

Carousel of IDEAS: Strategies to Increase Rigor

VOCABULARY

• Vocabulary Ramp-Up

- Nouns in the picture and word card files are Tier 1, e.g., those words that English-only (EO) kindergartners arrive with at school. These are critical for ELs to learn; otherwise they will be behind their EO counterparts.
- To introduce Tier 2 words, enhance the delivery/modeling of the pivotal vocabulary with descriptive language. For example, in the chapter on shapes, instead of saying “This is a star,” a teacher could say, “This is a five-pointed star.”
- Vocabulary enhancement suggestions are attached at the back of this document.
- Another idea is to incorporate alliteration when introducing the pictures, e.g., the sparkling star.
- To increase the level of oral language practice and rehearsal, students can be called upon to come up with their own examples of adjectives and alliteration.

• Online Dictionary Activities

- **Picture Dictionary 1** (Set 1) http://www.ballard-tighe.com/products/eld/dictionaries/ipd1_worksheets.asp
- **Picture Dictionary 2** (Set 2) http://www.ballard-tighe.com/products/eld/dictionaries/ipd2_worksheets.asp
- Encourage dictionary skills—have students use **Picture Dictionary 2** to become aware of parts of speech, synonyms, and antonyms. Have students model their own sentences after those in this dictionary.

• Listening: An Overlooked Domain

- The listening domain is included in all of the “Key Objectives.” Listening is a complex process that may be dismissed at first glance, yet requires a level of comprehension that progressively becomes more sophisticated as language reaches higher proficiency levels. Therefore, the Key Objective, “Listens attentively to presentation of target and other vocabulary,” is an important one for teachers to observe.

• Executing Lessons to Their Full Potential

- Don’t take *Carousel* lessons literally and at face value. To avoid “surface fluency” (Cummins) that often happens, dig deeper. The lessons are designed to concurrently teach vocabulary, grammatical forms and functions, as well as standards covering all four domains.
- Clearly state the language objective of each lesson for your ELs and have them demonstrate that they understand it by repeating it back to you. In other words, students should take ownership of their language acquisition.
- To address the concern of increasing rigor in Grades 4-6, Chapter 6, *Shape Up*, from Unit 5, (the first unit addressing Intermediate level students) was reviewed. This chapter is replete with academic language on predicting, confirming relationships, and identifying cause and effect relationships. The purpose of *Carousel* is to give students the extra time needed to dwell on the CALP “which takes five to seven years ... to reach even the 50th percentile on standardized tests.” (Cummins) Exposure to, examination of, and practice with higher order

thinking skills provide the opportunity for ELs to advance their competence in specialized discourse, e.g., academic language.

- This chapter, through the content area of social studies, e.g., The Red Cross and the American Flag, embeds practice with graphic organizers, a book report on fiction, and regular verb sentence starters.
- Opportunities to become familiar with Tier 3 vocabulary (listed in the “other” column on the opening chapter page) is established, which has a direct impact on reading comprehension and academic writing, the ultimate challenges on standardized tests.
- Ongoing assessment and students demonstrating mastery, i.e., 80% or better on any of the oral, reading, and writing assessments, is imperative for students to reach a level of automaticity that will carry over to content areas. Visit <http://www.bt-helpdesk.com/carousel/assessmentoverview.php> for a complete assessment overview.
- Additional online reading & writing activities for Intermediate–Advanced levels <http://www.ballard-tighe.com/carouselweb/>
- Incorporate content area terminology, e.g., Language Arts through use of specific terms, such as Title, Author, and Main Character for increased comprehension and as a ramp to ELA standards.
- The “Template” section of the Resource Book contains skills that ELs can apply to other content areas once they have mastered them in *Carousel*, e.g., how to give an oral report and how to write a research paper. These are embedded in lessons.

- **Increasing Structured Oral Language Rehearsal**

- Incorporate the new oral language tool ***Frames for Fluency*** to add “oracy” as a bridge to literacy. “You cannot write what you cannot say.” The “literacy connection” offers a powerful framework for students to transfer to language arts and other content areas. Visit www.framesforfluency.com to learn more.

