

Carousel unit: 2: My Larger Community

Chapter: 4 Topic: Our Animal Friends

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: Students will be able to use (vocab/form) in order to _____ (function) _____.	Students will be able to use <u>animal words</u> in order to answer questions.	Students will be able to use <u>animal words</u> in order to <u>describe physical</u> <u>characteristics</u>	Students will be able to use <u>animal words</u> in order to <u>describe physical</u> <u>characteristics</u>	Students will be able to use <u>animal words</u> in order to <u>describe physical</u> <u>characteristics</u>	Students will be able to use <u>animal words</u> in order to <u>discuss or create a plan</u> .
Focus: (Vocabulary, Language Patterns, Writing, Application)	Vocabulary	Language Patterns	Vocabulary	Writing	Application
Grammatical forms: Prompts	Is this _____?	Is the _____ _____? (Is the monkey furry?)	Who are you?	Please draw 3 of your favorite animals.	What will you make?
Grammatical forms: Responses	Yes it is a _____. No, it is a _____.	Yes the _____ is _____. No the _____ is not _____.	I am a _____. I am _____ and _____.	They draw a pictures with the sentence frame: I am a _____. I am _____ and _____.	Students will trace their hand and use it for an outline for a pet. Students will discuss ideas. Free discussion.
Vocabulary	Bird, monkey, mouse, fish, turtle, kitten, cat, rabbit, dog, puppy.	Cute, furry, soft, hard, little, big, wet,	brown, grey, white, green, blue, tan,	Bird, monkey, mouse, fish, turtle, kitten, cat, rabbit, dog, puppy. Cute, furry, soft, hard, little, big, wet, brown, grey, white, green, blue, tan,	Bird, monkey, mouse, fish, turtle, kitten, cat, rabbit, dog, puppy. Cute, furry, soft, hard, little, big, wet, brown, grey, white, green, blue, tan,
Fluency	Choral Response	Inside Outside Circle	Numbered Heads	Tea Party	Partner Share.
Grade Modifications					
Materials	TP 7, PC 2.4 Thematic Book	PC 2.4 Vocabulary Cards 2.4 Thematic Book	Paper bags. Template R1-10 1 previously made puppet Vocabulary Cards 2.4	paper, pencils, crayons, Vocabulary cards 2.4.	Paper, pencils, crayons

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

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Chapter: 4 Topic: Our Animal Friends

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	Ask students if they have any pets, or have been to a pet store. Share your own experience. State objective.	Show them TP 7 Point to each animal in the picture naming them. This is a _____.	Ask students questions about the picture cards. Model Is this a _____? Yes it is _____. No it is a _____. <i>(Is this a monkey. Yes it is a monkey. Is this a cat? No it is a bird.)</i>	Ask volunteers to come to the front of the room ask the question, and class responds.	<i>Read a story about pets. Scholastic Box A pet stories. OTL My Cat Has Eyes of Sapphire Blue, Aileen Fisher, 811 FIS For Laughs Out Loud, Jack Prelutsky pg 70 811.08 FOR</i>
Day 2	Re-read the book from the previous day encouraging students to chime in. State objective.	Using items to describe each adjective. (Show them a cube, this is small. Show them a box, this is big.)	Model sentence frame, Is the _____? Yes the _____ is _____. No the _____ is not _____. Use several volunteers to model with you.	Hand out picture cards, to half the class. Inside Outside Circle.	Song (I have animals, The Learning English Songbook.)
Day 3	Song from previous day. State objective.	Using picture cards, describe each animal assigning colors to them. Show students how to make the puppet.	Students Make Puppets. Teacher Models I am a _____. I am _____ and _____. (I am a puppy. I am brown and furry.)	Numbered Heads Students share in the group who they are. Continue making new groups.	Ask a student to come to the front of the class using the sentence frame, but without a puppet. Students guess what animal they are describing. Encourage them to use other descriptions like what they eat.
Day 4	Play the game from the previous day. State objective.	Teacher shows how to draw an animal, and write the sentence frame.	Students draw 3 animals, and write the sentence frame.	Tea Party Students share pictures with each other.	Ask volunteers to pantomime an animal and students guess.
Day 5	Sing Song I Have Animals. State objective.	Show students how you will trace your hand and think about how you may turn into a pet. Do not actually do this but discuss ideas of what you see. (Example in Teacher Edition page 259)	Tell students they may trace their hand anyway they want. They should discuss with their partners what they can draw and how to do this. Encourage them to be creative as possible.	Partner share Students pick a partner (or teacher picks the partners.) They share their "Hand Animal." Do this several times.	Ask volunteers to share their "Hand Animals" with the class, and use as many descriptions as possible. OR Song

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Carousel unit: 2: My Larger Community

Chapter: 4 Topic: Our Animal Friends

Level: Beginning

Function: Compare and Contrast Actions

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 <u>animal words</u> in order to <u>describe actions</u>.</i>	<i>Students will be able to use <u>animal words</u> in order to <u>describe physical characteristics</u></i>	<i>Students will be able to use <u>animal words</u> in order to <u>describe physical characteristics</u></i>	<i>Students will be able to use <u>animal words</u> in order to <u>describe physical characteristics</u></i>	<i>Students will be able to use <u>animal words</u> in order to <u>discuss or create a plan</u>.</i>
Focus: (Vocabulary, Language Patterns, Writing, Application)	Vocabulary	Language Patterns	Vocabulary	Writing	Application
Grammatical forms: Prompts	Say _____. Show me how to _____.	Is the _____ _____? (Is the monkey furry?)	Who are you?	Please draw 3 of your favorite animals.	What will you make?
Grammatical forms: Responses	Students perform action.	Yes the _____ is _____. No the _____ is not _____. _____.	I am a _____. I am _____ and _____.	They draw a pictures with the sentence frame: I am a _____. I am _____ and _____.	Students will trace their hand and use it for an outline for a pet. Students will discuss ideas. Free discussion.
Vocabulary	Bird, monkey, mouse, fish, turtle, kitten, cat, rabbit, dog, puppy. Fly, jump, swing, run, swim, walk, sleep, hop	Cute, furry, soft, hard, little, big, wet,	brown, grey, white, green, blue, tan,	Bird, monkey, mouse, fish, turtle, kitten, cat, rabbit, dog, puppy. Cute, furry, soft, hard, little, big, wet, brown, grey, white, green, blue, tan,	Bird, monkey, mouse, fish, turtle, kitten, cat, rabbit, dog, puppy. Cute, furry, soft, hard, little, big, wet, brown, grey, white, green, blue, tan,
Fluency	(students perform action, and repeat the word)	Inside Outside Circle	Numbered Heads	Tea Party	Partner Share.
Grade Modifications					
Materials	Vocabulary Cards PC2.4.2 Thematic Book	PC 2.4 Vocabulary Cards 2.4 Thematic Book	Paper bags. Template R1-10 1 previously made puppet Vocabulary Cards 2.4	paper, pencils, crayons, Vocabulary cards 2.4.	Paper, pencils, crayons

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	3-6 minutes	5-7 minutes	8-12 minutes	10-15 minutes	3-5 minutes
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