



Grades K–5

Carousel of IDEAS

English Language Development Program

Grammar Forms & Language Function

Grammar Forms & Language Functions Preview

Carousel of IDEAS

English Language Development Program

Carousel of IDEAS is a comprehensive, research-based language development program for K–5 English learners. *Carousel* provides students with daily opportunities for reading, writing, listening, and speaking. The variety of activities and teaching strategies supports differentiated instruction for a wide range of learning styles and student abilities from newcomers to advanced.

Take a look at the preview of *Carousel of IDEAS* grammar and language functions tasks to see the systematic approach that allows teachers to implement and scaffold explicit and robust grammar instruction while integrating uses in reading and writing tasks that lead to oral language development. The program is organized by vocabulary, grammar forms, and language function/tasks and features ready-made sentence frames!

As you preview this packet, **note the red highlighted section on page 2** that introduces key functions and target forms for the chapter. This sample is focused on grammar forms and language functions but the full chapter covers all language skills. The included lessons, theme pictures, and vocabulary cards are only a small sample of the complete chapter. To access the full chapter with all the lessons and activities, visit www.ballard-tighe.com/ell/pilotseries.

Enjoy the preview, and **please reach out** with any questions or if you'd like a closer look at **Carousel of IDEAS** or any of our other English language development programs.

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Chapter 1: Going to Work

Target Vocabulary Words & Phrases

<i>Carousel Nouns</i>	<i>Adjectives</i>	<i>Prepositions/ Prepositional Phrases</i>	<i>Commands</i>	<i>Social Greetings and Phrases</i>	<i>Other</i>
barber/hair stylist astronaut firefighter clown farmer doctor mail carrier cowboy/cowgirl dancer dentist police officer	happy sad angry hungry sick surprised thirsty tired		Turn around. Knock on the door. Walk slowly. Walk fast. Say your name quietly/loudly.		occupation job left right first line second line third line
<i>Key Chapter Functions</i>		<i>Target Forms</i>			
Naming people		Nouns, regular plurals with –s (e.g., <i>doctor/doctors, farmer/farmers</i>)			
Describing actions		Sentence structures, present progressive tense verbs (e.g., <i>The farmer is growing food. The barber is cutting hair.</i>)			
Responding to commands		Imperative, prepositions, adverbs (e.g., <i>Turn around. Knock on the door. Walk slowly.</i>)			
Describing location		Prepositional phrases (e.g., <i>on the left, on the right</i>)			
Describing feelings		Sentence structures, adjectives (e.g., <i>He is angry. She is surprised.</i>)			
Describing how		Adverbs (e.g., <i>quietly, loudly</i>)			



Content Emphasis: Social studies—developing an awareness of various occupations and how each contributes to our community

Reading Selections: Suggested literature book: *White Snow, Bright Snow* by Alvin Tresselt; Reader’s theater: “Fire!”; Poems: “My Snow World” and “Snowflakes”

Enriching the Classroom Environment: Set up a display of pictures depicting a diverse group of people involved in various occupations. Label the pictures with the names of the occupations.

Invite people who work in various occupations to visit your class, and post a schedule of visits. Have an occupation costume party.

Assessing Student Progress: Before beginning each lesson, review the key objectives on the chart on pages 338-339. These key objectives also are listed in the “Observing Student Progress” section of each lesson. At the end of each lesson, complete the Unit 3, Chapter 1 Evaluation Checklist for each student.

