

Carousel unit: 3: Living and Working Together Chapter: 5 Topic: Food-Our Bodies' Fuel

Level: EI

Function: Describe physical characteristics using sensory details; Express feelings and preferences

Week: 1

	Day 1 Vocabulary	Day 2 Language patterns	Day 3 Additional language patterns, expanded vocabulary	Day 4 Practice language through writing or additional practice	Day 5 Apply language in new contexts
Objective: <i>Students will be able to use (vocab/form) in order to (function).</i>	SWBATU topic vocabulary to name food.	SWBATU adjectives to describe the taste of foods.	SWBATU adjectives to describe the taste of foods.	SWBATU target present tense forms to express preferences.	SWBATU adjectives to describe the taste of foods and use target present tense forms to express preferences.
Focus: (Vocabulary, Language Patterns, Writing, Application)	Vocabulary	Vocabulary Language Patterns	Vocabulary	Language Patterns Vocabulary	Application Writing
Grammatical forms: Prompts	What is it? What are they?	How does it taste? How do they taste?	What is it? What are they?	Describe (nouns).	Describe (nouns).
Grammatical forms: Responses	It is (noun). They are (noun).	It tastes (adjective). They taste (adjective).	It is (noun). They are (noun).	(Noun) has (noun). Example: A lemon has a rind. A cookie has chocolate chips.	It is (noun). It tastes (adjective). (Noun) has (noun).
Vocabulary	<i>singular:</i> a watermelon, a cookie, a strawberry, a lemon (from Unit 2, Chapter 5), a cracker <i>plural or missing article:</i> beans, jello, ice cream, juice, corn, popcorn, potato chips, cake	sweet, salty, sour	<i>singular:</i> a hamburger, a taco, a hot dog, a pumpkin, an egg, a sandwich	(all vocabulary for this week) + rind, skin, seeds, chocolate chips, oatmeal, crumbs, bumpy, smooth, flesh, stem	(all vocabulary for this week)
Fluency	Partners (with activity pictures)	Lines of Communication	Partners (with activity pictures)	Numbered Heads	Numbered Heads
Grade Modifications	3-5: Make a t-chart for students to sort foods by plural/singular irregularities (see example)				K-2: Use pre-drawn food, if needed
Materials	TP, PCs, <u>The Very Hungry Caterpillar</u> or other book about food, photocopies of Activity Pictures (use only those covered in today's	Samples of watermelon, cookies, strawberries, lemons, crackers, PCs	TP, PCs, photocopies of Activity Pictures (use only those covered in today's lesson)	Chart paper, markers, PCs or real food	Chart paper, markers, PCs or real food

Adapted from A Carousel of IDEAS and the Systematic ELD model (Dutro) by teachers at Ord Terrace Elementary School, MPUSD

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Function: Describe physical characteristics using sensory details; Express feelings and preferences

Week: 1

	Opening: Bring to life/state objectives	I Do It: Model new language	I/We Do It: Model and monitor practice	You Do It: Structured independent practice	Wrap up and reflection
	3-6 minutes	5-7 minutes	8-12 minutes	10-15 minutes	3-5 minutes
Day 1	State objective. Read <u>The Very Hungry Caterpillar</u> or a book with food.	Introduce the TP and name the target vocabulary. Display target PCs and have students match the PCs to the TP. Make a chart to show foods that are generally described in plural forms, and those which can be described both ways. Note the missing article 'a' for some foods.	Have students respond to the prompt: "What is it?" or "What are they?" Students: "It is (noun)." or "They are (nouns)." Example: It is a watermelon. They are cookies. It is corn.	Students turn Activity Pictures upside down in a pile. One student picks one up and asks partner, "What is it?" or "What are they?" Partner responds in complete sentences.	Sing "Apples and Bananas."
Day 2	State objective. Ask students what they had for dinner last night. Note if they had any of the foods that were discussed yesterday.	Tell students they will discuss how foods taste. Name adjectives "salty," "sweet," and "sour." Give examples of foods that match those tastes. If possible, pass out samples of food and have students name how they taste. Avoid "good" or "bad."	Students taste foods and repeat these sentences after you: "It tastes (adjective)." or "They taste (adjective)." Example: It tastes salty. They taste sweet.	Lines of Communication: Students use prompts and responses to describe food.	Students talk about what other kinds of foods taste sweet, salty, or sour. Make a chart.
Day 3	State objective. Have students review the chart from yesterday with sweet, salty, and sour foods.	Introduce the TP and name the target vocabulary. Display target PCs and have students match the PCs to the TP. Note the article 'an' before "egg."	Have students respond to the prompt: "What is it?" or "What are they?" Students: "It is (noun)." or "They are (nouns)." Example: It is a hamburger. They are eggs.	Students turn Activity Pictures upside down in a pile. One student picks one up and asks partner, "What is it?" or "What are they?" Partner responds in complete sentences.	Sing "Apples and Bananas."
Day 4	State objective. Tell students they will describe the food they've learned about.	If possible, use real food. Pass around target food, and introduce parts. Or, show pictures of target food. Example: Show a lemon and a watermelon, and introduce "rind." Continue with other foods. Modify according to what students know and don't know.	Model: A (noun) has (noun). Example: A watermelon has a rind. A lemon has seeds. A cookie has chocolate chips. A strawberry has a stem.	Numbered Heads: Teacher gives every group the same food, and students discuss the parts. Then, one student shares the group's ideas. If needed, each group can have a different food.	Create charts with different food parts. Modify according to prior knowledge.
Day 5	State objective. Tell students they will draw a diagram of food and describe it.	Draw a watermelon. Label each part (rind, seeds, flesh, stem). Model the sentence frames: "It is a watermelon. It tastes sweet. It has seeds. It has a rind."	Students work in groups to draw one target food on chart paper. Students label food parts. Teacher assists as needed.	Numbered Heads: Students share information about their food, either individually, or as a group oral report.	Book or song

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Carousel unit: 3: Living and Working Together Chapter: 5 Topic: Food-Our Bodies' Fuel Level: EI
 Function: Express needs and make requests Week: 2

	Day 1 Vocabulary	Day 2 Language patterns	Day 3 Additional language patterns, expanded vocabulary	Day 4 Practice language through writing or additional practice	Day 5 Apply language in new contexts
Objective: <i>Students will be able to use (vocab/form) in order to (function).</i>	SWBATU topic vocabulary to name foods.	SWBATU "may" and "can" to request items.	SWBATU "need" to express needs.	SWBATU "may," "can," and "need" to request items and express needs.	SWBATU "may," "can," and "need" to request items and express needs
Focus: (Vocabulary, Language Patterns, Writing, Application)	Vocabulary	Language Patterns	Vocabulary Language patterns	Language Patterns Writing	Application
Grammatical forms: Prompts	What is it? What are they?	May I have (noun)? Can I have (noun)?	I need a (noun). Thank you!	I need (noun) for my soup. May I have a (noun)? Thank you!	May I have (noun)? Can I have (noun)? I need (noun). Thank you!
Grammatical forms: Responses	It is (noun). They are (noun).	Yes. Here it is. Yes. Here they are.	It is (preposition) the (noun). You're welcome.	Yes. Here it is. It is (preposition) (noun). You're welcome.	Yes. Here it is. Yes. Here they are. It is (preposition) (noun). They are (preposition) (noun). You're welcome.
Vocabulary	<i>plural or missing article:</i> meat, nuts, soup, peas, milk, cheese	a watermelon, a cookie, a strawberry, a lemon (from Unit 2, Chapter 5), beans, jello, ice cream, juice, corn, popcorn, potato chips, cake, a hamburger, a taco, a hot dog, a pumpkin, an egg, a sandwich, meat, nuts, soup, peas, milk, cheese	a fork, a spoon, a knife, a plate, a bowl, a glass on, next to, behind, in front of, on top of, underneath	(all vocabulary for this chapter).	(all vocabulary for this chapter).
Fluency	Gambits	Tea Party	Tea Party	Tea Party	Role play
Grade Modifications		3-5: Puppets optional, or use a more mature role play about going to eat at a restaurant.			
Materials	Activity Pictures (photocopies - can use all pictures, or only those from this lessons, depending on needs of students), PC, TPs	Activity Pictures (photocopies - can use all pictures), puppets, TPs	Additional PCs (see attached), real silverware, etc. (optional), other objects or PCs	Additional PCs (see attached), PCs, real silverware, etc. (optional), other objects or PCs	Menu, PCs, props for a restaurant scene (if available)

