

Carousel unit: 3: Living and Working Together Chapter: 4 Topic: Farm Animals--Great and Small Level: EI

Function: Describe physical characteristics; Compare physical characteristics

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>	SWBATU topic vocabulary to name farm animals.	SWBATU use plurals.  (Note: knowledge of irregular plurals is an intermediate skill and may not be appropriate)	SWBATU use topic vocabulary to describe physical characteristics of animals.	SWBATU conjugation "and" and adjectives to describe physical characteristics.	SWBATU conjugation "and" and adjectives to describe physical characteristics.
<b>Focus:</b> (Vocabulary, Language Patterns, Writing, Application)	<b>Vocabulary</b>	<b>Vocabulary Language Patterns</b>	<b>Vocabulary Language Patterns</b>	<b>Language Patterns Writing</b>	<b>Language Patterns Writing</b>
<b>Grammatical forms: Prompts</b>	What is that? Do you have a/an (noun)?	What are the (nouns) doing?	What do (nouns) have?	What do (noun)s and (nouns) have?	What do (nouns) and (nouns) do?
<b>Grammatical forms: Responses</b>	That is (noun). I have a/an (noun). I do not have a/an (noun).	The (nouns) are (verb)ing.	(Nouns) have (noun). (Nouns) have (adjective) (noun).	(Noun)s and (noun)s both have (noun). (Noun)s and (noun)s both have (adjective) (noun).	(Noun)s and (noun)s both (verb).
<b>Vocabulary</b>	a chicken, a hen, a rooster, <b>an</b> ant, a cow, a goose, a sheep, a horse, a goat, a bee, a turkey, a pig, a duck, a butterfly, a farm	chickens, hens, roosters, ants, cows, <b>geese, sheep</b> , horses, goats, bees, turkeys, pigs, ducks, butterflies flying, clucking, crawling, eating, galloping, oinking, swimming <b>Bolded: irregular plurals, optional</b>	chickens, hens, roosters, ants, cows, geese, sheep, horses, goats, bees, turkeys, pigs, ducks, butterflies feathers, fur, wool, legs, soft + color words	chickens, hens, roosters, ants, cows, geese, sheep, horses, goats, bees, turkeys, pigs, ducks, butterflies + related body part vocabulary + color words and other adjectives (soft, hard, big, little)	chickens, hens, roosters, ants, cows, geese, sheep, horses, goats, bees, turkeys, pigs, ducks, butterflies, fly, swim, lay eggs, walk, sleep + other applicable verbs
<b>Fluency</b>	Mix-N-Match	Lines of Communication	Tea Party	Give one, Get one	Give one, Get one
<b>Grade Modifications</b>	2-5: Students match picture/word cards with definitions.	2-5: Use words instead of verb cards.		K-2: Give one, Get one: students draw pictures instead, or write fewer sentences	K-2: Give one, Get one: students draw pictures instead, or write fewer sentences
<b>Materials</b>	TP, PCs, definition cards (grades 2-5)	PCs, verb cards	PCs, animal parts cards	TP, PCs, chart paper, writing paper (1 per student)	TP, PCs, chart paper, writing paper (1 per student)

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

Carousel unit: 3: Living and Working Together Chapter: 4 Topic: Farm Animals--Great and Small Level: EI

