

Carousel unit: 2: My Larger Community

Chapter: 6 Topic: The Shapes Around Us

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 |
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| Objective: <i>Students will be able to use (vocab/form) in order to (function).</i> | <i>Students will be able to use shape words in order to follow directions.</i> | <i>Students will be able to use shape words in order to describe physical characteristics</i> | <i>Students will be able to use shape words in order to make requests</i> | <i>Students will be able to use shape words in order to describe physical characteristics</i> | <i>Students will be able to use shape words in order to describe physical characteristics and make request.</i> |
| Focus: (Vocabulary, Language Patterns, Writing, Application) | Vocabulary | Language Patterns | Vocabulary | Writing | Application |
| Grammatical forms: Prompts | Point to the Draw a Color it | Who has the _____? | Does he/ she/ have a _____? | Please draw things you have seen with these shapes. | May I have a _____? |
| Grammatical forms: Responses | Students point ,draw and color appropriately | I have the _____ She/He has the _____ | Yes, he/she/ have a _____ No, he/she/ does not have a _____ | They draw a pictures under each shape. | Yes you may have a _____. No, I don't have a _____. |
| Vocabulary | Circle, triangle, square, rectangle, line | Circle, triangle, square, rectangle, line Have. has | Circle, triangle, square, rectangle, line, Does Does Not | Circle, triangle, square, rectangle, line | Circle, triangle, square, rectangle, line Don't |
| Fluency | Choral Response Students draw, (and color.) | Groups of 3 partner share | Round Robin, Choral Response | Tea Party | Partner Share. |
| Grade Modifications | | | | | |
| Materials | Transparency 19 or Pictures on the Board , PC2.6 (I Like Shapes- Scholastic Box B) | Shapes for the class | Several shapes for each student | paper, pencils, vocabulary cards. | Shapes for each student |

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

Carousel unit: 1: My Community

Chapter: 4 Topic: Color My World

Level: Beginning

Function: Describe Physical Characteristics

Week: 1

| | Opening: Bring to life/state objectives 3-6 minutes | I Do It: Model new language 5-7 minutes | I/We Do It: Model and monitor practice 8-12 minutes | You Do It: Structured independent practice 10-15 minutes | Wrap up and reflection 3-5 minutes |
|--------------|---|--|---|--|---|
| Day 1 | Show Transparency 19 or items on the board that reflect real life shapes. Ask students to see if they know other shapes in the room. State objective. | Show them PC2.6 Name each shape. Have them repeat it. Choral Response. | Hold up each picture card and as "What is this" They respond in Choral Response. | Hand out paper. Have them draw each shape. To extend have them color each shape a different color. | Book <i>(I Like Shapes- Scholastic Box B)</i> |
| Day 2 | Re-read the book from the previous day encouraging students to chime in. State objective. | Give someone a shape while you also hold one. Model: I have a _____. He/she has a _____. Take 2 shapes: Model: | Give each child a shape: Ask who has the? Children respond either: I have the ____ or He/she has the_____. | Now give each student 2 shapes. Have them sit in groups of 3. Each child takes a turn saying "Who has the ____" The other 2 respond. | Ask students to point out new shapes they may have noticed in the room. |
| Day 3 | Ask students what shapes they have seen at their home. State objective. | Use puppets: Give the puppet a shape: Model Does he/ she/ have a _____? Yes, he/she/ have a _____. No, he/she/ does not have a _____. | Each child gets a shape: Teacher: Does he/ she/ have a _____? Students Respond: Yes, he/she/ have a _____. No, he/she/ does not have a _____. | Children now get to take turns asking the question to the class: Does he/ she/ have a _____? Students Respond: Yes, he/she/ have a _____. No, he/she/ does not have a _____. | Song |
| Day 4 | Play I see: I see a rectangle is over there, etc. State objective. | Teacher shows how to draw the shapes across the top of the paper, with the right vocabulary word under it. (If time take a field trip around the school to look for shapes. | Students have a sheet of paper draw each shape and name across the top Then draw things under each shape they have seen. (TE 304) | Tea Party Students Share pictures with each other. | Have a student volunteer to play "I See." |
| Day 5 | Draw a shape in the air with your finger. Ask what shapes it is. State objective. | Model Request with student. Give a student several shapes. Model: May I have a _____? Yes you may have a _____. No, I don't have a _____. | Give each student one or more than one shape. They sit in a circle. Teacher: May I have a _____? Student: Yes you may have a _____. No, I don't have a _____. | Partner share Students are given several shapes. They turns asking May I have a _____? With response: Yes you may have a _____. No, I don't have a _____. | Ask volunteers to draw shapes in the air and students can guess. |

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