

- When giving directions, speak slowly and use natural pauses.

2. Construct a time line activity. (5 minutes)

The teacher will construct a time line on the board, indicating the dates 1803, and important dates such as 1800, 1900, 2000 and 2006. In addition, the teacher should build some background knowledge by helping them to mentally transport themselves to a time and place of the events in the material the students are about to start reading. For example, the teacher may tell the students that in that time there were not cars and the men had just buildings the first trains.

ELL Modifications

Advanced students: The teacher will continue to be alert to individual differences in language and culture.

Intermediate students: The teacher will ask open-ended questions that stimulate language production.

Beginners students: The teacher will focuses on conveying meaning and vocabulary development. Teacher may use repetition and make an effort to read students' gestures.
3. Reading for Information Activity. (20 minutes)

Tell the students that they are going to read a short story about two explorers named Lewis and Clark, and how their travels and the construction of the train tracks opened the doors of the west the U.S. to different groups of migrant.

Brainstorm with the students the trails to the West, important words and concepts such as barrier, transcontinental railroad, labor, satellite, immigrants, and communication.

Ask the students to read silently pages 404 – 409 in their texts and answer the following review questions in their notebooks:
- What areas did Lewis and Clark explored?
- Why were mountains once barriers to travel?
- Why are there few large cities in mountain regions?

ELL Modifications

- Advanced students: The teacher will continue to make lessons comprehensible and interactive.
- Intermediate students: The teacher will:
  * Ask frequent comprehension checks.
  * Provide intermediate and beginner students a highlighted texts and a frame with “the five W” words: When? Where?, Why?, Who?, and How?.
  * Lead choral reading using slow pace and louder tone when reading a highlighted text.
- Beginners students: Ask questions that can be answered by yes/no and either/or responses, such as:
  “Do you know how to say barrier in Spanish”? Repeat with the words railroad, satellite, transcontinental.
  In addition, if a student/s need more help the teacher may say the same expression in Spanish using the words “Cómo se dice en Español la palabra “labor””

4. Discussion Group / Art and Writing Activity (30 minutes)

- The teacher will divide in two groups and tell the students that each group is going to have 15 minutes to discuss what they have read and 15 minutes to write and do an artistic response to the material read.
- Group A will start in the discussion area. They will answer questions such as
Why the mountains were a barrier for the explores?
What did they do to overcome the obstacles?
How were the workers lowered down the sides of the mountains to set off the explosives?
How did they deal with problems such as the snow?
What other problems do you think they had?
What kind of tools they used?
Would you like to have a job in which you have to work like the men who built the first railroad? Explain your answer.
How did the transcontinental railroad affect transportation?

- Group B will be divided in small groups of three or four students to work on an Art-Writing activity. Each group of students will choose an Art activity such as coloring and labeling a map of the U.S. indicating some trails to the west, or any creative art project appropriate for the lesson. In addition, each group will write a short paragraph to complement the art project.

- Groups A and B will switch activities after 15 minutes.

ELL Modifications

- The teacher should group ELL beginners and intermediate students with advanced or mainstreamed students.
- The teacher will use Instructional Conversation strategies to encourage students' contributions to the discussion. For example, the teacher invites students to expand using the expression “Tell me more about difficulties traveling through mountains”, asking direct questions “What do you mean by ... building railroads through the mountains was hard work?”, restating what the speaker said “In other word.... radio and television reception can be poor because the mountains block the signals”, and making frequent pauses.
- Teacher should avoid judging the students’ responses with statements like “good” or “right” that will tend to end the student’s response. Accept any reasonable answer.
- Demonstrate reading a map key and coloring a map or another art project.
- Encourage beginners and intermediate students to ask an advanced or a mainstreamed student in their group for help with their writing assignment if they need it. Beginners students may need help in L1 to translate the meaning of an unknown word or to translate a thought into English.

