

Carousel unit: 1: My Community

Chapter: 3 Topic: Count Me In

Level: Beginning

Function: Follow multistep directions

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>	<i>Students will be able to use <u>number words</u> in order to follow directions and answer questions</i>	<i>Students will be able to use <u>number words</u> in order to follow directions.</i>	<i>Students will be able to use <u>number words</u> in order to express ownership.</i>	<i>Students will be able to use <u>number words</u> in order to report observations</i>	<i>Students will be able to use <u>number words</u> in order to use school words in a new context.</i>
Focus: (Vocabulary, Language Patterns, Writing, Application)	Vocabulary	Language Patterns	Vocabulary	Writing	Application
Grammatical forms: Prompts	Show me _____ fingers.	Commands: Put the _____ in front of, behind, next to, on, under the _____.	How many do you have?	Birthday Chart, "How many have a birthday in?"	Concentration game.
Grammatical forms: Responses	Use fingers Choral Response	Children place objects in appropriate place.	I have _____.	Students write the number down.	I have the number ____.
Vocabulary	One, two, three, four, five, six, seven, eight, nine, ten	One, two, three, four, five, six, seven, eight, nine, ten	One, two, three, four, five, six, seven, eight, nine, ten	One, two, three, four, five, six, seven, eight, nine, ten	One, two, three, four, five, six, seven, eight, nine, ten
Fluency	Choral Response	(non verbal responses)	Partner Ask and Share	Writing	Games
Grade Modifications					
Materials	Transparency 7- or teacher made poster of One, Two, Buckle my shoe poem PC 1.3	10 small cards for each student.	Bags with items such as buttons in it.	Pieces of scrap paper or chalkboards, or white boards. Optional: paper cakes for each child	The students number 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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	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	Teacher Reads <i>One, Two Buckle My Shoe</i> Transparency or poem. State objective.	Count from 1-10. Tell the children that these are numbers. Write the numbers on the board and repeat them pointing to each one. “This is the number ____.”	Model with your fingers, “This is One. Please show me one finger.” Repeat with remaining numbers.	Hand out a piece of paper. Tell children, “Please draw one circle.” You may have to model a circle on the board. Continue with remaining numbers.	Let the children color the circles in different colors and count as they color.
Day 2	<i>One, Two Buckle My Shoe</i> Transparency or poem, encourage children to chime in. State objective.	Teacher models- I will put the put the (number card) <i>in front of, behind, next to, on, under</i> the (other number card).	Students are given 10 cards each. They write the numbers 1-10 on them.	Teacher- put the put the (number card) <i>in front of, behind, next to, on, under</i> the (other number card) Children place objects in appropriate place.	Ask if anyone would like to read <i>One, Two Buckle My Shoe</i> Transparency or poem to the class.
Day 3	Ask the students a question such as “How many elephants are in the room?” Tell them that the number zero means none. State objective.	Teacher models how to pull items out of a bag. Say “I have (number).” Models with student. Student draws, Teacher: “How many do you have?” Student: “I have (number).”	Students pull out of the bag, Teacher: “How many do you have?” Student: “I have (number).”	Partner ask and share. One pretends to be the teacher and other is student. Take turns. One pulls, one asks “How many do you have?” Student: “I have (number).”	Choose another student to read <i>One, Two Buckle My Shoe</i> Transparency or poem to the class. This should be getting more familiar.
Day 4	Teacher tell students her/his birthday. Teacher tell students to share with each other their birthdays. State objective.	Draw a graph with all the months on it. Tell them the names of the month.	Ask students which month they were born in. Make tally marks, in the appropriate months and a different color for boys and girls. Or have students color a cake and post it in the appropriate month.	Teacher asks questions, “How many have a birthday in ____” “How many girls have birthday in ____?” Students write number down and hold it up.	Song Happy Birthday, use the word “me.”
Day 5	Get activity cards out and tell the students they are going to play a new game today. Ask children what they like to play. State objective.	Model Game <i>Concentration</i> . “I have the number ____ I have the number ____.”	Have the students repeat the response as you flip cards. “I have the number ____ I have the number ____.”	Students partner up and play game.	Have another student read <i>One, Two Buckle My Shoe</i> Transparency or poem

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