Function: Describe physical characteristics; Compare physical characteristics

Week: 1

	<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>	State objective. Sing "Old MacDonald" or read a farm book.	Display TP. Have students identify the animals. For a challenge, have students describe their physical characteristics. Students match PCs to TP.	Teacher: What is that? Students: That is a/an (noun).  Teacher models Mix-N-Match with this prompt/response: Do you have a/an (noun)? I have a/an (noun). I do not have a/an (noun).	Mix-N-Match: Students exchange PCs and word cards (or definitions for grades 2-5). Teacher says, "Freeze!" and students find matches by asking others, "Do you have a/an (noun)?" and responding with target responses.	Volunteers play a guessing game by describing an animals. Others guess what it is. Example: I am small, I cluck, and I fly. What am I? (A chicken).
<b>Day 2</b>	State objective. Play guessing game from Day 1.	Create a T chart. Label one side "one" and the other side "two or more." List each animal from Day 1, and then list each plural form. Focus on "sheep" and "geese" as irregulars, and also how "butterfly" changes to "butterflies."	Students echo with teacher: What is the (noun) doing? The (noun) is (verb)ing. What are the (noun) doing? The (noun) are (verb)ing. Example: The chicken is flying. The pig is oinking.	Lines of Communication: Give one partner a picture card. That student asks, "What is the (noun) doing?" The other partner responds. Switch. Then, use, "What are the (noun) doing?"	With students, list all the verbs associated with some animals. Example: Chickens: cluck, fly, eat, peck
<b>Day 3</b>	State objective. Review list of verbs from day 2.	Display TP and PCs, and point out bodies parts (brown feathers, white wool, short noses, long legs, 6 legs, 4 legs, 2 legs)	Students echo with teacher: What do (nouns) have? (Nouns) have (noun) <i>or</i> (Nouns) have (adjective) (noun). Example: What do ants have? Ants have 6 legs.	Tea Party: Students practice using the prompt and responses.	Book
<b>Day 4</b>	State objective. Have students discuss how geese and chickens are similar physically (they have feathers, they have beaks, they have 2 legs). Tell students they'll compare and contrast animals today.	Display TP and PCs. Make a chart comparing 2 animals. Students help generate ideas of how 2 animals are alike. For example, pigs and sheep have 4 legs. Say, "Pigs and sheep both have 4 legs."	Students echo with the teacher this sentence frame: "(Nouns) and (nouns) both have (nouns)." Then, add an adjective: "(Nouns) and (nouns) both have (adjective) (nouns)." Example: Bees and butterflies both have soft wings.	Give one, Get one: Students think of how 2 animals are alike, and share their sentence with a partner. The partners write the sentence down and then switch partners. Continue until each student has 10 sentences.	Students share their sentences in small groups.
<b>Day 5</b>	State objective. Have students discuss how 2 animals are similar in behavior. For example, chicks and geese fly. Pigs and sheep walk. Make a chart.	Model: "(Nouns) and (nouns) both (verb)." Students repeat. Use chart to help. Students generate lists of verbs associated with animals.	Model the prompt and response: "What do (nouns) and (nouns) do?" "(Nouns) and (nouns) both (verb)." Students repeat with partners.	Give one, Get one: Students think of how 2 animals are alike, and share their sentence with a partner. The partners write the sentence down and then switch partners. Continue until each student has 10 sentences. Focus on verbs.	Students share their sentences in small groups.

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

Carousel unit: 3: Living and Working Together Chapter: 4 Topic: Farm Animals--Great and Small Level: EI  
 Function: Describe actions; Describe 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>Students will be able to use (vocab/form) in order to (function).</i>	SWBATU topic vocabulary to name baby farm animals.	SWBATU auxiliary verb "do" to ask questions and present tense verbs to describe actions.	SWBATU auxiliary verb "do" to ask questions and present tense verbs to describe actions.	SWBATU auxiliary verb "do" to ask questions and present tense verbs to describe actions.	SWBATU auxiliary verb "do" to ask questions and present tense verbs to describe actions.
<b>Focus:</b> (Vocabulary, Language Patterns, Writing, Application)	<b>Vocabulary</b>	<b>Vocabulary Language Patterns</b>	<b>Language Patterns Vocabulary</b>	<b>Writing</b>	<b>Language Patterns Application</b>
<b>Grammatical forms: Prompts</b>	What is it?	What do (noun) do? What do they do?	What do (noun) do for people? What do they do for people?	What do (noun) do? What do they do? What do (noun) do for people? What do they do for people?	What do (noun) do? What do they do? What do (noun) do for people? What do they do for people?
<b>Grammatical forms: Responses</b>	It is (noun).	They (verb). (Noun) (verb).	(Noun) give people (noun). (Noun) help people (verb). Ex: Hens give people eggs. Horses help people move. Cows give people beef. Cows give people milk. Sheep give people wool.	They (verb). (Noun) (verb). (Noun) give people (noun). (Noun) help people (verb).	They (verb). (Noun) (verb). (Noun) give people (noun). (Noun) help people (verb).
<b>Vocabulary</b>	a chick, a calf, a colt, a lamb  <i>Not in Carousel:</i> a gosling, a kid, a piglet, a duckling	chickens, hens, roosters, ants, cows, <b>geese, sheep</b> , horses, goats, bees, turkeys, pigs, ducks, butterflies, bees, chicks, <b>calves</b> , colts, lambs, goslings, kids, piglets, ducklings, fly, lay eggs, run, gallop, eat, make honey <b>Bolded: irregular plural</b>	chickens, hens, roosters, cows, <b>sheep</b> , horses, goats, bees, turkeys, pigs  eggs, beef, milk, wool, move, honey, meat, pork <b>Bolded: irregular plural</b>	chickens, hens, roosters, cows, <b>sheep</b> , horses, goats, bees, turkeys, pigs, eggs, beef, milk, wool, move, honey, meat, pork, fly, lay eggs, run, gallop, eat, make honey <b>Bolded: irregular plural</b>	chickens, hens, roosters, cows, <b>sheep</b> , horses, goats, bees, turkeys, pigs, eggs, beef, milk, wool, move, honey, meat, pork, fly, lay eggs, run, gallop, eat, make honey <b>Bolded: irregular plural</b>
<b>Fluency</b>	Think, Pair, Share	Lines of Communication	Carousel	Writing (graphic organizers)	Writing
<b>Grade Modifications</b>	Supplement with Avenues Level A, Chapter __ (focuses on other baby animals).			K-2: Use pictures and basic words.	K-2: Students share reports orally instead of writing.
<b>Materials</b>	Silly Little Goose book (Avenues Level A, Chapter 8) or other book with baby animals, TP, PCs	Animal actions chart from previous week, PCs	PCs, chart paper	Graphic organizers (one per student), charts from previous farm animal lessons, PCs, TP	Graphic organizers (one per student), writing paper, charts from previous farm animal lessons, PCs, TP

