

Carousel unit: Unit 8

Chapter: 1 Topic:

Occupations and Vocations Level: Advanced

Function: Describing People and Their Actions in Various Occupations

Form: Relative Pronouns/Conjunctions 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: <i>Students will be able to use (vocab/form) in order to (function).</i>	Use vocabulary to identify people in different occupations.	Use vocabulary and pronouns to describe people in different occupations.	Use vocabulary and pronouns to describe people and what they do in different occupations.	Use vocabulary and pronouns to describe the occupation students want to do in the future in a paragraph.	Use vocabulary and pronouns to determine different occupations. Describe the occupation students want to do in the future in a paragraph.
Focus: (Vocabulary, Language Patterns, Writing, Application)	Vocabulary	Vocabulary Pronouns	Vocabulary Pronouns Conjunctions	Vocabulary Pronouns Conjunctions Connecting ideas using details and actions.	Vocabulary Pronouns Conjunctions Connecting ideas using details and actions.
Grammatical forms: Prompts	“What do you see?” “I see a _____.” “What is the _____ doing?” “The _____ is _____.”	“What does a _____ do?” “A _____ is someone who/that _____.”	Playing “Guess Who?” using picture cards. Students match up using tea party. Describe the occupation/person saying “This is a person who _____.”	Model sentence writing in present tense to be used in paragraphs in week 2 using frame.	Model sentence writing in past tense to be used in paragraphs in week 2 using frame.
Grammatical forms: Responses	“I see a _____.” “The _____ is _____.” Teacher points to picture on transparency. Whole group choral response.	“A _____ is someone who/that _____.”	Students respond in Tea Party saying, “A _____ is someone who _____ and _____.”	Students use paragraph and/or sentence frame to describe an occupation in the present tense..	Students use paragraph and/or sentence frame to describe an occupation in the past tense..
Vocabulary	Librarian, tailor ,waiter, waitress, veterinarian, bus driver, athlete, electrician, hairdresser, mechanic, butcher, pharmacist, musician, plumber, pilot, engineer, chemist, artist, judge newspaper delivery person	Occupation vocabulary (day 1) who, whom, whose, which, that	Occupation vocabulary (day 1) who, whom, whose, which, that Conjunctions: and, but, because	Occupation vocabulary (day 1) who, whom, whose, which, that Conjunctions: and, therefore, however Past and present tense	Occupation vocabulary (day 1) who, whom, whose, which, that Conjunctions: and, therefore, however Past and present tense
Fluency	Verbal response. Partners use picture cards to identify different occupations and tell what each person is doing in the picture.	Table groups use picture cards to practice “A _____ is some who/that _____.” They pick a picture card and rotate around the table. Independent work-complete sentence frames.	Students work in table groups to write a paragraph using a frame.	Students work in table groups to create sentences using frames to describe occupations and occupation word bank in the present tense.. Students will share using “popcorn activity”.	Students work in table groups to create sentences using frames to describe occupations and occupation word bank in the past tense.. Students will share using “popcorn activity”.
Grade Modifications		Activity sheet 158 can be modified to use as a group and/or independently.		Depending on the grade level use sentence frames or paragraph frames.	Depending on the grade level use sentence frames or paragraph frames.
Materials *Use Carousel chapter as a reference for many of frames.*	Picture cards 8-1 TP #30 Sentence frames (teacher created)	Picture cards 8-1 TP #30 Sentence frames (teacher created) p. 558, Ch.8, Lesson 1 Activity sheet 158	Picture cards 8-1 Paragraph frame describing a job (teacher created) p. 557, Carousel to use as reference in teaching pronouns, conjunctions, and sentence frames. Chart paper.	Paragraph and sentence frames (teacher created) Picture cards	Sentence frames (teacher created) Binder paper Picture cards

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: 1 Topic: Occupations and Vocations