- **How Do I Ensure Movement Through a Unit of *Carousel* to Avoid Repeating a Unit?**

- Assessment is key. You will not know your students’ weaknesses if you go through six chapters in a unit times six lessons in a chapter plus 36 lessons without any formative or summative data. The goal is mastery of 80% or better. Visit <http://www.bt-helpdesk.com/carousel/assessmentoverview.php> for a complete assessment overview.
- Utilize the *Sponge Activities* found after the “Evaluation” page at the end of each lesson. Use these to provide short and frequent reviews of skills already introduced in the chapter. Use them when walking to lunch, lining up for recess, at the end of the day, or any time that you are looking for fun ways to review.
- Utilize the questions on the reverse side of the *Theme Pictures* for extra oral language practice as well as the reading & writing activities, which will give added reinforcement to the concepts introduced. There are also differentiated activities that allow the theme pictures to be pulled out at any time to reteach and capitalize on the “teachable moment.”
- The *Make It Stick!* section (after the “Evaluation” page at the end of each lesson) is designed to provide students with additional practice with the target vocabulary and concepts.

- **Creative IDEAS** activity books, which correspond to each unit of the *Carousel of IDEAS* program is another good resource because it assists students who need a little more time and extra practice in order to meet the learning objectives. (Audio CDs available.)
- **How Does *Carousel* Address Differentiation of Lessons?**
 - The *Lesson Plan Flow Charts*, a resource created to complement the Teacher's Guide, provides K–1 teachers with modifications to lessons.
 - The *Lesson Plan Flow Charts* also provide a pacing guide for K–1 and 2–5/6 teachers.
- **How Can We Meet the Needs of Newcomers Who Need An Extra Boost?**
 - The new **Frames for Fluency** program will provide the additional oral language practice and rehearsal these students need. Visit www.framesforfluency.com to learn more.
 - The **Creative IDEAS** activity books and audio CDs provide structured language support and an auditory model.
 - **Creative Beats CD** with songs and chants provide a fun way to reinforce vocabulary and concepts introduced in *Carousel*.

Vocabulary Enhancement Suggestions:
 Set 1 Unit 4 Chapter 4 Topic: *Zoo Animals*

<p>Bear</p> <ul style="list-style-type: none"> • <i>This is a bear.</i> • <i>See how big the bear is.</i> • <i>It has a very shaggy brown coat.</i> • <i>Notice its short curly tail even though it is so big.</i> • <i>Do you know that a bear eats everything? An animal that eats everything (plants and even other animals) is called an omnivore.</i> • <i>We can say that a bear is omnivorous.</i> 	<p>Elephant</p> <ul style="list-style-type: none"> • <i>This is an elephant.</i> • <i>Like the bear, the elephant lives in the forest.</i> • <i>The elephant is the largest of the zoo animals.</i> • <i>It is enormous.</i> • <i>It has two long ears.</i> • <i>Notice it has a long trunk.</i> • <i>An elephant eats leaves, bark, fruit, and grass.</i> • <i>An elephant makes a path for other animals to move about freely in the forest.</i> 	<p>Tiger</p> <ul style="list-style-type: none"> • <i>This is a tiger.</i> • <i>It almost looks like a big cat.</i> • <i>It is large like an elephant.</i> • <i>Notice that its fur is striped.</i> • <i>Do you know that a tiger attacks other animals and that is why we say it is wild?</i> • <i>It is not tame like a cat even though it kind of looks like a big cat.</i>
<p>Gorilla</p> <ul style="list-style-type: none"> • <i>This is a gorilla.</i> • <i>See how long its arms are?</i> • <i>It has a very shaggy coat much like a bear.</i> • <i>A gorilla is a very large animal, too, almost gigantic.</i> • <i>Do you know that a gorilla lives in a similar place in nature, a forest, as does the tiger, the bear, and an elephant?</i> 	<p>Wolf</p> <ul style="list-style-type: none"> • <i>This is a wolf.</i> • <i>We can find wolves living in the forest, too.</i> • <i>A wolf kind of looks like a dog, doesn't it?</i> • <i>We know that a wolf is not a pet like a dog though.</i> • <i>Has anyone ever heard a wolf howl? It is a sound that is long and kind of scary (like this— imitate a howling sound).</i> 	<p>Snake</p> <ul style="list-style-type: none"> • <i>This is a snake.</i> • <i>A snake moves like this. (demonstrate)</i> • <i>It crawls and slithers, kind of sneaking up on you.</i> • <i>It has to move like that because it has no legs.</i> • <i>Its body is long and scales cover its long body.</i> • <i>What other animal has scales as a covering? (fish)</i> • <i>Snakes live in the desert.</i>

