

Carousel unit: 5

Chapter: 2 Topic: One Day at a Time – Days, Weather Level: 3 Intermediate

Function: Asking and Answering Questions, Describing Actions

Week: 1

	Day 1 Vocabulary	Day 2 Language patterns	Day 2 Expanded vocabulary with language patterns	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>	SWBATU time vocabulary in order to describe regular activities.	SWBATU time vocabulary in order to describe future activities.	SWBATU time vocabulary in order to describe frequency of activities.	SWBATU time vocabulary in order to describe a time sequence of activities.	SWBAT demonstrate mastery of using time vocabulary in order to describe activities.
Focus: (Vocabulary, Language Patterns, Writing, Application)	Vocabulary	Language Pattern	Expanded vocabulary and language pattern	Language Pattern	Writing
Grammatical forms: Prompts	What do you do on (day)?	What will you do next (day)?	Do you ever (activity) on (weekends/ weekdays)?	What did you do (before / after) you (activity) on (day)?	Same as days 1-4
Grammatical forms: Responses	On (day), I (activity). (Example: On Mondays, I go to school.)	Next (day), I'll (activity). (Example: Next Monday, I'll go to school.)	I (always /sometimes /never) (activity) on (weekends / weekdays). (Example: I always go to school on weekdays.)	Before / After I (activity) on (day), I (activity). (Example: Before I go to school on Mondays, I eat breakfast.)	Same as days 1-4
Vocabulary	calendar day week first second third fourth fifth sixth seventh	Vocabulary from previous day and contraction I'll	<u>New</u> : weekday weekend sometimes always never	Days of the week	All vocabulary from previous days
Fluency	Modified Lines of Communication	Tea Party	Modified Corners	Small Group Card Play	Writing and drawing
Grade Modifications			"Sometimes," "always," and "never" could be posted around room instead.		
Materials	A wall calendar (teacher-provided), PC 5.2, ordinal number cards	PC 5.2, activity pictures – one for each student (teacher-copied)	PC 5.2, weekday and weekend cards	PC 5.2, cards with question and answer prompts, "Days of the Week" song on transparency or chart (teacher copied)	One Day at a Time booklet, pencil, crayons or colored pencils

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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	Show a wall calendar and ask students what it is called, and what it is used for. Point to each day as you and the students say them chorally. Tell them that today we will begin to use calendar words to talk about what they do on different days. Show the first picture card. Lead the students to understand that <i>Sunday</i> is circled and it is the <i>first</i> day of the week. Put it in the pocket chart with the ordinal number card. Continue with the rest of the cards in this way.	Point to the Monday card and say “On Mondays, I teach school.” Write this on a chart under Monday. Brainstorm with the students things that they do on various days of the week. Lead them to use the sentence prompt when responding, and point out that we use the plural form of the word when we talk about something we always do on a certain day.	Pointing to the Tuesday picture card, ask, a student “What do you do on Tuesdays?” The student should answer using the sentence frame response. Then have a student ask you the question, and respond using the sentence frame.. Finally, have two students practice asking and answering the question about a day of the week.	Have 2 lines of students (Line A & B) face each other, sitting or standing. Pass out activity pictures, making sure that partners have different ones.. Begin with A asking the question and B responding. Then they switch roles. When both have had a chance to ask and answer, the students pass their card to their left so that each student now has a different card. Repeat the same activity so that students can practice for different days.	Ask: “who has the card for the second day of the week?” Students who show Monday can line up after turning in their cards. Repeat for the other days, using before, after, and between. (Alternate activity: if there is time, have students with the appropriate card go to a certain corner of the room, or stand up, or touch their nose, or some other tpr activity.)
Day 2	Ask a student “what do you do on Saturdays?”. After the student responds, remind the class that we practiced talking about what we always do on a certain day and that we use the plural form of the day for this. Tell them that because there are things we do just once or sometimes, today we will practice talking about something we are <u>going</u> to do on a day in the future.	Point to the picture card for Tuesday. Say “Next Tuesday I will go to the Farmers’ market.”. Tell them that “will go” shows that my trip is happening in the future. Write “I will” on the board. Then say “Next Tuesday I’ll go to the Farmers’ Market” and write “I’ll” on the board. Explain that “I’ll” is a shortening, or a contraction, of “I will”. Have students repeat chorally “I will, I’ll”.	Pointing to the Tuesday picture card, ask, a student “What will you do next Tuesday?” The student should answer using the sentence frame response. Then have a student ask you the question, and respond using the sentence frame. Finally, have two students practice asking and answering the question about a day of the week.	Brainstorm a list of things students might do on different days and write this on chart paper. Then, give each student an activity card. At your signal, they find a partner and take turns asking the prompt and responding. They then trade cards and go to find a new partner.	Give students a blank piece of paper and ask them “what will you do on Saturday?”. Have them write an answer using the sentence frame. If there is time, ask “what do you do on Mondays?” and remind them that this is a question about something they always do on that day (point to the previous day’s sentence frame if needed).

