Talk About Overview
Talk About is designed to provide models of Everyday and Content-Specific Language for English language learners.

*Talk About* introduces the students to the structure, patterns, and vocabulary of *Everyday and Content-Specific English* through talking, reading, and writing about familiar things.

**Things Around Me**

**What Is the Rationale Underpinning the Talk About Series of Books?**

The *Talk About* series is designed specifically for students who do not have English as their first language or who have limited English proficiency.

The *Talk About* series introduces the students to English vocabulary and everyday English language patterns and structures through talking about a topic, reading about the topic, and then writing about the topic.

**Science in My World**

*Research suggests that talking, reading, and writing about a topic provides reciprocal, cumulative benefits for literacy and language learners.*
What Features of the Talk About Books Make Them Particularly Suitable for English Language Learners?

Each book has the following features:

1. **A GLOSSARY** of the important content vocabulary that the students will meet as they read the book. This appears at the beginning of the book.

2. **PHOTOGRAPHS** with labels and/or captions showing the vocabulary in a broader context.

3. **SHORT, STRAIGHTFORWARD SENTENCE PATTERNS** are repeated throughout the books in Everyday Things. Sentence patterns vary in Things Around Me and Science in My World as the students reading these books control more English language. The books also use the more informal oral version where appropriate, for example, *I'm* rather than *I am*.

4. **IMPORTANT VOCABULARY** is repeated throughout the book.

5. **VISUAL LITERACY ELEMENTS** as well as photographs are a feature of the Talk About books.

6. **SEPARATE VISUAL LITERACY PAGES** are included specifically to teach the function of a particular element. These visual literacy elements include maps, graphs, charts, tables, plans, scales, diagrams, and fact files.
What Reading Skills Are Taught in the Talk About Books?

The Talk About books are designed to teach everyday and content-specific vocabulary and comprehension. These are developed around four main concepts in each book (see the chart below for examples). The books also provide a template for speaking and writing straightforward English language sentences.

<table>
<thead>
<tr>
<th>Concepts</th>
<th>Title of Book</th>
<th>Series</th>
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</thead>
<tbody>
<tr>
<td>Some families are big, some families are small.</td>
<td>My Family</td>
<td>Everyday Things</td>
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<tr>
<td>Family members have different names.</td>
<td>My Family</td>
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<td>Families do things together.</td>
<td>My Family</td>
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<tr>
<td>Family members are related by birth or marriage.</td>
<td>My Family</td>
<td>Everyday Things</td>
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<tr>
<td>Different types of living things living in an ecosystem are called a population.</td>
<td>Populations and Communities</td>
<td>Science in My World</td>
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<tr>
<td>All the populations that live in an ecosystem at the same time form a community.</td>
<td>Populations and Communities</td>
<td>Science in My World</td>
</tr>
<tr>
<td>All members of a community live in the same ecosystem.</td>
<td>Populations and Communities</td>
<td>Science in My World</td>
</tr>
<tr>
<td>Communities do not all have to live in the same part of the ecosystem.</td>
<td>Populations and Communities</td>
<td>Science in My World</td>
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Research suggests that learning vocabulary through related concepts assists learners and improves comprehension.
Who Can Use the Talk About Books?

Any student who is learning English or has limited English proficiency can use the Talk About books. They are not specific to a level, grade, or age. Some of the photos show younger students, others show older students, others show adults within the context of the same books.

Are Talk About Books Graded in Levels?

Talk About books address three levels of language acquisition.

Talk About Everyday Things

Level–Beginning

Students have little or no ability to read and understand English used in academic and social contexts.

Talk About Everyday Things has:

- Familiar topics that students interact with in the course of their daily lives.
- Four specific, content-related concepts for each topic that are explored and explained through text and visuals.
- Short simple texts with clear layouts and 1–3 sentences per page.

The glossary, text, photos, labels, and diagrams all help your students understand the concepts.

- Repetitive, straightforward sentence structures.
- Words and phrases that are repeated in context.
- Photo glossaries giving English language labels for nouns.
- Photos with labels to support and reinforce meaning.
- Visuals that provide information in a form other than print.

Any student who is learning English or has limited English proficiency can use the Talk About books. They are not specific to a level, grade, or age. Some of the photos show younger students, others show older students, others show adults within the context of the same books.
Talk About Things Around Me
Level–Beginning +

Students have some ability to read and understand English used in academic and social contexts.

Talk About Things Around Me has:

- Familiar topics that students can observe in their environment.
- Four specific, content-related concepts for each topic that are explored and explained through text and visuals.
- Short simple texts with clear layouts and 2–4 sentences per page.
- Straightforward sentences with words and phrases repeated in context.
- Photos with labels and captions to support and reinforce meaning.
- A photo glossary and pronunciation guide giving English labels for nouns.
- A page of extra vocabulary pertaining to previous photos with labels.
- Visuals that provide information in a form other than print.
- A visual literacy page designed to teach the element.
- Critical thinking questions to promote comprehension beyond the text.

Talk About Science in My World
Level–Intermediate

Students have the ability to read and understand simple high-frequency and content words used in academic and social contexts.

Talk About Science in My World has:

- Science topics that are part of the curriculum.
- Four specific content-related concepts for each topic that are explored and explained through text and visuals.
- Short straightforward texts with clear layouts and 2–6 sentences per page.
- Content words and phrases that are explained and repeated.
- Photos with labels, captions, and diagrammatic elements to support and reinforce meaning.
- A glossary that provides English language definitions and the pronunciation of content words.
- Two specific visual literacy pages designed to teach the elements.

The students now have many ways of recognizing words and understanding their meanings.
Teaching from the Talk About books follows the same pattern throughout so there is no need for a separate detailed lesson plan for each book. There are, however, lesson summaries that provide guidance for the important learning in each book (see pages 7, 14, and 22).

