LISTENING   SPEAKING   READING   WRITING

Program Preview

Fourth Edition

Carousel of IDEAS

English Language Development Program

Carousel of IDEAS
is a comprehensive
and systematic
English language
development program.

Ballard &
Tighe

Carousel of IDEAS *4th Edition*

Program philosophy

A learning model emphasizing communication

Research over the past several decades has taught us much about the most effective ways to learn, and teach, other languages. Perhaps the most important lesson we have gained from this research is a confirmation of the importance of a learning model that emphasizes communication. This precept guided the original design of the *Carousel of IDEAS* program when it was developed more than 10 years ago. The 4th edition of the program is unwavering in its commitment to this philosophy. *Carousel of IDEAS* is based on an "acquisition-based" method that focuses on authentic communication as well as accuracy. Students using the *Carousel of IDEAS* program learn to communicate in social settings and develop **academic language proficiency**, a critical ingredient for academic success.

Program features

A comprehensive, research-based, language development program

Carousel of IDEAS is a comprehensive language development program designed for K-5 English learners at all stages of language proficiency: **beginning, early intermediate, intermediate, early advanced,** and **advanced**. The program — based on scientific research on how children best learn a new language — integrates listening, speaking, reading, and writing with major content areas. The program prepares students for success in mainstream, academic classes. Teachers love *Carousel of IDEAS* because it is easy to use, effective, and comprehensive. Students love the program because it is interactive, hands-on, and fun. And, parents love *Carousel*, too because the program involves them and emphasizes fine literature, phonics, and the development of literacy skills.

An expanded, standards-based program

This new 4th edition of *Carousel* addresses a wider range of state and district English language proficiency (ELP) standards. It also places a much greater emphasis on reading, writing, and assessment, as well as on **academic language** and **cognitive tasks.** With this new edition of *Carousel*, it is easier than ever for district administrators to work with teachers to "pick and choose" the most appropriate lessons and activities for their student context. The learning objectives for each lesson are clearly labeled, and the program includes assessment forms that enable teachers to

> "The lessons are very clearly organized and very consistent so that teachers will be able to use them with ease. Almost everything the teacher needs is included and clearly labeled."
>
> — Dr. Norma Inabinette,
> Reading Specialist

[1] See pages 26-27 for scientific research that supports the *Carousel* program.

easily track student progress and ensure that they are meeting state and district standards. **The new edition of *Carousel of IDEAS* provides teachers with all the tools they need, and then allows them to customize the lessons based on student abilities, state and district standards, and time constraints.** At the same time, the program remains very user-friendly for both novice and master teachers.

A flexible approach to teaching and learning

Carousel of IDEAS is organized into two sets. The eight levels, or units, in the *Carousel* program are organized by language level rather than by grade level.

> **Set 1** – for students at the beginning to early intermediate stages of language acquisition
>
> **Set 2** – for students at the intermediate to advanced stages of language acquisition

Carousel can be used in a pull-out program, in an immersion class, or for general English language development instruction. The variety of activities and teaching strategies enables teachers to provide **differentiated instruction** and address a wide range of learning styles and student abilities. *Carousel* integrates content found in K-5 academic standards, and it can be used in a single-grade or multi-grade class.

A dynamic teacher's guide and rich literature collection

The *Teacher's Guide* instructs teachers how and when to introduce and use all program components, including Activity Sheets, Picture & Word Cards, Theme Pictures, Transparencies, graphic organizers, literature books, oral and written assessment, and more. All the lessons combine visual, oral, and kinesthetic/tactile reinforcement, and the lessons in the *Teacher's Guide* emphasize the four steps in skill development: **1) model behavior or demonstrate skill; 2) provide for guided practice; 3) provide for independent practice; and 4) provide for delayed practice.**

The *Teacher's Guide* includes a tremendous variety of activities for teachers to introduce and reinforce skills. The program consistently returns to earlier learning in order to provide ongoing practice. Language is recycled from chapter to chapter and unit to unit to reinforce and build upon the vocabulary and concepts that are presented. Integrating literature helps students build and refine literacy and critical thinking skills.

> "The books, poems, and the short, nonfiction readings are excellent. They are appropriate to what is being taught, and they represent real quality literature. This is a major strength of the program."
>
> — Caryn Sonberg,
> 3rd Grade Teacher

Program Components

Teacher's Guide

This dynamic resource is packed with detailed lesson plans, lists of target vocabulary words and phrases, clear learning objectives, chapter materials checklists, suggestions for enriching the classroom environment, teaching tips and techniques, formative and summative assessment strategies, explanations of how and when to use program components, and family involvement activities. A full sample chapter from the *Teacher's Guide* is included on pages 8-25 of this booklet.

Resource Book

Teachers will find everything they need in this reproducible resource book, including: engaging student activity sheets that integrate listening, speaking, reading, and writing tasks; short fiction and nonfiction readings; activity pictures; art projects; chapter tests; assessment forms and rubrics; and more!

