

Set 1

UNITS 1-4

BEGINNING—
EARLY INTERMEDIATE

LISTENING SPEAKING READING WRITING



Program Chapter

Fourth Edition

Carousel of IDEAS

English Language Development Program

Unit 2 Chapter 5: The Food We Eat

This Program Chapter includes all the Teacher's Guide and Resource Book materials associated with Unit 2, Chapter 5.



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Cat. #9-140

How do you choose the right ELD program for your students?

Choosing an English language development (ELD) program is an important decision. There is an increasingly large number of programs available, but which program is right for you and your students? Before you can answer this question, it is critical to understand the shift in thinking that has taken place in ELD instruction over the last several years.

For many years, second language acquisition researchers argued that exposure to comprehensible input and engagement in activities using meaningful language were the keys to language acquisition. In other words, students could acquire a second language in very much the same way they acquired their first language.

Today, however, researchers and educators believe that ELD instruction requires a much more systematic, structured, and standards-based approach. Language instruction is not just “fun and games” anymore.

There must be a plan and a purpose for the language that is used in every ELD lesson. Without such a plan, English learners will not successfully master the language. They may be able to communicate socially, but that communication will most likely include fossilized grammatical errors and not be sufficient for academic success.

The Fourth Edition of the *Carousel of IDEAS* program is on the cutting edge of this shift in thinking. You won’t find the bells or whistles you see in many other ELD programs. Instead, you will discover a systematic, structured, and standards-based approach to teaching language. *Carousel* has struck the perfect balance between providing comprehensible input, engaging activities, and opportunities for authentic communication, while facilitating explicit instruction on important aspects of language, such as phonics and grammar.

When reviewing any ELD program, it is important to ask the right questions before making a decision to purchase the program:

QUESTIONS	CAROUSEL OF IDEAS, FOURTH ED.
Does the program focus explicitly on language forms (e.g., nouns, adjectives, prepositions, etc.) and grammatical features of language (e.g., pluralizing, subject-verb agreement, etc.) while keeping students interested and engaged?	YES ☒ NO ☐
Does the program show teachers how to unlock the mystery of language by explaining how to present phonics and grammar rules to students?	YES ☒ NO ☐
Does the program focus on language forms by having students first experience the language in a meaningful way, and then isolating a feature of language and helping students recognize and internalize that form through practice?	YES ☒ NO ☐
Does the program focus explicitly on language functions (e.g., comparing and contrasting, asking questions, describing location, etc.) so that students know how to use language in a variety of contexts and for specific purposes?	YES ☒ NO ☐
Does the program show the connection between language functions and language forms?	YES ☒ NO ☐
Does the program have students learn to say, comprehend, read, and write basic everyday vocabulary as well as academic language associated with subjects such as social studies, science, and language arts?	YES ☒ NO ☐
Does the program specify language objectives as well as academic objectives for each lesson?	YES ☒ NO ☐
Are focused and structured reading and writing activities integrated into every chapter?	YES ☒ NO ☐
Are all vocabulary and concepts presented, practiced, and applied in the chapter in which they are introduced, and then continually reviewed and reinforced in subsequent chapters?	YES ☒ NO ☐

Beginning English Language Learners

Unit 2: My Larger Community

Chapter 1 The People Around Me

Chapter 2 School Days

Chapter 3 I'm Counting on You

Chapter 4 Our Animal Friends

Chapter 5 The Food We Eat

Chapter 6 Shapes All Around Us

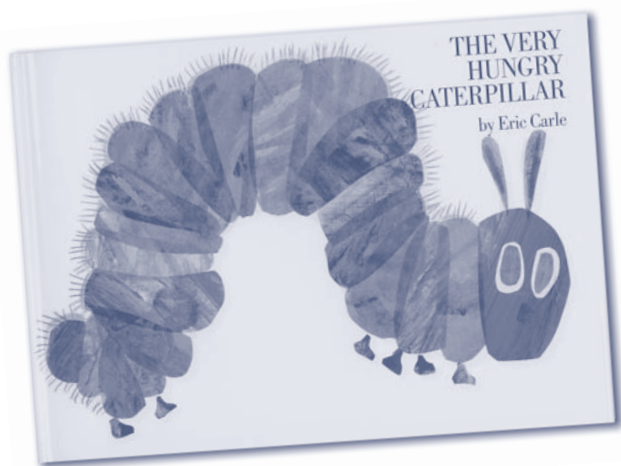
Chapter 7 More About the Amazing Human Body



