

Carousel unit: 7

Chapter: 2 Topic: It's About Time

Level: Early Advanced

Function: Describing actions

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 <u>past progressive, present perfect tense and prepositions in order to express time duration</u></i>	Students will be able to identify time vocabulary	Use present tense forms with time vocabulary	Ask and answer questions (past progressive, present perfect tense, prepositions)	Use prepositions with past progressive, present perfect	Use prepositions with past progressive, present/past perfect in new context
Focus: (Vocabulary, Language Patterns, Writing, Application)	vocabulary	vocabulary language patterns	vocabulary	vocabulary writing	vocabulary writing/apply
Grammatical forms: Prompts	How do we know what time it is? What is this called? (hour hand, minute hand)	How many hours are in a day? How many minutes are in an hour? (etc.)	What were you doing at 7:00 this morning? How long have you been at school?	What were you studying yesterday at home? How long have you been studying _____?	Play game Concentration (option- Go Fish) Match question to answer with verb agreement, preposition agreement
Grammatical forms: Responses	It is _____. (6 o'clock) It is called the _____. (hour hand, minute hand)	_____ hours are in a day. _____ minutes are in an hour. (etc.)	I was _____ at 7:00 this morning. I have been at school since _____. (8 o'clock)	I was studying _____ yesterday. I have been studying _____ for _____.	Oral, written
Vocabulary	hour, half-hour, minute, second, o'clock, A.M., P.M. (nouns) is, are, point, show (verbs)	Vocabulary from Day 1	Time vocabulary from Day1 during, while, at ,until, since, for, from, to (prepositions) was, were, have been (verbs)	Time vocabulary from Day1 during, while, at, until, since, for from, to (prepositions) was, were have been (verbs)	Vocabulary from Day 4
Fluency	Repetition Partners	Repetition Choral response Partners	Choral response Partners	Repetition Non-verbal sentence strips Lines of communication AB partners, writing	Game: Concentration AB partners
Grade Modifications	Fourth Grade may combine Day 1, Day 2 as one day				
Materials	TP#26 , Student-made clock or manipulative, optional- teacher-made time vocabulary picture cards	Materials from Day 1 Optional- Activity Sheet #127	Materials from Day 1 Optional-sentence frames from above, Activity sheet #131, Carousel	Materials from Day 1 Chart with duration preposition words	Materials from Day 4 Sentence strips cut out

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

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	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	How do we know what time it is? (TP#26) What is this called? (TP#26, hour hand, minute hand)	Show TP#26 Identify all vocabulary (nouns and applicable other, Carousel 7.2) Optional teacher-made vocabulary picture cards	Show TP#26 Show clock manipulative Model (time) It is _____. (time) It is called the _____. (hour hand, minute hand)	Partner with student clocks (teacher-made or manipulative) Repeat model (It is _____. It is called _____.)	Hold up TP#26 Repeat vocabulary, choral response Repeat model (It is _____. It is called _____.) Accept responses
Day 2	Review vocabulary Hold up TP#26 Optional-Show teacher-made vocabulary picture cards Ask: How many hours are in a day?	Model: ____ hours are in a day. ____ minutes are in an hour. (etc.) Optional-activity sheet #127	Show TP#26 Show clock manipulative Model time duration statements with vocabulary	Display TP#26 and vocabulary Partners with clocks Repeat model	Hold up TP#26 Repeat model (____ hours are in a day. ____ minutes are in an hour, etc.)
Day 3	Show TP#26, Optional-Show teacher-made vocabulary picture cards, Show chart with duration preposition words Ask: What were you doing at 7:00 this morning? How long have you been at school?	Model question and answer: I was ____ at 7:00this morning. I have been at school since _____. (8:00) May write a daily schedule of school or home	Show TP#26 and chart with duration preposition words Show clock manipulative Optional- Show teacher-made vocabulary picture cards Choral response, AB partners, sentence strips	Talking stick with TP#26 (AB partners) Use chart with duration preposition words Use sentence strips Model question/answer	Model past progressive, present perfect, verb tenses and preposition words with sentence strips orally and written (I was ____ at 7:00 this morning. I have been at school since _____.)
Day 4	Show TP#26, Show chart with duration preposition words Optional-teacher-made vocabulary picture cards Ask: What were you studying yesterday at home? How long have you been studying ____?	Model: I was studying ____ yesterday at home. I have been studying ____ for _____. (years)	Repetition Show TP#26, show chart with duration preposition words, show sentence strips Optional- Daily schedule and or activity sheet #127, Carousel, 7.2, history of time	Line of communication Orally repeat model using sentence strips, AB partners and write response (May create own sentence strips or stories using model)	Repeat model/sentence strips Students share written responses (May cut out as sentence strips)
Day 5	We are going to use the sentence we have shared (verbs and prepositions) in a game called Concentration	Model game with questions, answers with verb and preposition agreement Use sentence strips and chart with preposition words Use student written responses if available and cut out	Model: I have the question _____. I will match _____. (See Ask, Day 3, Day 4 opening) Line of communication	Partners Separate sentences (See Day 3, Day 4 opening and chart if useful) Begin game and matching	Review duration preposition word from chart Review game and a matching pair and explain Partners share matching pairs Partners choose two to three pairs to write

