



Grades K–5

# Carousel of IDEAS

*English Language Development Program*

## Text Work

# Text Work 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 this *Carousel of IDEAS* lesson to see the integrated skills approach to reading and writing that helps English learners (ELs) to comprehend and engage with both informational text and fiction. 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 sections on pages 2–3** that introduce key objectives for the chapter. This sample is focused on text work 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](http://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.

[info@ballard-tighe.com](mailto:info@ballard-tighe.com) | [www.ballard-tighe.com](http://www.ballard-tighe.com) | (800) 321-4332

# 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<br>astronaut<br>firefighter<br>clown<br>farmer<br>doctor<br>mail carrier<br>cowboy/cowgirl<br>dancer<br>dentist<br>police officer | happy<br>sad<br>angry<br>hungry<br>sick<br>surprised<br>thirsty<br>tired |                                                                                                                                     | Turn around.<br>Knock on the door.<br>Walk slowly.<br>Walk fast.<br>Say your name quietly/loudly. |                                     | occupation<br>job<br>left<br>right<br>first line<br>second line<br>third line |
| <i>Key Chapter Functions</i>                                                                                                                          |                                                                          | <i>Target Forms</i>                                                                                                                 |                                                                                                   |                                     |                                                                               |
| Naming people                                                                                                                                         |                                                                          | <b>Nouns, regular plurals with –s</b> (e.g., <i>doctor/doctors, farmer/farmers</i> )                                                |                                                                                                   |                                     |                                                                               |
| Describing actions                                                                                                                                    |                                                                          | <b>Sentence structures, present progressive tense verbs</b> (e.g., <i>The farmer is growing food. The barber is cutting hair.</i> ) |                                                                                                   |                                     |                                                                               |
| Responding to commands                                                                                                                                |                                                                          | <b>Imperative, prepositions, adverbs</b> (e.g., <i>Turn around. Knock on the door. Walk slowly.</i> )                               |                                                                                                   |                                     |                                                                               |
| Describing location                                                                                                                                   |                                                                          | <b>Prepositional phrases</b> (e.g., <i>on the left, on the right</i> )                                                              |                                                                                                   |                                     |                                                                               |
| Describing feelings                                                                                                                                   |                                                                          | <b>Sentence structures, adjectives</b> (e.g., <i>He is angry. She is surprised.</i> )                                               |                                                                                                   |                                     |                                                                               |
| Describing how                                                                                                                                        |                                                                          | <b>Adverbs</b> (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 <sup>1</sup>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|--------|----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1      | Listening & Speaking                   | 1.1.1 Listen attentively to presentation of target vocabulary: <i>Carousel</i> nouns, occupations; other ( <i>occupation, job</i> )<br>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> )<br>1.1.3 Ask and answer questions using phrases or simple sentences<br>1.1.4 Orally describe occupations                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| 2      | Listening & Speaking                   | 1.2.1 Listen attentively to presentation of target vocabulary: <i>Carousel</i> nouns, occupations<br>1.2.2 Recognize and demonstrate comprehension of target vocabulary through verbal and nonverbal communication: <i>Carousel</i> nouns, occupations<br>1.2.3 Answer questions using phrases or simple sentences<br>1.2.4 Execute oral directions<br>1.2.5 Use singular and plural forms of nouns<br>1.2.6 Recognize, identify, and correctly pronounce phonemes: ending sounds /t/ and /r/<br>1.2.7 Relate sounds to letters: t, r<br>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> )<br>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> )<br>1.3.3 Execute oral directions<br>1.3.4 Listen to riddles and respond orally by answering factual comprehension questions using a one- or two-word response; write original riddles<br>1.3.5 Match occupations with related objects and orally describe the relationship between the two<br>1.3.6 Read a story with the class and respond orally by answering factual comprehension questions using short phrases or simple sentences<br>1.3.7 Orally relate story to personal experience<br>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<br>1.4.2 Point out book features such as cover, title, author, and illustrator<br>1.4.3 Make predictions<br>1.4.4 Listen to a story and respond orally by answering factual comprehension questions using short phrases or simple sentences                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

