

Carousel unit: 1: My Community

Chapter: 1 Topic: My Family

Level: 1

Function: Greet, introduce and share personal information

Week: 1

	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 family words in order to share personal information</i>	<i>Students will be able to use family words in order to follow directions</i>	<i>Students will be able to use family words in order to follow directions</i>	<i>Students will be able to use family words and "have" in order to use vocabulary in a new context.</i>
Focus: (Vocabulary, Language Patterns, Writing, Application)	Vocabulary	Language Patterns	Vocabulary	Application
Grammatical forms: Prompts	Where is the _____?	Commands: Give the ____. Take the _____. Point to ____. Show me ____.	Stand up if, come here if, sit down if, raise your hand if	Write a report about your family.
Grammatical forms: Responses	(name nouns)	(show picture cards)	Students follow directions.	I have ____ ____. (I have 1 brother, I have 2 brothers.) (use appropriate vocabulary with appropriate plurals)
Vocabulary	Teacher, father, mother, sister, baby, girl, man, woman, brother, boy, family, children.	Teacher, father, mother, sister, baby, girl, man, woman, brother, boy, family, children	Teacher, father, mother, sister, baby, girl, man, woman, brother, boy, family, children Stand up if, come here if, sit down if, raise your hand	Teacher, father, mother, sister, baby, girl, man, woman, brother, boy, family, children
Fluency	(students draw a picture)	(non verbal responses)	No verbal response	Writing and partner share Numbered Heads
Grade Modifications				
Materials	TP1, PC1.1, Activity Sheet 1,	Activity Pictures 1.1, PC1.1	PC 1.1	paper, pencils, PC, sentence frames
				PC (photocopied), scissors (or precut activity pictures)

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

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	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 shows a photo of his/her own family. Tell the children about them. Or, he/she draws a picture of his/her family. State Objective	Show TP1. Identify all vocabulary, Pointing to each person on the theme picture saying "This picture shows a <i>family</i> . This is the <i>mother</i> , this is the <i>father</i> ."	Now continue introducing the vocabulary with Pictures Cards. Show PC 1.1. Say, "This is a _____. Where is the _____?" Tell students to point to the picture card.	Hand out Activity Sheet 1 "My Family." Ask students to draw a picture of their family.	Call on volunteers to show picture to the class. Encourage them to use the new vocabulary. (<i>Where is your mother?</i>)
Day 2	Read a story. State Objective	"I am going to tell you to do something. You will do it." Using PC1.1 Model commands: Give me the _____. Put the _____ here. Take the _____. Show me the _____. Point to the _____.	Students sit in circle. Hand out PCs to some kids. Give commands to those kids.	Hand out activity pictures. Have them cut them out. They will place them face up on their desks and follow your prompts, such as, "Put the mother here." Point to your head. Students do it. "Show me the brother." Etc. (collect activity cards for following day)	TPR Transition song from the Song Book or Polly Put The Kettle On or Transparency 4: Hush Little Baby
Day 3	Song from previous day. State Objective	Introduce new commands Hold the mother card, and say "Stand up if I have the mother, sit down if I have the mother, raise your hand if I have the mother." Demonstrate with other cards.	Introduce the command. "Come here if you have _____" by using a volunteer. Then ask for volunteers to follow command giving them a picture card and giving commands: "Stand up if you have....," "sit down if you have....," "raise your hand if you have....," "come here if you have..."	Hand out activity cards from previous day. Have students place them face down. Play game. Students pick one card then say commands whole group: "Stand up if....," etc.	Read a story. See bibliography.
Day 4	Teacher shares a brief story about his/her family or reads a book about a person's family (or complete picture walk of book). State Objective	Draw a simple picture of a family, or use a photograph and write: "I have a _____."	Students draw their pictures and write the sentence under it "I have a _____." Teacher assists as needed.	Students share reports, using partners, or using Numbered Heads.	Song from Day 2
Day 5	Ask students to show with their fingers how many brothers, sisters, fathers, mothers they have. State Objective	Explain that once you have more than 1 of certain words you add an 's' at the end to form the plural. Introduce new vocabulary by saying the plurals, and using sentence frames: "I have 1 <i>brother</i> . I have 2 <i>brothers</i> ."	Model game of Concentration using activity cards (minus family, children, man, woman.) Say, "I have 1 _____. I have 1 _____. No match." or "I have 2 _____. Match." Students repeat prompts.	Students partner up and play game, using sentence frames to help them respond as you did (in complete sentences).	Group share about what was learned this week.

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