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

Carousel unit: 3: Living and Working Together Chapter: 4 Topic: Farm Animals--Great and Small Level: EL

Function: Describe actions; Describe physical characteristics

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>	State objective. Have students name animals previously taught farm animals.	Show TP and PCs. If available, show pictures of other baby animals (use Avenues Level A, Chapter 8 Vocabulary Builder manipulatives, if available). Name the baby animals and have students match the PCs to the TP.	Read <u>Silly Little Goose</u> or other book with baby animals. As you read it, have students name the baby animals. Discuss the animals' homes on the farm.	Think, Pair, Share: Show baby animal picture cards one at a time, and have students think/pair/share the names of the animals: "It is (noun)." Example: It is a duckling.	Sing "Old MacDonald," using baby animal names.
<b>Day 2</b>	State objective. Re-read <u>Silly Little Goose</u> or other animal book. Have students name the baby animals.	Show baby animal picture cards and animal action chart from previous week. Have students add more actions. Then model: "What do (nouns) do?" "(Nouns) (verb)." Students echo. Then, model the use of "they": "What do they do?" "They (verb)."	Students answer after the teacher prompts:  Teacher: "What do (nouns) do?" Students: "They (verb)." Example: What do goslings do? They swim."	Lines of Communication: Students use prompts and responses: "What do (nouns) do?" "They (verb)."	Play "What Am I?" Say, "I (verb) and (verb). I have (noun). What am I?" Students guess. Example: I walk and oink. I have a snout. What am I? (A pig).
<b>Day 3</b>	State objective. Ask students if they've had milk, and have them think of where it comes from. If needed, read a book about milk or other animal products. Say that today, they'll learn about what animals provide for people.	Display each picture card and discuss what each animal provides for people. List the ideas. Model: "(Nouns) give people (noun)." or "(Nouns) help people (verb)." Example: Cows give people beef. Horses help people move.	Students answer after the teacher prompts:  Teacher: "What do (nouns) do for people?" Students: "(Nouns) give people (noun)." or "(Nouns) help people (verb)."	Carousel: Each group receives a picture card of an animal. The student with the card asks, "What do (nouns) do for people?" Students discuss. 1 student goes to another group and says to the new group, "(Nouns) give people (noun)." or "(Nouns) help people (verb)." Repeat.	Students report back what they learned about how farm animals help people.
<b>Day 4</b>	State objective. Tell students they'll start short reports about farm animals, listing everything they've learned.	Model filling in the graphic organizer with information about an animal. Illustrate with labels, if needed (see attached organizer). Use charts with information about animal parts, actions, and how they help.	These are (nouns). They (verb). (Noun) (verb). (Noun) give people (noun). (Noun) help people (verb).  Example: These are cows. They moo. Cows eat grass. Cows give people milk. Cows help people fertilize soil. (Modify according to verbs/nouns students are using).	Students fill in graphic organizer with information about an animal (see attached).	Students share their graphic organizers.
<b>Day 5</b>	State objective. Tell students that they'll finish their reports by using the sentence frames to describe their animals.	Model using the organizer to write reports, using sentence frames. Example: These are cows. They moo. Cows eat grass. Cows give people milk. Cows help people fertilize soil. (Modify according to verbs/nouns students are using).	Students verbally give some examples, using sentence frames.	Students use their organizers to write reports, using the sentence frames to help them.	Students share their reports.

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

Name \_\_\_\_\_ Date \_\_\_\_\_

My report is about \_\_\_\_\_.

My animal eats:

My animal's body:

My animal:

How my animal helps people:

What my animal does: