



Grades K–5

Carousel of IDEAS

English Language Development Program

Vocabulary and Oral Language Tasks

Vocabulary & Oral Language Tasks 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 the *Carousel of IDEAS* vocabulary and oral language tasks to see the systematic approach that allows teachers to implement and scaffold explicit and robust vocabulary 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 6** that introduces the vocabulary and oral language objectives. This sample is focused on vocabulary and oral language 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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Early Intermediate English Language Learners

Unit 3: Living and Working Together

Chapter 1 **Going to Work**

Chapter 2 **Dress for Success**

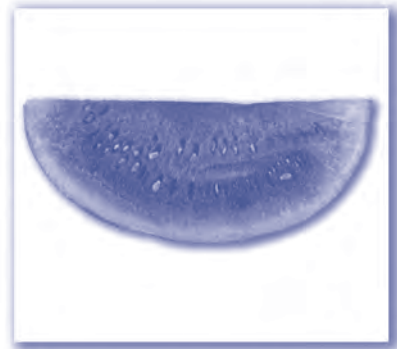
Chapter 3 **Numbers Everywhere**

Chapter 4 **Farm Animals—Great and Small**

Chapter 5 **Food—Our Bodies' Fuel**

Chapter 6 **Meals—Times to Meet and Eat**

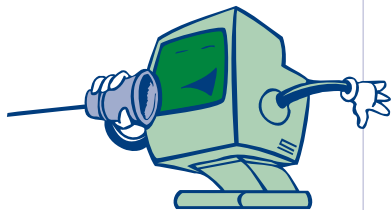
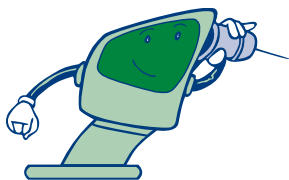
Chapter 7 **Writing Our Ideas**



Unit 3 is designed for students at the *early intermediate* stage of English language acquisition. This unit focuses on the world in which students live, specifically on living and working together. Students cover topics such as occupations, clothing, farm animals, and food. The overriding goal of this unit is to help English learners continue to develop the language and academic skills they need in order to succeed in classrooms where English is the language of instruction.

Unit 3: Early Intermediate English Language Learners

Learning Objectives



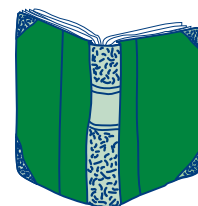
LISTENING & SPEAKING:

- Ask and answer questions (e.g., yes/no, either/or, WH- questions, and other simple questions) using words, phrases, or simple sentences; use present tense (e.g., *I like soup.*), present progressive (e.g., *Is Marco wearing blue pants?*), subject pronouns (e.g., *He is wearing blue pants.*), and can/may questions (e.g., *May I have the shirt?*)
- Be understood when speaking, but may have some inconsistent use of standard English grammatical forms (e.g., plurals, simple past tense, pronouns)**
- Demonstrate appropriate intonation used to ask questions and voice emphasis used to say exclamations
- Distinguish initial, medial, and final sounds in single-syllable words
- Execute one-step and multi-step oral directions
- Identify and produce rhyming words
- Identify words that contain the same short or long vowel sound
- Listen attentively to presentation of target vocabulary* and concepts
- Listen to stories and respond orally by answering factual comprehension questions using short phrases or simple sentences
- Listen to and recite a poem, song, or chant
- Listen to a story, song, or riddle and respond orally by answering factual comprehension and critical thinking questions using short phrases or simple sentences
- Orally describe: occupations; clothing and accessories; animals; food; actions; location of people and objects; characteristics of the four seasons; what a character is like by what he/she does in a selection; the central problem in a story and its solution; relationship between occupations and objects; people's feelings and own feelings
- Orally express preferences (e.g., *I want to be a firefighter when I grow up.*)
- Orally identify basic sequence of events in a story
- Orally identify settings and characters using simple sentences and vocabulary
- Orally relate story to own experience using simple sentences
- Participate in a role play
- Produce vocabulary, phrases, and simple sentences to communicate basic needs in social and academic settings*
- Provide oral explanations to support decisions
- Recognize, identify, and correctly pronounce phonemes: short and long vowel sounds; ending sounds /ch/, /ee/, /g/, /p/, /r/, /t/
- Understand and follow directions for classroom or work-related activities**
- Use common social greetings and phrases*
- Use facial expressions and body language to express likes and dislikes