<p>Camel</p> <ul style="list-style-type: none"> • <i>This is a camel.</i> • <i>It has a hump on its back.</i> • <i>Some camels even have two humps.</i> • <i>Like a snake, the camel lives in the desert.</i> • <i>It lives in the desert because it can go days without water.</i> • <i>Camels carry things and people across the desert.</i> • <i>Camels have two rows of eyelashes.</i> 	<p>Fox</p> <ul style="list-style-type: none"> • <i>This is a fox.</i> • <i>The fox kind of looks like a dog.</i> • <i>That is because it belongs to the family of dogs.</i> • <i>It likes to eat meat.</i> • <i>It has a long, bushy tail.</i> • <i>Notice the fox has a long and pointed nose or snout, too.</i> • <i>The fox likes to be in the snow but also can live in the desert.</i> 	<p>Alligator</p> <ul style="list-style-type: none"> • <i>This is an alligator.</i> • <i>Like the fox, it, has a large snout (nose and mouth).</i> • <i>Notice that it has sharp teeth, too.</i> • <i>It has a powerful jaw so if it catches something in its mouth, it will probably be eaten.</i> • <i>Do you know that an alligator lives in swampy places where it is very wet?</i>
<p>Zebra</p> <ul style="list-style-type: none"> • <i>This is a zebra.</i> • <i>It has black and white stripes.</i> • <i>Do you think it looks kind of like a horse? It does resemble a horse because it is tall and has hooves on its feet.</i> • <i>A zebra eats grass all day long.</i> • <i>Do you know that a zebra lives in an area we call grasslands?</i> • <i>Its natural habitat is in Africa, but we also see zebras at the zoo.</i> 	<p>Giraffe</p> <ul style="list-style-type: none"> • <i>This is a giraffe.</i> • <i>We can find giraffes living in the grasslands, as well as zebras and even lions, too.</i> • <i>A giraffe has a very long neck and very long legs.</i> • <i>It is spotted and not striped like the zebra.</i> • <i>The giraffe is able to eat the leaves of very tall trees because of its long neck.</i> 	<p>Lion</p> <ul style="list-style-type: none"> • <i>This is a lion.</i> • <i>It is also like a large cat.</i> • <i>A male (boy) lion has lots of hair around its neck and shoulders.</i> • <i>It is usually a golden brown color.</i> • <i>A lion is kind of lazy, laying around all day and sleeping.</i> • <i>A lion roars, making a loud sounding noise.</i> • <i>Lions live in grasslands like the zebra and giraffe.</i>

Hippopotamus

- *This is a hippopotamus.*
- *See how huge it is.*
- *The word hippopotamus is so long that sometimes we just say it is a "hippo."*
- *The hippopotamus lives in the water and on land, too.*
- *Do you know that a hippopotamus eats plants only?*
- *The hippopotamus has a wide nose and can swim, too.*

Kangaroo

- *This is a kangaroo.*
- *A kangaroo comes from Australia.*
- *The kangaroo has short forelimbs or arms and long back legs so it can leap from place to place.*
- *It has a long thick tail.*
- *Notice this kangaroo also has a pouch.*
- *That pouch is to carry a baby kangaroo.*

Deer

- *This is a deer.*
- *It has very long legs so it can run fast.*
- *A deer also has something on its head that we call antlers.*
- *Notice that its fur is brown.*
- *Do you know that a deer likes to live in wooded areas where there might be snow?.*
- *A deer is not tame, but it is gentle.*
- *Some deer get hurt by moving cars as they run across roads.*

