

Carousel unit: 5

Chapter: 1 Topic: From Here to There - Transportation Level 3 Intermediate

Function: Compare and Contrast

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
<b>Objective:</b> <i>Students will be able to use (vocab/form) in order to (function) .</i>	<b>SWBATU</b> transportation vocabulary in order in identify vehicles.	<b>SWBATU</b> comparative adjectives to compare different vehicles.	<b>SWBATU</b> prepositions to describe where a vehicle travels.	<b>SWBATU</b> adjectives and conjunctions to compare and contract vehicles.	<b>SWBATU</b> a compare and contrast language pattern to compare and contrast two vehicles.
<b>Focus:</b> (Vocabulary, Language Patterns, Writing, Application)	Vocabulary	Language Pattern	Expanded vocabulary and language pattern	Language Pattern	Writing
<b>Grammatical forms:</b> Prompts	Which vehicle is this?	Which vehicles are (adjective)?	Where does a (vehicle name) travel?	How are a (vehicle name) and a (vehicle name) the same? How are they different?	How are a (vehicle name) and a (vehicle name) the same? How are they different?
<b>Grammatical forms:</b> Responses	That vehicle is a _____.	A (vehicle name) is (adjective)er than a (vehicle name), but a (vehicle name) is the (adjective)est.	A (vehicle name) travels (on land, in the air, on water).	A (vehicle name) and a (vehicle name) are both (adjective), but a (vehicle name) travels (on/in land/air/water) and a (vehicle name) travels (on/in land/air/water).	A (vehicle name) and a (vehicle name) are both (adjective), but a (vehicle name) travels (on/in land/air/water) and a (vehicle name) travels (on/in land/air/water).
<b>Vocabulary</b>	<i>transportation vehicle</i> car bus school bus truck tow truck trailer mail truck police car fire engine ambulance	Comparative adjectives (faster, slower, bigger, smaller, etc.) with transportation vocabulary	<i>New:</i> airplane helicopter sailboat ship moving van bicycle train	All vocabulary from previous days	All vocabulary from previous days
<b>Fluency</b>	Sentence frame with modified lines of communication	My turn, your turn	Tea Party	Talking Stick	Writing and drawing
<b>Grade Modifications</b>					
<b>Materials</b>	TP19, PC1.1, 2 sets of activity pictures (teacher to copy)	T 1, PC 1.1	Activity pictures – one for each student. Category cards – air, water, land (teacher created).	TP19	Paper, pencil, crayons

Function: Compare and Contrast

Week: 1

	<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>	Wear (or show) a bicycle helmet. Ask students why someone would wear one – lead them to understand that a bicycle is a form of <b>transportation</b> – we ride it to get somewhere. Tell them that today we will learn some new transportation vocabulary words.	Show TP #19. Point out the vehicles in the picture. Say “I see a <b>vehicle</b> called a (vehicle name)” and point to it. Put the corresponding PC in the pocket chart and have students repeat the word. Repeat this with the other vocabulary words.	Take out a picture card and ask a student “what <b>vehicle</b> is this?”. Have student respond using the sentence frame “That vehicle is a (vehicle name)”. Then have the student ask you the question with another PC and you respond. Finally, have the student practice the Q & A with another student in front of the class.	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.. A and B partners take turns asking and answering the prompt. Then the students pass their card to their left so that each student now has a different card. Repeat until students have had a chance to name all the vehicles.	Review the vocabulary by asking students to raise their hands if they have even been in a (vehicle name)”. Ask students to name one new vehicle word that they learned today as they line up.
<b>Day 2</b>	Use T1 ( <i>The Train is Bigger than the Ship</i> ) and teach the song, then sing it together. Explain that today we will practice comparing vehicles.	Display the sentence frame and 3 picture cards. Ask “which vehicle is <i>faster?</i> ”, then answer using the sentence frame. Repeat with <i>slower</i> , <i>bigger</i> , etc.	Display 3 picture cards. Ask a student “which vehicle is <i>faster?</i> ” and guide them to answer using the sentence frame. Then have whole class repeat the student’s answer. Repeat with another student using different picture cards.	Put PC’s on the board or in pocket chart in groups of three. Student partners take turns using the sentence frame to compare three vehicles. Partner A says a sentence, Partner B repeats it, then B says a sentence, A repeats it They repeat this activity with different vehicles.	Use T1 ( <i>The Train is Bigger than the Ship</i> ) and sing the song.
<b>Day 3</b>	Ask which vehicles you could use to travel to school. Then ask: What if you wanted to go across the ocean? What about a <u>quick</u> way to get to Los Angeles? Lead students to be reminded that some vehicles travel on land, but others travel on water or in the air. Explain that today we will learn new transportation words and talk about how different vehicles travel.	Display the new picture cards and have students repeat each word. Then think aloud that a bus travels on land, but an airplane travels in the air. Put these under the category cards in the pocket chart.	Hold up a picture card and ask a student “Where does a (vehicle name) travel?” Have student respond using the sentence frame response. Then have the student put the card in the correct category. Repeat with other students and/or choral response until all cards are in the correct category.	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.	Have students get in groups by travel category. Then have one category say the name of their vehicle as they give the activity picture to you (or put it in a basket), then they line up. Repeat with the other two categories.