READING:

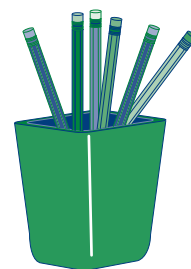
- Apply knowledge of content-related vocabulary to reading**
- Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting some errors when reading aloud**
- Identify vowels and consonants

- Look at pictures in a book and respond orally by answering factual comprehension and critical thinking questions using short phrases or simple sentences
- Match uppercase and corresponding lowercase letters
- Read a calendar, food pyramid, graph, and menu and answer questions using words, phrases, or simple sentences
- Read a fictional short story independently and answer written comprehension questions
- Read a nonfiction article with the class and answer factual comprehension questions in writing
- Read a story with the class and respond orally by answering factual comprehension questions using short phrases or simple sentences
- Read aloud an increasing number of English words**
- Read and follow steps to conduct an experiment
- Read fact-based questions and respond to questions in writing
- Read letters and words on signs
- Read own writing aloud with some pacing, intonation, and expression
- Read riddles and respond in writing by answering factual comprehension questions
- Read simple vocabulary, phrases, and sentences independently**
- Recognize common morphemes in phrases and simple sentences (e.g., basic syllabication rules and phonics)**
- Relate sounds to letters: a, e, i, o, u; ch, g, p, r, t, y
- Use knowledge of English morphemes¹, phonics, and syntax to decode and interpret the meanings of unfamiliar words in simple sentences**
- Use the content of a story to draw logical inferences



WRITING:

- Contribute to the writing of a class poem (or write an individual poem)
- Create a personal calendar and label it with personal events and holidays
- Demonstrate understanding of when to use uppercase and lowercase letters
- Draw pictures and write simple sentences related to a topic
- Edit writing for basic conventions (e.g., capital letters, periods, question marks)
- Express preferences by completing written sentences
- Follow a model to write a letter asking for information
- Follow a model to independently write a short descriptive paragraph on an assigned topic
- Label target vocabulary: *Carousel* nouns*
- Produce independent writing that is understood when read but may include inconsistent use of standard grammatical forms**
- Identify and supply missing punctuation mark (period, question mark, apostrophe, or exclamation point) in sentences
- Use capital letters to begin sentences and proper nouns**
- Write a chant following a model
- Write a menu following a model
- Write an original role play
- Write original riddles



¹A morpheme is the smallest meaningful unit in a language that cannot be divided without changing its meaning. For example, the word *band* is a morpheme; if you remove the letter “d,” you change the word to *ban* which has a different meaning. Some words consist of one morpheme while others contain more than one.

WRITING (continued):

- Write simple sentences: answering questions; based on pictures; using key words, present tense, present progressive, adjectives; about events or characters from a story
- Write the uppercase and lowercase letters in the English alphabet legibly
- Write words that begin with a given letter

INTEGRATED SKILLS:

- Copy, read, and present a dialogue generated by the class
- Put words in alphabetical order
- Recognize and demonstrate comprehension of target vocabulary through verbal and nonverbal communication*
- Understand and identify countable and uncountable nouns
- Understand and use exclamations (e.g., *I love ice cream!*)
- Understand how to form contractions
- Use a dictionary to look up words
- Use a phonetic pronunciation guide and pronunciation key
- Use articles (*a, an*)
- Use singular and plural forms of nouns (*-s, -es*); understand how to form plurals (*-ies*); recognize irregular plurals (e.g., *sheep/sheep*)
- Use comparatives and superlatives in speech and in writing
- Use social and academic learned vocabulary in context**

CONTENT-BASED AND GENERAL ACADEMIC SKILLS:

- Categorize objects and words (language arts, social studies, science, mathematics)
- Complete mathematical word problems with a group (mathematics)
- Conduct a science experiment with the class: how plants grow (science)
- Create, complete, and read a graph (language arts, social studies, science, mathematics)
- Demonstrate comprehension of initials as a means to abbreviate names (language arts, social studies)
- Demonstrate understanding of how to read a thermometer (science)
- Make predictions (language arts, social studies, science, mathematics)
- Match antonyms (e.g., opposites: *hot/cold*) (language arts)
- Participate in class discussions on food groups, nutrition, and healthy and unhealthy foods; share personal experience (science)
- Point out book features such as cover, title, author, and illustrator (language arts)
- Put events in a sequence (language arts and social studies)
- Put stages of plant growth in a sequence (science)
- Respond appropriately to social and academic interactions** (language arts, social studies, science, mathematics)
- Understand how signs and symbols express ideas (social studies)
- Use context clues to identify missing words (language arts)
- Use knowledge of numbers to add coins of various denominations (mathematics)
- Use numbers to estimate quantities (mathematics)
- Use numbers 21-59 to count objects and record data (mathematics)
- Write an increasing number of words and simple sentences appropriate for language arts and other content areas (e.g., math, science, history/social science)**

