

Carousel unit: 3: Living and Working Together

Chapter: 2 Topic: Dress For Success

Level: EI

Function: Describing actions

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>SWBATU ____ (vocab/form) in order to ____ (function) .</i>	SWBATU topic vocabulary to name articles of clothing.	SWBATU the present progressive to describe what people are wearing.	SWBATU the present progressive to describe what people are wearing.	SWBATU the present progressive and nouns without stated articles to describe what people are wearing.	SWBATU the present progressive with various nouns to describe what people are wearing.
<b>Focus:</b> (Vocabulary, Language Patterns, Writing, Application)	<b>Vocabulary</b>	<b>Language Patterns</b>	<b>Vocabulary Language Patterns</b>	<b>Language Patterns</b>	<b>Application Writing</b>
<b>Grammatical forms:</b> Prompts	What do you have?	What is he/she wearing?	What is he/she wearing?	What is he/she wearing?	What are you wearing? What is ____ wearing? What is he/she wearing?
<b>Grammatical forms:</b> Responses	I have ____. Example: I have a dress.	He/She is wearing ____.	He/She is wearing a ____ ____. Example: She is wearing a blue dress.	He/She is wearing ____ ____. Example: He is wearing blue gloves.	I am wearing a ____ _____. or I am wearing ____ _____. He/She is wearing a ____ _____. or He/She is wearing ____ _____. ____ is wearing a ____ _____. or ____ is wearing ____
<b>Vocabulary</b>	clothing, a blouse, boots, a coat, a dress, gloves, a hat, a jacket, mittens, pajamas, pants, a shirt, shoes, shorts, a skirt, socks, a sweater, underwear	a blouse, a coat, a dress, a hat, a jacket, a shirt, a skirt, a sweater	color words + blouse, coat, dress, hat, jacket, shirt, skirt, sweater  (exclude pairs, such as <b>socks</b> )	color words + boots, gloves, mittens, pajamas, pants, shoes, shorts, socks, underwear	color words + clothing, a blouse, boots, a coat, a dress, gloves, a hat, a jacket, mittens, pajamas, pants, a shirt, shoes, shorts, a skirt, socks, a sweater, underwear
<b>Fluency</b>	Tea Party	Tea Party	Tea Party	Think-Pair-Share	Match Mine/Draw What I Say
<b>Grade Modifications</b>	Use picture cards only for kindergarten.				2-5: Students can write sentences to go with pictures.
<b>Materials</b>	TP 13, PCs, color cards, activity pictures	TP 13, PCs, clipped pictures from fashion magazines/catalogues or clipart of people wearing various articles of clothing, What Mary Wore (Avenues Language Songs Big Book p 5B) or <u>Mary Wore Her Red Dress</u> book	TP 13, color cards, PCs	TP 13, color cards, PCs, Transparency 26	color cards, PCs, What Mary Wore (Avenues Language Songs Big Book p 5B) or <u>Mary Wore Her Red Dress</u> book