Level: Advanced

Function: Describing People and Their Actions in Various Occupations

Form: Relative Pronouns/Conjunctions 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	Will learn about people in different occupations and how to share that information with others. Show transparency of various occupations. Ask, "Did you see a teacher, waiter, policeman, cashier?"	TP #30-"What do you see?" "What jobs/occupations are the people doing?" Identify what they are doing. Introduce vocabulary.	Point to butcher: "What does a butcher do?" Using prompt students respond chorally with, "He/she ____." Write prompt on board or overhead.	Partner groups. Pass out picture cards. Students take turns describing pictures using the frame: "A ____ does ____."	Whole group share out. Students volunteer to share their card and read the sentences in partner activity.
Day 2	Review occupations. Turn to partners and share what a butcher does.	TP #30 Pronouns take place of nouns. Model sentence "A butcher is a person who ____." "He/she is a person who ____."	Model what does who/whom refer to. Use p. 558 and picture cards. Group activity: each student has a picture card, teacher prompts with "____ is a person who ____." First with known, then using pronouns.	Sentence frames prompt: A ____ is someone ____ writes. List prompts on the board and in partners students use vocabulary and pronouns to complete frames. Share out whole group.	Whole group share out. Students volunteer to share their sentence(s). Dismiss by saying: "If you are someone who wants to be ____."
Day 3	Review picture cards. Guess Who? This person does ____? This person is someone who ____? He/she is a person who ____?	TP #30 Review the occupations learned. Model how to use "Who, whom, which" using p. 557 in Carousel.	Group Activity Vocabulary cards at table groups. Using sentence frames and vocabulary/pronouns write a paragraph together on overhead.	At table groups have students use the paragraph frame provided to complete using vocabulary and pronouns. Students can write on posters and/or binder paper.	Share out paragraphs by table groups. Pointing out what each pronoun refers to in each paragraph. Dismiss by saying: "If you are someone who wants to be ____."
Day 4	Picture cards Guess Who? This person is someone who ____.	TP #31 Point to occupation and ask what are they doing? Model how to use frame "The ____ is ____ the ____."	Activity cards. Find the _____. What is the ____ doing? Students respond: "The ____ is ____."	At table groups students complete sentence frames listed on board. Use vocabulary word bank to complete. Students use "popcorn" activity to share out their sentences at table groups.	Share out whole group. Students volunteer to share their sentences or those of another. Choral Closure: "Who serves food?" Students reply.
Day 5	Picture cards Guess Who? This person is someone who ____.	TP #31 Point to the occupation. The ____ was ____ by ____.	What did the ____ do? What does the ____ do? Find the person who is ____? What is his/her occupation? Students respond as teacher fills in blanks on frames on board or overhead.	At table groups students complete sentence frames listed on board. Use vocabulary word bank and passive tense to complete. Students use "popcorn" activity to share out their sentences at table groups.	Share out. Dismiss students by saying "Who served food?"