Sample Student Activity Sheet

Sample Nonfiction Reading

Resource Book (continued)
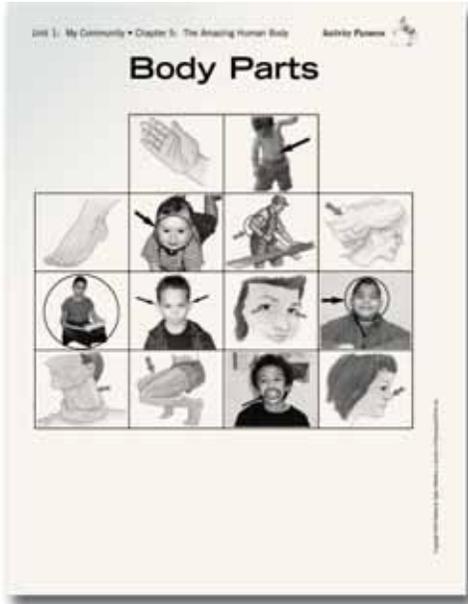
Sample Activity Pictures
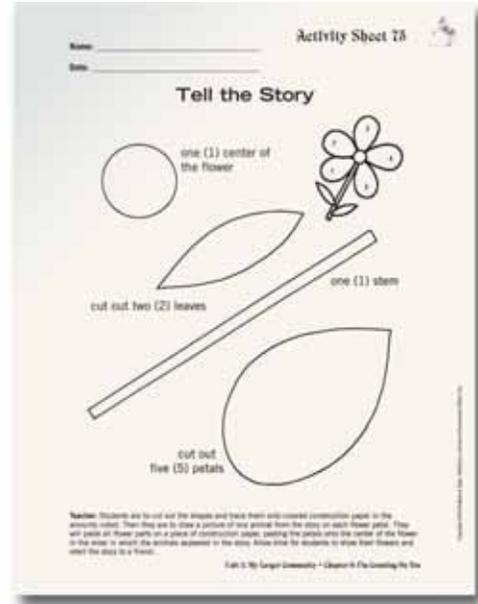
Sample Art Project
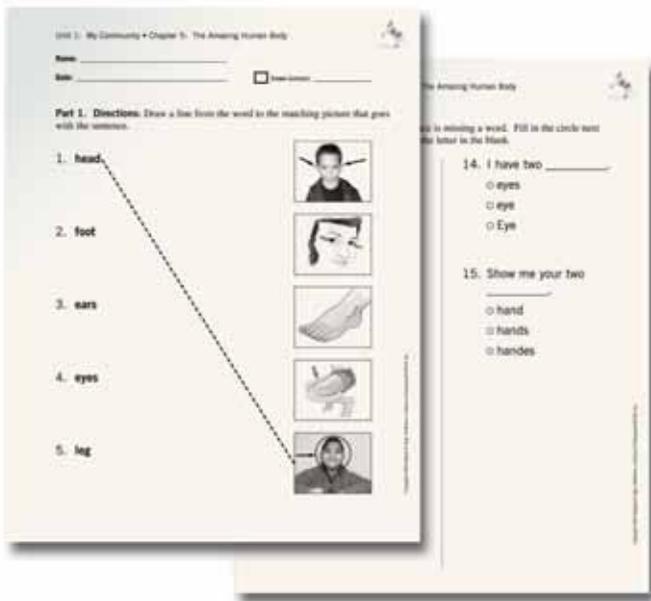
Sample Chapter Test
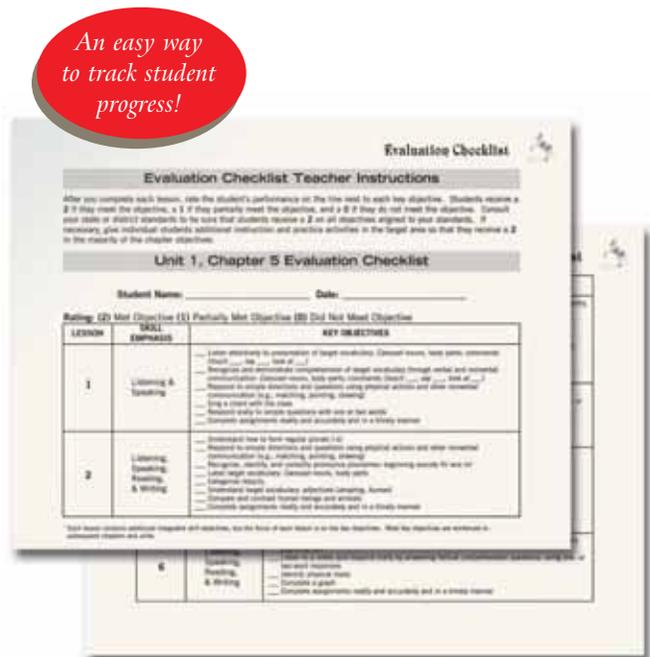
An easy way to track student progress!

Sample Assessment Form

Picture & Word Cards

These colorful (4" x 5") cards engage students in language learning and facilitate their comprehension of target vocabulary words. The *Carousel* program includes more than 500 full-color Picture Cards—displaying both **illustrations and photographs**—and corresponding Words Cards.
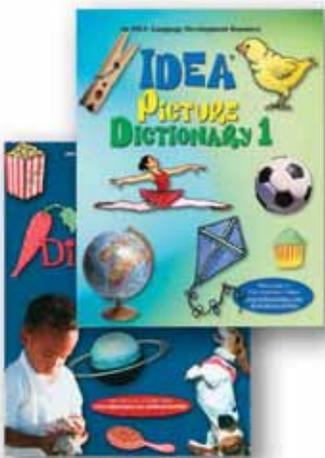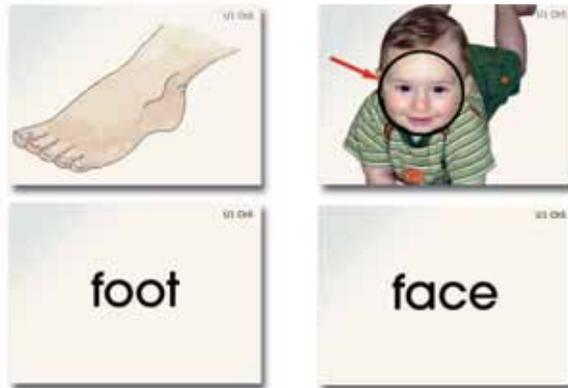
IDEA Picture Dictionary 1

This resource for early readers was recognized with a 2004 Parent's Choice Award. The hardcover book includes more than 600 entries, colorful illustrations for each word, translations into six languages, and language development activities. Included with Set 1.

IDEA Picture Dictionary 2

This resource for intermediate to advanced readers includes nearly 1,400 entries, colorful photographs and illustrations for each word, clear definitions and sample sentences, and appendixes on idioms, U.S. presidents, and more. There also are links to downloadable student worksheets. Included with Set 2.

Language Progress Card

This pack of 25 Language Progress Cards enables teachers to view the scope and sequence of the *Carousel* program and keep track of individual student progress. These sturdy $8\frac{1}{2}$" x 11" cards can stay in students' files so new teachers can quickly view what students have studied, as well as their progress, strengths, and weaknesses. This card also may be used as an information tool in parent conferences.

Theme Pictures

The full-color theme pictures (9½" x 11")—including both **illustrations and photographs**—bring vocabulary alive and provide an authentic and natural context for language learning. In addition, on the reverse side teachers will find specific questions appropriate for students at all stages of language acquisition.

Transparencies

These full-color transparencies include short readings, songs, graphic organizers, visuals, and other instructional tools.
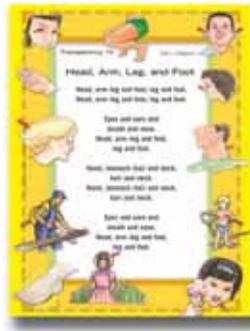
Literature Collection—46 Books in All!

Students will enjoy these wonderful books, many of which are award-winning literature titles, as they develop their literacy skills. The *Carousel* program includes language-level appropriate activities associated with the literature. Shared reading questions are provided for each book.

Creative IDEAS

These full-color student workbooks give students additional practice with target vocabulary and concepts they learn in the *Carousel* program.

Pocket Chart and Stand

This 34" x 52" pocket chart and stand is ideal for displaying *Carousel* Picture & Word Cards and other visuals.

Sample Chapter — Teacher's Guide

Thematic-based units

Thematic-based units are organized according to **language level.** Chapter content connects to the unit language level and theme.