	<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	Wrap up and reflection
	3-6 minutes	5-7 minutes	8-12 minutes	10-15 minutes	3-5 minutes
<b>Day 4</b>	Show TP19. Point out the different vehicles. Explain that they are the same (they are all forms of <b>transportation</b> ), but they are also different (some travel on land, some in the air, others on water). Tell them that today we will practice comparing and contrasting <b>vehicles</b> .	Hold up the airplane and police car PC's. Say. " <i>A police car and an airplane are both fast, but a police car travels on land and an airplane travels in the air</i> ". Repeat with a bicycle and a sailboat (slow), a bus and a helicopter (big).	Give a student the fire engine and ship PC's. Ask the prompt, and help them respond using the sentence frame response. Have the class chorally repeat the response. Repeat with another student and two different PC's.	In small groups, students will take turns comparing and contrasting using the prompt/response. The teacher will ask the first prompt, then give the talking stick to the first student in each group, who will respond. This student will 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 once. <i>(Students can choose their own vehicles to talk about, or teacher can assign them.)</i>	Whole group, prompt the students with " <i>How are a bus and a ship the same? How are they different?</i> " Lead them to respond chorally " <i>A bus and a ship are both big, but a bus travels on land and a ship travels on water</i> ".
<b>Day 5</b>	Refer to yesterday's lesson. Remind students that they practiced compare and contrast with the talking stick. Explain that today they will practice the same thing but with writing.	Display the sentence frames. Write a sample sentence on the board using <i>airplane</i> and <i>ship</i> .	Ask a student to compare and contrast a <i>helicopter</i> and a <i>fire engine</i> . Write the sentence on the board.	Give students paper and, pencils. Have them write their sentences using the response sentence frame. When they are finished, they take turns reading their sentences with a partner.	Give students crayons and have them draw pictures of the two vehicles from their sentences.