Unit 2 is designed for students at the *beginning* stage of English language acquisition. This unit focuses on the larger community in which students live. Students cover topics related to people, school, numbers, animals, food, shapes, and body parts. The overriding goal of this unit is to help students develop greater facility in using English as they progress through the beginning stage of English language acquisition and continue 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 Food We Eat

Target Vocabulary Words & Phrases					
Carousel Nouns	Adjectives	Prepositions/ Prepositional Phrases	Pronouns	Social Greetings and Phrases	Other
orange potato apple pineapple carrot onion lemon banana grapes pear tomato	hard soft round thin long rough smooth			Do you like _____?	food fruit vegetable grocery store produce like bunch the crop farmer and recipe ingredient



Content Emphasis: Science—types and benefits of fruits and vegetables; Social studies—food production and distribution, vegetables and fruits grown and eaten by the Iroquois Indians

Reading Selections: Suggested literature book: *The Very Hungry Caterpillar* by Eric Carle; Chart: “Our Favorite Fruits”; Role play: “May I Help You?”; Nonfiction article: “The Iroquois Indians’ Vegetables and Fruits”; Reader’s theater: “Let’s Make a Fruit Salad”

Enriching the Classroom Environment: Set up a display showing a produce stand or grocery store produce section. If possible, bring in real fruits and vegetables for students to see, smell, feel, and taste.

Assessing Student Progress: Before beginning each lesson, review the key objectives on the chart on pages 262-263. These key objectives also are listed in the “Observing Student Progress” section of each lesson. At the end of each lesson, complete the Unit 2, Chapter 5 Evaluation Checklist for each student.

Unit 2, Chapter 5 Overview

LESSON	SKILL EMPHASIS	KEY OBJECTIVES ¹
1	Listening & Speaking	5.1.1 Listen attentively to presentation of target vocabulary: <i>Carousel</i> nouns, food; other (<i>food, fruit, vegetable, grocery store, produce</i>) 5.1.2 Recognize and demonstrate comprehension of target vocabulary through verbal and nonverbal communication: <i>Carousel</i> nouns, food; other (<i>food, fruit, vegetable, grocery store, produce</i>) 5.1.3 Respond orally to simple questions with words or phrases 5.1.4 Respond to simple directions and questions using physical actions and other nonverbal communication (e.g., matching, pointing, drawing) 5.1.5 Recognize, identify, and correctly pronounce phonemes: beginning sound /l/ 5.1.6 Orally give and respond to commands 5.1.7 Categorize foods
2	Listening, Speaking, Reading & Writing	5.2.1 Listen attentively to presentation of target vocabulary: other (<i>like</i>) 5.2.2 Recognize and demonstrate comprehension of target vocabulary through verbal and nonverbal communication: other (<i>like</i>) 5.2.3 Use common social greetings and phrases (<i>Do you like ____?</i>) 5.2.4 Orally express likes and dislikes 5.2.5 Respond to simple directions and questions using physical actions and other nonverbal communication (e.g., matching, pointing, drawing) 5.2.6 Respond orally to simple questions with words or phrases
3	Listening, Speaking, Reading & Writing	5.3.1 Listen attentively to presentation of target vocabulary: other (<i>the</i>) 5.3.2 Recognize and demonstrate comprehension of target vocabulary through verbal communication: other (<i>the</i>) 5.3.3 Respond orally to simple questions with complete sentences 5.3.4 Orally describe location of objects 5.3.5 Participate in a role play 5.3.6 Complete written sentences identifying the location of objects
4	Listening, Speaking, Reading & Writing	5.4.1 Point out book features such as cover, title, author, and illustrator 5.4.2 Make predictions 5.4.3 Listen to a story and respond orally by answering factual comprehension questions 5.4.4 Orally identify characters and settings in simple literary texts using words or phrases 5.4.5 Retell simple stories using words, phrases, or nonverbal communication (e.g., physical actions, drawings, matching, pointing)