The sample shown here is from **Unit 1, Chapter 5**. The language level is **beginning.**

Language Levels

Units 1-2: Beginning
(Pre-speech/Telegraphic Stage/ Preproduction/Early Production)

Units 3-4: Early Intermediate
(Simple Sentence Stage/ Speech Emergence)

Units 5-6: Intermediate
(Bridging Stage/Intermediate Fluency)

Unit 7: Early Advanced
(H.O.T.—Higher Order Thinking Stage/ Intermediate Fluency)

Unit 8: Advanced
(Closing-the-Gap Stage)

Level 1: Beginning English Language Learners

Unit 1: My Community

Chapter 1 My Family
Chapter 2 My School
Chapter 3 Count Me In
Chapter 4 Color My World
Chapter 5 The Amazing Human Body

Unit 1 is designed for students at the beginning stage of English language acquisition. This unit focuses on students' community, beginning with the family and then moving toward the school community. Students also cover topics related to numbers, colors, and body parts. The overriding goal of this unit is to help English learners begin to develop the language and academic skills they need in order to transition into classrooms where English is the language of instruction.

Chapter 5: The Amazing Human Body

Target Vocabulary Words & Phrases

Carousel Nouns	Adjectives	Prepositions/ Prepositional Phrases	Commands	Social Greetings and Phrases	Other
hand stomach foot face arm hair body ears eyes head neck leg mouth nose	amazing human		touch ___ say ___ look at ___		You're pulling my leg. It's over my head. Let's play it by ear.

Content Emphasis: Science—learning about and observing human traits

Reading Selections: Suggested literature book: *Ten, Nine, Eight* by Molly Bang; Poems: "Bath Time" and "Naughty Soap Song"; Chant: "Head, Arm, Leg and Foot"; Chart: "What Can the Body Do?"

Enriching the Classroom Environment: Display the outline of a child's body on the bulletin board. Gather a collection of personal hygiene items such as soap, a toothbrush, a towel, a comb, and so forth.

Assessing Student Progress: Before beginning each lesson, review the key objectives on the chart on pages 134-135. These key objectives also are listed in the "Observing Student Progress" section of each lesson. At the end of each lesson, complete the Unit 1, Chapter 5 Evaluation Checklist for each student.

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Clearly identified target vocabulary
Each chapter begins with a chart listing the Target Vocabulary Words & Phrases that students will focus on during their study of the chapter. The language forms (e.g., adjectives, prepositions) in the chart are based on the language structures addressed in the unit and vary from unit to unit.

Integration of academic language & content
Each chapter has a content emphasis to help familiarize students with academic language and subject matter they will encounter in mainstream classrooms.

Rich literature selections
Reading selections introduce a wide range of genres to students and help them develop and refine their literacy skills.

Ensuring students meet the standards
Tips on enriching the classroom environment and assessing student progress help teachers engage students and ensure that they meet district and state English language proficiency standards. The Chapter Evaluation Checklist provides an easy way for teachers to track student progress.

Sample Chapter — Teacher's Guide (continued)

Unit 1, Chapter 5 Overview

LESSON	SKILL EMPHASIS	KEY OBJECTIVES[1]
1	Listening & Speaking	5.1.1 Listen attentively to presentation of target vocabulary: *Carousel* nouns, body parts; commands (*touch ___, say ___, look at ___*) 5.1.2 Recognize and demonstrate comprehension of target vocabulary through verbal and nonverbal communication: *Carousel* nouns, body parts; commands (*touch ___, say ___, look at ___*) 5.1.3 Respond to simple directions and questions using physical actions and other nonverbal communication (e.g., matching, pointing, drawing) 5.1.4 Listen to and recite a chant 5.1.5 Respond orally to simple questions with one or two words
2	Listening, Speaking, Reading & Writing	5.2.1 Understand how to form regular plurals (*-s*) 5.2.2 Respond to simple directions and questions using physical actions and other nonverbal communication (e.g., matching, pointing, drawing) 5.2.3 Recognize, identify, and correctly pronounce phonemes: beginning sounds /h/ and /n/ 5.2.4 Label target vocabulary: *Carousel* nouns, body parts 5.2.5 Categorize objects 5.2.6 Listen attentively to presentation of target vocabulary: adjectives (*amazing, human*) 5.2.7 Recognize and demonstrate comprehension of target vocabulary through verbal and nonverbal communication: adjectives (*amazing, human*) 5.2.8 Compare and contrast human beings and animals
3	Listening & Speaking	5.3.1 Recognize and identify patterns of sounds in oral language (e.g., ending rhymes: nose/toes, face/place, rub/tub, hand/band, leg/peg) 5.3.2 Listen to and recite a poem 5.3.3 Retell simple stories using words, phrases, or nonverbal communication (e.g., physical actions, drawings, matching, pointing) 5.3.4 Read simple words in stories, songs, or games

[1] Each lesson contains additional integrated skill objectives, but the focus of each lesson is on the key objectives. Most key objectives are reinforced in subsequent chapters and units.

Standards-based
Key objectives help teachers focus on the target language forms and functions for each lesson. These key objectives align with state English language proficiency standards.

LESSON	SKILL EMPHASIS	KEY OBJECTIVES
4	Listening, Speaking, Reading & Writing	5.4.1 Make predictions 5.4.2 Listen to a story and respond orally by answering factual comprehension questions with a one- or two-word response 5.4.3 Read simple words in stories, songs, or games; identify target vocabulary 5.4.4 Create simple sentences or phrases with some assistance
5	Reading & Writing	5.5.1 Read simple words in stories, songs, or games 5.5.2 Orally describe people, places, and/or things 5.5.3 Relate sounds to letters: h, n 5.5.4 Produce uppercase and lowercase graphemes legibly: h, n 5.5.5 Label target vocabulary: *Carousel* nouns, body parts 5.5.6 Respond orally to simple questions with one or two words 5.5.7 Put events in a sequence 5.5.8 Write a phrase or simple sentence about an experience generated from a group story
6	Listening, Speaking, Reading & Writing	5.6.1 Listen attentively to presentation of target vocabulary: other (*You're pulling my leg., It's over my head., Let's play it by ear.*) 5.6.2 Recognize and demonstrate comprehension of target vocabulary through verbal and nonverbal communication: other (*You're pulling my leg., It's over my head., Let's play it by ear.*) 5.6.3 Listen to a riddle and respond orally by answering factual comprehension questions using one- or two-word responses 5.6.4 Identify physical traits 5.6.5 Ask simple questions and record answers

Chapter Materials Checklist: ☑

✓ manila folders   ✓ chart paper   ✓ sentence strips   ✓ colored marking pens and pencils
✓ glue/paste   ✓ butcher paper   ✓ pocket chart   ✓ objects (e.g., ring, watch, toothbrush) that relate to
✓ crayons   ✓ scissors   target vocabulary

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Sample Chapter — Teacher's Guide (continued)

A clearly organized teacher's guide

Every chapter in the *Carousel* program begins with instructions that help teachers establish an **instructional base line**.

