

Carousel unit: 7: Settings and Situations

Chapter: 4 Topic: Splendid Swimmers

Level: Early Advanced

Function: Describe physical characteristics; 7.10 Describe actions of animals

Week: 1

	<b>Day 1</b> Vocabulary	<b>Day 2</b> Vocabulary	<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>	SWBATU topic vocabulary in order to name sea animals.	SWBATU topic vocabulary in order to describe physical characteristics of sea animals.	SWBATU topic vocabulary in order to describe physical characteristics of sea animals.	SWBATU topic vocabulary in order to describe physical characteristics of sea animals.	SWBATU adjectives ending with -y and -ish in order to describe physical characteristics of sea animals.
<b>Focus:</b> (Vocabulary, Language Patterns, Writing, Application)	<b>Vocabulary</b>	<b>Vocabulary Writing</b>	<b>Vocabulary Language Patterns</b>	<b>Vocabulary Language Patterns</b>	<b>Writing</b>
<b>Grammatical forms:</b> Prompts	What do I have?	What does a/an (animal) have? What does a/an (animal) do? What size is a/an (animal).	It has (nouns), it (verbs), and it is (size word).	Describe the (animal)'s (body part).	Write a description of your animal.
<b>Grammatical forms:</b> Responses	You have a/an (animal).	It has (nouns), it (verbs), and it is (size word).	I am a/an (noun).	The (noun)'s (body part) is (adjective) and (adjective).	It has (nouns), it (verbs), and it is (size word).  The (noun)'s (body part) is (adjective) and (adjective).
<b>Vocabulary</b>	whale, shell, lobster, sea horse, octopus, seal, shark, sea turtle, starfish/sea star, dolphin	whale, shell, lobster, sea horse, octopus, seal, shark, sea turtle, starfish/sea star, dolphin + descriptive vocabulary (size, shape, body parts, verbs)	whale, shell, lobster, sea horse, octopus, seal, shark, sea turtle, starfish/sea star, dolphin + descriptive vocabulary (size, shape, body parts, verbs)	smooth, rough, hard, soft, squishy, prickly, furry, scratchy + other student/teacher- generated  reddish, orangish, yellowish, greenish, bluish, purplish, brownish, blackish, pinkish	All vocabulary from the week
<b>Fluency</b>	AB partners	Individual work, partners, or teams	Who Am I? game	Think-Pair-Share	Writing
<b>Grade Modifications</b>		Kindergarteners complete graphic organizers as a whole class, and students copy 1 or 2.	Students can also play Charades as an alternative	Use realia with younger students, if possible, or use other representations to help students use adjectives	Kindergarteners and 1st- graders can use the Day 5 writing template
<b>Materials</b>	TP #28, PCs,	PCs, Day 2 graphic organizer	PCs, Activity Pictures or large copies of PCs, Day 2 graphic organizer	TP, PC, sea animal videos (teacher-found), Day 4 graphic organizer	TP, PCs, writing paper <i>or</i> Day 5 writing template

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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>	State objectives.  Show TP and name the animals. Briefly describe each animal.	Have students match the PCs to the TP. Have them say, "I have a/an (animal)." Tell students they will tell the student what he/she has using this frame: "You have a/an (animal)."	Have students sit in a circle. Pass around a stack of upside down PCs and have students turn one over and hold it up. The student asks, "What do I have?" The class responds, "You have a/an (animal)."	Students cut out Activity Pictures and, in AB Partners, ask each other the prompts and give the responses. When they are done, they put their Activity Pictures in an envelope to use for the rest of the week's lessons.	Students are dismissed according to which animal they would like to be.
<b>Day 2</b>	Read a book about the ocean.  State objective.	Display (on a transparency or re-drawn on chart paper) the Week 1, Day 2 graphic organizer. Model the description of one sea animal.	Have students use the prompts to describe sea animals. Have volunteers fill in the blanks on graphic organizers.	Students independently fill out a graphic organizer and describe a sea animal. Students can also work in teams, especially if they are not as familiar with the animals.	Students or teams share the graphic organizers, using the sentence frames.
<b>Day 3</b>	Sing "Have You Ever Seen a Dolphin?"  State objective.	Review the graphic organizers from Day 2. Tell students they will play a game where they will get a picture taped to their backs, and they will have to use a partner's descriptions of the animals to guess what they have.	Model Who Am I? with a volunteer. Tape a picture of an animal to that student's back. The student shouldn't see it. Describe the animal to the student, using the sentence frames. The student responds, "I am a/an (animal)."	Partners play Who Am I? The teacher tapes the pictures to the students' backs. Make sure they do not tell each other what they have! Partners take turns playing the game.	Students reflect on which animals were the easiest to describe, and which were more difficult. Students line up by which animals they were.
<b>Day 4</b>	Sing "Have You Ever Seen a Dolphin?"  State objective.	Show students a short video clip of one of the sea animals. Have students discuss if they've ever touch that animal. Model using adjectives with -y or -ish.	Generate a list of adjectives with -y or -ish, and have students use those adjectives to describe various sea animals.	Show students a picture of a sea animal. Using Think-Pair-Share, students describe the animal and then share their ideas with the entire class.	Name an animal. Students get to line up for dismissal if they can use an adjective with -y or -ish to describe it.
<b>Day 5</b>	Have students describe various objects around the room, using adjectives ending with -y or -ish.  State objective.	Model writing a brief description of an animal, using the vocabulary and sentence frames from the week. Keep the descriptive words blank (don't fill in blanks on sentence frames).	Students help you complete the sentence frames, using vocabulary from the week.	Students complete their own descriptions. Primary-grade students can fill in the Day 5 worksheet instead.	Students share their descriptions.

Week 1, Day 2 Graphic Organizer  
Describing Sea Animals

Sea animal:

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Attributes:

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Actions:

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Size:

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# Have You Ever Seen a Dolphin?

(to the tune of "Have You Ever Seen a Lassie?")

Have you ever seen a dolphin, a dolphin, a dolphin?

Have you ever seen a dolphin  
In the big blue sea?

It has a big blow hole and swims in the ocean.

Have you ever seen a dolphin  
In the big blue sea?

Have you ever seen a sea star, a sea star, a sea star?

Have you ever seen a sea star  
In the big blue sea?

It has rays and tube feet, and crawls over big rocks.

Have you ever seen a sea star  
In the big blue sea?

Have you ever seen a lobster, a lobster, a lobster?

Have you ever seen a lobster  
In the big blue sea?

It has an exoskeleton, and burrows under rocks.

Have you ever seen a lobster  
In the big blue sea?

Week 1, Day 4 Graphic Organizer  
Describing animals using adjectives with "-y" or "-ish"

Animal:
The _____'s _____ is _____ and _____.
The _____'s _____ is _____ and _____.
The _____'s _____ is _____ and _____.

  

Animal:
The _____'s _____ is _____ and _____.
The _____'s _____ is _____ and _____.
The _____'s _____ is _____ and _____.

## Week 1, Day 5 Description Template

Animal \_\_\_\_\_

A \_\_\_\_\_ animal has \_\_\_\_\_ body part(s), it

\_\_\_\_\_, and it is \_\_\_\_\_.

verb size word

The \_\_\_\_\_'s \_\_\_\_\_ is \_\_\_\_\_

animal body part

\_\_\_\_\_ and \_\_\_\_\_  
adjective adjective

The \_\_\_\_\_'s \_\_\_\_\_ is \_\_\_\_\_  
animal body part

\_\_\_\_\_ and \_\_\_\_\_  
adjective adjective