


# Introduction

The *Carousel of IDEAS Resource Book* contains **Activity Sheets**, **Activity Pictures**, **Templates**, and **Chapter Tests and Assessment Tools**. These resources are designed to help develop students' English language listening, speaking, reading, and writing skills, while also developing their academic skills and cognitive abilities. All the materials in this *Resource Book* are integrated into the *Carousel of IDEAS* program. The *Carousel of IDEAS Teacher's Guide* provides specific instruction regarding when and how to use each resource.

## Activity Sheets


Engaging student Activity Sheets integrate the four language skills and provide students with opportunities to practice and apply what they have learned. Activity Sheets include cloze and matching exercises, art projects, literature-based tasks, research projects, science experiments, activities to complete with family members, and more! The Activity Sheets also include a wide range of fiction and nonfiction readings that integrate subject-area content, preparing students for the academic demands of mainstream classrooms. Activity Sheets with a  have an answer key at the end of the section.

## Activity Pictures

The Activity Pictures are used in a variety of ways throughout the *Carousel of IDEAS* program—students create and play vocabulary-building games, make personal picture dictionaries, and create arts and crafts projects. The *Teacher's Guide* contains specific lessons that incorporate the Activity Pictures.

Activity Sheet 88

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

What Is It Like? 

Name of fruit or vegetable	What color is it?	How does it feel?	How does it look?	Do you like it? (yes or no)
apple	red	hard	round	

Teacher: Display a platter of real fruits and vegetables. Pass each vegetable or piece of fruit around and discuss the color and how it looks and feels. Have students indicate whether or not they like the fruit or vegetable. Complete the chart as a class.

Unit 2: My Larger Community • Chapter 5: The Food We Eat

Activity Sheet 209

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

### Animal Habitats

**Directions:** Read the article about animal habitats.

#### Animal Habitats

Every animal has a living place or habitat. The dry **desert** is the habitat for camels. The green **forest** is home to deer and raccoons. Penguins live in the **Arctic** where it's very cold.




A habitat has everything that animals need, including food and water. Almost all animals can live in only one habitat. For example, certain snakes could not live in a very cold habitat. Certain fish could not live on land where there is no water. Some animals move during different seasons to find habitats that are warmer or have more food.

Think about your habitat. Does it provide you with everything you need?

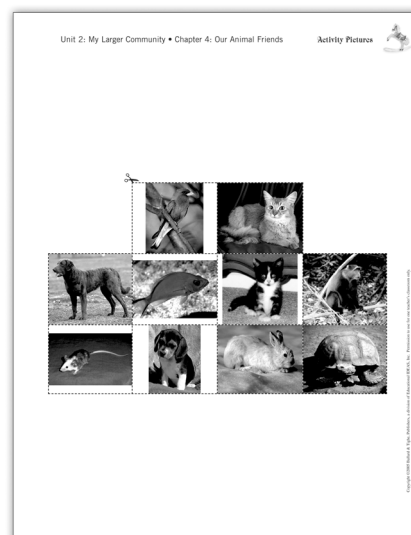
**desert:** an area that is very dry, hot, and barren

**forest:** an area that has many trees and gets a lot of rain

**Arctic:** an area near the North Pole that is very cold

Unit 4: Our Great Big, Busy World • Chapter 4: Animals from All Over



**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 6

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

**Cube**

Teacher: Have students cut the cube along the solid lines, write/illustrate words on the cube faces, fold along the dotted lines, and tape the cube together.

## Templates

There are a number of templates for activities that recur throughout the program. For example, there are templates for book report forms, patterns, and portfolio covers. The *Teacher's Guide* contains specific lessons that incorporate the Templates.