Chapters contain 5-6 lessons arranged as follows:
- **Presentation**
- **Practice**
- **Apply & Extend**
- **Involving Family**
- **Observing Student Progress**

The **pacing** of the lessons is determined by the language abilities of the students and the difficulty of the concepts being presented.

Supported by research on how students learn best

Review and reinforcement
The lessons illustrate how to return to earlier learning and provide additional practice and reinforcement.

Prior knowledge
Carousel shows teachers how to tap into students' prior knowledge and connect it to new concepts.

Modeling and feedback
Teachers are shown how to model new language and provide clear, comprehensible input and frequent feedback.

Spaced practice
Teachers are reminded that learning occurs best when introduced in spaced rather than massed practice.

LESSON 1

Establishing an Instructional Base Line

- Write today's date on the board.
- Begin each lesson by greeting students: **Hello. How are you?** Indicate the correct response: **Fine, thank you.** Ask students other questions about topics they have been learning: **What is your name? Where do you live? How old are you? What is your telephone number? What is the name of your school? Who is your teacher? What grade are you in? What room are you in?** Help students respond in complete sentences. Write the sentence patterns on the board to help them:

What is your name?	*My name is _____.*
Where do you live?	*I live at _____.*
How old are you?	*I am _____ years old.*
What is your telephone number?	*My telephone number is _____.*
What is the name of your school?	*The name of my school is _____.*
Who is your teacher?	*My teacher is _____.*
What grade are you in?	*I am in grade _____.*
What room are you in?	*I am in room _____.*

- Tell students that in this chapter they are going to learn about parts of the body. Tap into students' prior knowledge by pointing to various body parts (e.g., head, leg, nose) and asking students to name them.

Lesson 1

You will need:
- ✓ THEME PICTURE #4 ("A Soccer Game")
- ✓ TEMPLATE L ("The Amazing Human Body")
- ✓ Chapter 5 PICTURE CARDS
- ✓ TRANSPARENCY 10 ("Head, Arm, Leg and Foot")
- ✓ ACTIVITY SHEET 43 ("Give Me a Hand")

Presentation
- Show THEME PICTURE #4 ("A Soccer Game") and talk about it with students. Say: These girls are playing soccer. This is the girl's *head*. Point to your head. Very good. This is her *arm*. Hold up your arms. Excellent. This is her *neck*. Show me your neck. Remember to limit the number of words or concepts introduced at one time. When you finish introducing all the target vocabulary, tell students: These are all parts of the *body*.

Theme Picture #4
A SOCCER GAME

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- Give students a copy of TEMPLATE L ("The Amazing Human Body") and have them paste the cover on a manila folder and write their names in the space provided. Tell students the theme for this chapter is "The Amazing Human Body." They are going to learn about parts of the body. Have students decorate this cover with pictures of people doing various activities. This folder will serve as a portfolio container for the work they complete in Chapter 5.

Practice
- Hold up the PICTURE CARDS, one at a time, and call on student volunteers to name the body parts. Then have students match the body part shown in the PICTURE CARD with the corresponding body part in THEME PICTURE #4.

- Play *Simon Says* with students. Remind students that in this game, they are to follow the commands you give that are preceded by the words *Simon says*. They are to ignore commands that do not include this phrase. Before you begin, introduce and/or review the following commands by saying and then modeling them several times: *touch* your nose; *put* your head down; *say* "hello"; *look at* the door.

Simon says, touch your arm.	Simon says, touch your head.
Touch your ears.	Simon says, say *red, yellow, blue*.
Touch your face.	Touch your neck.
Simon says, touch your stomach.	Simon says, look at the board.
Touch your back.	Put your hands on your head.
Simon says, touch your leg.	Simon says, put your head down.

Give student volunteers a chance to play "Simon" and give the commands. Use the target commands throughout the study of the chapter.

Apply & Extend
- Display TRANSPARENCY 10 ("Head, Arm, Leg and Foot") and ask students to stand up. Teach them to say the chant and point to the body parts.

  NOTE: This chant is more commonly known as "Head, Shoulders, Knees, and Toes."

Transparency 10

Head, Arm, Leg and Foot

CHAPTER 5 The Amazing Human Body

Tapping into multiple learning styles

Visuals
The extensive use of visuals and emphasis on realia reinforce student understanding of new vocabulary and concepts.

Kinesthetic Activities
Carousel integrates many kinesthetic activities — those that require students to perform a physical action. These activities keep students active and engaged and facilitate the learning process.

Chants and Songs
Carousel includes many chants and songs that make learning fun and provide students with a structured way to remember target vocabulary words and phrases.

Research Reveals…
Initial learning is very important. If students grasp concepts and vocabulary the first time they are introduced, they are more likely to retain the learning and have a positive attitude toward school — key ingredients to academic success.

Sample Chapter — Teacher's Guide (continued)

Ongoing review and reinforcement
Words and concepts from earlier chapters are recycled in subsequent chapters to help students retain and build upon what they have learned.

Family involvement
Lessons always conclude with an activity that involves family members. Students share their learning with their families and involve family members in the learning process.

Research Reveals…
Families play a key role in student achievement and school success.

Tracking student progress
Lessons end with a listing of key objectives that correspond with the objectives listed on the Chapter Evaluation Checklist. Teachers can use this resource to record and track student progress.

LESSON 1

- To reinforce the vocabulary students learned in the previous chapters, ask questions and give commands such as the following:

How many hands am I holding up?
Girls, look at the board.
Boys, say, "Good morning."
How many girls are wearing yellow today? How many boys are wearing blue today?
All brothers, touch your head. How many boys in the class are brothers?
Students with a brown desk, touch your ears. How many students have a brown desk?

Involving Family

Give each student a copy of ACTIVITY SHEET 43 ("Give Me a Hand"). They are to trace around a family member's hand and draw as much detail as they can, including freckles, hair, fingernails, jewelry, and so forth. Allow time in class for students to share their hand tracings. Ask questions about the tracings: **How many fingers are on the hand? How many fingernails are on the hand? Is there a ring on the hand? How many freckles are on the hand?** Ask students to place their completed activity sheets in the Chapter 5 Portfolio.

Observing Student Progress
Do students meet these **KEY OBJECTIVES** …
- ✔ Listen attentively to presentation of target vocabulary: *Carousel* nouns, body parts; commands (*touch* ___, *say* ___, *look at* ___)
- ✔ Recognize and demonstrate comprehension of target vocabulary through verbal and nonverbal communication: *Carousel* nouns, body parts; commands (*touch* ___, *say* ___, *look at* ___)
- ✔ Respond to simple directions and questions using physical actions and other nonverbal communication (e.g., matching, pointing, drawing)
- ✔ Listen to and recite a chant
- ✔ Respond orally to simple questions with one or two words
- ✔ Complete assignments neatly, accurately, and on time

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Lesson 2

Presentation

- Explain to students that in English we often add an "s" to a word to show that there are more than one. Write the following chart on the board:

One		Two or More	
ear	👂	ears	👂👂
hand	✋	hands	✋✋
eye	👁	eyes	👁👁
leg	🦵	legs	🦵🦵

Point to and read each word and have students repeat after you. Call on students to stand up and talk about body parts using plurals. Model this for them first: **I have two ears. One, two.** Point to each ear. **I have two hands. One, two.** Point to each hand. **I have two eyes. One, two.** Point to each eye. **I have two legs. One, two.** Point to each leg. As students work with the target vocabulary, give them other opportunities to practice these regular plurals. For example: **If you have two eyes, raise your hand. Clap your hands together. Touch your ears.**

Practice

- Place butcher paper on the floor. Choose a student to be the model and trace around the student's body. Talk about the part of the body as you draw. **Now I'm drawing around the head, now one arm, now the stomach.** Continue saying other target vocabulary words as you draw the outline. When you are done, hang the outline of the student's body on the wall. Tell students that this is an outline of a human body. Give commands such as: **Point to the head. Show me the ears. Show me the mouth. Point to the legs. Point to the arms.** Give students positive reinforcement (e.g., Good job!, That's right.).

- Display the PICTURE & WORD CARDS in the pocket chart. Hand out copies of TEMPLATE F ("Blank Picture & Word Cards"). Ask students to make a picture and word card for one of the target vocabulary words. They can choose any word to write and illustrate. They are to write the word on one of the blank cards, and draw a picture to illustrate it on the other blank card. Model for students an example:

HAND

You will need:

- ✓ Chapter 5 PICTURE & WORD CARDS
- ✓ TEMPLATE F ("Blank Picture & Word Cards")
- ✓ Unit 2, Chapter 4 PICTURE CARDS
- ✓ ACTIVITY SHEET 44 ("Body Parts")
- ✓ ACTIVITY SHEET 45 ("I Have Two Ears")

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Developing academic language proficiency
The *Carousel* program moves back and forth between focusing on concepts and communication and focusing on grammar and language forms, such as regular plurals.

Providing positive reinforecement
Carousel helps teachers make learning fun. Teachers are encouraged to give students positive reinforcement.

Research Reveals…
Studies show that learning takes place best in an environment that is relaxed, enjoyable, and supportive of learners.

Modeling
Carousel reminds teachers to always model for students what they are to do.

Sample Chapter — Teacher's Guide (continued)

Activity Sheet 44

Body Parts

Developing phonemic awareness
In Set 1 of *Carousel*, students learn to recognize, identify, and pronounce phonemes. Instruction in phonemic awareness and phonics is critical as students learn to read in English.

Cooperative learning
Carousel is filled with opportunities for structured cooperative learning.

Research Reveals…
Cooperative learning is most beneficial when tasks are structured and clearly defined.

Then have students cut out their cards. Ask students to label the outline on the wall with the target vocabulary word cards they made.

• Introduce the /h/ and /n/ sounds to students. Say: **What sound do you hear at the beginning of the words** *hand, hair,* **and** *head?* That's right. You hear the /h/ sound. What other words begin with the /h/ sound? [*hall, house, home*] Does anyone's name begin with the /h/ sound? Give students whose names begin with the /h/ sound a chance to say their names. Say: **What sound do you hear at the beginning of the words** *neck* **and** *nose?* That's right. You hear the /n/ sound. What other words begin with the /n/ sound? [*nice, new*] Does anyone's name begin with the /n/ sound? Give students whose names begin with the /n/ sound a chance to say their names. Display the PICTURE & WORD CARDS in the pocket chart. Introduce ACTIVITY SHEET 44 ("Body Parts") and make sure students know what they are to do. Have them complete the activity sheets in pairs. Circulate around the room and help students as needed. Have students place their completed work in the Chapter 5 Portfolio.

Apply & Extend
• Place the PICTURE CARDS in the pocket chart. Show students the ring you brought to class and tell them that a ring goes with the word *hand.* Take *hand* out of the pocket chart to match it with the ring. Put the picture back in the pocket chart and show students a different item (e.g., a toothbrush). Ask a student to find a picture on the pocket chart that would go with the toothbrush (e.g., picture of mouth).

Continue in this way with all the objects. Ask students to think of other objects that could go with the target vocabulary (e.g., pencil and hand). Students may mention other vocabulary associated with parts of the body (e.g., toes, fingers, ankle) that are not being targeted in this lesson. Write these other words on the board as students mention them, but focus their attention on the target vocabulary.

• Use the PICTURE CARDS of pets (Unit 2, Chapter 4) to engage students in a discussion about body parts. Tell students: **Sometimes we call people humans or human beings. When we talk about a person's body, we usually describe it as a** *human* **body. The human body—your body and my body—is an amazing thing. Do you know what** *amazing* **means? It means wonderful. What makes the human body so amazing and wonderful? It can do so many different things.** Use visuals, pantomime, and nonverbal clues to show students some of the amazing things that human beings can do (e.g., cook, play music, dance, sing, create art, work on computers, develop medicine). As you introduce each thing, make a statement about it (e.g., humans can cook, we can dance, we can make beautiful art, we can help sick people). Ask students if they can name other things that the human body can do. Put a chart on the board and ask students to compare the human body with the body of another animal (e.g., a

Building academic language and cognitive skills
Students complete cognitive tasks, such as categorizing and comparing and contrasting. These kinds of activities help students build academic language and cognitive skills that will ensure their success in mainstream classrooms.

dog). Display the PICTURE CARD of the animal you choose. Call on student volunteers to put a check mark in the chart if the "body" can do the activity. Then add more detail to the chart, indicating which body part is used in each activity. Ask questions about the chart when you are finished (e.g., What three things can the human body and a dog's body both do?).

Example:

What Can the Body Do?

	Run	Swim	Walk	Cook	Play music	Make art	Sing
Human body	✔ legs	✔ arms and legs	✔ legs	✔ arms hands eyes	✔ arms hands eyes	✔ arms hands eyes	✔ mouth
Dog's body	✔ legs	✔ legs	✔ legs				

Involving Family

Introduce ACTIVITY SHEET 45 ("I Have Two Ears") and tell students they are to complete each sentence. Remind them to use the picture clues. Students are to complete this at home with a family member. Review the answers with the class and have students put their activity sheets in the Chapter 5 Portfolio.

Observing Student Progress

Do students meet these **KEY OBJECTIVES** ...
- ✔ Understand how to form regular plurals (-s)
- ✔ Respond to simple directions and questions using physical actions and other nonverbal communication (e.g., matching, pointing, drawing)
- ✔ Recognize, identify, and correctly pronounce phonemes: beginning sounds /h/ and /n/
- ✔ Label target vocabulary: *Carousel* nouns, body parts
- ✔ Categorize objects
- ✔ Listen attentively to presentation of target vocabulary: adjectives (*amazing, human*)
- ✔ Recognize and demonstrate comprehension of target vocabulary through verbal and nonverbal communication: adjectives (*amazing, human*)
- ✔ Compare and contrast human beings and animals
- ✔ Complete assignments neatly, accurately, and on time

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Using charts and graphic organizers
Teachers are encouraged to use charts and other graphic organizers to present information.

