

Carousel unit: 1: My Community

Chapter: 4 Topic: Color My World

Level: Beginning

Function: Describe 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>	<i>Know Nouns: Red, yellow, green, black, brown, orange, purple, blue, white, pink.</i>	<i>Students will be able to use <u>color</u> in order to <u>describe</u> <u>physical characteristics</u></i>	<i>Students will be able to use <u>color</u> in order to <u>describe</u> <u>physical characteristics</u></i>	<i>Students will be able to use <u>color</u> in order to <u>describe</u> <u>physical characteristics</u></i>	<i>Students will be able to use family words and "have" in order to <u>describe families in</u> <u>a new context.</u></i>
<b>Focus:</b> (Vocabulary, Language Patterns, Writing, Application)	<b>Vocabulary</b>	<b>Language Patterns</b>	<b>Vocabulary</b>	<b>Writing</b>	<b>Application</b>
<b>Grammatical forms:</b> Prompts	If you have a _____ balloon_____.	Write the number _____in ( <u>color</u> ).	What color is your _____?	Draw a picture of you and your house. Label the colors.	Paint, and Mix colors.
<b>Grammatical forms:</b> Responses	Students hold up balloons of that color.	Students respond appropriately.	I have a ( <u>color</u> ) <u>noun</u> .		Mix <u>color</u> with <u>color</u> . What color did you get?
<b>Vocabulary</b>	Red, yellow, green, black, brown, orange, purple, blue, white, pink.	Red, yellow, green, black, brown, orange, purple, blue, white, pink.	Red, yellow, green, black, brown, orange, purple, blue, white, pink. Shirt, shoe, crayon, pencil,	Red, yellow, green, black, brown, orange, purple, blue, white, pink.	Red, yellow, green, black, brown, orange, purple, blue, white, pink.
<b>Fluency</b>	Repeating vocabulary	(non verbal responses)	Line of Communication	Partner share	Students will mix. Students will respond appropriately.
<b>Grade Modifications</b>					
<b>Materials</b>	PC1.4, balloons	Crayons, paper	Crayons, pencil	paper, pencils, PC1.4	Red, blue and yellow paint. Paper plates, brushes.

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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>	Point to objects in the room and ask students if they know what colors they are.  State objective.	Show the balloons you have. Name each color of the balloon. Have the children repeat the color to you.	Hold up a balloon, ask “What color is it” ask students to look around the room and find something of that color.	Give children a balloon. Teacher: Give commands previously learned If you have a red balloon <i>point to it.</i> If you have a <u>(color)</u> balloon <i>stand up.</i>	Read a book (Scholastic book A “I Can See)
<b>Day 2</b>	Take a vote of students favorite colors.  State objective.	Go over numbers with them. They have already learned them. Count with them. Show them how you will “Write the number one in Blue.”	Use a white board. Ask volunteers Write the number ____ in <u>color</u> . (students should use a blue crayon and write the appropriate number.)	Students are given paper. Teacher: Write the number ____ in <u>color</u> (students should use a blue crayon and write the appropriate number.)	Take them outside and sit in a circle. Point to objects around you. “What color is it”
<b>Day 3</b>	Talk about what you are wearing today. Ask students if they remember what you wore the day before.  State objective.	Model: I have a <u>(color)</u> shirt. I have a <u>(color)</u> shoe. I have a <u>(color)</u> pencil. And extend... I have <u>(color)</u> pants.	Ask: What color is your (Noun)? (pencil, shirt, shoe, crayon.)	Lines of communication. Take turns. I have a <u>(color)</u> shirt.	Dismiss students by having them use the sentence frame.  Or a song or book.
<b>Day 4</b>	Teacher shares a story of what his/her house looks like.  State objective.	Teacher draws a picture of themselves and their house labeling the objects with color name.	Students draw their pictures.	Students share pictures with a teacher selected partner.	Select a few students to share their picture with the class.
<b>Day 5</b>	Talk about painting, and ask about their experience.  State objective.	Show them how they are going to have 3 colors. Demonstrate that you when you mix you need to be very careful.	Distribute paint onto paper plates, students say what color they received. What color is it?	Teacher: Mix <u>(color)</u> with <u>(color)</u> . What do you have?	Play I Spy “I spy something in the room that is.” Or clean up.

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