Carousel of IDEAS

Program Preview

Fourth Edition

Includes:
• Program Philosophy & Features
• Component Pictures & Descriptions
• Sample Chapter from the Teacher’s Guide

Carousel of IDEAS

English Language Development Program

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

Sample Assessment Form

An easy way to track student progress!
Program Components (continued)

**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 8½” 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)
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.
A comprehensive language development program

The focus in the first part of each chapter is on listening and speaking; later lessons focus on reading and writing as well as integrated skills.

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.
Research-based
Key objectives are introduced and then reviewed and reinforced in subsequent chapters and units.

<table>
<thead>
<tr>
<th>LESSON</th>
<th>SKILL EMPHASIS</th>
<th>KEY OBJECTIVES</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Listening, Speaking, Reading &amp; Writing</td>
<td>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</td>
</tr>
<tr>
<td>5</td>
<td>Reading &amp; Writing</td>
<td>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</td>
</tr>
<tr>
<td>6</td>
<td>Listening, Speaking, Reading &amp; Writing</td>
<td>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</td>
</tr>
</tbody>
</table>

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 target vocabulary
- crayons
- scissors
Every chapter in the Carousel program begins with instructions that help teachers establish an instructional baseline.

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.
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.

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**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.
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.
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 reinforcement

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.
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.

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.
Using charts and graphic organizers

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

Example:

<table>
<thead>
<tr>
<th>What Can the Body Do?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Run</td>
</tr>
<tr>
<td>Human body</td>
</tr>
<tr>
<td>Dog's body</td>
</tr>
</tbody>
</table>

Involving Family

Introduce ACTIVITY SHEET 41 ("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 3 Portfolio.

Observing Student Progress

Do students meet these KEY OBJECTIVES...

✓ 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 'b' and 'k'
✓ Label target vocabulary: Carowel 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
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.
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.

A multitude of teaching tools

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

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.
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.
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.

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.
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.

**References**

Armbruster, B., S. Lehr, and J. Osborn. *Put Reading First: The Research Building Blocks for Teaching Children to Read*. Center for the Improvement of Early Reading Achievement (CIERA) and funded by the National Institute for Literacy (NIFL), Educational Research and Development Centers Program, PR/Award Number R305R700004, September 2001.


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.

Contact us today to learn more about our programs and services.