

Carousel unit: 1: My Community

Chapter: 2 Topic: My School

Level: Beginning

Function: Describe physical characteristics

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>	<i>Students will be able to use school words in order to follow directions</i>	<i>Students will be able to use school words in order to follow directions.</i>	<i>Students will be able to use school words in order to describe characteristics</i>	<i>Students will be able to use school words in order to describe characteristics</i>	<i>Students will be able to use school words and "have" in order to use school words in a new context.</i>
Focus: (Vocabulary, Language Patterns, Writing, Application)	Vocabulary	Language Patterns	Vocabulary	Writing	Application
Grammatical forms: Prompts	Where is the (noun)?	Commands: Give me the ____. Take the ____. Point to ____. Show me ____. (e.g. Point to the clock)	Is the (noun) (adjective)? (e.g. Is the desk big?)	Draw a picture of a classroom item and describe it.	Play game: <i>What do you have?</i>
Grammatical forms: Responses	Point to vocabulary	(show picture cards)	The (noun) is (adjective). (e.g. The desk is big.)	Students draw picture and write sentence frame The (noun) is (adjective).	I have a/an (noun).
Vocabulary	Desk, flag, paper, chalk, crayons, window, clock, eraser, room, book, pencil, table, chair, door	Desk, flag, paper, chalk, crayons, window, clock, eraser, room, book, pencil, table, chair, door	Big, small	Desk, flag, paper, chalk, crayons, window, clock, eraser, room, book, pencil, table, chair, door, Big, small	Desk, flag, paper, chalk, crayon, window, clock, eraser, room, book, pencil, table, chair, door
Fluency	(students point to pictures or say vocabulary)	(non verbal responses)	Choral response Lines of Communication	Writing and partner share	Games
Grade Modifications					
Materials	TP2 PC 1.2 pocket chart	PC 1.2	Teacher-made vocabulary cards "big" and "small"	paper, pencils, PC1.2, sentence frames	Activity Pictures 1.2, scissors (or precut pictures), paper bags

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

Carousel unit: 1: My Community

Chapter: 1

Topic: My School

Level: Beginning

Function: Describe physical characteristics

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	Teacher asks students what they see in the classroom. State objective.	Show TP2. Identify all vocabulary “This is a ____.” (e.g. This is a desk. This is a flag. This is a window.)	Now show Picture Cards 1.2. Say, “This is a _____. Please say _____. Where is the ____?” (Students repeat and point)	Hand out PCs out, say, “Where is the ____?” or “Show me the ____.” Children hold their card up when their item is called.	Hand out activity pictures and have students cut them out. They will need to use these the next day.
Day 2	Hold up PC and say, “This is a ____.” Students verbally fill in the blank. State objective.	“Please follow these directions.” Use a volunteer to model commands: Point to ____, Take ____, Give the ____ to ____, Show me ____.	Students sit in circle. Hand out PCs to a few children. Give commands to the children. (e.g. Point to the chair. Give the chair to Martin.)	Students sit at desks put cut activity pictures face up on their desks and follow your prompts. Ask them to repeat the word. (e.g. Point to the desk. Show me the chair.)	Sing “The Little Gray Mouse” or Ask question, “What new word did you learn today?” Dismiss students as they respond.
Day 3	Sing “The Little Gray Mouse” or Read book. State objective.	Show new vocabulary <i>big</i> and <i>small</i> . Point to items in the room using phrase, “The ____ is ____.” (e.g. The desk is big, the pencil is small.)	Tell the students you are going to ask them questions and they need to respond with the sentence frame The ____ is _____. (e.g. “Is the pencil small?” Choral response, “The pencil is small.”	Lines of Communication Students must use sentence frame vocabulary. The ____ is ____.	Ask if there if there are any items in the classroom that they do not know the name of but would like to. They can point, and you answer.
Day 4	Teacher shares a story about when he/she was in school. State objective.	Draw a simple picture of a classroom or use photograph and write: “The ____ is ____.” on the board.	Students draw their pictures and write the sentence. Teacher assists as needed.	Students share reports, using Partner Share.	Ask students to tell their neighbors what they liked about their pictures.
Day 5	Get activity cards out and tell the students they are going to play a game today. Ask children what they like to play. State Objective	Model Game “What Do You Have?” Place Activity cards in a box or bag. Working with a partner, you take an activity card out of the bag, and act out what you have (or describe it without saying what it is). The other student guesses, “You have a ____.”	You pull out a few items, act them out (or describe them) and call on students to practice saying “You have a ____.”	Students partner up and play game.	Group share about what was learned this week.