5. Conclusion (5 minutes)

Students may share their drawing and writing by reading them aloud to the class and displaying it in the classroom.
### People and Mountains

<table>
<thead>
<tr>
<th>Year</th>
<th>Event 1</th>
<th>Year</th>
<th>Event 2</th>
<th>Year</th>
<th>Event 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1803</td>
<td>Louisiana Territory sale</td>
<td>1804</td>
<td>Lewis and Clark left St Louis, Missouri</td>
<td>1862</td>
<td>Congress agree to build first railroad from East to West</td>
</tr>
</tbody>
</table>

**Students Own Time-line**

Title: _____________________

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*Figure 3.1 Time Line of events to lead to the construction of the Transcontinental Railroad. People and Mountains. Lesson 3. Instructional Unit: Mountains*
Lesson 3. People and Mountains

Reading Guide for ELL students

Read pages 404-409 to find out how mountains have affected transportation and communication in the United States. As you read, complete the chart below.

<table>
<thead>
<tr>
<th>Action (Intervention)</th>
<th>Purpose (reason)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The government sent Lewis and Clark to find out the answer to some questions.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>People wanted a faster and safer way to go across the country.</td>
</tr>
<tr>
<td>Communication satellites can improve reception.</td>
<td></td>
</tr>
</tbody>
</table>
Lesson 4
In this lesson the students have the opportunity to use the cause-effect relationship to learn about natural resources of the West of the United States, since the discovery of gold in 1848 until the present times. Students will learn the influence of natural resources on human time, he students learn new basic concepts of economy and geography. This lesson is also used to help the students to reinforce their skills to reach conclusions and make predictions about other mountains in the World.

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<table>
<thead>
<tr>
<th>Applying Knowledge</th>
<th>Making Decisions</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Examples:</em> Students describe an <em>economic choice</em> that they have made recently</td>
<td><em>Example:</em> Would you live your house and job to go to California in search of gold?</td>
<td><em>Example:</em> Reading a map’ key to identify natural sources available in the West. Mountain ranges in the U.S.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reading Skills</th>
<th>Writing skills</th>
<th>Listening skills</th>
<th>Speaking skills</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Example:</em> Scanning the text for information.</td>
<td><em>Example:</em> Writing complete sentences. Structuring paragraphs</td>
<td><em>Example:</em> Listening for specific information, choosing appropriate response.</td>
<td><em>Example:</em> Turn taking when participate in group discussion, speaking with intonation</td>
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*Functional Notional Chart* for Lesson 4. “*Using Western Lands*”

Instructional Unit: Mountains
Learning Objectives

I. Content Objectives

Advanced Students will describe using complete sentences how past events in the region affects the kind of work that people do there.

Intermediate Students will describe using word phrases how past events in the region affects the kind of work that people do there.

Beginners Students will describe using words and pointing to pictures how past events in the region affect the kind of work that people do there.

II. Language Objectives

Awareness and Attitude:

Objective # 1

Advanced Students will read the text for information, entertainment and pleasure.

Intermediate Students will read the text with highlighted key words and use a framed outline of the text for information, entertainment and pleasure.

Beginners Students will listen to a text being read by the teacher or a commercially made audiotapes and simultaneously read the text with highlighted key words for information, entertainment and pleasure.

Knowledge

Objective # 2

Advanced Students will respond to their reading by participating in a small group discussion using complete sentences in their speech.

Intermediate Students will respond to their reading by participating in a small group discussion using short phrases in their speech.
Beginners  Students will respond to their reading by participating in a small group discussion pointing to pictures in the text, using an appropriate gesture or their primary language when is necessary.

Objective # 3

Advanced  Students will be able to write sentences to explain with details the effects of past events in the west on e kind of work that people do there.
Intermediate  Students will be able to complete a cloze activity and story frame to explain the effects of past events in the west on the kind of work that people do there.
Beginners  Students will be able to label and point to pictures to show how past events in the region affect the kind of work that people do there.