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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 <u>reflexive pronouns</u> in order to describe action</i>	Students will be able to identify reflexive pronoun vocabulary (Review time-related vocabulary if needed)	Use verb tenses with pronoun vocabulary	Use pronouns (reflexive), phrases to create sentences	Use pronouns (2) and time-related vocabulary (2) to create chant	Use reflexive pronouns with verb tenses in new context
Focus: (Vocabulary, Language Patterns, Writing, Application)	Vocabulary	Vocabulary Language patterns (reflexive pronouns)	Vocabulary	Vocabulary Writing	Vocabulary Writing/apply
Grammatical forms: Prompts	How would I complete this sentence if Jorge is talking and no one is there?	For whom are you buying the watch?	What sentence can I create?	I was sitting by myself When I noticed an elf It called itself Kate And said it was late	Play game Go Fish (Option: Concentration)
Grammatical forms: Responses	Jorge is talking to _____. (himself, no one)	I am buying a watch for _____. (reflexive pronoun)	I can create the sentence _____. (She bought dinner for herself.)	I was sitting _____ When I noticed _____ (Copy from chart/poem or create own)	Oral Written
Vocabulary	I, you, he, she, myself, yourself, himself, etc. (pronouns) Time-related vocabulary (o' clock, noon, midnight, A.M., P.M.)	Repeat vocabulary from Day 1 (subject, object, reflexive pronouns: time vocabulary) Verb tenses: present, present, past progressive	Repeat vocabulary from Day 1 Ourselves, themselves, etc. (plural reflexive pronouns)	Repeat vocabulary from Day 1, Day 3	Repeat vocabulary from Day 1, Day 3
Fluency	Repetition Partners	Repetition Choral response Partners	Repetition Choral response Line of communication	Repetition Choral response AB partners	Game Go Fish AB partners
Grade Modifications					
Materials	List of reflexive pronouns, sentences (Carousel 7.2.3) on board, optional:-teacher-made vocabulary picture cards	Repeat materials from Day 1	Sentence strips (Day 1 materials,or teacher-student created) Optional: Activity Sheet #129	Sentence strips (Day 1 materials) TP#27 Activity Sheet 130	Sentence strips (Day 1 materials or teacher-student created)

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Day 1	Show list of reflexive pronouns and sentence. (Jorge is talking to _____.) How would I complete this sentence if Jorge is talking and no one is there?	Show list of reflexive pronouns and sentence. Identify all vocabulary. (pronouns, time-related vocabulary) Optional: teacher-made vocabulary picture cards	Show list of reflexive pronouns and sentence. Model: Jorge is talking to _____. (himself)	Partners repeat model. (Jorge is talking to himself.) May create own sentences using reflexive pronouns.	Refer to reflexive pronoun list, board/chart and sentence. Repeat model. (Jorge is talking to himself.) Accept responses of repeated model or new student-generated sentence.
Day 2	Review vocabulary. Read a story about shopping.	Show list of reflexive pronouns and sentences. Optional: teacher-made vocabulary picture cards Model: For whom are/is/am I/he/she/you buying the ____? I/He/She/You am/are/is buying a ____ for _____. (herself, himself, yourself, myself)	Show list of reflexive pronouns. Display sentence on board/chart. Students say with you.	Show list of reflexive pronouns and sentence with ____ for reflexive pronoun. Partners repeat model. (May use sentence strips)	Show list of reflexive pronouns and sentence with ____ for reflexive pronoun. Repeat model, statement and prediction. (opening sentence or another from board) Accept student responses.
Day 3	Show cut-out sentence strips. Show list of reflexive pronouns. (singular, plural) What sentence can I create? I can create the sentence _____. (She bought dinner for herself.)	Model answer: I can create the sentence: She bought dinner for herself. (Sentences on board/chart from Carousel or teacher-student generated.)	Show list of reflexive pronouns. (singular, plural) Show sentence strips. Choral response Optional: Activity Sheet # 129	Line of communication with list of reflexive pronouns Model answer: I can create the sentence _____.	Model use of reflexive pronouns. (singular, plural) and phrases to create sentences Use sentence strips orally
Day 4	List of reflexive pronouns. Show reviewed time-related vocabulary. Show TP#27, read together. Today we are going to compose our own original chant/poem using two pronouns and two vocabulary words.	Ask: Do you notice any reflexive pronouns or time-related vocabulary in the chant? (Refer to list of pronouns and vocabulary.) I notice the reflexive pronouns _____ and the vocabulary _____.	I could begin my own chant/poem like this _____. (Refer to example: I was sitting by myself/When I noticed an elf/It called itself Kate/And said it was late Choral response.	AB partners create own chant/poem using model. (two reflexive pronouns, two time-related vocabulary) Oral, written activity Optional: Activity Sheet #130	Repeat chant TP#27. Repeat model (two reflexive pronouns, two time-related vocabulary words) Students share own original chants using model.
Day 5	List of reflexive pronouns. Show sentence strips from Day3. We are going to use reflexive pronouns, (subject pronoun agreement,)and verb tenses from our sentences in a game called Go Fish.	Model game with reflexive pronouns, subject and verb agreement. to find match. (She bought dinner for herself.) Use sentence strips.	Model: I have t:he pronoun (reflexive) herself. Do you have the pronoun she?	AB partner as teams. Use model Choose two to three sentences to write.	Review model and game. (reflexive and subject pronouns and verb agreement) Partners share written and oral responses.

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