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>	Head, Shoulders, Knees and Toes song  State objective.	Show TP 12 and introduce the term "clothing." Discuss the picture. Introduce PCs and have students who are wearing those items stand up and identify those items in the picture.	Teacher and students sort singular and plural nouns. Teacher notes the article <b>a</b> before singular nouns. Teacher introduces the prompt and response, and students repeat:  What do you have? I have ____. Example: I have boots. I have a shirt.	Tea Party: Students cut activity pictures and use prompts and responses:  A: What do you have? B: I have ____.	Students discuss a time they went shopping for clothes and talk about what they bought.
<b>Day 2</b>	Sing Mary Wore Her Red Dress (use book) <i>or</i> What Mary Wore (from Avenues A, Language Songs Big Book p 5B).  State objective.	Show TP 12. Point to a person and model, "He/She is wearing ____." Ask if anybody else is wearing that article of clothing. Repeat the sentence, pointing to that child, "He/She is wearing ____."	Show some pictures of models from clothing catalogues or fashion magazines, and have students describe what those people are wearing, using the appropriate response.	Tea Party: Students get pictures clipped from magazines or catalogues, and describe what people are wearing.	Students make a collage with the pictures.
<b>Day 3</b>	Pass out PCs. Ask, "Who has the ____?" Students respond, "____ has the ____."  State objective.	Draw a picture of a person wearing colorful clothing. Say, "He/She is wearing a blue shirt. He/She is wearing a red hat." Etc. Have students repeat after you. Generate a word bank of color words, or use color cards.	Write the sentence frame: He/She is wearing a ____ ____." Have students choose articles of clothing from a word bank to describe something another student is wearing.	Students draw pictures of people in their family wearing different articles of clothing. Tea Party: Students describe what those people are wearing, using adjectives (color words): He/She is wearing a (color) (noun).	Students share their pictures with the entire class.  Students line up according to what they're wearing.
<b>Day 4</b>	Refer to collage from Day 2, and have students describe the people.  State objective.	Re-sort the clothing into two columns: items without the article <b>a</b> and items with the article <b>a</b> . Model the sentence frame for items without the article <b>a</b> : He/She is wearing ____ ____.	Tell students that the weather is cold outside, and have them name items someone might wear on a cold day. Draw a picture of a person wearing those items. Focus on items without the article <b>a</b> . Have students say, "He/She is wearing ____ ____." Repeat for warm weather (shorts) or night time (pajamas).	Show student drawings from Day 3. Prompt: What is he/she wearing? Students Think-Pair-Share and respond. Use items of clothing without articles (a/an).	Read the poem on Transparency 26 with the students, and have students describe what the people are wearing on the transparency.
<b>Day 5</b>	Sing Mary Wore Her Red Dress (use book) <i>or</i> What Mary Wore (from Avenues A, Language Songs Big Book p 5B).  State objective.	Tell students they will be using their listening skills to copy a picture. Without showing students, draw a picture of a person wearing clothing covered this week. Then, use the sentence frames to describe your picture. Have a volunteer draw what you describe. Compare your pictures in the end.	Match Mine/Draw What I Say: Have the students draw pictures of a person wearing clothing from this week. Then, hand out a blank piece of paper to each student. One student describes his/her drawing and the other student has to draw a new drawing based on the description. Switch.	Students compare their drawings and describe what they are wearing. Then, students give reports about what the people in the drawings are wearing. Students can name the pictures in order to use this frame: ____ is wearing ____ _____. (John is wearing green boots).	Students share their pictures whole group.

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Carousel unit: 3: Living and Working Together Chapter: 2 Topic: Dress For Success

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Function: Describing actions; Compare physical characteristics

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> <i>SWBATU ____ (vocab/form) in order to (function) .</i>	SWBATU topic vocabulary to name articles of clothing.	SWBATU the present progressive to describe what people are wearing.	SWBATU appropriate adjectives and the present progressive to describe clothing.	SWBATU 2 adjectives and the present progressive to describe what people are wearing.	SWBATU 2 adjectives and the present progressive to describe what people are wearing.
<b>Focus:</b> (Vocabulary, Language Patterns, Writing, Application)	<b>Vocabulary</b>	<b>Language Patterns</b>	<b>Vocabulary Language Patterns</b>	<b>Language Patterns</b>	<b>Writing</b>
<b>Grammatical forms:</b> Prompts	What is it? What are they?	What is he/she wearing?	Describe what he/she is wearing.	What is the (noun) wearing?	What is the (noun) doing? What is the (noun) wearing?
<b>Grammatical forms:</b> Responses	It is a (noun). They are (nouns). Example: It is a ring. They are glasses.	He/She is wearing a (adjective) (noun). <i>or</i> He/She is wearing (adjective) (nouns).  Example: He is wearing a yellow ring. She is wearing red bracelets.	She/He is wearing a/an (adjective) (noun). Example: She is wearing a pretty hat.	The (worker) is wearing a/an (adjective), (adjective) (noun).  Example: The farmer is wearing an old brown hat.	The (noun) is (verb)ing. He/She is wearing a/an (adjective), (adjective), (adjective).
<b>Vocabulary</b>	clothing, accessories, a ring, a belt, a bracelet, glasses, a purse, a watch, a necklace	ring, belt, bracelet, glasses, purse, watch, necklace	new, old, pretty, ugly, gorgeous, hideous, bright, dark, big, little	ring, belt, bracelet, glasses, purse, watch, necklace, gloves, mittens, pajamas, pants, shoes, shorts, socks, underwear, blouse, coat, dress, hat, jacket, shirt, skirt, sweater, ugly, pretty, new, old, + color words	ring, belt, bracelet, glasses, purse, watch, necklace, gloves, mittens, pajamas, pants, shoes, shorts, socks, underwear, blouse, coat, dress, hat, jacket, shirt, skirt, sweater, ugly, pretty, new, old, + color words + occupation words
<b>Fluency</b>	Drawing and sharing	Concentration (partners)	Gambits	Inside/Outside Circle	Gallery Walk
<b>Grade Modifications</b>	2-5: Students can create illustrated word banks (with or without definitions).	2-5: Drawing optional. Use words instead of pictures for Concentration.	K-1: Use Talking Chips structure instead. 2-3: Generate lists of adjective antonyms and use in sentences.		K-2: Students can use Think/Pair/Share instead and not write (or fill in blanks on a worksheet).
<b>Materials</b>	TP 12, PCs, students' drawings from Week 1, Hush Little Baby lyrics (optional)	Real accessories (ring, belt, bracelet, glasses, purse, watch, necklace), What's In The Square? transparency, Concentration pictures	TP 11, PCs, strips of paper <i>or</i> Talking Chips	PCs from 3.1	