Unit 3, Chapter 1 Overview

LESSON	SKILL EMPHASIS	KEY OBJECTIVES ¹
1	Listening & Speaking	1.1.1 Listen attentively to presentation of target vocabulary: <i>Carousel</i> nouns, occupations; other (<i>occupation, job</i>) 1.1.2 Recognize and demonstrate comprehension of target vocabulary through verbal and nonverbal communication: <i>Carousel</i> nouns, occupations; other (<i>occupation, job</i>) 1.1.3 Ask and answer questions using phrases or simple sentences 1.1.4 Orally describe occupations
2	Listening & Speaking	1.2.1 Listen attentively to presentation of target vocabulary: <i>Carousel</i> nouns, occupations 1.2.2 Recognize and demonstrate comprehension of target vocabulary through verbal and nonverbal communication: <i>Carousel</i> nouns, occupations 1.2.3 Answer questions using phrases or simple sentences 1.2.4 Execute oral directions 1.2.5 Use singular and plural forms of nouns 1.2.6 Recognize, identify, and correctly pronounce phonemes: ending sounds /t/ and /r/ 1.2.7 Relate sounds to letters: t, r 1.2.8 Label target vocabulary: <i>Carousel</i> nouns, occupations
3	Listening & Speaking	1.3.1 Listen attentively to presentation of target vocabulary: commands (<i>Turn around., Knock on the door., Walk slowly., Walk fast., Say your name quietly/loudly.</i>); other (<i>left, right</i>) 1.3.2 Recognize and demonstrate comprehension of target vocabulary through verbal and nonverbal communication: commands (<i>Turn around., Knock on the door., Walk slowly., Walk fast., Say your name quietly/loudly.</i>); other (<i>left, right</i>) 1.3.3 Execute oral directions 1.3.4 Listen to riddles and respond orally by answering factual comprehension questions using a one- or two-word response; write original riddles 1.3.5 Match occupations with related objects and orally describe the relationship between the two 1.3.6 Read a story with the class and respond orally by answering factual comprehension questions using short phrases or simple sentences 1.3.7 Orally relate story to personal experience 1.3.8 Orally identify basic sequence of events in a story
4	Listening, Speaking, Reading & Writing	1.4.1 Listen to and recite a poem 1.4.2 Point out book features such as cover, title, author, and illustrator 1.4.3 Make predictions 1.4.4 Listen to a story and respond orally by answering factual comprehension questions using short phrases or simple sentences

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.

Continued on next page

LESSON	SKILL EMPHASIS	KEY OBJECTIVES
4 (continued)		1.4.5 Orally identify characters and settings using simple sentences and vocabulary 1.4.6 Listen attentively to presentation of target vocabulary: other (<i>first line, second line, third line</i>) 1.4.7 Recognize and demonstrate comprehension of target vocabulary through nonverbal communication: other (<i>first line, second line, third line</i>) 1.4.8 Contribute to the writing of a class poem (or write an individual poem)
5	Reading & Writing	1.5.1 Listen attentively to presentation of target vocabulary: adjectives (<i>happy, sad, angry, hungry, sick, surprised, thirsty, tired</i>) 1.5.2 Recognize and demonstrate comprehension of target vocabulary through nonverbal communication: adjectives (<i>happy, sad, angry, hungry, sick, surprised, thirsty, tired</i>) 1.5.3 Orally describe people's feelings and own feelings 1.5.4 Follow a model to write sentences using the present tense and adjectives that describe feelings 1.5.5 Identify punctuation: question mark 1.5.6 Read sentences and supply missing punctuation marks (period or question mark) 1.5.7 Label target vocabulary: adjectives (<i>happy, sad, angry, hungry, sick, surprised, thirsty, tired</i>)
6	Listening, Speaking, Reading & Writing	1.6.1 Orally express preferences 1.6.2 Execute oral directions 1.6.3 Provide explanations to support decisions 1.6.4 Follow a model to write a letter asking for information 1.6.5 Edit writing for basic conventions (e.g., capital letters, periods, and question marks) 1.6.6 Read own writing aloud



Chapter Materials Checklist:

- | | | | |
|---|--|--|---|
| ☒ catalogs | ☒ scissors | ☒ pocket chart | ☒ objects related to school (e.g., book, chalk, pencil, paper, ruler, etc.) |
| ☒ world map | ☒ paste/glue | ☒ magazines, newspapers, brochures, etc. | ☒ pictures of or objects related to occupations (e.g., barber-scissors, firefighter-hose, cowboy-horse) |
| ☒ crayons | ☒ manila folders | | |

Lesson 3

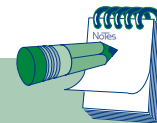
Presentation

NOTE: “Left” and “right” in this lesson are based on students’ left and right when they look at the theme pictures.