Objective # 4

Advanced  Students will form conclusion about past events in the west of the United States and make predictions of future migratory events using complete sentences.
Intermediate  Students will form conclusions and make predictions using short phrases.
Beginners  Students will be able to form conclusion and make predictions using words and pointing to pictures.
Lesson Plan

Activity 1 Pre-reading

The teacher divides the class in small groups of four or five students. Make sure each ELL student is in a group with mainstream or advanced ELL student.

The teacher tells the students to preview the lesson in their texts by silently reading the title, subtitles, and the words under the pictures and maps. Then, the teacher helps the students to set a purpose for reading. For example with the subtitle “Mining in the West” and the picture of the man in the river looking for gold using a pan, the teacher may model think aloud saying: “After we read this section we should be able to know how gold mining affected the settling of the West”.

Repeat the same procedure with the other sections of this lesson, as follow: With the subtitle “Mountain Forest” the teacher will guide the students to formulate the question, Why is the Pacific Northwest an ideal place for large, thick forest to grow?. The next subtitle “Ranching and Farming” will generate questions like “How are farmers able to grow crops in arid parts of the West? Finally, with the subtitle “A Land of Beauty” the teacher will guide the students to formulate questions like, “What is the oldest national park in the United States?”

ELL Modifications

Advanced: The teacher encourages students set a purpose for reading by asking students to formulate questions using the subtitles in each section of this lesson using complete sentences. The teacher models by writing the questions on the board or on a large notepad, or a large sheet of paper.

Intermediate: The teacher ask students to imitate what the advanced students did with the first subtitles, and scaffold them formulate questions using short phrases.

Beginners: The teacher asks the students to say what they think is important to know about each of the subtitles. For example, do you think that the discovery of gold in a region will motivate people to move or migrate to that place?

After looking at the diagram showing how tall are the three most important trees that grow in the Northwest, the teacher may ask, “how taller is the Coast Redwood than the Giant Sequoia”? 
Activity 2  Reading

Original Lesson

Ask the students to open their texts on page 412 and read aloud with you the content objective written on the board.

Remind them that the focus of our lesson is to know how past events in the region affect the kind of work that people do there. In other words, as they read, they will look for ways in which people still depend on the West’s natural resources.

Also, tell the students that they will find in the text words highlighted. Suggest the students to try to find the meaning of those words using context clues. Show the students those new words on the board or on paper-strips and read them aloud while you point to the letters. The new vocabulary words are boomtown, trade-off, opportunity cost, public land and geyser.

Ask students to read text aloud chorally, following your pace.

Brainstorm how past events in the region influence the kind of jobs that people do there today.

ELL modifications

Advanced: Teacher will provide students with a cause-effect graphic organizer and ask students to fill the blanks spaces with sentences or phrases from their texts. For example, under the title “cause”, the teacher writes, “A worker found some gold shining in a ditch”. Then he/she guides the students to write under the heading “effect” the following sentence: “Thousands of people left their homes and jobs and rushed to California”.

Repeat the same procedure, writing in the column “cause” the following sentence: “Most miners did not have enough money to buy everything they needed”. Students should write under the heading “effect” a sentence similar to “miners have to trade one thing they have in order to get another thing that they needed”.

Intermediate: Intermediate and Beginners students will use highlighted texts (See annex 3.2 and 3.3) and completed Cause-Effect Chart for Beginners.

The teacher will ask frequent open-ended questions to stimulate language production. For example, why do you think the towns where gold was found were called boomtowns?

. What happened in the some towns after all the gold was used and people could not find more gold?
Why is the Pacific Northwest an ideal place for large, thick forest to grow?

Beginners: The teacher will lead the choral reading at a pace appropriate for early readers and slightly louder intonation for highlighted text.

Annex 3.4 includes a modified text for beginner students in preproduction stage. The teacher will use appropriate gestures that encourage the beginner students to voluntarily answer the kind of questions that can be answered with one word, such as yes/no, either/or. For example, who remember ..., or who can read in the map:

. What are the names of some trees that grow in the west?