Sample Chapter — Teacher's Guide (continued)

Developing phonological awareness
Identifying rhymes or patterns of sounds in oral language
helps develop students' phonological awareness.

Repeated and monitored oral reading
The *Carousel* program gives
students many opportunities
for repeated and monitored
oral reading.

Research Reveals…
One of the best strategies for developing reading
fluency is giving students an opportunity to read
the same passage orally several times.

Literature-based lessons

Lesson 4 in every chapter is a literature lesson. The *Teacher's Guide* includes **pre-reading**, **during reading**, and **after-reading** activities that correspond to the literature book.

Experiencing rich literature selections

Students experience various genres of literature. This helps them develop language skills and prepares them for the mainstream classroom.

Supported by research on how students learn best

Read-alouds

Children learn word meanings from listening to adults read to them. Reading aloud is particularly beneficial when after reading the teacher engages students in a conversation about the book.

Making connections

The literature-based activities help students develop into fluent readers by encouraging them to make connections between ideas in the text and their background knowledge.

Sample Chapter — Teacher's Guide (continued)

Ensuring a mastery of target vocabulary

Students listen to and learn to say, read, and write the target vocabulary.

Research Reveals…

Repeated exposure to vocabulary in multiple contexts facilitates word learning.

Phonics instruction

Carousel presents an explicit and systematic approach to teaching students how letters relate to sounds they have learned. In addition to the phonics activities integrated into each chapter, the appendix of the *Teacher's Guide* includes additional activities for phonics instruction.

LESSON 5

Lesson 5

You will need:

- ✓ Chapter 5 PICTURE & WORD CARDS
- ✓ TRANSPARENCIES 1-3
- ✓ TEMPLATES A-C
- ✓ ACTIVITY SHEET 51 ("Body Chart")
- ✓ ACTIVITY SHEET 52 ("Getting Ready For Bed")
- ✓ TEMPLATE I ("My Picture Dictionary")
- ✓ Chapter 5 ACTIVITY PICTURES
- ✓ *IDEA Picture Dictionary 1*
- ✓ ACTIVITY SHEET 53 ("Classify It!")

Presentation

- Show and read aloud the WORD CARDS one by one as you place them in the pocket chart next to the corresponding PICTURE CARDS. Then remove all the WORD CARDS from the pocket chart and hand them to students. Have students match the WORD CARDS with the corresponding PICTURE CARDS in the pocket chart. Students should identify the word as they put it in the pocket chart. Model this for students: **This is a face. These are ears.** Help students, as needed, as they orally describe each picture.

- Display the print chart you are using (see TRANSPARENCIES 1-3) and refer students to their copies of the corresponding print chart (see TEMPLATES A-C). Say: **What is the first sound in the words *hand*, *hair*, and *head*?** [/h/] That's right. It's the /h/ sound. Let's write the words *hand*, *hair*, and *head*. Write the words on the board. **All of these words start with the letter "h." Let's all write the letter "h" together.** Model on the board the strokes used to create this letter. Then have students copy the letter (capital and lowercase) on a separate piece of paper. Circulate around the room and help students as needed. Continue with the letter "n." Say: **What is the first sound in the words *neck* and *nose*?** [/n/] That's right. It's the /n/ sound. Let's write the words *neck* and *nose*. Write the words on the board. **These words start with the letter "n." Let's all write the letter "n" together.** Model on the board the strokes used to create this letter. Then have students copy the letter (capital and lowercase) on a separate piece of paper. Circulate around the room and help students as needed.

Transparency 2

Print Chart
Modern Manuscript

Aa Bb Cc Dd
Ee Ff Gg Hh
Ii Jj Kk Ll Mm
Nn Oo Pp Qq
Rr Ss Tt Uu Vv
Ww Xx Yy Zz
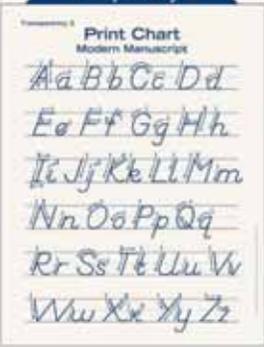
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A multitude of teaching tools

Transparencies, student reference sheets, and visuals help teachers working with small or large groups of students.

Practice

- Have students take out the consonant books that they started in Chapter 1 and add pages for the following consonants: h, n. Each page should show a consonant at the top, and then list words and pictures that begin with that consonant. Students also can add new words to the existing pages in their consonant book. Students will continue to add to this book in later chapters.

- Introduce ACTIVITY SHEET 51 ("Body Chart") and ask students to complete the activity sheet independently. Refer students to the class print chart if they need help writing letters. Have students include their activity sheets in the Chapter 5 Portfolio.

- Play *Hangman*. Draw a hangman's gallows on the board. Choose one of the target vocabulary words, and then place a blank on the board for each letter. Explain to students that they must try to guess the word by trying different letters. If they choose a letter not in the word, then you will add a body part to the "hangman." You may want to list the target vocabulary on the board (or display the WORD CARDS) to help students.

Apply & Extend

- Tell students: **I do many things before I go to bed. I wash my hands before I go to bed.** Pantomime for students this action. **This is how I wash my hands. Show me how you wash your hands. What else do you do? Do you wash your face? I wash my face. This is how I wash my face. Show me how you wash your face.** Encourage students to pantomime other things they do to get ready for bed in the order that they do them. For example, they may wash their faces, put away their toys, listen to a story, turn off the light, and so forth. Write each student response on an individual piece of chart paper. (Write each action only once, even if it is named by multiple students.) Then work with students to decide which action comes first, second, third, and so forth. Have students help you physically manipulate the individual pieces of chart paper to put them in the correct order. Write the story on the board. Give it a title and tell students that they are the authors. The students' sequence may be something like this:

"Getting Ready to Go to Bed"
by Mrs. Brown's Class

I wash my hands.
I wash my face.
I clean up my room.
I turn off the light.

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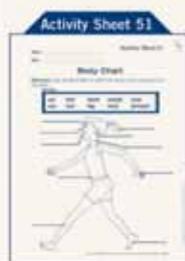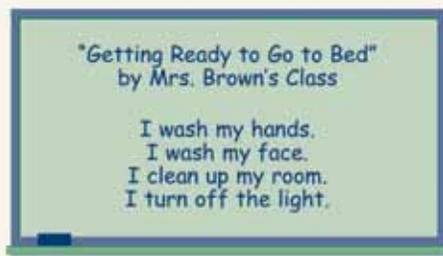
Supported by scientific research on how students learn best

Many writing activities in *Carousel* involve copying from near-point position, such as a sheet of paper.

