

	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: SWBATU ___ (vocab/form) to ___ (function) .	SWBATU occupation names to name occupations.	SWBATU the present progressive to describe actions.	SWBATU plurals to name occupations.	SWBATU the present progressive to describe actions.	SWBATU the present progressive to describe actions.
Focus: (Vocabulary, Language Patterns, Writing, Application)	Vocabulary	Vocabulary	Vocabulary	Language patterns	Application
Grammatical forms: Prompts	What is he/she?	What is the ___ doing?	What does a ___ use?	What is the ___ doing? What are the ___s doing?	What am I? What I am doing? What is he/she? What is he/she doing?
Grammatical forms: Responses	He/She is (noun).	The (noun) is (verb)ing.	A (noun) uses (noun).	The (noun) is (verb)ing the (noun). The (nouns) are (verb)ing the (noun).	He/She is a (noun). He/She is (verb)ing the (noun).
Vocabulary	a barber, a hair stylist, a firefighter, a doctor, a mail carrier, a dentist, a police officer	a barber, a hair stylist, a firefighter, a doctor, a mail carrier, a dentist, a police officer, cutting, checking (teeth), spraying (hose), delivering (mail), helping, trimming	<i>occupation names+</i> a comb, a brush, scissors, a hose, water, a truck, a ladder, a stethoscope, a bag, a truck, a light, a mirror, a police car	a barber, a hair stylist, a firefighter, a doctor, a mail carrier, a dentist, a police officer, cutting, checking (teeth), spraying (hose), delivering (mail), helping, trimming	a barber, a hair stylist, a firefighter, a doctor, a mail carrier, a dentist, a police officer, cutting, checking (teeth), spraying (hose), delivering (mail), helping, trimming
Fluency	Match PCs to TP	Talking Stick	Tea Party	Lines of Communication	Pantomime (Tea Party)
Grade Modifications	K: Use Word Perfect Dictionary pp 54-55	K-1: Song: Avenues B - Language Songs Big Book p 4A (Helpers) - See the ___ and the __. They __.	K: See <u>The Firefighter</u> little book from Avenues (TE pp T151-153)		K: Writing is optional. 1-3: Students can write more sentences. Students can switch papers and read partners' sentences.
Materials	TP 10, PCs	PCs, TP 10 Systematic ELD CD: Doing Things song	Activity pictures Systematic ELD CD: Doing Things song	Activity pictures, TP 10	Activity pictures, TP 10 SAUSD CD: Occupations song

	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	<p>Have students name what their parents do.</p> <p>State objective. Introduce the word "occupation" and say it's the same thing as a "job."</p>	<p>Show TP 10. Introduce occupations. Say what each person does ("The barber cuts your hair").</p>	<p>Show PCs. Have students match each PC with the people in the TP. Have students describe each occupation the best they can.</p> <p>Teacher: What is she/he? Students: She/He is a _____.</p>	<p>Talking stick:</p> <p>Teacher: What is she/he? Students: She/He is a _____.</p>	<p>Students think about which job they'd like when they grow up, and name it.</p>
Day 2	<p>Review vocabulary.</p> <p>State objectives.</p>	<p>Show TP 10. Introduce the new vocabulary. Say: The dentist is checking the boy's teeth. The barber is cutting. The firefighter is spraying. The mail carrier is delivering. The police officer is helping.</p>	<p>Teacher: What is the _____ doing?</p> <p>Teacher and students: The _____ is _____-ing.</p>	<p>Talking Stick (use TP 10) <i>or</i> Talking Chips (groups of 2-4)</p> <p>Response (based on what students' see in the picture): The ___ is _____-ing.</p>	<p>Doing Things song</p>
Day 3	<p>Doing Things song</p> <p>State objectives.</p>	<p>Say, "Workers use tools to help them do their jobs." Introduce tools each worker uses.</p>	<p>Teacher: What does a ___ use?</p> <p>Students: A ___ uses _____.</p>	<p>Tea Party, using prompt</p> <p>Student A: What does a ___ use? Student B: A ___ uses a _____.</p>	<p>Make a word bank of tools used by various workers.</p>
Day 4	<p>Pantomime the previously taught verbs (checking, cutting, spraying, delivering, helping). Students guess what you're doing, and refer to word bank to name the tools used.</p> <p>State objectives.</p>	<p>Review previously taught vocabulary (teeth, hair, man, boy) and briefly introduce <i>mail</i> and <i>water</i>. Say, "The dentist is checking something. What is he checking?" (teeth) "What is the firefighter spraying?" (water), etc.</p>	<p>Teacher: What is the _____ doing?</p> <p>Students: The _____ is _____-ing _____.</p> <p>Example: The mail carrier is delivering mail.</p>	<p>Lines of Communication: Cut out activity pictures and give each student one.</p> <p>Teacher: What is the _____ doing? Students: The _____ is _____-ing _____.</p>	<p>As students are dismissed, they pantomime a verb and the other students have to guess what s/he's doing.</p>
Day 5	<p>SAUSD Occupations song</p>	<p>Pantomime an occupation and action. Say, "I am a _____. I am _____-ing _____. I use _____."</p> <p>Example: I am a doctor. I am helping Jane.</p>	<p>Students come up and choose a TP out of a box. They pantomime that occupation and the action associated with it. Students guess what that student is and what the student is doing, using target forms.</p>	<p>Students write and fill in sentence frames: I am a _____. I am _____-ing _____. I use _____." They draw pictures to match the sentences. Using AB Partners, students take turns pantomiming various occupations, and describe actions, using target forms.</p>	<p>Share pictures whole group.</p>

	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: SWBATU ___ (vocab/form) to ___ (function) .	SWBATU occupation names (with appropriate plurals) to name occupations.	SWBATU adjectives to describe feelings.	SWBATU adjectives to describe the feelings of others.	SWBATU follow directions to place pictures in appropriate places.	SWBATU the present progressive to describe actions.
Focus: (Vocabulary, Language Patterns, Writing, Application)	Vocabulary	Vocabulary	Vocabulary	Language patterns Vocabulary	Application
Grammatical forms: Prompts	What is he/she?	How are you feeling? How do you feel? How does he/she feel? Bolded: Indicates an intermediate skill (optional)	How does he/she feel? Bolded: Indicates an intermediate skill (optional)	Put the ___ on the left side of the ____. Put the ___ on the right side of the ____. Where is she/he?	What is he/she? Where is he/she? How does he/she feel? Bolded: Indicates an intermediate skill (optional)
Grammatical forms: Responses	He/She is (noun). They are (nouns).	I am (adjective). I feel (adjective). He/She is (adjective).	The (noun) is (adjective). The (nouns) are (adjective).	The (noun) is on the left side of the (noun). The (noun) is on the right side of the (noun).	He/She is (noun). The (noun) is on the left side of the (noun)./The (noun) is on the right side of the (noun). The (noun) is (adjective).
Vocabulary	an astronaut, a clown, a farmer, a cowboy, a cowgirl, a dancer (plus plural forms)	angry, surprised, hungry, sick, tired, thirsty	astronaut, clown, farmer, cowboy, cowgirl, dancer, barber, hair stylist, firefighter, doctor, mail carrier, dentist, police officer, angry, surprised, hungry, sick, tired, thirsty	astronaut, clown, farmer, cowboy, cowgirl, dancer, barber, hair stylist, firefighter, doctor, mail carrier, dentist, police officer left, right	astronaut, clown, farmer, cowboy, cowgirl, dancer, barber, hair stylist, firefighter, doctor, mail carrier, dentist, police officer, angry, surprised, hungry, sick, tired, thirsty, left, right
Fluency	Match PCs to TP AB Partners	Charades	Lines of Communication	AB Partners	AB Partners
Grade Modifications			2-3: Have students discuss further the similarities and differences between emotions like "happy" and "excited." Use Venn diagram or T-chart.		