Carousel unit: 8

Chapter: 1 Topic: Occupations and Vocations

Level: Advanced

Function: Describing People and Their Actions in Various Occupations

Form: Conjunctive Adverbs/Predictions 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>	Use vocabulary to define various occupations.	Use vocabulary and pronouns to tell others what occupation one might want when grows up.	Use vocabulary, pronouns, and conjunctive adverbs to make predictions about what one would have to do to work in a specific occupation.	Use vocabulary, pronouns, and conjunctive adverbs and use predictions to tell others what occupation they want to have when they grow up.	Use vocabulary, pronouns, and conjunctive adverbs and use predictions to tell others what occupation they want to have when they grow up.
Focus: (Vocabulary, Language Patterns, Writing, Application)	Vocabulary Pronouns Conjunctions	Vocabulary Pronouns Conjunctions Conjunctive Adverbs	Vocabulary Pronouns Conjunctions Conjunctive Adverbs	Vocabulary Pronouns Conjunctions Conjunctive Adverbs Sharing ideas using a paragraph	Vocabulary Pronouns Conjunctions Conjunctive Adverbs Sharing ideas using a paragraph.
Grammatical forms: Prompts	"This is a _____. I want to be a _____ because _____."	This is a _____. They _____. I would not want to be a _____ because _____. I don't want to be a _____ because _____.	A _____ needs to _____. So I have to _____ if I want to be a _____.	Model how to write a paragraph using paragraph frame and graphic organizer.	Write a paragraph using paragraph frame and graphic organizer.
Grammatical forms: Responses	Students work in partners to share sentences orally about what occupation they might want to do when they grow up.	Student pairs answer using the following response: I would not want to be a _____ because _____. I don't want to be a _____ because _____.	Student pairs use picture cards to share their answers to sentence frame. So I have to _____ if I want to be a _____.	Students work independently to create a, graphic organizer using the information gathered on charts from Day 3.	Students work independently to write a paragraph using paragraph frame, graphic organizer and information gathered on charts from Day 3.
Vocabulary	Occupations Occupation vocabulary (week 1) who, whom, whose, which, that Conjunctions: and, therefore, however	Occupations Occupation vocabulary (week 1) who, whom, whose, which, that Conjunctive Adverbs: therefore, however	Occupations Occupation vocabulary (week 1) who, whom, whose, which, that Conjunctive Adverbs: therefore, however	Occupations Occupation vocabulary (week 1) who, whom, whose, which, that Conjunctive Adverbs: therefore, however	Occupations Occupation vocabulary (week 1) who, whom, whose, which, that Conjunctive Adverbs: therefore, however
Fluency	Students use verbal responses working with table groups to complete sentence frames.	Students use verbal responses working with table groups to complete sentence frames.	Student groups rotate around the room to brainstorm what skills are needed to become in a specific profession/occupation on posters around the room. (called carousel activity)	Student partners share their graphic organizers.	Students share paragraphs in an "Author's Chair" format.
Grade Modifications					
Materials *Use Carousel chapter as a reference for many of frames.*	Picture Cards TP #31 Sentence Frames (teacher created)	TP #30 TP #31 Picture Cards Sentence Frames (teacher created)	Picture Cards Sentence Frames (teacher created) Occupation Posters Chart paper	Picture Cards Sentence Frames (teacher created) Occupation Posters Graphic Organizer (teacher created) Paragraph frame (teacher created)	Picture Cards Sentence Frames (teacher created) Occupation Posters Graphic Organizer (teacher created) Paragraph frame (teacher created)

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Level: Advanced

Function: Describing People and Their Actions in Various Occupations

Form: Conjunctive Adverbs/Predictions Week: 2

	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	Review vocabulary. Students share definition of each occupation.	Model This is a _____. I want to be a _____ because _____.	Picture Cards What is _____ doing? I want to be a _____ because _____. Prompts on board.	Table Groups Pass out picture cards. Using the frames on board have students go around the table and, using the cards, complete the frames.	Share out.
Day 2	Review vocabulary and pronouns I saw a _____. They were _____.	Model This is a _____. They _____. I would not want to be a _____ because _____. I don't want to be a _____ because _____.	Picture Cards What is _____ doing? I don't want to be a _____ because _____.	Table Groups Pass out picture cards. Using the frames on board have students go around the table and using the cards complete the frames.	Share out.
Day 3	Review vocabulary and pronouns	Model A butcher needs to _____. So I have to _____ if I want to be a _____.	TP #31 Point to student, call on another student to say what needs to do at groups.	"Carousel Activity" Student groups rotate around the room and fill in what they need to do and know to be in that profession.	Share out at areas. Post posters.
Day 4	Review vocabulary and pronouns using a model paragraph that tells someone what occupation you want to be.	Model how to write a paragraph using a frame that describes/tells someone.	Using another frame use word bank, jigsaw posters from Day 3 to complete paragraph frame describing what someone wants to be and how they will do it.	Brainstorm using a graphic organizer for independent paragraphs. Share out at table groups.	Share out.
Day 5	Guess Who with occupations. Use ideas from jigsaw posters from Day 3.	Review/model how to put graphic organizer into sentences using model paragraph from Day 4.	Show frame students will use and do one together transferring information from graphic organizer.	Students write paragraphs using frame independently. Students will need a copy.	Share out. Author's chair style.