* See Unit 3 Target Vocabulary Words & Phrases (Appendix A)

** Assessed implicitly throughout classroom interactions.

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:

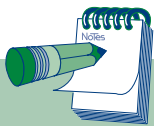
- | | | | |
|---|--|--|---|
| ☒ catalogs | ☒ scissors | ☒ pocket chart | ☒ objects related to school (e.g., book, chalk, pencil, paper, ruler, etc.) |
| ☒ world map | ☒ paste/glue | ☒ magazines, newspapers, brochures, etc. | ☒ pictures of or objects related to occupations (e.g., barber-scissors, firefighter-hose,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

Establishing an Instructional Base Line

You will need: Chapter 1 PRE-TEST

- Write today's date on the board.
- Start each lesson by greeting your students, emphasizing the use of the subject pronouns:
Good morning. How are you today? I am happy to see you! We are going to have a good day today.
- Tell students that they are going to learn about jobs. Tell students: **My job is being a teacher. This is a great job!** Tap into students' prior knowledge by asking them to name other jobs they have learned about (e.g., nurse, principal, secretary, custodian). Tell students that they are going to learn more about jobs today, but first you want to find out what they already know about this topic. Give each student a copy of the Chapter 1 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

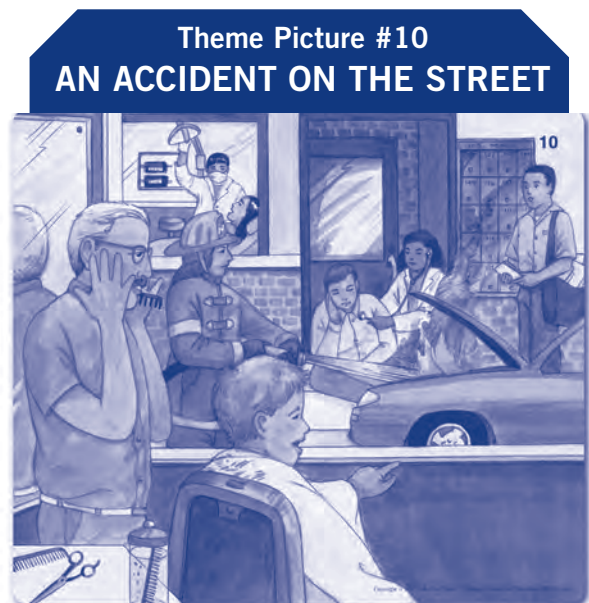


You will need:

- ✓ **THEME PICTURE #10** ("An Accident on the Street")
- ✓ **TEMPLATE V** ("Going to Work")
- ✓ **Chapter 1 PICTURE CARDS**
- ✓ **Chapter 1 ACTIVITY PICTURES**

Presentation

- Introduce the target vocabulary using **THEME PICTURE #10** ("An Accident on the Street"). Say: **This picture shows an accident on the street. You can see people in this picture doing many different jobs. Another word for job is *occupation*.** Write the words *job* and *occupation* on the board. **This is a barber or hair stylist. He cuts people's hair. Who cuts your hair? This is a mail carrier. What does a mail carrier do? That's right! A mail carrier brings people their mail, things like letters and magazines.** Show students examples of mail. Continue with the rest of the target vocabulary shown in the picture. Remember to limit the number of words or concepts introduced at one time.



- Give students a copy of TEMPLATE V (“Going to Work”) and have them paste the cover on a manila folder. Have students write their names and the date on the cover. Tell students that the theme for this chapter is “Going to Work.” They are going to learn about some of the jobs people do. Students can decorate the cover with pictures of people doing various kinds of work. This folder will serve as a portfolio container for the work they complete in Chapter 1.

