

Carousel unit: 2: My Larger Community

Chapter: 6 Topic: The Shapes Around Us

Level: Beginning

Function: Describe physical characteristics.

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 shape words in order to follow directions.</i>	<i>Students will be able to use shape words in order to describe physical characteristics</i>	<i>Students will be able to use shape words in order to make requests</i>	<i>Students will be able to use shape words in order to describe physical characteristics</i>	<i>Students will be able to use shape words in order to describe physical characteristics and make request.</i>
Focus: (Vocabulary, Language Patterns, Writing, Application)	Vocabulary	Language Patterns	Vocabulary	Writing	Application
Grammatical forms: Prompts	Point to the Draw a Color it	Who has the _____?	Does he/ she/ have a _____?	Please draw things you have seen with these shapes.	May I have a _____?
Grammatical forms: Responses	Students point ,draw and color appropriately	I have the _____ She/He has the _____	Yes, he/she/ have a _____ No, he/she/ does not have a _____	They draw a pictures under each shape.	Yes you may have a _____. No, I don't have a _____.
Vocabulary	Circle, triangle, square, rectangle, line	Circle, triangle, square, rectangle, line Have. has	Circle, triangle, square, rectangle, line, Does Does Not	Circle, triangle, square, rectangle, line	Circle, triangle, square, rectangle, line Don't
Fluency	Choral Response Students draw, (and color.)	Groups of 3 partner share	Round Robin, Choral Response	Tea Party	Partner Share.
Grade Modifications					
Materials	Transparency 19 or Pictures on the Board , PC2.6 (I Like Shapes- Scholastic Box B)	Shapes for the class	Several shapes for each student	paper, pencils, vocabulary cards.	Shapes for each student

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

Carousel unit: 1: My Community

Chapter: 4 Topic: Color My World

Level: Beginning

Function: Describe Physical Characteristics

Week: 1

	Opening: Bring to life/state objectives 3-6 minutes	I Do It: Model new language 5-7 minutes	I/We Do It: Model and monitor practice 8-12 minutes	You Do It: Structured independent practice 10-15 minutes	Wrap up and reflection 3-5 minutes
Day 1	Show Transparency 19 or items on the board that reflect real life shapes. Ask students to see if they know other shapes in the room. State objective.	Show them PC2.6 Name each shape. Have them repeat it. Choral Response.	Hold up each picture card and as "What is this" They respond in Choral Response.	Hand out paper. Have them draw each shape. To extend have them color each shape a different color.	Book (<i>I Like Shapes- Scholastic Box B</i>)
Day 2	Re-read the book from the previous day encouraging students to chime in. State objective.	Give someone a shape while you also hold one. Model: I have a _____. He/she has a _____. Take 2 shapes: Model:	Give each child a shape: Ask who has the? Children respond either: I have the ____ or He/she has the_____.	Now give each student 2 shapes. Have them sit in groups of 3. Each child takes a turn saying "Who has the ____" The other 2 respond.	Ask students to point out new shapes they may have noticed in the room.
Day 3	Ask students what shapes they have seen at their home. State objective.	Use puppets: Give the puppet a shape: Model Does he/ she/ have a _____? Yes, he/she/ have a _____. No, he/she/ does not have a _____.	Each child gets a shape: Teacher: Does he/ she/ have a _____? Students Respond: Yes, he/she/ have a _____. No, he/she/ does not have a _____.	Children now get to take turns asking the question to the class: Does he/ she/ have a _____? Students Respond: Yes, he/she/ have a _____. No, he/she/ does not have a _____.	Song
Day 4	Play I see: I see a rectangle is over there, etc. State objective.	Teacher shows how to draw the shapes across the top of the paper, with the right vocabulary word under it. (If time take a field trip around the school to look for shapes.	Students have a sheet of paper draw each shape and name across the top Then draw things under each shape they have seen. (TE 304)	Tea Party Students Share pictures with each other.	Have a student volunteer to play "I See."
Day 5	Draw a shape in the air with your finger. Ask what shapes it is. State objective.	Model Request with student. Give a student several shapes. Model: May I have a _____? Yes you may have a _____. No, I don't have a _____.	Give each student one or more than one shape. They sit in a circle. Teacher: May I have a _____? Student: Yes you may have a _____. No, I don't have a _____.	Partner share Students are given several shapes. They turns asking May I have a _____? With response: Yes you may have a _____. No, I don't have a _____.	Ask volunteers to draw shapes in the air and students can guess.

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