. What are some of the products that farmers grow in the West?

Activity 3 Using a map key and legend

The teacher tells the students to look at the map in page 416 in their texts and models reading the map title on top of the page “Land use and resources in the West”.

Then the teacher asks students to read the color code key at the left of the map and find in the map the same colors. Then, the teacher will ask questions and clarify words. For example, “who knows what the word manufacturing means?” Repeat the step with the words: general farming, dairy farming, forest, fruits and vegetables, wheat and grains.

The students may also read the map’s key at the lower right corner of the map. Tell the students that this key represent the minerals available in the West of the United States. Invite students to read the name of each mineral.

Another technique of conceptualization that the teacher will use is Realia. To put all the students at the same level, the teacher will show them samples of some of those materials available in the classroom. Some of the materials are coal, iron, copper, zinc, silver, lead and gold.
Activity 4  Discussion Groups/ Reading Response (Art, writing activity)

- The teacher will divide the class in two groups and tell the students that each
group has 15 minutes to discuss the material they read in their text and 15 minutes
to do an art and a written response to their texts.
- Group A will start in the discussion area. They will talk about what they have
learned from their texts. They will include open ended questions such as:
  . In what ways people still depend on the West’s natural resources.
  . Would you have been willing to leave your home and job to go to California
in search of gold. Why or why not?
- Group B will be in the writing – art section of the classroom.
  Some students will work on an art project related to the lesson. Give each group
a map of the U.S. and tell them to color and label the map indication how the land
is used and some resources in the West

Other students will write a paragraph describing an economic choice that they
have made recently. What trade off they have to make? What opportunity cost
did they pay? It was a right choice? Why or why not?

ELL modifications

- The teacher will use Instructional Conversations techniques to increase all
students’ time for using extended, academic language during discussion groups.
  . Restate a speaker thought with a question. For instance, if the student says,
    “I would not want to live my home and job to go looking for gold” The teacher
    would say: “You would not live your home and job to go looking for gold?” Why
    you would not want to live your house and job to go looking for gold?”
  . Promote more complex language and expressions by using a variety of
elicitations techniques. For example, the teacher invites students to expand
(“Tell me more about too many trees been cut down in the forests”), ask direct
questions (“What do you mean by the United States declared national
forests?”), offers restatements (“In other words, The United States government
has set aside some of this lands as national parks such as Yellowstone National
Park”), and makes frequent pauses.
  . Promotes the use of text, pictures and reasoning to support their answers or
position by asking
    “How do you know?” or
    “What makes you think that?”
    “Where in the text says that?”
Activity 5    Conclusions

Each group will share their drawing and written samples with the rest of the classroom by reading them aloud and then displaying them in the classroom.

Descriptive Narrative of this Lesson

To make this lesson more accessible to the ELL students, I adjusted the discourse or language by using instructional conversation. I used language that is more comprehensible for ELL students, which encourage increased participation. In addition, I created many opportunities for meaningful interaction through the use of instructional conversation.
Lesson 5
Instructional Unit

The Western Mountains

Grade 4

Sheltered English Instruction

Lesson 5:

Mountains
Around the World

Lesson 5 is a description of the most important mountain ranges in each continent and how the people who live near those mountains adapt themselves to live in those particular conditions. This lesson includes a variety of reading, speaking and grouping strategies as well the use of charts and maps in order to make the lesson accessible to students and in particular for ELL students in a mainstreamed class.

Student: Francisco Di Maio

FLA 518 Content Based Instruction for ELL
Spring 2006
Instructor: Naomi Migliacci
Learning Objectives

I. Content Objectives

Knowledge
- Advanced  By the end of this lesson, students should know and be able to explain, how living near mountains affect people in other parts of the world.
- Intermediate  By the end of this lesson, students should know and be able to describe, using words phrases, how living near mountains affect people in other parts of the world.
- Beginners  By the end of this lesson, students should know and be able to describe, using words and pointing to pictures, how living near mountains affect people in other parts of the world.