	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
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Day 3	In the pocket chart, place the Saturday and Sunday cards next to each other below the Monday through Friday cards. Put the vocabulary cards “weekend” and “weekdays” next to these grouped cards. Remind the students that we’ve been practicing talking about what we do or plan to do on certain days of the week. Then explain that we can also group some days of the week together with the names “weekdays” and “weekend”. Discuss with the students what these terms mean, then tell them we will practice with these words today.	Point to the weekend card and say “I never teach school on weekends.” Give other examples using the “weekdays” and “weekends” cards. Brainstorm with the students activities that might only be done on weekdays or weekends, and those that could be done on either.	Pointing to the weekday picture card, and ask a student “Do you ever play soccer on weekdays?” The student should answer using the sentence frame response. Ask several questions in order to get responses with “always”, “sometimes”, and “never”. Then have a student ask you a question, and respond using the sentence frame. Finally, have two students practice asking and answering the question about “weekdays” and “weekends”.	Post names of days around the room. Student partners are divided up so that there are just a few students at each place. Upon hearing a signal, the students practice asking and answering question using the sentence frames with the words “weekday” and “weekend”. <i>(They use the day of the week as their clue, so Monday means weekday and Saturday means weekend, for example.)</i> At the next signal, student partners move to the next place for more practice. Repeat as needed and time allows.	Ask “Do you ever play the piano on weekends?” and students should go to different corners (or line up for dismissal) depending on their answers. Ask others questions to get all students responding by movement.
Day 4	Teach students “Days of the Week” song and practice a couple of times. Then, remind students that we’ve been practicing different ways to talk about activities that we do on certain days, in the present and in the future. Tell them that today we’ll practicing with talking about what we did in the past, using the words “before” and “after”.	Point to the Monday card and say “Before I came to school on Monday, I ate breakfast.” Give other examples using “before” and “after” and the sentence prompt.	Pointing to the Tuesday picture card, ask, a student “What did you do after you ate lunch on Tuesday?” The student should answer using the sentence frame response. Then ask another student a “before” question. Next, give two students each a question card and have them ask and answer each other the question on their cards. Finally, brainstorm possible answers to some of the other cards with the students.	Put students in groups of 4. Place the question cards upside down in the center of each small group. Put the answer prompt cards right side up so that students can see them. Students will take turns picking a question card and asking the person on their left the question. This is repeated around the group until all students have had a chance to respond at least once.	Sing “Days of the Week”.
Day 5	Ask a student, “What did you do after you left school on Monday?” and refer to the sentence frame if necessary. Remind students of what they have been practicing with talking about time, and tell them that today they will use all that they have learned.	Ask and answer a question prompt from Days 1 – 4. Write the answers on the board. Explain to the students that they will be answering these questions today in writing.	Call on four students to answer one each of the same questions. Then ask the questions, one at a time, and have students do think-pair-share to practice their own responses. Pass out the booklets and instruct students in how to fold them so that page 1 is on the front and page 8 is on the back.	Pass out the booklets and instruct students in how to fold them so that page 1 is on the front and page 8 is on the back. When they are finished, they take turns reading their sentences with a partner.	Give students crayons or colored pencils and have them draw a picture on page 8 to illustrate one of their sentences.