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.

LESSON	SKILL EMPHASIS	KEY OBJECTIVES
4 (continued)		5.4.6 Listen attentively to presentation of target vocabulary: other (<i>bunch</i>) 5.4.7 Recognize and demonstrate comprehension of target vocabulary through verbal and nonverbal communication: other (<i>bunch</i>)
5	Reading & Writing	5.5.1 Read simple words in stories, songs, or games; identify target vocabulary 5.5.2 Orally describe people, places, and/or things 5.5.3 Relate sounds to letters: l 5.5.4 Produce uppercase and lowercase graphemes legibly: l 5.5.5 Make predictions 5.5.6 Listen attentively to presentation of target vocabulary: other (<i>crop, farmer</i>) 5.5.7 Recognize and demonstrate comprehension of target vocabulary through verbal and nonverbal communication: other (<i>crop, farmer</i>) 5.5.8 Read a short nonfiction article and answer factual comprehension questions in writing 5.5.9 Participate in a discussion about food production and distribution
6	Listening, Speaking, Reading & Writing	5.6.1 Listen attentively to presentation of target vocabulary: adjectives (<i>hard, soft, round, thin, long, rough, smooth</i>); other (<i>and, recipe, ingredient</i>) 5.6.2 Recognize and demonstrate comprehension of target vocabulary through verbal and nonverbal communication: adjectives (<i>hard, soft, round, thin, long, rough, smooth</i>); other (<i>and, recipe, ingredient</i>) 5.6.3 Understand how to use coordinating conjunctions (<i>and</i>) 5.6.4 Orally describe foods 5.6.5 Write descriptive sentences in the present tense following a model 5.6.6 Read a story and respond orally by answering factual comprehension questions 5.6.7 Write ingredients and directions for a recipe with assistance



Chapter Materials Checklist: ✓

✓ manila folders	✓ newspaper	✓ small bowl	✓ platter of real fruits and vegetables	✓ foods (or pictures of foods), including meat, dairy, and produce
✓ box	✓ liquid starch	✓ construction paper	✓ role play props (e.g., grocery bags, play money)	✓ real or plastic fruits and vegetables related to target vocabulary
✓ crayons	✓ grocery bag	✓ craft materials	✓ tempera paint in various colors (including brown)	
✓ scissors	✓ chart paper	✓ magazine pictures of fruit		
✓ hole punch	✓ pocket chart	✓ green pipe cleaners		
✓ small balloons	✓ paintbrushes	✓ glue/paste		

Establishing an Instructional Base Line

You will need: Chapter 5 PRE-TEST

- Write today's date on the board.
- Begin each lesson by greeting students: **Hello. How are you today?** Indicate the correct response: **I am very well, thank you.**
- Connect students' prior knowledge to the new content they will be learning. Say: **Today we are going to talk about food. This morning I had two bananas and an apple for breakfast.** (Show students two bananas and an apple.) **Who had breakfast this morning? Raise your hand if you had breakfast this morning. What did you have for breakfast?** Call on student volunteers. Tell students that they are going to learn more about food, but first, you want to find out what they already know about this topic. Give each student a copy of the Chapter 5 PRE-TEST. This will serve as a base line assessment for this chapter. Show students where to write their names and the date. Read the directions and review the sample item for each part of the test. Make sure students know what they are to do. Reassure students that all they have to do is their best and not to worry if they don't know the answers.