- Write the words *left* and *right* on the board, and read each word. Students should remember these words from Unit 1, Chapter 5 when they described physical traits (e.g., left-handed, right-handed). Tell students: **Raise your left hand. Raise your right hand.** Show THEME PICTURE #10 and describe the position of people in the picture, using the words *right* and *left*. Say: **The barber is on the left side of the picture. Who is on the right side of the picture? That’s correct. The mail carrier is on the right. The doctor is also on the right. Who else is on the left? Excellent! The firefighter is on the left.**
- Introduce the target commands to students. If possible, have an aide model these commands as you give them: *Turn around.*, *Knock on the door.*, *Walk slowly.*, *Walk fast.*, *Say your name quietly.*, *Say your name loudly.* Call student volunteers to the front of the room to model each command.

Practice

- Show THEME PICTURE #11 and ask questions using the words *right* and *left*: **What two people are on the right side of the picture?** [*clown and dancer*] **Is the astronaut on the left side or right side of the police officer?** [*left*] **Who is on the right side of the doctor?** [*farmer*] Call on student volunteers to make an oral statement about the picture using the words *left* or *right*.



You will need:

- ✓ THEME PICTURES #10 and #11
- ✓ Chapter 1 ACTIVITY PICTURES
- ✓ Chapter 1 PICTURE CARDS
- ✓ ACTIVITY SHEET 119 (“Reader’s Theater: Fire!”)

Theme Picture #10
AN ACCIDENT ON THE STREET



Theme Picture #11
A COSTUME PARTY



- Engage students in a “following directions” activity using the Chapter 1 ACTIVITY PICTURES. Give each student a copy of the ACTIVITY PICTURES. Name an occupation, and have students cut out the corresponding picture. Students are to arrange the pictures on the table in front of them, following your directions:

Put the mail carrier on your left.
Put the firefighter on your right.
Put the dentist and doctor between the mail carrier and firefighter.
Put the dancer on the left side of the mail carrier.
Put the clown on the right side of the firefighter.

Circulate around the room and make sure that students have the pictures in the correct positions.

- Give selected students one PICTURE CARD each and have them come to the front of the room. Ask students to follow these commands:

Police officer, knock on the door.
Dancer and clown, turn around.
Barber and dentist, walk slowly.
Firefighter, walk fast.
Farmer and cowgirl/boy, raise your left hand.
Astronaut, raise your right hand.
Dentist, say your name loudly.
Dancer, say your name quietly.

Continue as desired.

Apply & Extend

- Help students think about the work that people in the various occupations do by asking riddles such as the following:

This person works in a shop.
People go to see this person.
This person uses scissors.
Who is this person?
[hair stylist/barber]

People go to see this person.
A nurse helps this person.
This person helps people when they are sick.
Who is this person? *[doctor]*

This person comes to your house.
This person drives a small truck.
This person brings letters to you.
Who is this person? *[mail carrier]*

This person wears funny clothes.
You see this person at the circus.
This person makes you laugh.
Who is this person? *[clown]*

Organize students into small groups, and have each group make up two riddles to read to the class.

- Have students match the occupations with the tools of each occupation’s trade. Display the PICTURE CARDS on the chalk rail. Spread out pictures or objects related to each occupation on the table. Model for

students how to match an occupation with an object. For example, pick up the scissors and say: **A barber uses scissors to cut hair. The scissors go with the barber.** Put the scissors by the barber PICTURE CARD. Then pick up a picture of a hose and say: **Firefighters use hoses to put out fires.** Put the picture of the hose by the firefighter PICTURE CARD. Call on student volunteers to continue with the other objects. Have students tell why they think an object goes with a particular occupation.