Research Reveals…

Younger children are hyperopic and cannot see clearly more than a few feet.

A learning model emphasizing communication

Carousel calls upon students to draw from their own experiences. By creating meaningful contexts for authentic communication and providing appropriate corrective feedback, teachers help students improve their overall fluency.

Teaching dictionary and word learning skills

In order to develop effective word-learning strategies, students must learn how to use dictionaries and other references. The *Carousel* program includes many activities that encourage students to consult the dictionary and learn its many uses. The *Carousel* program includes a picture dictionary for each student.

LESSON 5

Read the story sequence aloud with students. Introduce ACTIVITY SHEET 52 ("Getting Ready for Bed"). Have students move close to the board, copy the class story sentences, and draw pictures to illustrate each action. You can make this more challenging by asking students to write an original story chart. You can make this easier by having students draw a picture of "getting ready for bed" and label the picture with the target vocabulary words. Give students an opportunity to share their stories with a partner or in a small group.

Activity Sheet 52

Distribute copies of TEMPLATE I ("My Picture Dictionary") and the Chapter 5 ACTIVITY PICTURES to each student. Show students how to make their own "My Amazing Human Body Picture Dictionary," using the dictionary pattern and the ACTIVITY PICTURES. Point out the line where students are to write the vocabulary word. Also show them the line where they can write the word in their primary language. Check students' work as they are writing the words. Remind them to refer to the pocket chart to be sure they are writing the words correctly. If students are able, have them list the words in their picture dictionary in alphabetical order; they can consult their *IDEA Picture Dictionary 1* for help.

Involving Family

Introduce ACTIVITY SHEET 53 ("Classify It!") and review the directions. Point to number 1. Instruct students to look at the four pictures in the row and name the three that are parts of the body. Tell them to circle those three pictures and then label them. Students should complete this activity at home with a family member's help. (If possible, allow students to bring home the *IDEA Picture Dictionary 1* for reference.) Review students' work and have them place their sheets in the Chapter 5 Portfolio.

Observing Student Progress

Do students meet these **KEY OBJECTIVES** ...
- ✔ Read simple words in stories, songs, or games
- ✔ Orally describe people, places, and/or things
- ✔ Relate sounds to letters: h, n
- ✔ Produce uppercase and lowercase graphemes legibly: h, n
- ✔ Label target vocabulary: *Carousel* nouns, body parts
- ✔ Respond orally to simple questions with one or two words
- ✔ Put events in a sequence
- ✔ Write a phrase or simple sentence about an experience generated from a group story
- ✔ Complete assignments neatly, accurately, and on time

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Lesson 6

Presentation

- Display TRANSPARENCY 13 ("You're Pulling My Leg!"). Ask students to look at the picture. Read the title, "You're Pulling My Leg!" Ask students to tell what they see in the picture. [*a boy is pulling another boy's leg*] Tell students that there are some sentences in American English that don't make sense simply by knowing the meaning of the individual words. These sentences (or "sayings") are called idioms. Write this word on the board. Each language has its own idioms. Point out the individual words in the idiom on the transparency. Tell students the idiom means, "You're joking." Model this concept for students as needed. Reinforce that idioms are most often used in informal settings, but students may hear them in school, too.

You will need:

✓ TRANSPARENCY 13 ("You're Pulling My Leg!")
✓ ACTIVITY SHEET 54 ("You're Pulling My Leg!")
✓ ACTIVITY SHEET 55 ("Family Traits")

Transparency 13

You're Pulling My Leg!

Practice

- Introduce ACTIVITY SHEET 54 ("You're Pulling My Leg!"). Talk about the other idioms on this activity sheet, discussing what each one means. Have students draw a picture to depict the sayings. They can depict the literal or figurative meaning. Ask students if they know any idioms from their native languages. If they do, have them translate the idioms into English and ask classmates to guess the meanings.

NOTE: See the "Idioms" appendix in the *IDEA Picture Dictionary 2* for explanations of many common American English idioms.

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on questions using one- or two-word responses
✔ Identify physical traits
✔ Ask simple questions and record answers
✔ Complete assignments neatly, accurately, and on time

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Introducing idiomatic expressions

Idioms can be a bear to learn! Such expressions are difficult for young students, especially English language learners. Because English learners will encounter idiomatic expressions in both social and academic settings, *Carousel* provides teachers with lessons to introduce and explain these expressions.

Research Reveals…

Children often learn word meanings indirectly through experiences with oral and written language.

A learning model emphasizing communication

Carousel provides many opportunities for purposeful and meaningful communication, helping students improve their fluency and build their vocabulary.

Performance-based assessment

Chapters include a performance-based assessment to test students' listening and speaking skills. The *Resource Book* includes an assessment form to evaluate each student's performance.

Preparation for standardized tests

Chapter tests assess reading and writing skills and include multiple choice questions to help prepare students for standardized tests.

Portfolio evaluation

Students place samples of their work in their portfolios throughout the chapter. The *Resource Book* includes a rubric to evaluate student portfolios.

Research Reveals ...

Portfolio assessment is an excellent way to evaluate students' learning and show their progress.

Evaluation

Listening and Speaking. Evaluate the extent to which students comprehend the main concepts in this chapter and recognize and use the target vocabulary. Organize students into small groups. Call groups forward one at a time. Place all the PICTURE CARDS on a table. Call on students in random order to check their listening comprehension:

> Touch the picture of the *hand*.
> Pick up the picture of the *foot*.
> Point to the picture of the *arm*. ... and so forth.

Next, ask student to point to their own body parts and answer simple questions:

> Touch your *nose*.
> Say your name.
> What color is your *hair*?
> How many *legs* do you have? ... and so forth.

Complete ASSESSMENT FORM 1 ("Listening and Speaking Evaluation Form") for each student.

Reading and Writing. Give each student a copy of the Chapter 5 TEST. Show students where to write their names and the date. Reassure them that all they have to do is their best. Read and review the directions and sample item in Part 1 of the test. When all students finish Part 1, follow the same process with Parts 2 and 3. Use the results of the test and other student work to determine whether and in which areas students need additional instruction on the target vocabulary and concepts.

Portfolio Evaluation. Have students review the work in their chapter portfolios and choose three examples that exemplify their best work. Ask them to think about why they chose these three assignments. This work will be reviewed in the teacher-student meetings.

Teacher-Student Meeting and Portfolio Review. Complete ASSESSMENT FORM 3 ("Overall Performance: Unit Evaluation Form"), found in the *Carousel Resource Book*, for each student. Meet individually with students to review their work for the unit: mastery of chapter objectives; ability to work with others; ability to work independently; completion of assignments neatly, accurately, and on time; listening and speaking performance evaluations; reading and writing chapter tests; and portfolio evaluations. Discuss with students what they are doing well and areas that need improvement. Suggest ways students can address any weaknesses or problems they are having. Follow the guidelines on the assessment form to determine whether the student receives a CERTIFICATE OF ACHIEVEMENT (found in the *Carousel Resource Book*) for the unit. Students who do not receive a certificate should receive additional instruction and practice to prepare them for the next unit.