Lesson 1



You will need:

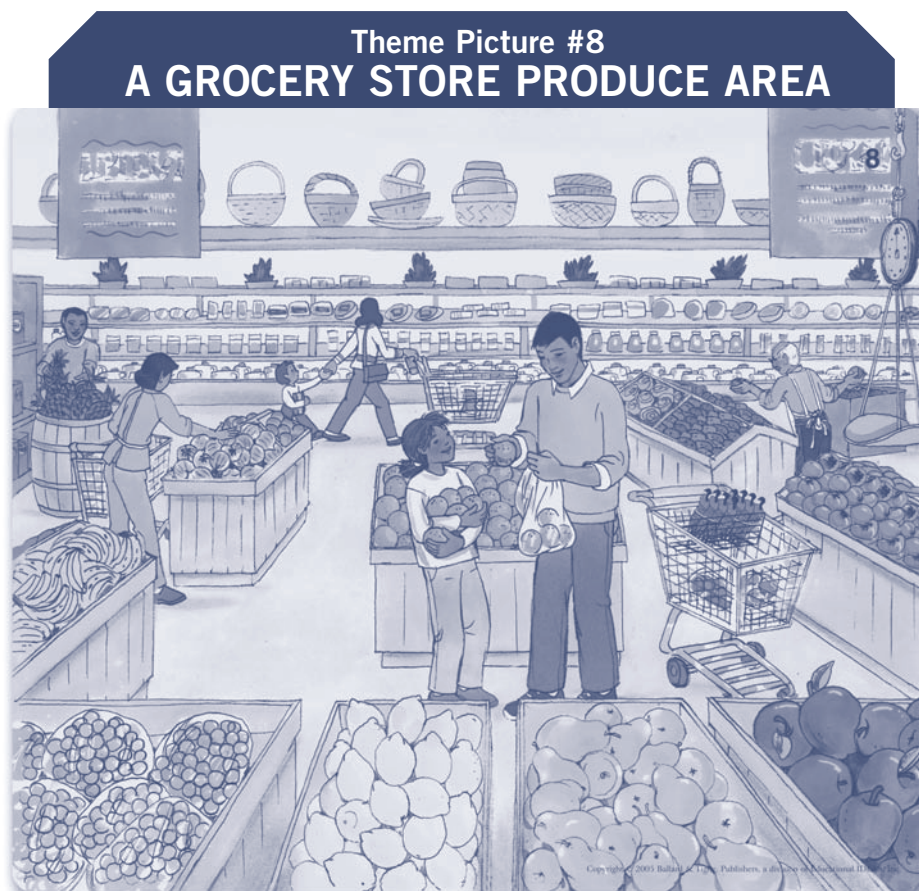
- ✓ THEME PICTURE #8 ("A Grocery Store Produce Area")
- ✓ Chapter 5 PICTURE CARDS
- ✓ TEMPLATE S ("The Food We Eat")
- ✓ Chapter 5 ACTIVITY PICTURES

Presentation

- Write the words *food*, *fruit*, and *vegetable* on the board. Show students a variety of foods or pictures of foods, including meat, dairy products, and fruits and vegetables. Point out that all these things are called *food*. Then place them in food groups. Tell students that meats are in one food group, dairy products are in another, and fruits and vegetables are in their own food group. Put everything except the fruits and vegetables away. Tell students that this chapter is about fruits and vegetables.
- Display THEME PICTURE #8 ("A Grocery Store Produce Area"). Tell students: **These people are at a grocery store. They are in the produce section. Fruits and vegetables are sometimes called produce.** Write the words *grocery store* and *produce* on the board. **Raise your hand if you have been to the grocery store. Raise your hand if you have been to the produce section.** Hold up each PICTURE CARD, one at a time, and name the fruit or vegetable (e.g., This is a lemon.). Have students repeat each sentence after you, and then call on a student to point to the corresponding fruit or vegetable in the theme picture. Remember to limit the number of words or concepts introduced at one time.
- Give students a copy of TEMPLATE S ("The Food We Eat") and have them paste the cover on a manila folder. Have students write their names and the date on the cover. Students can decorate this cover with pictures of fruits and vegetables. This folder will serve as a portfolio container for the work they complete in Chapter 5.