Carousel unit: 5

Chapter: 1

Topic: From Here to There - Transportation Level 3 Intermediate

Function: Compare and Contrast

Week: 2

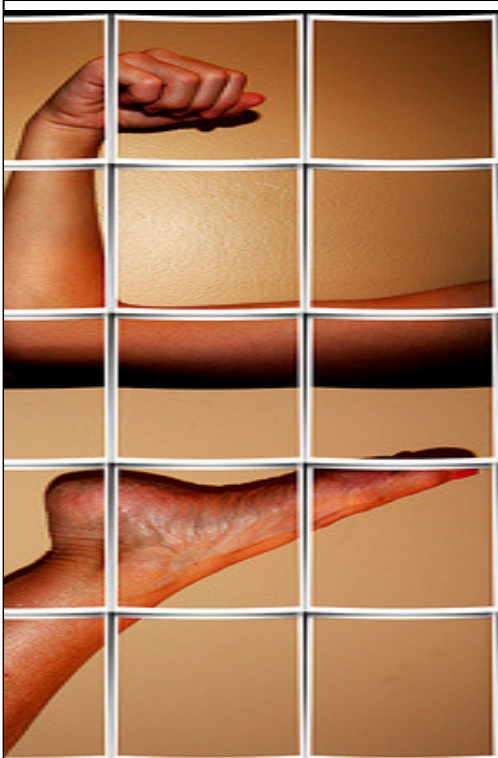
	Day 6 Vocabulary	Day 7 Language patterns	Day 8 Expanded vocabulary with language patterns	Day 9 Practice language through writing or additional practice	Day 10 Apply language in new contexts
<b>Objective:</b> <i>Students will be able to use (vocab/form) in order to (function).</i>	<b>SWBATU</b> transportation vocabulary to classify vehicles according to their purpose.	<b>SWBATU</b> irregular past tense verbs to describe travel in the past.	<b>SWBATU</b> irregular past tense verbs to describe travel in the past.	<b>SWBATU</b> transportation vocabulary to ask and answer riddles.	<b>SWBATU</b> use transportation vocabulary to practice some common idioms.
<b>Focus:</b> (Vocabulary, Language Patterns, Writing, Application)	Vocabulary	Expanded vocabulary and language pattern	Writing	Vocabulary and language pattern	Writing
<b>Grammatical forms:</b> Prompts	For what purpose is a (vehicle name) used?	When did you ride your bicycle? Where did you go on the train? What time did the airplane take off? Did you take a bus to school? Where did the helicopter fly? Did your uncle or aunt drive the car? What time did the train leave?	When did you ride your bicycle? Where did you go on the train? What time did the airplane take off? Did you take a bus to school? Where did the helicopter fly? Did your uncle or aunt drive the car? What time did the train leave?	I am thinking of a vehicle. It is _____. It has _____. It is used for _____. What is the vehicle?	Where would a (vehicle name) stick out like a sore thumb? Which vehicle costs an arm and a leg? If you had eagle eyes, which vehicle could you see far away? If you wanted to pull someone's leg, what would you say?
<b>Grammatical forms:</b> Responses	A (vehicle name) is used for a (community / personal / business purpose because _____.	I rode my bicycle _____. I went to _____ on the train. The airplane took off at _____. I took a bus to school. The helicopter flew to _____. My uncle/aunt drove the car. The train left at _____.	I (verb) my bicycle _____. I (verb) to _____ on the train. The airplane (verb) off at _____. I (verb) a bus to school. The helicopter (verb) to _____. My uncle/aunt (verb) the car. The train (verb) at _____.	The vehicle is a/an _____.	A (vehicle name) would stick out like a sore thumb at a _____. A (vehicle name) costs an arm and a leg. If I had eagle eyes, I could see a (vehicle name) far away. If I wanted to pull someone's leg, I would say I own a (vehicle name).
<b>Vocabulary</b>	All vocabulary from week 1. <i>New:</i> community, business, personal.	Airplane, helicopter, train, bus, car, bicycle <i>New:</i> take/took, leave/left, go/went, fly/flew, drive/drove	Airplane, helicopter, train, bus, car, bicycle take/took, leave/left, go/went, fly/flew, drive/drove	All vocabulary from previous days	All vocabulary from previous days with some common idioms
<b>Fluency</b>	Modified "Three Corners"	Sentence Frames with Modified Lines of communication	Writing response	Tea Party	Writing and drawing
<b>Grade Modifications</b>					
<b>Materials</b>		Sentence frames for prompts and responses (teacher created) and activity pictures of the vehicles.	Picture cards and sentence frames without verbs. Paper for writing.	TP19	Sentence frame prompts and responses with idioms. Images of idioms. Paper, pencil, crayons