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You will need:
- ✓ Chapter 5 PICTURE CARDS
- ✓ ASSESSMENT FORM 1 ("Listening and Speaking Evaluation Form")
- ✓ Chapter 5 TEST
- ✓ ASSESSMENT FORM 3 ("Overall Performance: Unit Evaluation Form")
- ✓ CERTIFICATE OF ACHIEVEMENT

A comprehensive assessment package

At the end of each unit, teachers evaluate students' overall performance. Students who meet specified criteria receive a Certificate of Achievement.

Make It Stick!

NOTE: The *Creative IDEAS* Activity Book 1, pages 59-73, is an excellent resource you can use to give students additional practice with the target vocabulary and concepts for Unit 1, Chapter 5. Pages 74-100 in the book provide additional practice for the prepositions and key words and phrases students learned in this unit.

Creative IDEAS Student Activity Book 1

SPONGE ACTIVITIES

Here are some activity ideas for Chapter 5 to "soak up" any additional time before recess or lunch. Engaging students in sponge activities is a good use of instructional time and fun for students.

Draw a Human Being. Create a drawing of a person with each student adding a part. Students will take turns going up to the board to draw something or add shading that embellishes on the previous student's drawing. Students can start with a person in mind or they can complete the drawing and figure out who the image resembles!

Five Questions. One student must think of a part of the body students have been learning about. Everyone else in class must guess what the part of the body is by asking only "yes" or "no" questions (e.g., Is the part of the body something you can write with?) The class has 10 guesses.

Two-Minute Word Search. Organize the class into four teams. Write a category on the board such as people, school, numbers, or colors. Teams have two minutes to use their *IDEA Picture Dictionary 1* to find as many words as they can that fit into the category. The team with the most words wins.

Ask About It! Ask students the questions on the back of THEME PICTURE #4. Begin with the questions designed for students at the *beginning* stage of English language acquisition. Depending on student ability, you can continue with more advanced questions.

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Providing extra practice for students with special needs

Creative IDEAS workbooks provide additional practice with the target vocabulary and concepts. They are the perfect way to help students who need a little more time and extra practice in order to meet the learning objectives.

Making full use of instructional time

Sponge activities are great ways to extend learning while students are walking to lunch or lining up for recess or at the end of the day. Sponge activities are designed to provide short and frequent reviews of skills. They are very useful for the frequent recall and reinforcement of skills. And they are fun!

What scientific research supports the *Carousel of IDEAS* program?

The *Carousel of IDEAS* program is based on solid educational research and effective practices that have been outlined in this Program Preview. Pedagogical underpinnings include the following:

Active learning and prior knowledge

Learning is most effective when students actively apply new knowledge in meaningful activities that link to their existing knowledge and when they are working within their zone of proximal development (Piaget, 1969; Gardner, 1991; Vygotsky, 1978). The *Carousel of IDEAS* program focuses on student-centered, active learning and links new content to students' prior knowledge.

Authentic and meaningful communication

Students develop fluency through authentic uses of language, both oral and written, and opportunities to practice newly learned structures in different contexts (Dutro, 2002). Further, repeated exposure to vocabulary in multiple contexts aids word learning. *Carousel* provides ample opportunities for students to use the words and apply the concepts they have learned in meaningful contexts, thereby developing their fluency and strengthening their vocabulary.

Cooperative learning groups

Learning is extremely effective in cooperative group settings when the task is structured and clearly defined. Students learn when they share information with other students, thereby creating opportunities for students to learn from one another. Throughout the *Carousel of IDEAS* program, strategies are suggested to engage learners collaboratively in a variety of student groupings (e.g., pairs, small groups).

Family involvement

Families play a key role in student achievement and school success. Research on this topic is summarized in *Strong Families, Strong Schools* (1994). The *Carousel of IDEAS* program acknowledges the critical role family plays in student achievement. Each lesson includes suggestions and activities to involve families in the learning process.

Learning modalities

Tapping into multiple learning modalities is essential because learners "store" information in various places within the brain. By activating multiple learning modalities (e.g., seeing, hearing, movement, and touch), learning is stored in various parts of the brain. This enables learners to recall the information more readily because they can "find" it stored in many places (*Educational Leadership: How the Brain Works*, 1998; Jensen, 1998). The *Carousel of IDEAS* program emphasizes activities that activate multiple learning modalities — listening, reading, conducting hands-on experiments, researching information (in traditional sources as well as technology-based ones), presenting role plays, and engaging in kinesthetic activities.

Phonemic awareness and phonics instruction

Effective phonemic awareness instruction teaches children to notice, think about, and manipulate sounds in spoken language. *Put Reading First: The Research Building Blocks for Teaching Children to Read* (2001) summarizes the way in which phonemic awareness instruction helps students learn to read and to spell. It also emphasizes that phonics instruction improves children's reading comprehension, word recognition, and spelling. Throughout Set 1 of *Carousel*, students take part in a number of phonemic awareness activities and teachers are shown how to provide explicit and systematic phonics instruction.

Positive learning environment

The learning environment must be positive and stress-free. Pressure and tension negatively affect learning, especially with students who have the additional burden of learning a complex skill (such as reading) in the context of a new language (Herrell, 2000; Joyce & Weil, 1972; Tiedt & Tiedt, 1979; Spangenberg-Urbschat & Pritchard, 1974). The *Carousel of IDEAS* program emphasizes the importance of creating a positive learning environment and suggests teaching strategies throughout the lessons to achieve this goal in the context of developing and refining English language skills.

Text comprehension

Students must be able to understand the words they articulate in text materials in order for the content material to be comprehensible. Research shows that good readers are purposeful and active, and that text comprehension can be improved by instruction. This research is summarized in *Put Reading First: The Research Building Blocks for Teaching Children to Read* (2001). The *Carousel of IDEAS* program is grounded in the premise students must have a purpose for reading and they must be actively involved in the reading process. Activities throughout the program focus on the following text comprehension strategies: monitoring comprehension, using graphic and semantic organizers, asking and answering questions, recognizing text structures, and summarizing and synthesizing information.

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Carousel of IDEAS
English Language Development Program

Carousel of IDEAS covers the five stages of English language acquisition:
Beginning, Early Intermediate, Intermediate, Early Advanced, and Advanced.

In addition to *Carousel of IDEAS*, Ballard & Tighe offers other language development materials as well as social studies programs that meet the needs of English learners. Ballard & Tighe also publishes the IPT testing system, a comprehensive language assessment program, and offers a series of online professional development classes, including induction courses for new teachers.

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