Materials	TP 11, PCs SAUSD CD: Occupations song	Transparency 27 PCs	Photocopies of Transparency 27, with each feeling cut out PCs	Activity pictures, PCs	Activity pictures, Transparency 27 File folders Paper/crayons/pencils

	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	<p>SAUSD Occupations Song</p> <p>State objective. Review the word "occupation" and have students recall what it means. Have them recall occupations you've covered, and name additional occupations they can think of.</p>	<p>Show TP 11. Say that the kids are at a "costume party," and describe what that is. Introduce the occupations. Say what each person does ("The clown entertains"). Review plurals. Optional: introduce "ballerina" and say a male dancer is usually called a "dancer," but that men can be dancers!</p>	<p>Show PCs. Have students match each PC with the people in the TP. Have students describe each occupation the best they can. Teacher: What is she/he? Students: She/He is a/an _____. (Note the article an for "astronaut.")</p>	<p>Talking stick:</p> <p>Teacher: What is she/he? Students: She/He is a/an _____.</p>	<p>Discuss how boys and girls can be whatever they want when they grow up. Lead students in a discussion about why we usually use terms like "firefighter," "police officer," and "mail carrier," instead of older gender-specific terms.</p>
Day 2	<p>State objective.</p>	<p>Draw a happy person and a sad person. Say, "This person is happy. This person is sad. Those words are adjectives because they describe something or someone." Present Transparency 27 and review the feelings, using "He is ____."</p>	<p>Ask, "How do you feel?" Model the response: "I am ____." or "I feel ____." Have students repeat. Then, ask the question and point to an emotion on Transparency 27. A student responds with "I am ____" and the appropriate emotion. Everyone else responds with, "He/She is ____."</p>	<p>The students take turns choosing an emotion (without disclosing it to others), and acting out that emotion. Others guess by using the sentence frame "He/she is ____."</p>	<p>Have students generate a list of other emotions. Dismiss students by having them use another emotion in the sentence frame, "I am ____." or "I feel ____."</p>
Day 3	<p>Have students discuss how "surprised" is similar but not the same as "happy." Do the same for "sick"/"sad," and "thirsty"/"hungry."</p> <p>State objective.</p>	<p>Put word cards in pocket chart. Pick up the clown and say, "The clown is hungry. He did not have breakfast." Model similar sentences with the other cards.</p>	<p>Students come up and model sentences using the frame, "The ____ is ____." They can give reasons, if possible. (Note that use of the conjugation because is an Intermediate skill and may not be appropriate to use at this time). Use plurals as appropriate ("The ____ are ____.")</p>	<p>Give half the class pictures of emotions (from photocopies Transparency 27). Give the other students TPs of occupations. The students with emotion cards line up in one line, and the others in another line. Using Lines of Communication, students match the occupations with emotions and use those in the sentence frame, "The ____ is ____."</p>	<p>Use transparency of Activity Sheet 112. Complete together with students.</p>
Day 4	<p>Have students show you their left hands, and then right hands. Sing "The Hokey Pokey" and emphasize the prepositions left and right.</p> <p>State objective.</p>	<p>Show TP 10 and TP 11. Describe the positions of people using the frame, "The ____ is on the left/right side of ____." (The barber is on the left side of the picture. The doctor is on the left side of patient. Etc.)</p>	<p>Have students cut Activity Pictures out and place face up on a piece of 8 1/2x11" paper. Tell students, "Put the ____ on left side of the paper. Put the ____ on the right side of the paper." Then, prompt to students to put people to the left/right of other people. "Put the ____ on the left of the ____."</p>	<p>With AB partners, students verbally identify where people are: "The ____ is on the left/right side of the ____." Modify this, if need, to: "The ____ is on the left/right."</p>	<p>Students put activity pictures in envelopes to use another time.</p>
Day 5	<p>State objective.</p>	<p>Model the dialogue for AB partners:</p> <p>A: What is he/she? B: He/She is a/an ____. A: Where is he/she? B: He/She is on the left side of the ____. A: How does he/she feel? B: He/she is ____.</p>	<p>Give the prompts (A) and have all students respond appropriately (B). Display Transparency 27 as a prompt for emotions.</p>	<p>AB Partners put a file folder between themselves. Each student draws pictures of 2 workers, next to each other, with different expressions on their faces. Then, one partner asks the other the 'A' prompts, and the 'B' partner answers. The 'A' partner then attempts to draw the same picture as the 'B' partner, using the verbal clues.</p>	<p>Share pictures.</p>