Penguin

- *This is a penguin.*
- *It lives in very cold areas.*
- *The penguin lives in an area we call the Antarctic.*
- *A penguin walks and also swims under water.*
- *Do you know that a penguin is a black and white bird, but it does not fly like most birds?*

Parrot

- *This is a parrot.*
- *We can find parrots living in the forest, but also in a home as a pet.*
- *A parrot is a bird with very colorful feathers.*
- *Some people think a parrots talk.*
- *You can teach a parrot to repeat something if you practice with it many times.*

Set 2 Unit 7 Chapter 4 Topic: *Marine Animals*

<p>Whale</p> <ul style="list-style-type: none"> • <i>This is a whale.</i> • <i>See how big the whale is.</i> • <i>The whale is a mammal like us (breathes air and has babies). It is not a fish.</i> • <i>Notice it has a fishlike body, but it is not a fish.</i> • <i>It lives in the ocean.</i> • <i>The blue whale is the largest of the whales.</i> • <i>The whale eats other fish.</i> • <i>The whale has no legs, just a tail.</i> 	<p>Starfish</p> <ul style="list-style-type: none"> • <i>This is a starfish.</i> • <i>It lives in the ocean.</i> • <i>See how it is shaped like a star.</i> • <i>Notice it has five points.</i> • <i>These points are its arms.</i> • <i>It has five arms but no legs.</i> • <i>If you feel the outside of a starfish, it is very rough.</i> 	<p>Shell</p> <ul style="list-style-type: none"> • <i>This is a shell.</i> • <i>It has a hard outer covering, too, like a starfish.</i> • <i>Do you know where to find shells?</i> • <i>That is right. You can find shells of different sizes and shapes on the beach.</i> • <i>Animals live or lived inside the shells and then they washed up on the beach with the waves.</i>
<p>Dolphin</p> <ul style="list-style-type: none"> • <i>This is a dolphin.</i> • <i>The dolphin, like the whale, is also a mammal. It comes to the surface to breathe through a blowhole at the top of its head.</i> • <i>We think a dolphin is playful, friendly, soft, and slippery, too.</i> • <i>A dolphin jumps in and out of the water.</i> • <i>It is smart and even talks.</i> • <i>Do you know that the dolphin is part of the whale family?</i> 	<p>Seal</p> <ul style="list-style-type: none"> • <i>This is a seal.</i> • <i>We can find seals in the water or sunbathing on the rocks.</i> • <i>A seal has flippers for feet and for swimming.</i> • <i>We know that a seal is slippery, too.</i> • <i>Has anyone ever seen a seal? Seals can be white, black, gray, and even striped.</i> 	<p>Octopus</p> <ul style="list-style-type: none"> • <i>This is an octopus.</i> • <i>It has eight arms and no legs.</i> • <i>Its body is soft.</i> • <i>It has no backbone like most fish so we say it is an “invertebrate.”</i> • <i>It has a rather large head in the middle of its body with these eight arms around its head.</i>

Sea Horse

- *This is a sea horse.*
- *See how small the sea horse is.*
- *It is really tiny.*
- *A sea horse is a fish with a long tail and a snout (a nose and mouth).*
- *A sea horse actually has a head and a neck that looks like a horse.*
- *Do you know that a sea horse uses its long tail to hold on to plants that are underwater?*

Sea Turtle

- *This is a sea turtle.*
- *The sea turtle is a reptile.*
- *That means it has skin covered in scales like a snake.*
- *A sea turtle looks like a turtle, but it is a large turtle that swims in the ocean.*
- *Notice it has a shell on its back, too.*

Lobster

- *This is a lobster.*
- *It is also a marine animal.*
- *Notice that it has a hard shell covering its body.*
- *It has four pairs of legs.*
- *Look at the strong pairs of claws used to catch food and defend itself.*

Shark

- *This is a shark.*
- *It is a very large fish.*
- *Sharks come in different sizes and shapes.*
- *A shark can be very dangerous.*
- *They have very sharp teeth.*