Function: Compare and Contrast

Week: 2

	<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 6</b>	Write the words "Personal", "Community", and "Business" on the board. Show the fire engine picture card. Lead students to understand that the purpose of a fire engine is to help the community in case of a fire, and display the card below this word. Explain that a "personal" purpose would be just for a person or family, not the whole community. Help students to identify a vehicle with a personal use such as a bicycle, and put the picture card under "Personal". Repeat with "Business" –used by a company or other organization (such as airplane). Lead them to understand that vehicles can have more than one purpose, such as a bicycle, which can be used for fun or for a job. Tell them that today they will classify vehicles by their purpose.	Post the word cards in different areas of the room, with a container under or near each. Then, choose an activity card and demonstrate a think-aloud ( <i>"I think the sailboat is used for a personal purpose because it's used for fun by a person."</i> ) to choose the vehicle's purpose. Walk to the place that has the chosen purpose and put the card in the container.	Choose a student to practice with an activity card and think-aloud.	Distribute activity cards to partners and have them think-aloud with each other to choose the correct purpose, then put their cards in the correct containers..	Pull an activity picture card from one of the containers and prompt the students to explain (using the response frame) why that vehicle is classified under that purpose. Repeat with other cards and other containers. If there is time, show an activity picture to students as they leave and have them use the response frame to classify its purpose.
<b>Day 7</b>	Write on the board <b>"I ____ in an airplane."</b> Ask: "How does the airplane travel? What word should go in the blank? Lead students to answer "fly". Then write <b>"Last week, I ____ in an airplane"</b> . Remind students that most verbs add an -ed ending when they are in the past tense, but some do not. "Fly" becomes "flew". Write this in the blank and tell them that they will be practicing with some irregular verbs today.	Write the following list of verbs on the board: fly - flew drive -- drove take -- took leave -- left go -- went  Put up the sentence frame prompts and responses and demonstrate how to ask and answer one of them.	Practice whole class with two questions and responses. Then, select two students to demonstrate. Have one ask, then the other respond. Then they trade roles for another prompt.	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.. A and B partners take turns asking and answering the prompt for their vehicles. Then the students pass their card to their left so that each student now has a different card. Repeat until students have had a chance to practice with all the activity pictures.	Prompt students with the present tense verbs to respond with the past tense form. Students line up as they give the correct response. If they are incorrect, they wait for another turn.

<b>Day 8</b>	Review the past tense verb forms, sentence prompts and responses from Day 1 with the students. Tell them that today they will practice writing the sentences.	Ask one of the prompts. Then answer it out loud before writing the answer on the board.	Ask another prompt and select a student to answer it. Write his/her answer on the board.	Ask the other prompts, pausing to allow students to think of the response and share it with their partner, then write it.	Show all of the sentence frame responses so that students can correct their sentences if needed. Allow students to share responses that are also correct (use the correct past tense form) but may not exactly match the sentence frames.
	<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	Wrap up and reflection
	3-6 minutes	5-7 minutes	8-12 minutes	10-15 minutes	3-5 minutes
<b>Day 9</b>	Remind students that we have been working with transportation vocabulary. Tell them that today we will have some fun with the words by making up riddles.	Say "I am thinking of a vehicle. It is usually red. It has sirens and flashing lights. It is used to help put out fires. What is the vehicle?" Lead students to answer "The vehicle is a fire engine."	Show them the sentence frame for the riddle. Have a student pick a vehicle, ask for ideas for clues to use. Then use the sentence frame to say the riddle. Now, have a student try it. Then, give students one minute to think of a riddle, then have them turn to a partner to practice.	Give each student an activity card. Give them a minute to think of clues for a riddle. At your signal, they find a partner and take turns asking and answering riddles. At your signal, they trade cards and go to find a new partner.	Say "If you have the card for a vehicle used for to help the community, line up". Continue with other categories until all students are lined up.
<b>Day 10</b>	Tell the students something that is not true, but that they might believe, such as "it's raining outside" or "there's a spider on the floor". Let them realize that's it's not true, and tell them that you were "pulling their legs". Explain that when we say that we are "pulling someone's leg", we are tricking them. This is called an <b>idiom</b> , and today we will learn some idioms to use in conversation.	Write the idioms on the board with pictures to illustrate the idioms. Explain what the idioms mean, then give examples of sentences using all of the idioms with the vehicle names (see prompts and responses).	Using the sentence frames, have several students make sentences so that all of the idioms are used in sentences. Then do TPS, giving students one minute to think of a sentence, then turn to their elbow partners and share sentences.	Have students write their sentence, then illustrate it. They then share with a partner.	Choose students (the number depends on time available) to share their sentences and drawings. Be sure that the students chosen represent the different idioms.



It is expensive.  
It costs too much money.  
It costs *an arm and a leg*.







It's easy to see that it doesn't belong.  
*It sticks out like a sore thumb.*





This is a very crowded parking lot.

*You would need eagle eyes to be able to spot your car!*