<sup>1</sup> 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<br>(continued) |                                        | 1.4.5 Orally identify characters and settings using simple sentences and vocabulary<br>1.4.6 Listen attentively to presentation of target vocabulary: other ( <i>first line, second line, third line</i> )<br>1.4.7 Recognize and demonstrate comprehension of target vocabulary through nonverbal communication: other ( <i>first line, second line, third line</i> )<br>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> )<br>1.5.2 Recognize and demonstrate comprehension of target vocabulary through nonverbal communication: adjectives ( <i>happy, sad, angry, hungry, sick, surprised, thirsty, tired</i> )<br>1.5.3 Orally describe people's feelings and own feelings<br>1.5.4 Follow a model to write sentences using the present tense and adjectives that describe feelings<br>1.5.5 Identify punctuation: question mark<br>1.5.6 Read sentences and supply missing punctuation marks (period or question mark)<br>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<br>1.6.2 Execute oral directions<br>1.6.3 Provide explanations to support decisions<br>1.6.4 Follow a model to write a letter asking for information<br>1.6.5 Edit writing for basic conventions (e.g., capital letters, periods, and question marks)<br>1.6.6 Read own writing aloud                                                                                                                                                                                                                                                                                                                                                                                                                                              |



## Chapter Materials Checklist:

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

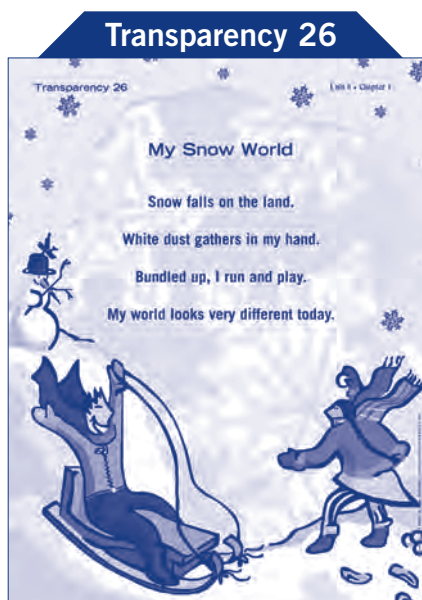
# Lesson 4

## Presentation



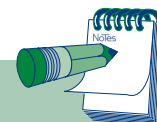
**Note:** If you are using an alternate literature book, use the generic literature lesson plan format in Appendix B.

- Display TRANSPARENCY 26 (“My Snow World”). Read it aloud to students. Encourage students to read it with you as you point to the words. Help students understand what the poem means. Give students a chance to talk about how things look different when it snows. If you live in an area that doesn’t get snow, show students pictures of snow-covered land.
- To introduce *White Snow, Bright Snow*, point to the cover of the book and ask students to read the title, author, and illustrator. Relate to students as much information about the author and illustrator as appropriate given their age, maturity, and language abilities. Also use a world map to point out the places you mention.



Alvin Tresselt, the author, wrote *White Snow, Bright Snow* after walking along New York City’s streets on a snowy evening. Roger Duvoisin, the illustrator, was born in Geneva, Switzerland and moved to the United States in 1930. In 1938 he became an American citizen. He won the Caldecott Medal in 1948 for the illustrations in *White Snow, Bright Snow*.

- Turn the pages of the book so students can see the pictures. Ask students to tell what they think the book is about. Write students’ predictions on the board. Ask students to predict whether they think they will like the story. Ask students what words they expect to find in the story. List the words they suggest on the board.
- Read the entire book aloud to students without comment. Ask students if their predictions were correct. If not, ask how the story was different from what they expected.



## You will need:

- ✓ TRANSPARENCY 26 (“My Snow World”)
- ✓ *White Snow, Bright Snow* by Alvin Tresselt
- ✓ Chapter 1 PICTURE & WORD CARDS
- ✓ ACTIVITY SHEET 120 (“Let It Snow!”)
- ✓ TEMPLATE W (“Book Report”)
- ✓ ACTIVITY SHEET 121 (“Snowflakes”)



## Practice

- Read the story again, but this time stop to ask questions (as indicated below) for shared reading.

NOTE: If your copy of the book does not have numbered pages, number them, beginning with page one on the first page of text.

| Book Page | Teacher Prompts                                                                                                                                                                                                                                                                                                                                                                                                            |
|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1-5       | Show the pictures and read the pages aloud. <b>What did all the people think would happen?</b> [ <i>it would snow</i> ]                                                                                                                                                                                                                                                                                                    |
| 6-9       | Show the pictures and read the pages aloud. <b>How did everyone get ready for the snow?</b> [ <i>farmer got his shovel, police officer buttoned his coat, etc.</i> ]                                                                                                                                                                                                                                                       |
| 10-17     | Show the pictures and read the pages aloud. <b>What did the people do in the snow?</b> [ <i>mail carrier fell, farmer dug a path, police officer got his feet wet, woman put mustard plaster on man's chest, children dreamed of snow houses</i> ]<br><b>What do you think will happen next? How will the mail carrier keep from falling again? What will the farmer do in the barn? Will the police officer get sick?</b> |
| 18-21     | Show the pictures and read the pages aloud. <b>Then what happened to everyone?</b> [ <i>mail carrier put on high boots, farmer milked his cows, police officer got sick, woman knitted a scarf for him</i> ]                                                                                                                                                                                                               |
| 22-27     | Show the pictures and read the pages aloud. <b>What do all the people do after the snow melts?</b> [ <i>mail carrier delivers mail slowly, farmer lets his cows out, police officer feels better, woman works in the garden</i> ]                                                                                                                                                                                          |