Days of the Week

(to the tune of "The Addams Family")

Days of the week, (snap snap)

Days of the week, (snap snap)

Days of the week,

Days of the week,

Days of the week. (snap snap)

There's Sunday and there's Monday,

There's Tuesday and there's Wednesday,

There's Thursday and there's Friday,

And then there's Saturday.

Days of the week, (snap snap)

Days of the week, (snap snap)

Days of the week,

Days of the week,

Days of the week. (snap snap)

sometimes

always

never

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Week: 2

	Day 6 Vocabulary	Day 7 Language patterns	Day 8 Expanded vocabulary with language patterns	Day 9 Practice language through writing or additional practice	Day 10 Apply language in new contexts
Objective: <i>Students will be able to use (vocab/form) in order to (function) .</i>	SWBATU weather vocabulary in order to describe regular activities.	SWBATU weather vocabulary in order to describe past activities in the negative with cause and effect.	SWBATU weather vocabulary and comparative adjectives order to compare temperatures on certain days of the week.	SWBATU weather vocabulary and multiple adjectives in order to describe weather.	SWBATU time and weather vocabulary in order to practice some common idioms.
Focus: (Vocabulary, Language Patterns, Writing, Application)	Vocabulary	Language Pattern	Expanded vocabulary and language pattern	Language Pattern	Writing
Grammatical forms: Prompts	What do you do on a (weather) day?	Did you (activity) on (day)?	What was the temperature on (day)? Was it colder or warmer than (day)?	Describe the weather on a certain day in the past, using describing words.	Same as days 1-4

	Day 6 Vocabulary	Day 7 Language patterns	Day 8 Expanded vocabulary with language patterns	Day 9 Practice language through writing or additional practice	Day 10 Apply language in new contexts
Grammatical forms: Responses	On (<u>weather</u>) days, I (<u>activity</u>). (Example: On <u>rainy</u> days, I <u>carry my</u> <u>umbrella</u> .)	No I didn't (<u>activity</u>) on (<u>day</u>) because it was (<u>weather</u>). (Example: No, I didn't <u>jump rope on Monday</u> because it was <u>rainy</u> .)	The temperature on (<u>day</u>) was (<u>number</u>) degrees Fahrenheit. It was (<u>colder / warmer</u>) on (<u>day</u>) than on (<u>day</u>). (Example: The temperature on <u>Monday</u> was 45 degrees Fahrenheit. It was <u>warmer on Monday than</u> <u>on Tuesday</u> .)	The (<u>weather noun</u>) was (<u>verb with -ing</u>) (<u>adverb</u>) on a (<u>adjective</u>), (<u>adjective</u>), (<u>day of the</u> <u>week</u>). <i>Examples:</i> The <u>rain</u> was <u>falling</u> <u>quietly</u> on a <u>cool, wet</u> <u>Thursday</u> . The <u>snow</u> was <u>drifting</u> <u>slowly</u> down on a <u>frigid,</u> <u>overcast</u> <u>Friday</u> . The <u>wind</u> was <u>blowing</u> <u>hard</u> on a <u>cold, cloudy</u> <u>Saturday</u> .	Students will act out time & weather idioms: raining cats and dogs; in a fog; weather the storm; rain on their parade; save for a rainy day; when it rains, it pours; come rain or shine; cloud on the horizon; dry spell; time flies when you're having fun; time on your hands; be in the right place at the right time; give someone a hard time; have a whale of a good time; time is ripe; having the time of my life; no time like the present; time will tell
Vocabulary	sunny cloudy windy rainy stormy foggy snowy	Vocabulary from previous day and contraction didn't	<i>New:</i> weather temperature degrees Fahrenheit warmer colder	Days of the week	All vocabulary from previous days with some common idioms
Fluency	Talking stick	Catch a Question	Modified Corners	Writing and drawing	Charades
Grade Modifications					
Materials	Carousel Transparency 3 (Weather Forecast) – with the temperatures covered up, weather word cards	Weather poem (transparency or on chart paper – teacher-created), chart paper for brainstorming list, several small, soft balls, weather word cards	Carousel Transparency 3 (Weather Forecast) – with question and answer prompts, "Days of the Week" song on transparency or chart (teacher copied), the low temperatures covered up, thermometer (teacher-provided), temperature/day signs for Modified Corners, small red and green squares for patterns (teacher-created)	Carousel Transparency 3 (Weather Forecast), "Describe the Day" blank page, colored pencils or crayons	Idioms list (<i>adjust as appropriate for grade level</i>) Chart paper for student groups

