

Carousel unit: 2: My Larger Community

Chapter: 1 Topic: The People Around Me

Level: Beginning

Function: Share Personal Information

Week: 1

	<b>Day 1</b> Vocabulary	<b>Day 2</b> Language patterns	<b>Day 3</b> Additional language patterns, expanded vocabulary	<b>Day 4</b> Practice language through writing or additional practice	<b>Day 5</b> Apply language in new contexts
<b>Objective:</b> <i>Students will be able to use (vocab/form) in order to (function) .</i>	<i>Students will be able to use <u>family words</u> in order to <u>share personal information</u></i>	<i>Students will be able to use <u>family words</u> in order to <u>share personal information</u></i>	<i>Students will be able to use <u>family words, articles and pronouns</u> in order to <u>compare physical characteristics</u></i>	<i>Students will be able to use <u>body words, articles and pronouns</u> in order to <u>compare physical characteristics</u></i>	<i>Students will be able to use <u>family words and "have"</u> in order to <u>describe families in a new context.</u></i>
<b>Focus:</b> (Vocabulary, Language Patterns, Writing, Application)	<b>Vocabulary</b>	<b>Language Patterns</b>	<b>Vocabulary</b>	<b>Writing</b>	<b>Application</b>
<b>Grammatical forms:</b> Prompts	Point to	Who is in your family?	Is your ____ young/old	Sort pictures	Play games Concentration
<b>Grammatical forms:</b> Responses	Students point the picture cards	This is my _____.	Yes my _____ (family member) is _____ (old, young) No, my _____ (family member) is not _____	Sorting	I have ____ _____. (I have 1 aunt, I have 2 aunts.)  (use appropriate vocabulary with appropriate plurals)
<b>Vocabulary</b>	Grandmother, cousin, grandfather, aunt, uncle (other vocabulary will be done in week 2)	Grandmother, cousin, grandfather, aunt, uncle	Grandmother, cousin, grandfather, aunt, uncle Young, old	Grandmother, cousin, grandfather, aunt, uncle Young, old	Grandmother, cousin, grandfather, aunt, uncle (verbal plurals)
<b>Fluency</b>	Students point to the appropriate picture card	Partner share.	Inside/Outside	Sorting, informal discussion	Games
<b>Grade Modifications</b>					
<b>Materials</b>	TP5, PC2.1 Pocket Chart	pencils, sentence frames, paper or Activity Sheet 56 "My Extended Family"	Activity Sheet from day 2 Pocket chart, PC1.2, vocabulary cards (young, old)	Magazines, headings "young", "old" for heading to sort., construction paper.	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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	<b>Opening:</b> Bring to life/state objectives	<b>I Do It:</b> Model new language	<b>I/We Do It:</b> Model and monitor practice	<b>You Do It:</b> Structured independent practice	<b>Wrap up and reflection</b>
	3-6 minutes	5-7 minutes	8-12 minutes	10-15 minutes	3-5 minutes
<b>Day 1</b>	Share some personal pictures of your family, or create display of pictures of different kinds of families cut out from magazines and share this with them. Post for reinforcement. State objective.	Show them TP5. Point to different family members in the picture. (Teachers Edition page 162, has a very detailed description.)	Teacher places picture cards into a pocket chart with corresponding vocabulary card. Teacher: "This is the grandmother, say Grandmother." Continue with the cards.	Have students match the people in the Picture Cards to the people in the Theme Picture. Hold up the picture cards one at a time, Teacher: "She is the grandmother. Point to the grandmother in the picture. Continue with all cards.	Book
<b>Day 2</b>	Hold up the picture cards naming each word in English, and asking what word they use in their language for that family member.  State objective.	Using Activity Sheet 56 or piece of paper draw a picture of your extended family. Say "This is my _____"	Ask Students "Who is in your family." Hand out either paper or Activity Sheet. Students draw their extended family.	Partner Share, students share their picture with a partner using sentence frame: "This is my _____."	Volunteers share whole class. Keep pictures for next day activity.
<b>Day 3</b>	Display transparency 14 "Growing Old" Read with students. Encourage students to use words they know to describe Grandma Lee.  State objective.	Show pictures cards. Ask is the grandmother is young. Model, "No my grandmother is not young." Ask is the cousin young, model "Yes the cousin is young." Continue with other cards.	Using a pocket chart and sentence frames. Give Picture card to student. Ask is your ____ (family member) _____ (old, young). Student places picture card and vocabulary card in correct place in the sentence fame. Ask to repeat the sentence out loud.	With their activity pictures from days 2, have students share using "Inside/ Outside." One asks the question, the other responds.	Book
<b>Day 4</b>	Ask if anyone knows what a magazine is. Show different types of magazines, explain what you do with them. State objective.	Go through a magazine and model how you can find pictures of family member and cut them out. Students can call out if they see a picture of a family member they are learning.	Ask a volunteer or two to help you sort the pictures in to two groups, young and old.	Hand out magazines to students, have them cut out their own pictures, sort and paste them appropriately on to a piece of construction paper labeled, young and old.	Students share pictures with the class.
<b>Day 5</b>	Hold a picture card in your hand and describe what you see. Have students guess which one you are looking at.  State objective.	Explain that one you have more than 1 of certain words you add a s. To them. Introduce new vocabulary by saying the plurals, and using sentence frames, "I have one aunt, I have 2 aunts."	Model game of concentrations using either photocopied picture cards or activity cards Say "I have 1 _____. I have 1 _____. No match." or "I have 2 _____. Match." Students repeat prompts.	Students partner up and play game.	Have a student hold a picture card and describe what they see and let students guess or ask questions to guess the card.