Carousel unit: 3: Living and Working Together

Chapter: 5 Topic: Food-Our Bodies' Fuel

Level: E1

Function: Express needs and make requests

Week: 2

	Opening: Bring to life/state objectives	I Do It: Model new language	I/We Do It: Model and monitor practice	You Do It: Structured independent practice	Wrap up and reflection
	3-6 minutes	5-7 minutes	8-12 minutes	10-15 minutes	3-5 minutes
Day 1	State objective.	Display TP and introduce target vocabulary. Discuss how some of these words do not require an article 'a' or 'an' and are referred to without the articles, even when they singular. Introduce "a bowl of," "a cup of," "a slice of," and "a piece of."	Have students match PCs to TP and name the vocabulary. Students say, "It is (a bowl of/a cup of/a slice of/a piece of) (noun)." <i>or</i> "They are (nouns)." Example: It is a bowl of soup. They are peas. It is a bowl of peas.	Gambits: Students put activity pictures in a pile, upside down. One at a time, students choose a card and say, "It is (noun)," or "They are (nouns)," or "It is (a bowl of/a cup of/a slice of/a piece of) (noun)."	Students play Just Like Me. One student says, "I like (noun)." Students who like that food say, "Just like me!" Continue until all students have had a turn to say, "I like (noun)."
Day 2	State objective. Tell students if they have ever gone to a restaurant. List the restaurants. Then, tell students they will learn how to ask for food politely.	Display TPs, and have students name the foods. Then, give one to a student. Say, "May I have a (noun)?" Prompt the student to give you the card. Repeat with other foods, with other students. Then, have a student ask for a food item, and reply, "Yes. Here it is."	Use two puppets to act out a restaurant scene. One is the waiter, the other is the customer. One puppet asks, "May I have a (noun)?" <i>or</i> "May I have (nouns)?" The other replies, "Yes. Here it is." <i>or</i> "Yes. Here they are." Have students echo the questions and responses until the students are independently doing all the talking.	Tea Party: Students spread activity pictures on their desks. In pairs, one asks for an item, and the other responds appropriately and gives the picture to the partner. Repeat until all pictures are gone.	Have students generate other words they can add to make their requests and responses even more polite, such as "please," "sure," "certainly," "thank you," and "you're welcome."
Day 3	State objective. Show pictures of food (or PCs) and pretend that you want to eat, but cannot. Have students explain why not (you do not have tools to eat with).	Introduce "utensils" and "silverware," and then have students describe each utensil as you introduce it. Have students repeat the vocabulary. Have students describe what you use each item for, and why it is shaped like it is.	Put silverware/dishes (or additional TPs) in various places (between, on top, under, next to, behind, in front of objects). Have a volunteer say, "I need a (noun)." Respond, "It is (preposition) the (noun)." The students all repeat the response. The volunteer picks up the item and says, "Thank you." You say "you're welcome." All repeat.	Tea Party: Place various utensils and dishes in the middle of each group. Then, students practice saying, "I need a (noun)," and then responding appropriately, saying where each item is. Students continue until all items are gone. Then, they put them back and repeat.	Call on different students where various items are. Those students respond, telling where each item is in their group.
Day 4	State objective. Tell students they will be discussing which kinds of eating tools they will need to eat various kinds of food.	Ask students why they cannot eat soup with a fork. Use other examples. Then model: I need a (noun) for my (noun). Examples: I need a spoon for my soup. I need a fork for my salad.	Display PCs of food. Have students take one and have them say together with you, "I need a (noun) to eat my (noun)." Then, say, "It is (preposition) the (noun)." Students repeat.	Tea Party: Students repeat the same exercise as yesterday, but add the prompt, "I need a (noun) to eat my (noun)."	Have students talk about other ways to eat various foods (with your fingers, with multiple types of utensils). Note that in other countries, people eat in various ways. Use examples.
Day 5	State objective. Tell students they'll role play today and pretend they're at a restaurant with their families.	Model a restaurant scene for students. Use the sample menu. Use all prompts and responses.	Volunteers act out the restaurant scene with teacher's guidance.	Students independently act out the restaurant scene in groups of 4. One student plays the waiter, and the other 3 play the customers.	Review any more vocabulary that students confuse <i>or</i> read a book about food or restaurants.

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EXAMPLE Singular and plural food t-chart:

Usually referred to in plural form, even if there is only 1 serving.	Usually referred to in singular form, even if there are more than 1.
<p><u>(a bowl of) beans</u> <u>(some bowls of) beans</u></p> <p><u>(a bowl of) peas</u> <u>(some bowls of) peas</u></p>	<p><u>ice cream (cones)</u> <u>(bowls of) ice cream</u></p> <p><u>(bowls of) jello</u></p> <p><u>(cobs of) corn</u> <u>(a bowl of) corn</u></p> <p><u>(bowls of) popcorn</u> <u>(kernels of) popcorn</u></p> <p><u>(slices of) cake</u> <u>cake (slices)</u></p> <p><u>(cups of) juice</u> <u>(cups of) juice</u></p> <p><u>(a slice of) meat</u> <u>(some) meat</u></p> <p><u>(a bowl of) soup</u> <u>(some) soup</u></p> <p><u>(a glass of) milk</u> <u>(some) milk</u></p> <p><u>(a slice of) cheese</u> <u>cheese (slices)</u></p>

Menu

<u>a slice of watermelon</u>	<u>\$1</u>
<u>a cookie</u>	<u>\$2</u>
<u>beans</u>	<u>\$1</u>
<u>jello</u>	<u>\$2</u>
<u>ice cream</u>	<u>\$1</u>
<u>juice</u>	<u>50 cents</u>
<u>corn</u>	<u>\$1</u>
<u>popcorn</u>	<u>\$2</u>
<u>potato chips</u>	<u>\$1</u>
<u>cake</u>	<u>\$6</u>
<u>a hamburger</u>	<u>\$4</u>
<u>a taco</u>	<u>\$2</u>
<u>a hot dog</u>	<u>\$3</u>
<u>an egg</u>	<u>\$1</u>
<u>a sandwich</u>	<u>\$5</u>
<u>milk</u>	<u>\$1</u>
<u>cheese</u>	<u>50 cents</u>