Practice

- Hold up THEME PICTURE #8 and say: **Where are the carrots? Point to the carrots. Where are the bananas? Show me the bananas. Who is holding the oranges? How many oranges is the girl holding? What color are the lemons? What color are the tomatoes? ... and so forth.**



- Put the PICTURE CARDS and an empty box on a table and call on students to follow these commands:

Put the onion *in* the box.
Put the lemon *next to* the carrot.
Take the onion *out of* the box.
Put the pineapple *behind* your back.
Put the apple *beside* the banana.
Put the pear, grapes, and tomato *in a row*.

Continue as desired.

- Introduce the /l/ sound to students. Say: **What sound do you hear at the beginning of the word *lemon*? That's right. You hear the /l/ sound. What other words begin with the /l/ sound? [*look, library*] Does anyone's name begin with the /l/ sound?** Give students whose names begin with the /l/ sound a chance to say their names. Tell students: **I'm going to say three words. I'm going to repeat each set of words two times.**

When I finish, I want you to tell me the word that begins with the /l/ sound. Listen carefully.

rice, laugh, pear
left, room, stomach
head, jellybean, leg
tardy, late, absent
little, big, funny

Apply & Extend

- Place real or plastic fruits and vegetables in a grocery bag. Have students close their eyes, reach in, find one, and guess what it is. Have them pull it out to check the accuracy of their prediction.
- Tell students that they are going to be the teachers and you are going to be the student. They are going to tell you what to draw and you will draw it on chart paper. Write the following models on the board:

Draw one carrot. Color it orange.
Draw three apples. Color them red.

Place the PICTURE CARDS on a table. Students are to take turns choosing a picture and giving the command. They should give commands following the model for either the singular (“Draw one carrot. Color it orange.”) or plural (“Draw three apples. Color them red.”). Follow students’ commands by drawing the appropriate fruits on chart paper.

Next, organize students into pairs and have each student give commands to his/her partner. The receiving partner should draw the appropriate picture on a piece of paper. Circulate around the room and help students as needed.

- Tell students that they are going to organize fruits and vegetables into categories. Place plastic or real fruits and vegetables in a basket or box. Have students sort the fruits and vegetables. Students are to take turns choosing one item out of the basket and placing it in the “fruit” pile or the “vegetable” pile. When a student puts a food in a pile, have him/her make a statement following this model:

Apples are fruits.
Carrots are vegetables.

Point out that students should use the plural form of the nouns when making these statements.

Involving Family

Give each student the Chapter 5 ACTIVITY PICTURES to take home. Tell students they are to go on a fruit and vegetable hunt with their parents or other family members. They should look at home or in a store for fruits and vegetables. They are to color all the fruits and vegetables that they saw at home or at the store. Allow time in class for students to share their pictures before they place them in the Chapter 5 Portfolio.



Observing Student Progress

Do students meet these **KEY OBJECTIVES** ...

- ✓ Listen attentively to presentation of target vocabulary: *Carousel* nouns, food; other (*food, fruit, vegetable, grocery store, produce*)
- ✓ Recognize and demonstrate comprehension of target vocabulary through verbal and nonverbal communication: *Carousel* nouns, food; other (*food, fruit, vegetable, grocery store, produce*)
- ✓ Respond orally to simple questions with words or phrases
- ✓ 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 sound /l/
- ✓ Orally give and respond to commands
- ✓ Categorize foods
- ✓ Complete assignments neatly, accurately, and on time



Unit 2: Chapter 5

The Food We Eat

Name: _____

Date: _____

Template S