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

Carousel unit: 1: My Community

Chapter: 2 Topic: My School

Level: Beginning

Function: Describe location of objects in space

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>	<i>Students will be able to use school words in order to follow directions</i>	<i>Students will be able to use school words in order to describe location of objects.</i>	<i>Students will be able to use school words in order to describe location of objects</i>	<i>Students will be able to use school words in order to describe location of objects</i>	<i>Students will be able to use school words in order to use school words in a new context.</i>
Focus: (Vocabulary, Language Patterns, Writing, Application)	Vocabulary	Language Patterns	Vocabulary	Writing	Application
Grammatical forms: Prompts	Where is the (noun)?	Questions: Is the (noun) on the playground?	Is there a (noun) on the playground.	Draw a picture of a playground and ask what is on it.	Playground Field Trip Do you see a (noun) on the playground?
Grammatical forms: Responses	Point to vocabulary	Yes the (noun) is on the playground.	Yes, there is a (noun) on the playground. No, there is not a (noun) on the playground.	Students draw picture and write sentence frame There is a (noun) on the playground.	Yes I see a (noun) on the playground.
Vocabulary	Bat, water, jump rope, slide, swing, playground, bathroom, ball	Bat, water, jump rope, slide, swing, playground, bathroom, ball	Yes there is No there is not	Bat, water, jump rope, slide, swing, playground, bathroom, ball Is there, is not	slide, sandbox, and other vocabulary you might find on the playground.
Fluency	(students point to pictures or say vocabulary)	Choral Response	Choral response Tea Party	Writing and partner share	Choral Response Partner Share
Grade Modifications					
Materials	TP3 PC 1.2 pocket chart	PC 1.2	Teacher made cards Yes there is No there is not	paper, pencils, sentence frame	A ball to place on the playground.

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

Carousel unit: 1: My Community

Chapter: 1

Topic: My School

Level: Beginning

Function: Describe location of objects in space

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	Teacher asks students what they see on the playground. State objective.	Show TP3. Identify all vocabulary "This is a ____." (e.g. This is a jump rope, this is a slide.)	Now show Picture Cards 1.2. Say, "This is a _____. Please say _____. Where is the ____?" (Students repeat and point)	Hand out PCs out and say, "Where is the ____?" or "Show me the ____." Children hold their card up when their item is called.	Hand out activity pictures and have students cut them out. They will need to use these the next day.
Day 2	Hold up PC and say, "This is a ____." Students verbally fill in the blank. State objective.	"Please follow these directions." Use a volunteer to model commands: Point to____, Take ____, Give the _____ to _____, Show me _____.	Students sit in circle. Hand out PCs to a few children. Give commands to the children. (e.g. Point to the slide. Give the jump rope to Martin.)	Students sit at desks put cut activity pictures face up on their desks and follow your prompts. Ask them to repeat the word. (e.g Point to the slide, and say "slide," and Show me the jump rope and say "Jump rope.")	Ask question "What new word did you learn today?" Dismiss students as they respond.
Day 3	Read book. State objective.	Show new vocabulary: Yes there is No there is not Show TP3. Show how you say, "Yes, there is a slide on the playground," and "No, there is not a pencil on the playground."	Ask the class questions, using this week's and prior week's vocabulary. They answer using choral response.	Tea Party. Students ask each other questions, and give appropriate responses.	Take students out to the playground. Ask if there are any items on the playground that they do not know the name of but would like to. They can point, and you answer.
Day 4	Ask children about their favorite activities at recess. State objective.	Draw a simple picture of a playground or use photograph and write: "There is a ____on the playground."	Students draw their pictures and write the sentence. Teacher assists as needed.	Students share reports, using Partner Share.	Ask students to tell their neighbors what they liked about their pictures.
Day 5	Ask children about field trips they have taken. State objective.	Tell the children you are going to go on a field trip to the playground, and describe things they see on the playground. Model the response: "Yes, I see a _____on the playground."	Take children to playground and ask them, "Do you see a ____ on the playground?" Children respond, "Yes, I see a _____on the playground."	Students partner up and tell each other what they see on the playground.	Let them play for 5 minutes on the playground. Encourage them to use the vocabulary learned.

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