Practice

- Have students match the PICTURE CARDS to the corresponding person in THEME PICTURE #10. For example, show the PICTURE CARD of the doctor and say: **This is a doctor. Where is the doctor in this big picture? Very good!** Talk about the occupations as students point out the appropriate picture. Throughout the lesson, continue to describe the dress, tools, and training required for each occupation, the fact that both men and women do the job, and so forth.
- Pantomime the situation below and have students guess the occupation you are depicting:

Dentist

- Fasten bib around neck of patient.
- Turn light on.
- Pick up tool from tray.
- Open patient’s mouth.
- Insert tool and look intently into mouth.

Next, ask students to pantomime the situation with you as you describe the actions:

**The dentist is putting the bib around the person and fastening it.
She is turning the light on.
She is picking up a tool from the tray.
The patient is opening his (or her) mouth.
The dentist is looking into the patient’s mouth.**

Follow this same process for the following occupations:

Firefighter

- Slide down a pole.
- Jump off a fire truck.
- Run in a building carrying a hose.
- Point the hose and move around.

Mail Carrier

- Sort letters into stacks.
- Put stacks in a bag.
- Put letters into a mailbox.

Doctor

- Walk in the door.
- Read a chart.
- Wash your hands.
- Look into a patient’s mouth (use tongue depressor).
- Put stethoscope in your ears and hold the end of it to the patient’s back.

- Have students work in small groups, taking turns acting out different occupations while the rest of the students guess who they are.

Apply & Extend

- Have students choose a PICTURE CARD and tell what the person is doing. Model the desired response: **The farmer is growing food.** Write the model on the board. Continue with all the target vocabulary and encourage students to use the present progressive tense. [*barber/hair stylist—cutting hair; dentist—fixing teeth; doctor—helping people get well; and so forth*] Record student responses on the board.
- Have students choose one occupation they would like to talk about. Show the corresponding PICTURE CARD. Ask students to tell everything they know about that occupation. As students mention facts, write them on the board. Read from the board what students have mentioned. Ask students questions such as: **What else would you like to know? If you could talk to this person, what would you ask?** Record students' questions on the board. Pretend to be a person in the occupation (or arrange for an actual visit). Have students ask you the questions, and try to answer them.

Involving Family

Give each student a copy of the Chapter 1 ACTIVITY PICTURES to take home. They are to use the pictures as a tool to share the new vocabulary they learned with a family member. Encourage students to ask their family members about their occupations.



Observing Student Progress

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

- ✓ Listen attentively to presentation of target vocabulary: *Carousel* nouns, occupations; other (*occupation, job*)
- ✓ Recognize and demonstrate comprehension of target vocabulary through verbal and nonverbal communication: *Carousel* nouns, occupations; other (*occupation, job*)
- ✓ Ask and answer questions using phrases or simple sentences
- ✓ Orally describe occupations
- ✓ Complete assignments neatly, accurately, and on time

Lesson 2

Presentation

- Present the target vocabulary shown on THEME PICTURE #11 (“A Costume Party”), saying such things as: **This picture shows a costume party. At a costume party, people dress up as somebody else. This girl is dressed up like a clown. She is wearing a colorful costume. Have you ever dressed up like a clown? This girl is dressed as a dancer. Raise your hand if you like to dance.** Continue with the rest of the target vocabulary. Remember to limit the number of words or concepts introduced at one time.

Theme Picture #11
A COSTUME PARTY



You will need:

- ✓ THEME PICTURE #11 (“A Costume Party”)
- ✓ Chapter 1 PICTURE & WORD CARDS
- ✓ Chapter 1 ACTIVITY PICTURES
- ✓ TEMPLATE I (“My Picture Dictionary”)
- ✓ ACTIVITY SHEET 118 (“How Does It End?”)

Practice

- Have students practice recognition of the target vocabulary. Hand out the PICTURE CARDS, one to each student. Ask questions such as: **Who has the astronaut?** Students are to respond with the name of the person holding the picture. Then collect all of the PICTURE CARDS from students and hold them up one at a time and ask questions such as: **Is this the dancer?** Students are to respond with “yes” or “no.”