Awareness and attitude
- There are different ways of satisfying common needs.

Skills
- Identify major mountain ranges in the world.
- Read graphs, maps and charts with demonstrated understanding.
- Read the textbook with understanding.
- Participate effectively in class discussion.
- Follow oral and written directions.
II. Language Objectives

Awareness and attitude
- By the end of this lesson, all the students should be more aware of their ability to use academic language skills, particularly in reading and writing.

Knowledge

Advanced
- By the end of this lesson, students should know how to present ideas and information orally and in writing.

Intermediate
- By the end of this lesson, students should know how to direct their reading to a purpose.

Beginners
- By the end of this lesson, students should know the vocabulary needed to understand and describe people and mountains in other parts of the world.

Skills
- By the end of this lesson, all the students should improve their ability to create meaning from context by using context clues and prior knowledge.
Lesson Plan

Activity 1  Pre-reading  Formulating Focus Questions

- The teacher divides the class in small groups of four or five students making sure each ELL beginner and intermediate student is in a group with an advanced or a mainstreamed student.
- The teacher encourages the students to pre-view the lesson by modeling reading the title as he points to the letter under the words “Mountains Around the World”.
- The teacher ask a volunteer to read aloud the main objective of the lesson which is the content objective: “How living near mountains affects people in other parts of the world”?
- Then the teacher reads aloud the first subtitle “The Himalayas” and models think aloud saying: “…while we read, we are going to keep in mind the following question: How does living near the Himalayas affect the live of people who leave there”? The teacher writes the question on the board to be used as a sample for the students who need it.
- To finish the pre-reading activity, the teacher tells the students to work in groups to formulate and write questions using the words in the subtitles and the pictures in pages 419 to 423 in their texts.

ELL Modifications

Advanced
- The teacher suggests ELL students to use the sentence written on the board as a model to write their focus questions about the other mountain ranges in the text.

Intermediate and Beginners
- The teacher makes sure that each ELL student is in a group with an advanced or a mainstreamed student.
- The teacher speaks slowly and uses natural pauses when give directions to students.
- Students will use the focus question written on the board as a model to formulate their own focus questions.
Activity 2  Vocabulary  Word Exploration

Word exploration is a writing to learn strategy. The teacher provides the students with a list of words that he/she consider important for the students to know in order to understand the text. Some of the words are affect, adapt, glaciers, terrace, steep, bartering, scarce and trading.

The teacher invites the students to write quickly and spontaneously, free-writing, for no more than five minutes, without concerning about spelling, neatness, grammar or punctuation. Then the teacher has several of the student share their word explorations with the class, reading or talking about what they have written. The teacher notes similarities and differences in the students’ concepts. The purpose of this activity is build conceptual knowledge of content area terms by teaching and reinforcing the concept words in relation to other concept words.

ELL Modifications

The teacher can help ELL to speed their language development providing connections to their native language.

- The teacher writes key words (glacier, terrace, steep, poncho, llama, oxen, elevation) on the board, next to each word he/she places a picture or writes an example.
- Then the teacher asks in Spanish “Que es esto”? or “Que son estos”? or “Como se dice en Espanol terrace”?
- The teacher may encourage the use of cognates by asking the students if there is a word in Spanish that looks like the new English vocabulary. For example, “There is a word in Spanish that looks like the word affect?”

Activity 3  Reading  Jigsaw Group

- The class is divided in heterogeneous groups of four or five students.
- Each member of the group is expected to become an expert in one of the following subtopics in this lesson: The Himalayas, The Atlas Mountains, The Alps, and The Andes Mountains.
- Members of different teams that share the same subtopic meet in temporary “expert groups” to discuss what they are reading and learning.
- When the members in each of the expert groups complete their tasks, they return to their jigsaw teams to share what they have learned.
• As jigsaw members teach the students in their teams, the other members of the team listen and take notes to get ready for the whole class discussion or test.