- Engage students in a class discussion. Show THEME PICTURES #10 and #11 and ask students what the difference is between the two pictures. [*One shows “real” people of various occupations and the other shows children dressed up in “occupation” costumes at a costume party.*] Talk about the difference between real and make-believe. Ask students if they have ever dressed up in a costume. Encourage students to share their experiences dressing up in costumes.
- Introduce ACTIVITY SHEET 119 (“Reader’s Theater: Fire!”) and give each student a copy. Point out the features of the play—the title, the characters, and the character’s words. Ask students to point out words that they know (e.g., boy, girl, doctor, turn around, etc.). Ask students if there are any words they don’t know. Review the meanings of these unfamiliar words with students. Read through the play one time, and then read through each line and have students repeat after you. Continue this monitored, oral reading 2-3 times. Then assign parts of the play to students. Give students a few minutes to practice their parts and then have them present the play to the class. After the reading, have students tell you the basic sequence of events in the story. Record them on the board. Then ask questions about the story: **Where was the fire?** [*on the left side of the house*] **What did the firefighter tell the children to do?** [*walk quickly to the other side of the street*] **Was anyone inside the house?** [*no*] **Who came to help the firefighters?** [*police officers and a doctor*] **Did the firefighters put out the fire?** [*yes*] **Have you ever seen a fire? What did you do? What should you do if you see a fire?** [*move away from the fire; ask an adult for help; call 911*]

Activity Sheet 119

Activity Sheet 119 

Name: _____
Date: _____



READER'S THEATER: Fire!

Characters:	girl	boy	firefighter
	doctor	police officer	narrator

Narrator: It's a sunny day. A boy and girl are walking down the street.

Girl: Do you smell smoke?

Boy: Yes, I do. Do you see a fire?

Girl: Look! There's a fire truck. I see a firefighter.



Narrator: The girl and boy walk toward the firefighter.

Boy: Where is the fire?

Firefighter: It's on the left side of the house. Please turn around and walk to the other side of the street. Please walk fast.

Narrator: The firefighter walks quickly to the house with the fire. He knocks on the door. No one is home.

Girl: I see two police officers. They are coming to help.

Police officer: Everyone stay away from the house.

Boy: And there's a doctor.

Doctor: Is anyone hurt? I can help.



Narrator: The firefighters put out the fire and everyone is fine.

All: Hurray! Thank you, firefighters!

Teacher: See the Teacher's Guide for detailed instructions.

Unit 3: Living and Working Together • Chapter 1: Going to Work

Involving Family

Have students bring home ACTIVITY SHEET 119 and read it with family members. The student should assign the roles to family members (each person may need to play multiple characters) and then they should all read together. Students should have all family members who participated in the reading sign the back of the activity sheet. Call on students to talk about their experience reading at home.



Observing Student Progress

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

- ✓ Listen attentively to presentation of target vocabulary: commands (*Turn around.*, *Knock on the door.*, *Walk slowly.*, *Walk fast.*, *Say your name quietly/loudly.*); other (*left*, *right*)
- ✓ Recognize and demonstrate comprehension of target vocabulary through verbal and nonverbal communication: commands (*Turn around.*, *Knock on the door.*, *Walk slowly.*, *Walk fast.*, *Say your name quietly/loudly.*); other (*left*, *right*)
- ✓ Execute oral directions
- ✓ Listen to riddles and respond orally by answering factual comprehension questions using a one- or two-word response; write original riddles
- ✓ Match occupations with related objects and orally describe the relationship between the two
- ✓ Read a story with the class and respond orally by answering factual comprehension questions using short phrases or simple sentences
- ✓ Orally relate story to personal experience
- ✓ Orally identify basic sequence of events in a story
- ✓ Complete assignments neatly, accurately, and on time



Theme Picture #11: A Costume Party

Target Vocabulary: astronaut, clown, cowboy/cowgirl, dancer, farmer, police officer

TEACHING TIP

Make use of students' affinity for costumes. Bring in hats and other items emblematic of the various professions in the theme picture and have students try on the hats as they discuss the occupations.