- To reinforce the target vocabulary and vocabulary students learned in previous units, give selected students one PICTURE CARD each and have them stand at the front of the classroom. Put school-related objects on a table and give commands to other students:

Give the book to the firefighter. **Give the chalk to the hair stylist.**
Give the pencil to the astronaut. **Give the ruler to the dancer.**
Give the paper to the doctor. **Give the paste to the clown.**
Give the scissors to the farmer. **Give the eraser to the mail carrier.**

- Put a chart on the board (such as the one below) and write the singular form of each target vocabulary word in the left column. Call students to the board to write the plural form of each word in the right column. Point out the /s/ sound at the end of the plurals.

Singular (One)	Plural (Two or More)
barber	
hair stylist	
astronaut	

- Write on the board some words that end with the /t/ sound, such as:

aunt *bat*
foot *cat*

Read the words aloud and ask students to tell you the sound they hear at the *end* of the word. Say: **Good listening! You can hear the /t/ sound at the end of each word.** Have students say the words with you, and underline the letter “t” in each word when the students say that sound. Then focus students’ attention on the PICTURE CARDS. Have students identify the pictures one at a time and say whether the word ends with the /t/ sound. Call on volunteers to move the pictures of words ending with /t/ into a separate group. Have students say all the words in this group. [*astronaut, dentist, stylist*] Follow the same procedure for the /r/ sound. Write on the board some words that end with the /r/ sound:

water *shoulder*
finger *number*

Read the words aloud and ask students to tell you the sound they hear at the *end* of the word. Say: **Good listening! You can hear the /r/ sound at the end of each word.** Have students say the words with you, and underline the letter “r” in each word when the students say that sound. Then focus students’ attention on the PICTURE CARDS. Have students identify the pictures one at a time and say whether the word ends with the /r/ sound. Call on volunteers to move the pictures of words ending with /r/

into a separate group. Have students say all the words in this group.
[barber, firefighter, farmer, doctor, mail carrier, dancer]



Apply & Extend

- Give each student a copy of the Chapter 1 ACTIVITY PICTURES and TEMPLATE I (“My Picture Dictionary”). Display the PICTURE & WORD CARDS in the pocket chart for students’ reference. Have students paste the ACTIVITY PICTURES on TEMPLATE I and write the word that goes with each picture, using the WORD CARDS for help in spelling. Students can use their dictionaries for reference throughout the chapter and then put them in the Chapter 1 Portfolio.
- Organize students into small groups and have each group make an “occupation book.” Student groups should draw a picture depicting each occupation they have learned about in this chapter. Each picture should be on a separate piece of paper, and each occupation should be labeled and include a sentence describing the occupation. Write model sentences on the board for them to follow (e.g., *Clowns make people laugh.*). Have groups create a cover and then put the pages together to make an occupation book. Display the books in the classroom and allow groups to view each other’s work. Have students put their books in the Chapter 1 Portfolio.
- Ask questions about the occupations to help students understand that both boys and girls can pursue any of these jobs: **Can a girl become a firefighter? Raise your hand if you are a girl and you want to be a firefighter. Why do you want to be a firefighter? Can a boy become a dancer? Raise your hand if you are a boy and want to be a dancer. Why do you want to become a dancer? Can boys do any job? Are there any jobs that boys can’t do? Can girls do any job? Are there any jobs that girls can’t do?** Guide students as needed.

Involving Family

Hand out copies of ACTIVITY SHEET 118 (“How Does It End?”). Students are to label each of the pictures using vocabulary from the word bank, and then circle the words that end with the /r/ sound and draw a square around words that end with the /t/ sound. Read through the directions to make sure students know what they are supposed to do. Students should complete their activity sheets at home with help from a family member and then put them in the Chapter 1 Portfolio.



Activity Sheet 118 

Name: _____

Date: _____

How Does It End?

Directions: Label each picture using a word from the word bank. Draw a circle around words that end with the /r/ sound. Draw a square around words that end with the /t/ sound.

Word Bank

astronaut	clown	dentist	farmer	police officer
barber	dancer	✓doctor	firefighter	
















 doctor



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



Observing Student Progress

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

- ✓ Listen attentively to presentation of target vocabulary: *Carousel* nouns, occupations
- ✓ Recognize and demonstrate comprehension of target vocabulary through verbal and nonverbal communication: *Carousel* nouns, occupations
- ✓ Answer questions using phrases or simple sentences
- ✓ Execute oral directions
- ✓ Use singular and plural forms of nouns
- ✓ Recognize, identify, and correctly pronounce phonemes: ending sounds /t/ and /r/
- ✓ Relate sounds to letters: t, r
- ✓ Label target vocabulary: *Carousel* nouns, occupations
- ✓ Complete assignments neatly, accurately, and on time



Theme Picture #10: An Accident on the Street

Target Vocabulary: barber/hair stylist, dentist, doctor, mail carrier, firefighter

TEACHING TIP

As you introduce the occupations, relate them to students' personal experiences. For example, ask students if they've ever been to the dentist, if they've ever seen a mail carrier, or if they want to be a firefighter when they grow up.