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Day 6	Say something about the weather, such as “it’s a sunny day today, isn’t it?”. Remind the students that we’ve been practicing talking about things we do on certain days of the week, and tell them that today we’ll begin adding weather to the conversation practice. Display the transparency and explain that the chart shows the weather expected for an imaginary week. Review the vocabulary (lead students to add “stormy” to the rainy days). Discuss “foggy” and compare/contrast it to cloudy weather.	Point to Sunday and say “On sunny days, I go to the beach.” Then point to Thursday and say “On rainy days, I carry an umbrella.” Write these sentences on a chart. Brainstorm with the students other things that they might do, depending on the weather. Lead them to use the sentence prompt when responding, and remind them that we use the plural form of “day” when we talk about something we always do.	Pointing to the Tuesday picture card, ask, a student “What do you do on snowy days?” The student should answer using the sentence frame response. Then have a student ask you the question, and respond using the sentence frame.. Finally, have two students practice asking and answering the question prompt.	In small groups, students will take turns asking and answering using the prompt/response. Place a stack of weather cards face down in the middle of each group. The teacher will give the talking stick to the first student in each group, who will pick a card and ask the question to the next student on the left and pass the talking stick. This student will answer, then pick a card and ask a prompt to the next student, then pass the talking stick. This is repeated around the group until all students have had a chance to respond at least twice.	Pass out one weather card to each student. Say: “ I am cold and make the leaves fall off of the trees. What kind of weather am I?”. When students answer “windy”, let students with this weather card line up. Continue with riddles for the other weather types until all students are ready to go.

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Day 7	Read the poem "Weather". Display it for the students and have them read it with you. Point to the line in the poem about rain – ask the students: "If it's a rainy day, do you play jump rope?" Lead them to understand that weather affects the activities we can and can't do. Tell them that we'll practice talking about things we don't do because of the weather.	Write this sentence on the board: "I <u>did not</u> play jump rope on Tuesday because it was rainy." Write it again, but with the contraction <u>didn't</u> . Lead students to understand that didn't is a contraction of did not.	Ask a student "Did you bring your umbrella on Monday?". Help the student use the sentence prompt to answer in the negative. Then have the student ask you a question using the sentence frame. Practice with one or two other students, then call on two students to practice asking and answering each other questions using the sentence frames.	Create a chart with the weather headings. Brainstorm and record a list of things students would not do on certain weather days. Then, organize students into small groups and give a ball to one student in each group. Call out (for example) "Rainy!". The student with the ball asks the question using that weather word and tosses the ball to another student in the group. That student answers. Then call out another weather word and the activity continues until all students have asked and answered at least twice.	Pass out one weather card to each student. Say: "I didn't use my umbrella on Wednesday, but I needed it. What was the weather?" Students with the "rainy" card may line up. Continue until all students have lined up. (Optional: choral read the "Weather" poem again.)
Day 8	Remind the students that we have been practicing using weather words like "rainy" and "sunny" in sentences. Add that we also talk about temperature when we talk about weather. Tell them that the temperature tells how hot or cold it is. Show the thermometer and explain that it measures how hot or cold it is and it measures by Fahrenheit degrees . Write the bold words on the board. Then show the weather forecast transparency again (with only the high temperatures showing), and teach that the higher the number the warmer the temperature, the lower the number, the colder the temperature.	Point to Monday and say "The temperature on Monday was 45° Fahrenheit. Have student repeat this. Then say "The temperature on Tuesday was 31° Fahrenheit." And have students repeat. Say: "The temperature on Monday was warmer than on Tuesday" and have students repeat. Choose two other days to compare and have students help you decide if the first day was warmer or colder than the second day. Use the sentence frame to compare.	Point to Corner Card #1, and ask a student "What was the temperature on Monday?" Then ask "Was it colder or warmer than Wednesday?" The student should answer both questions using the sentence frame responses. Ask other students questions for the other corner cards. Finally, have two students practice asking and answering the question about one of the corner cards.	Post the corner cards around the room. Student partners are divided up so that there are just a few students at each place. Each partner should have either a red card or a green card. Upon hearing a signal, the red card partner asks the question about the red day. When the green partner has answered using the sentence frames, the green partner asks the question using the green day on the card. At the next signal, student partners move to the next corner card for more practice. Repeat as needed and time allows.	Say: "Green cards, move to the corner where Monday is warmer than Wednesday." Then give a red card clue. Continue until time for dismissal. (Optional: ask the question prompts of individual students for more whole class practice.)