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

Name: \_\_\_\_\_ Pre-Test Items Correct: \_\_\_\_\_

Date: \_\_\_\_\_ Post-Test Items Correct: \_\_\_\_\_

**Part 1. Directions:** Complete each sentence about the picture using a word from the word bank.

**Word Bank**  
clown police officer astronaut doctor ✓barber

1. This is a barber.

2. This is an \_\_\_\_\_.

3. This is a \_\_\_\_\_.

4. This is a \_\_\_\_\_.

5. This is a \_\_\_\_\_.

## Chapter Tests and Assessment Tools

The *Carousel of IDEAS* program features a comprehensive assessment system, including listening and speaking performance-based evaluations, traditional chapter tests that assess reading and writing skills, portfolio evaluations, chapter evaluation checklists to track mastery of chapter objectives, and achievement certificates that are awarded at the successful completion of each unit. The Introduction to the *Teacher's Guide* includes a full discussion of and suggestions for using the *Carousel of IDEAS* assessment plan.

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

**Evaluation Checklist**

**Evaluation Checklist Teacher Instructions**

After you complete each lesson, rate the student's performance on the line next to each key objective. Students receive a 2 if they meet the objective, a 1 if they partially meet the objective, and a 0 if they do not meet the objective. Consult your state or district standards to be sure that students receive a 2 on all objectives aligned to your standards. If necessary, give individual students additional instruction and practice activities in the target area so that they receive a 2 in the majority of the chapter objectives.

**Unit 3, Chapter 1 Evaluation Checklist**

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

Rating: (2) Met Objective (1) Partially Met Objective (0) Did Not Meet Objective

LESSON	SKILL EMPHASIS	KEY OBJECTIVES <sup>1</sup>
1	Listening & Speaking	<ul style="list-style-type: none"> <li>Listen attentively to presentation of target vocabulary: <i>Carousel</i> nouns, occupations, other occupations, job</li> <li>Recognize and demonstrate comprehension of target vocabulary through verbal and nonverbal communication: <i>Carousel</i> nouns, occupations, other occupations, job</li> <li>Ask and answer questions using phrases or simple sentences</li> <li>Orally describe occupations</li> </ul>
2	Listening & Speaking	<ul style="list-style-type: none"> <li>Listen attentively to presentation of target vocabulary: <i>Carousel</i> nouns, occupations</li> <li>Recognize and demonstrate comprehension of target vocabulary through verbal and nonverbal communication: <i>Carousel</i> nouns, occupations</li> <li>Answer questions using phrases or simple sentences</li> <li>Execute oral directions</li> <li>Use singular and plural forms of nouns</li> <li>Recognize, identify, and correctly pronounce phonemes: ending sounds /t/ and /r/</li> <li>Repeat sounds to letters: t, r</li> <li>Label target vocabulary: <i>Carousel</i> nouns, occupations</li> </ul>
3	Listening & Speaking	<ul style="list-style-type: none"> <li>Listen attentively to presentation of target vocabulary: commands (<i>Turn around</i>, <i>Knock on the door</i>, <i>Walk slowly</i>, <i>Walk fast</i>, <i>Say your name quietly/loudly</i>), other (<i>left</i>, <i>right</i>)</li> <li>Recognize and demonstrate comprehension of target vocabulary through verbal and nonverbal communication: commands (<i>Turn around</i>, <i>Knock on the door</i>, <i>Walk slowly</i>, <i>Walk fast</i>, <i>Say your name quietly/loudly</i>), other (<i>left</i>, <i>right</i>)</li> </ul>

<sup>1</sup> Each lesson contains additional integrated skill objectives, but the focus of each lesson is on the key objectives. See key objectives are reinforced in subsequent chapters.

Assessment Form 3

**Overall Performance: Unit Evaluation Form**

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_ Unit: \_\_\_\_\_

	Superior	Satisfactory	Not Satisfactory
Mastery of chapter objectives			
Ability to work with others			
Ability to work independently			
Completion of assignments neatly and accurately			
Listening & speaking performance evaluations			
Reading & writing chapter tests			
Portfolio evaluations			

If the student scores "superior" or "satisfactory" in all categories, award a certificate of achievement and move the student to the next unit. If the student scores "not satisfactory" in any category, do not award a certificate of achievement and provide the student with additional instruction and practice to prepare him or her for the next unit.

Certificate of achievement YES NO