**ELL modifications**

**Advanced**

The teacher facilitates the lesson to Ell students by providing an *idea map* for each mountain range mentioned in the subtitles. The students have to write the name of the range in the circle and write information about the range in the provided lines.

**Intermediate**

Intermediate students complete the same *idea chart* provided to advanced students but with *questions words* (Where, Who, How, Why) to guide the students to formulate their questions.

**Beginners**

Students will write words in the blanks in the *idea chart* to complete the sentences. Beginner students may use the sentences in the chart as a guide during the *expert group* meeting and to deliver information to the members of his/her jigsaw team.

**Activity 4  Text Talk Through Guided Discussion  Instructional Conversation**

Students remain in small group, the teacher provides small amount of scaffolding as he direct the students to think about what they have learned through the use of questions and teacher made guide material. The teacher guides the discussion emphasizing in content understanding and clarification.

Some sample questions are:

• *Do you know if there are mountains like these in your country?*
• *Have you ever seen a place like that?*
• *What animals they have?*
• *What do you think about the hat that she is wearing?  Why do you like it?*
• *If you were living in that mountain, what would you be doing?  Why?*
ELL Modifications

To promote “Instructional Conversation” the teacher will use phrases and questions such as:

"Tell me more about the llamas"
"In other words ... their life would be difficult without the yaks."
“What do you mean by.....a terrace is like a roof”
“Where in the text you read that........?"
“What do you think about her poncho?
“How do you know that those are beams?”

Activity 5 Learning from Charts and Maps/Writing Supporting Details

- Students write three supporting details about the following statement: “People who live in mountain places around the world have adapted to their environments”
- Students will color and interpret, with the teacher scaffolding, a pictograph representing the elevation of the highest mountain in each continent.
- In addition, the teacher helps the students to locate in a map the major mountain ranges in the world

ELL Modifications

Advanced students will use complete sentences to write details to support the main idea.
Intermediate students will use short phrases to write supporting details to the main idea.
Beginner students will use short phrases and pictures to give supporting details.
IDEA MAP FOR BEGINNERS STUDENTS. Mountains ranges in the world

Make an idea map for each mountain range. Write the name of the range in the circle on the idea map. On the lines write how people have adapted to live there and other important information you remember.

The Himalayas

The Himalayas lie between the countries of ________ and ________. Mount Everest is the world’s ________ mountain. It is ________ miles (______ Km) high. There in not modern ________ there, travel there is very ________. They use ________ to go places.

The Alps

The Alps are in the southern of ________. They are Europe largest. The people raises ________, ________ and ________. During the winter they get a lot of ________. To help the snow slides off the top of the houses, they build the houses with ________ roofs.

The Atlas Mountains

The Atlas Mountains are in the north-western ________. The Atlas Mountain keep the moisture from reaching the ________ Desert. The southern part of the Atlas Mountains are mostly ________ and ________. The people that live in that arid area have ________ to grow. They have small ________.

The Andes

The Andes Mountains lie along the whole length of ________. They are among the world ________ mountains. ________ are some of the people who live there. They rise ________ and ________.
IDEA MAP FOR INTERMEDIATE STUDENTS. *Mountains ranges in the world*

Make an idea map for each mountain range. Write the name of the range in the circle on the idea map. On the lines write how people have adapted to live there and other important information you remember.

- **The Himalayas**
  - Where?
  - How tall are?
  - What problem people have?
  - What kind of transportation?

- **The Alps**
  - Where?
  - What?
  - Who?
  - Problems?
  - Solutions?
IDEA MAP FOR ADVANCED STUDENTS.
Instructional Unit: *Mountains*. Lesson 5 *Mountain Ranges Around The World*

Write the name of a mountain range in the oval. Write what the people that live near to each range have to do to make their life better and easier.