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	3-6 minutes	5-7 minutes	8-12 minutes	10-15 minutes	3-5 minutes
<b>Day 1</b>	State objective.  Have students discuss what they learned about last week (clothing). Then, have students who are wearing bracelets, rings, earrings, etc. stand up.	Introduce the term "accessories." Compare accessories to clothing. (Clothing is something that covers our bodies; accessories are extra things we wear for luxury or comfort). Show TP 12 and PCs, and introduce vocabulary.	Sort pictures of clothing and accessories with the students. Take a PC and ask students, "What is this?" Students respond with you, "It is a (noun)." or "They are (nouns)."	Students add some accessories to their pictures from Week 1. Then, they share what they added: "It is a (noun)." or "They are (nouns)."	Sing Hush Little Baby or Dismiss students by accessories they're wearing.
<b>Day 2</b>	Play <i>What's In The Square</i> with clothing and accessories.  State objective.	Put some accessories on a stuffed animal or on a volunteer student. Describe what the animal/student is wearing: "He/She is wearing a (adjective) (noun)." Example: She is wearing a purple bracelet.	Have volunteers come up and put on some accessories. Have students repeat the sentence frame.	Students pair up. Together, they draw a person wearing clothing, but no accessories. Then, they use activity pictures (using only the accessories) to play Concentration. If they get a match, they have to draw the accessory on the person and say, "He/She is wearing a (adjective) (noun)."	Students share their pictures.
<b>Day 3</b>	State objective. Tell students that they'll learn some words to describe clothing. Sometimes these words describe people, but they're sometimes not polite to use.	Explain that adjectives can be opposites (antonyms). For example, some clothing is pretty/beautiful, some is ugly/hideous. Model: He is wearing a new hat. She is wearing an old sweater.	Teacher: Describe what he/she is wearing. Students: He/She is wearing a (adjective) (noun). Example: She is wearing a pretty hat.	Gambits: Students write descriptions on strips of paper: He/She is wearing a (adjective) (noun). They can also include color words, if appropriate (He is wearing an old, blue shirt.). Students share using Gambits.	Song
<b>Day 4</b>	State objective. Inside/Outside Circle: Have one person name an adjective, and the partner has to name the antonym. Use adjectives from day 2. Use a chart, if needed.	Review various occupations with the students. Show PCs from 3.1. Model: What is the (noun) wearing? The (worker) is wearing a/an (adjective), (adjective) (noun). Example: The farmer is wearing an old brown hat.	Students practice the target grammatical forms with the teacher.	Tea Party: Students practice the target forms in small groups. They can use picture cards or sentence frames.	Students discuss why various workers wear certain types of clothing. Generate a list. For example, a gardener wears gloves to protect her hands.
<b>Day 5</b>	State objective. Students review verbs associated with 3.1.	Ahead of time, draw 4 pictures of workers wearing various clothes and doing things associated with their jobs. Model: The (noun) is (verb)ing. He/She is wearing a/an (adjective), (adjective) (noun).	Students repeat target grammatical forms. Then, students Think/Pair/Share to describe the actions and the clothing of the workers on the posters.	Gallery Walk: Students choose one picture and write the target forms, either on the picture, or on sticky notes to be placed on the pictures. For example, a student may write: The cowboy is riding a horse. He is wearing a big, brown hat.	Students complete Gallery Walk by rotating around room by each picture and reading some of the sentences students wrote.

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What's In The Square?  
(cut and glue Carousel pictures into boxes)

1	2	3
4	5	6
7	8	9

Prompts:

What's in #3? What's in #6? What's in #1? What's in #9? Where are the socks? Where is the purse? Where are the glasses? Where is the hat? Where are the boots? What's on the top? What's on the bottom? What's in the middle? What's under the purse? What's above the ring? What is on the left? What is on the right?

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