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Carousel unit: 2: My Community

Chapter: 2 Topic: The People Around Me

Level: Beginning

Function: Describe Personality Attributes

Week: 2

	<b>Day 1</b> Vocabulary	<b>Day 2</b> Language patterns	<b>Day 3</b> Additional language patterns, expanded vocabulary	<b>Day 4</b> Practice language through writing or additional practice	<b>Day 5</b> Apply language in new contexts
<b>Objective:</b> Students will be able to use ( <u>vocab/form</u> ) in order to ( <u>function</u> ).	Students will be able to use <u>school member words</u> in order to <u>identify vocabulary</u>	Students will be able to use <u>school member words</u> in order to <u>describe</u> <u>personality / attributes</u> .	Students will be able to use <u>school member words</u> in order to <u>describe</u> <u>personality / attributes</u> .	Students will be able to use <u>body words, articles and</u> <u>pronouns</u> in order to <u>describe physical</u> <u>characteristics</u>	Students will be able to use <u>family words and "have"</u> in order to <u>describe families</u> in <u>a new context</u> .
<b>Focus:</b> (Vocabulary, Language Patterns, Writing, Application)	<b>Vocabulary</b>	<b>Language Patterns</b>	<b>Vocabulary</b>	<b>Writing</b>	<b>Application</b>
<b>Grammatical forms:</b> Prompts	Point to	Is this the _____	Who is this?	Draw a picture of you a 3 of your friends.	Game (or review and clarify previously taught concepts).
<b>Grammatical forms:</b> Responses	Students point the picture cards	Yes, She/He is the _____	He/She is the _____. The _____helps me at school	They draw a picture and write appropriate sentence frame.	None
<b>Vocabulary</b>	Nurse, principal, secretary, custodian	Nurse, principal, secretary, custodian	Nurse, principal, secretary, custodian	Hands, feet, arms, ears, eyes, legs, shoulders, knees	Nurse, principal, secretary, custodian
<b>Fluency</b>	Students point to the appropriate picture card	Whole Group, partner share	Tea Party	Partner share	Game
<b>Grade Modifications</b>					
<b>Materials</b>	TP6, PC2.1 Pocket Chart	Sentence Frames Paper, crayons	Picture from previous day	paper, pencils, sentence frames.	paper, pencils

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Week: 2

	<b>Opening:</b> Bring to life/state objectives	<b>I Do It:</b> Model new language	<b>I/We Do It:</b> Model and monitor practice	<b>You Do It:</b> Structured independent practice	<b>Wrap up and reflection</b>
	3-6 minutes	5-7 minutes	8-12 minutes	10-15 minutes	3-5 minutes
<b>Day 1</b>	<p>If possible have either the Principal, or a nurse, secretary or custodian visit the class.</p> <p>Introduce them and tell the students how they help at school.</p> <p>State objective.</p>	<p>Show them TP6. Point to the people that work in our school and tell how they help us at school. (Teachers Edition page 165, has a very detailed description.)</p>	<p>Teacher places picture cards into a pocket chart with corresponding vocabulary card.</p> <p>Teacher: "This is the nurse, say nurse." Continue with the cards.</p>	<p>Have students match the people in the Picture Cards to the people in the Theme Picture. Hold up the picture cards one at a time,</p> <p>Teacher: "She is the nurse. Point to the nurse in the picture.</p> <p>Continue with all cards.</p>	Book
<b>Day 2</b>	<p>Tell a story about one of the school members.</p> <p>State objective.</p>	<p>Intro sentence frame, modeling how you will ask, Is this the _____, and the appropriate response is "Yes, she/he is the _____" Noting they must use "yes", and the appropriate pronoun, "He" or "She"</p>	<p>Have a student come up and ask the questions to students in the class.</p> <p>Then instruct them to draw a picture of the school members.</p>	<p>In Pairs, one asks the question "Is the _____?" Other student answers, "Yes, he/she is the _____."</p> <p>(Keep picture for day 2)</p>	<p>Song:</p> <p>Kids in Our Class, or What are you Going to Do?</p> <p>In Song Book</p>
<b>Day 3</b>	<p>Song</p> <p>State objective.</p>	<p>Explain how the school members help at school. Introduce questions and sentence frame, "Who is this?" and response "He/She is the _____.The _____helps me at school"</p>	<p>Ask a several volunteers to bring up their picture from the previous day.</p> <p>Take turns asking the question, "Who is this?" and answering with the sentence frame. "He/ she is the _____.The _____helps me at school"</p>	<p>Give children on of 5 different colored math cubes. (or 6, so that they make groups of 4) Say "Tea Party" groups get together by color, and then share their picture by pointing to each person in the picture saying, He/ she is the _____.The _____helps me at school"</p>	Book
<b>Day 4</b>	<p>Ask students about what activities do they like to do from previous days chart.</p> <p>State objective.</p>	<p>Teacher demonstrates activity.</p> <p>Fold a piece of paper in half. On one side draw yourself. On the other side 3 friends. Write sentence frame, "I have two_____." On the other side, "They have two _____."</p>	<p>Students draw their pictures. And choose a sentence frame.</p>	<p>Students share pictures with a teacher selected partner.</p>	<p>Ask volunteers to share the picture whole group with the class and read their sentence frames.</p>
<b>Day 5</b>	<p>Book</p> <p>State objective.</p>	<p>Tell them you will play hangman today. Show all the words they have learned. Count letters in the vocabulary words.</p>	<p>Draw a Hangman on the board.</p> <p>Choose a word. Place a blank space for each letter. Tell the students to must try to guess the word with different letters. If the letter is not in the word, you will add a part to the hangman. Try to guess before the man is complete.</p>	<p>Hand out paper. Let students play hangman with a partner.</p>	<p>Finish the week up with Transparency 10</p>

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