EARLY INTERMEDIATE LANGUAGE DEVELOPMENT ACTIVITIES

Show students the theme picture and say: **This is a picture of an accident on the street. You can see people doing many different jobs.**

Listening and Speaking

- Ask students: **What do you see in the picture? What jobs are people doing?** Point to the mail carrier and say: **Who is he? What is he doing? What is he carrying?** Point to the barber and say: **Who is he? What is he doing?** Continue with other occupations.
- Have each student choose a person in the theme picture and tell the class what that person is feeling in this situation. Encourage students to be creative. Model this for students first: **I am the barber. I am surprised about the accident. I am the man in the accident. I am sad.**
- Have student volunteers act out a brief conversation between two of the people in the theme picture.

Reading and Writing

- Display the target vocabulary word cards on the chalk rail. Ask students: **Which words end with the /r/ sound?** [*barber, mail carrier, firefighter, doctor*] **Good!** Write these words on the board along with the words *right* and *left*. Ask: **Where is the barber in the picture? Is he on the right side or left side of the firefighter?** [*left side*] **Where is the doctor? Is she on the right side or left side of the firefighter?** [*right side*] Continue with other questions using *left* and *right*.
- Put the theme picture on the chalk rail. Point to the barber and say: **He is a barber. What do barbers do?** Write 1-2 student responses on the board (e.g., Barbers cut hair.). Instruct students to write a similar sentence about one of the people in the theme picture. Then point to each person in the picture, one at a time, and have students read their corresponding sentences.

- Give each student a small slip of paper. Tell students that they must write a sentence describing one person in the picture. However, students cannot tell the person's occupation in their sentence. Write an example on the board: *She is looking at the girl's mouth.* Circulate around the room and help students with their sentences. Put all the sentences in a box. Have each student pick out one sentence, read it aloud, and guess who the sentence is about. The student who wrote the sentence should confirm whether the guess is right or wrong.

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 dentist? Is this a doctor or a barber? Is the firefighter a woman?** 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: **Why is the boy pointing at the street? Why did the barber stop cutting the boy's hair? How are they feeling? What would you do if you saw an accident in the street?** Have students write a paragraph telling what they would do if they saw an accident in the street. 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 is the doctor helping the man? How did the man hurt himself? What do you think will happen next?** Have students write a paragraph telling what they think will happen next. 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 such as: **Which of the occupations in the picture would you like to have? Why?** Have students write an essay explaining which occupation they would like to have and why. Have students conduct research to find out more about the occupations, including required training, working conditions, salary, and so forth. Have students present their essays to the class.



Name: _____

Date: _____

How Does It End?

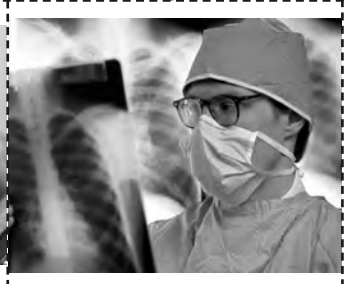
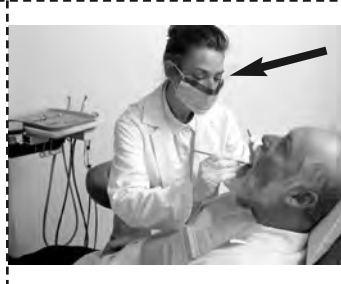
Directions: Label each picture using a word from the word bank. Draw a circle around words that end with the /r/ sound. Draw a square around words that end with the /t/ sound.

Word Bank

astronaut	clown	dentist	farmer	police officer
barber	dancer	✓doctor	firefighter	



doctor



My Picture Dictionary



Name: _____

Date: _____

Teacher: _____

Template I



[illegible]

Unit 3: Chapter 1

Name: _____

Date: _____



Going to Work

Template V



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barber/
hair stylist



astronaut



firefighter



clown



farmer



doctor