



Grades K–5

Carousel of IDEAS

English Language Development Program

Writing Tasks

Writing Task 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 a *Carousel of IDEAS* writing task to see the systematic approach that helps teachers scaffold instruction, using the previously taught vocabulary, oral language skills, and grammar forms and function to prepare ELs to begin writing their own sentences. 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 3*** that introduces the writing task for the chapter. This sample is focused on writing 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

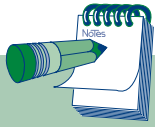
LESSON	SKILL EMPHASIS	KEY OBJECTIVES
4 (continued)		1.4.5 Orally identify characters and settings using simple sentences and vocabulary 1.4.6 Listen attentively to presentation of target vocabulary: other (<i>first line, second line, third line</i>) 1.4.7 Recognize and demonstrate comprehension of target 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 6



You will need:

- ✓ Chapter 1 ACTIVITY PICTURES
- ✓ TRANSPARENCY 28 ("Letter")
- ✓ ACTIVITY SHEET 123 ("Letter")

Presentation

- Write the following sentence on the board: *I want to be a _____ when I grow up.* Ask students what job they would like to have when they grow up. Have them answer following the model on the board (e.g., *I want to be a firefighter when I grow up.*). Hand out the Chapter 1 ACTIVITY PICTURES and have students cut them out. Have students put the ACTIVITY PICTURES in order in front of them to show their first, second, and third choices for the occupations they would like to have when they grow up. If students want to be something that is not included in the target vocabulary, allow them to tell about it; however, for this activity, have students choose their favorites from the target vocabulary.

Practice

- Ask students to move to a designated spot in the room based on their occupational preferences. For example, say: **Everyone who chose astronaut first, stand on the right side of the room. Everyone who chose dentist first, stand on the left side of the room.** Continue until all occupations have been named. Once students are in groups, ask questions about their choices: **Where are the people who put farmer as their first choice? Raise your hands. Good. Why do you want to be a farmer? Where are the people who put doctor as their first choice? Raise your hands. Good. Why do you want to be a doctor?** Continue with the remaining groups and then ask: **Which occupation did the most people choose first?** Have students move to new groups based on their second and third choices, and ask similar questions.

Transparency 28

Transparency 28 Unit 3 • Chapter 1

April 17, 2005

Dear Dr. Cho,

I want to be a doctor like you. How many years do I have to go to school?

What do I need to learn? Do you like helping people? Please write to me.

Yours truly,
Yeonsuk

Apply & Extend

- Have students choose an occupation and write a letter to someone in that occupation. If possible, help students choose a real person to whom they can address their letter. If that's not possible, have them address the letter to the name of the occupation (e.g., Dear Dentist). Ask students what questions they would like to ask the person to whom they will be writing. Record their questions on the board. Display TRANSPARENCY 28 ("Letter") and ask: **What is on the first line?** [date] **What is on the second line?** [greeting] **What is on the third line?** [body of letter begins] Point out the use of capital letters in this letter and remind students that proper nouns (such as a person's name) and words at the beginning of sentences always have a capital letter. Also point to the punctuation used at the ends of the phrases and sentences (e.g., commas after date, greeting, and closing; periods or question marks at the ends of sentences).

Next, distribute copies of **ACTIVITY SHEET 123** (“Letter”). Choose the writing activity appropriate for your students:

- Students copy the letter from the transparency (changing the date and other details)
- Students dictate a letter to you following the model
- Students write their own original letter following the model

Have students exchange papers with a partner and check each other’s letters to make sure proper names and the first word in a sentence start with capital letters. They also should check for appropriate use of periods and question marks.

Activity Sheet 123

Name: _____

Date: _____

Activity Sheet 123 

Letter 

Dear _____,

Yours truly,

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Unit 3: Living and Working Together • Chapter 1: Doing My Best

Involving Family

Have students take their letters home to read to a family member. Allow time for them to share their reading experiences. Mail the letters or have students place them in the Chapter 1 Portfolio.



Observing Student Progress

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

- ✓ Orally express preferences
- ✓ Execute oral directions
- ✓ Provide explanations to support decisions
- ✓ Follow a model to write a letter asking for information
- ✓ Use capital letters to begin sentences and proper nouns
- ✓ Edit writing for basic conventions (e.g., capital letters, periods, and question marks)
- ✓ Read own writing aloud
- ✓ Complete assignments neatly, accurately, and on time



Name: _____

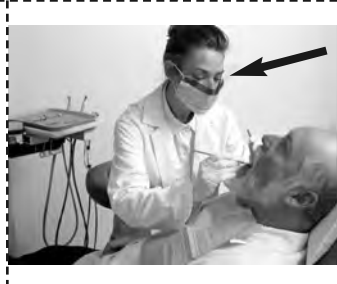
Date: _____

Letter



Dear _____,

Yours truly,





April 17, 2005

Dear Dr. Cho,

I want to be a doctor like you. How many years do I have to go to school? What do I need to learn? Do you like helping people? Please write to me.

Yours truly,

Yeon Suk