EARLY INTERMEDIATE LANGUAGE DEVELOPMENT ACTIVITIES

Show students the theme picture and say: **This is a picture of a costume party. The children in the picture are dressed up as people with different occupations.**

Listening and Speaking

- Ask students: **What do you see in the picture? Have you ever been to a costume party? What did you dress up as? What are the children in the picture dressed up as?** Point to the astronaut and say: **She is dressed up as an _____.** That's right! **She is dressed up as an astronaut.** Continue pointing to the children and asking questions about their costumes.
- Point to the dancer and say: **This girl is dressed up as a dancer. What does a dancer do?** [*dances; entertains people*] **This boy is dressed up as a farmer. What does a farmer do?** [*grows fruits and vegetables; takes care of animals*] Continue with other occupations.
- Have student volunteers act out a brief conversation between two of the people in the theme picture.

Reading and Writing

- Put the theme picture on the chalk rail. Point to the farmer and say: **He is a farmer. What do farmers do?** Write 1-2 student responses on the board (e.g., Farmers grow food.). Instruct students to write a similar sentence about one of the occupations in the picture. Then point to each child in the picture, one at a time, and have students read their corresponding sentences.
- Write a "clue" about each person in the picture on the board or on chart paper (e.g., He is wearing a black hat.). Have students read each clue and guess who the clue is about. Have students write their own clue about one of the people in the picture and read it aloud. Classmates should guess who the clue is about.

LANGUAGE DEVELOPMENT ACTIVITIES FOR OTHER LEVELS

Beginning: Students are able to speak in one- to two-word responses. Ask questions such as: **Is this a clown? Is this a dancer or a cowgirl? Is the police officer a girl?** Continue with other yes/no and either/or questions.

Intermediate: Students are starting to speak in complex sentences and they are able to form opinions when prompted. Ask questions such as: **Are the children enjoying the party? How do you know? Would you like to go to this party? Why or why not? What would you dress up as if you went to this party?** Have students write a paragraph describing a costume they would wear to a costume party. Have students read their paragraphs to a partner.

Early Advanced: Students are speaking in complex and compound sentences, and should be able to analyze and debate a position. Ask questions such as: **Why does the tiger have a stick? What is she doing? What will happen next?** Have students write a paragraph describing what will happen next at the costume party. Have students read their paragraphs to a partner.

Advanced: Students are able to listen, speak, read, and write proficiently in English. Focus on their ability to predict, persuade, and debate. Ask questions: **Which costume do you think is the best? Why?** Have students pretend they are judging a costume contest at this party. They must decide to whom they will give first, second, and third prize. Students should write a paragraph explaining why they chose each of the three costumes. Have them present their contest winners to the class.





Name: _____

Date: _____



READER'S THEATER: Fire!

Characters: girl boy firefighter
doctor police officer narrator

Narrator: It's a sunny day. A boy and girl are walking down the street.

Girl: Do you smell smoke?

Boy: Yes, I do. Do you see a fire?

Girl: Look! There's a fire truck. I see a firefighter.



Narrator: The girl and boy walk toward the firefighter.

Boy: Where is the fire?

Firefighter: It's on the left side of the house. Please turn around and walk to the other side of the street. Please walk fast.

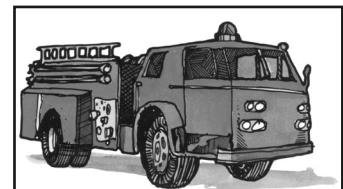
Narrator: The firefighter walks quickly to the house with the fire. He knocks on the door. No one is home.

Girl: I see two police officers. They are coming to help.

Police officer: Everyone stay away from the house.

Boy: And there's a doctor.

Doctor: Is anyone hurt? I can help.



Narrator: The firefighters put out the fire and everyone is fine.

All: Hurray! Thank you, firefighters!

Teacher: See the *Teacher's Guide* for detailed instructions.



barber/ hair stylist



astronaut



firefighter



clown



farmer



doctor