- Put the PICTURE CARDS in the pocket chart and the WORD CARDS on a table or on the floor. Choose pages in the book on which target vocabulary words are located. Read each page aloud, and have students point to a PICTURE CARD when they hear the corresponding word. Then have students find the matching WORD CARD and put it in the pocket chart next to the corresponding PICTURE CARD. Ask students to say the word quietly or loudly.

- Flip through the pages of the book and re-read the section in the story that talks about what each person did when it snowed. Ask students to name each person and tell what each one did. Record their responses on the board. Distribute copies of ACTIVITY SHEET 120 ("Let It Snow!") and review the instructions. Have students complete it independently or in pairs and then place their completed work in the Chapter 1 Portfolio.

Activity Sheet 120

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Activity Sheet 120



### Let It Snow!

**Directions:** Draw a line from the question to the picture that answers the question. Not all pictures will be used.

1. What did the postman do when it snowed?
2. What did the policeman do when it snowed?
3. What did the farmer do when it snowed?
4. What did the wife do when it snowed?
5. What do you do when it snows? Draw a picture on another sheet of paper.








Unit 3: Living and Working Together • Chapter 1: Snow Day

## Apply & Extend

- Write the title of the book and the names of the author and the illustrator on the board. Ask students to name the characters in the book and to tell what was the setting of the story. (Remind students this is where the action in the book takes place.) Ask students if they liked the book or not. Distribute copies of TEMPLATE W (“Book Report”) and display a transparency of the template. Read the questions and statements, and help students fill it out. Make sure they understand that they can use the information on the board as reference. Allow time in class for students to share their book reports. Have them place their completed work in the Chapter 1 Portfolio.

**Template W**

**Book Report**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Title of Book: \_\_\_\_\_

Author: \_\_\_\_\_

Illustrator: \_\_\_\_\_

Who were the characters in the book?

What was the setting of the book?

This book is a ... 1 2 3 4 5

Draw a picture of the part of the book you liked best and write a sentence about it.

- Write a cinquain poem entitled “Snowflakes” with students:

- First line:** Write the name of the poem, “Snowflakes”
- Second line:** Write two words about snowflakes (e.g., *pretty, white*)
- Third line:** Write three words about how a snowflake feels, smells, or tastes (e.g., *cold, fresh, clean*)
- Fourth line:** Write a sentence about snowflakes (e.g., *Snowflakes fall from the sky.*)
- Fifth line:** Write the word *snowflakes*

Point to each line and say: **This is the first line, this is the second line, this is the third line**, etc. As a group, read the class poem aloud several times. Distribute copies of ACTIVITY SHEET 121 (“Snowflakes”). Students may copy the classroom poem on this activity sheet or write their own poem.

**Activity Sheet 121**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Snowflakes**

Directions: Write a poem on the lines.

## Involving Family

Have students bring home their completed ACTIVITY SHEET 121 and share the poem with a family member. Then have students ask a family member if he/she likes snow or not. Students should ask family members to explain their reasoning. Have students share their conversations with the class.



## Observing Student Progress

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

- ✓ Listen to and recite a poem
- ✓ Point out book features such as cover, title, author, and illustrator
- ✓ Make predictions
- ✓ Listen to a story and respond orally by answering factual comprehension questions using short phrases or simple sentences
- ✓ Orally identify characters and settings using simple sentences and target vocabulary
- ✓ Listen attentively to presentation of target vocabulary: other (*first line, second line, third line*)
- ✓ Recognize and demonstrate comprehension of target vocabulary through nonverbal communication: other (*first line, second line, third line*)
- ✓ Contribute to the writing of a class poem (or write an individual poem)
- ✓ Complete assignments neatly, accurately, and on time

# My Snow World

**Snow falls on the land.**

**White dust gathers in my hand.**

**Bundled up, I run and play.**

**My world looks very different today.**





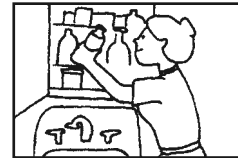
Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Let It Snow!

**Directions:** Draw a line from the question to the picture that answers the question. Not all pictures will be used.

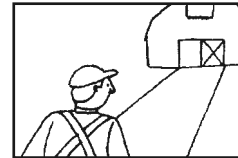
1. What did the postman do when it snowed?