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Day 9	Tell students that the weather words we've been practicing can be used to describe a setting in a story. To make it more interesting, adjectives, or describing words, are added. Tell them that today we will learn and practice using verbs and adjectives with certain types of weather.	Show the Weather Forecast transparency. Point to Sunday and ask "what is the weather here?". Then say "On a sunny day, the sun is shining, the sky is clear and the weather is also dry, because it is not raining or foggy or snowing." Write the sentence: "The sun was shining brightly on a clear, dry Sunday". Explain that the verb or action word in this sentence is shining, and that the describing words are brightly, clear and dry. (Explain the meanings of the words as needed.) Tell them that if they use this sentence in a story, the reader will know exactly the day of the week and the weather outside. The details make the story easier to understand and more interesting.	Pointing to the Wednesday picture and ask: "How would you describe a stormy day?" Brainstorm a list of adjectives and verbs on a list under each type of weather. Then, guide a student to put together a sentence using the sentence frame. Have 3-4 students put together sentences describing different types of weather. Then, do think-pair-share so that all students can practice describing one or two types of weathers.	Pass out the "Describe the Day" page. Have students choose two types of weather days and write complete sentences using the sentence frame. They should then illustrate each sentence.	Have students share their sentences and illustrations with seat partners, and whole class if there is time.
Day 10	Hold two small clocks or timers in your hands and look bored. Say "I have time on my hands." Explain that this idiom means that you are out of things that need to be done right now, so you are free to choose to do "whatever" or do nothing at all. Remind them that we practiced idioms with vehicles (eagle eyes, stand out like a sore thumb, etc.) and today we will practice time and weather idioms.	Display the idioms chart. Explain the meaning of the time idioms first, then ask students to tell what they mean. Then do the same with the weather words.	Choose a time idiom and act it out silently, asking the students to guess which idiom you chose. Then draw a picture to illustrate that idiom. Choose a student to act out a weather idiom, having the class guess which one. Then have a student draw an illustration for that idiom. Tell the students that they will be working in groups to act out and illustrate idioms.	Organize the students into small groups and give each group a time idiom and a weather idiom (having removed the two idioms already used). Each group of students will choose an idiom to act out. They will also write a sentence and illustrate their idiom. Students will play "Charades". The class will have 1 minute to guess each idiom, and if they don't guess, the students will tell them the idiom, and show the illustration and sentence. Each group will take a turn with their idioms.	Say "I don't have anything I need to do right now" and ask which idiom I could use to say this. Give other examples as time allows.