2. What did the policeman do when it snowed?



3. What did the farmer do when it snowed?



4. What did the wife do when it snowed?



5. What do you do when it snows? Draw a picture on another sheet of paper.



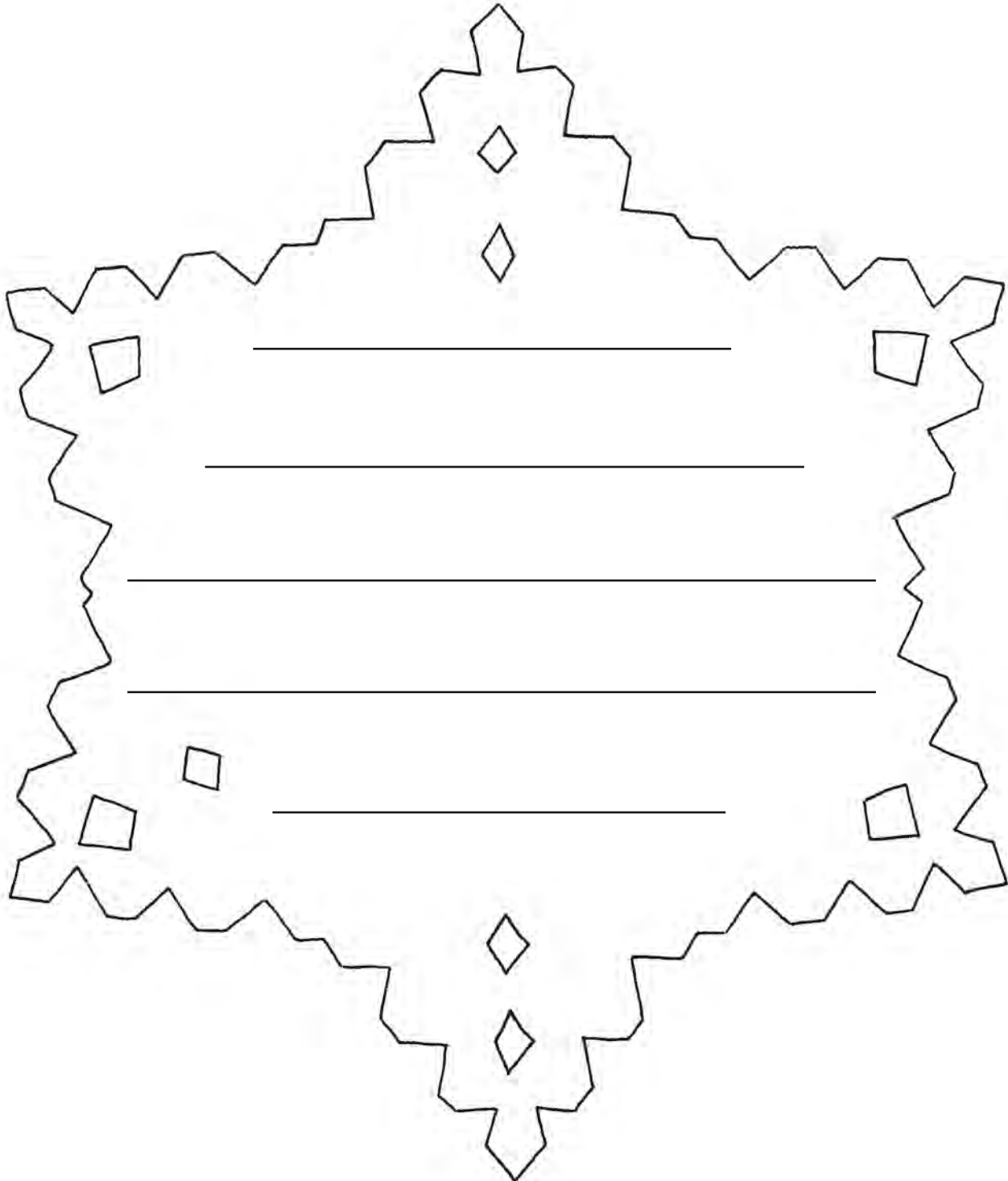


Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Snowflakes

**Directions:** Write a poem on the lines.



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# Book Report

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Title of Book: \_\_\_\_\_

Author: \_\_\_\_\_

Illustrator: \_\_\_\_\_

Who were the characters in the book?

\_\_\_\_\_

What was the setting of the book?

\_\_\_\_\_

This book is a ... (circle the number) ☹️ 1 2 3 4 5 😊

**Draw a picture of the part of the book you liked best and write a sentence about it.**

\_\_\_\_\_

\_\_\_\_\_



barber/  
hair stylist



astronaut



# firefighter



clown



farmer



doctor