Are There Any Other Activities for the Students to Do?

We suggest that you have the students read the book again with a more proficient English language speaker. In addition to this, all books have photocopiable blackline masters to help the students consolidate what they have learned.

In addition to the photocopiable blackline masters, each Science in My World book has a simple science experiment that can be undertaken in the classroom. These experiments can be teacher directed or assigned as independent individual or group work.
Outcomes
By the end of the lesson the students will be able to:

- Read *My Family*.
- Recognize and know the meaning of content vocabulary words related to families.
- Understand some basic concepts related to families.
- Supply an oral sentence relating to their own family using a given English language pattern.
- Write a sentence about their family using a straightforward English language sentence structure.

Before Reading
Give each student a copy of the book *My Family*. This book contains concepts that will be familiar to all students so it is a good place to start the series.

Concept 1: Some families are big, some families are small.

- Read the title to the students. Explain that a family is a group of people who are related. Families come in many sizes. Some families are big. There are lots of people in big families. Some families are small. For example, a family with just one adult and one child is a small family.

- Explain the size of your family. Use your fingers to demonstrate the number of members.

- Provide extra photos of different families if necessary to reinforce the concept of different family sizes.

Concept 2: Families do things together.

- Explain to the students that families do different things. Tell them some of the things that your family does together. Reinforce this with role-play for the benefit of those students with very limited English proficiency. Refer to the cover photo and explain that the people in this family have gone to a swimming pool to swim together. Invite students to say what their families do together.

- List these activities on the board or chart paper. Invite volunteers to role-play some things they said that their family does together. As students role-play, read the appropriate sentence or words on the chart or board to the group.

- Have the students turn to the title page. Discuss with them what these family members are doing together. Ask if any of the students’ family members do this together. Be sensitive towards students who may not want to share information about their families.

- Have the students turn to page 4. Discuss with them what this family is doing. Ensure that you use the phrase, *washing the dog*, in your discussion. Invite volunteers to say if they have a dog that they wash.

- Invite the students to turn to page 6. Tell them that these family members go to school together. Ask how many students have brothers or sisters at the same school. Discuss with the students some things they do with their brothers and sisters at school.
Invite the students to turn to page 10. Tell them that this family is laughing together. Something funny has made them all laugh. Provide an example of when your family laughed about something. Invite volunteers to say what makes their family laugh. You may have to role-play some examples for those students with very limited English proficiency, for example, making a funny face.

**Concept 3: Family members have different names.**

- Have the students turn to the Content Vocabulary on pages 2 and 3.
- Point to the photo and read the word *mother*. Have the students say other words that they call their mother. Suggest some for them if they don’t have sufficient English. Many words for *mother* are common across languages so students should quickly recognize some of them. Have the students read *mother* with you.
- Repeat this procedure with the other photos and words, continuing with *father*, then *brother*, *sister*, etc. Explain the relationship of each of these people to a child such as your students.
- Have the students turn to pages 4 and 5 and together read the labels identifying the words *mother* and *father*.
- Explain that the other label always refers to the person telling the story on that page. Read the label *me* to the students. Tell them that in this photo the adults are the mother and father of the child with the label *me*. Have the students read the label *me* with you.
- Invite the students to turn to pages 6 and 7 and together read the labels identifying the words *brother*, *sister*, and *me*.
- Have the students turn to pages 8–9 and find and read the label *me*. Read the labels *aunt*, *uncle*, and *cousin* with the students.
- Repeat this procedure with pages 10–13.

Invite the students to return to pages 2 and 3 and read the words together. Have them reread the words if they are still unsure.

**Concept 4: Family members are related by birth or marriage.**

- Have the students turn to the family tree on pages 14 and 15.
- Explain to the students that a diagram like this one shows a family and the relationship between the members.
- Start at the bottom of the tree. Read the labels to the students and tell them the relationship to *me*. Use the diagram to explain who is related by birth and who has married into this family.
- Draw your own family tree on the board. Explain the relationships to the students. You may need to introduce the words *husband*, *wife*, and *children* as you draw your family tree.
- Have them turn to page 16 and look at the extra vocabulary. Ask the students to look at the photos as you read the words to them. Then have them read the words with you.
- Take a photo-walk through the book. Elaborate on each photo. Invite the students to identify *book*, *goggles*, *dog*, *jeans*, and *shirt* in the photos where they appear.
• Identify and discuss further relevant vocabulary.

**During Reading**

• Read the book to the students to establish the language pattern.

• Reread the first page and have the students read it with you.

• Invite the students to read the rest of the book aloud at their own pace.

• Assist those students with very limited English language by reading the book with them.

**After Reading**

• Check with the students that they have understood the text by asking them to recall some things that the families were doing.

• Invite them to reread the content and extra vocabulary words.

• Have students revisit the photos in the book and name the family members.

• Have them use the language pattern in the book to supply an oral sentence about something that their family does together.

• Invite the students to draw their family doing what they have described. Have them label the family members—they can copy these from the book if necessary. If the students are in the early stages of acquiring English literacy, you can write the label for them to copy or trace.

• Have the students write the sentence *This is my family. We’re*...

• Ask the students to copy the family tree on pages 14–15, and add their family members. Assist students as necessary. Keep in mind that some students may be reluctant to share information about their families.

• Have the students complete the blackline masters independently. What they need to know has already been covered in the lesson.
**Talk About Everyday Things**

**All About Me**

**Concept 1**  Some families are big, some families are small.
**Concept 2**  Family members have different names.
**Concept 3**  Families do things together.
**Concept 4**  Family members are related by birth or marriage.

**Concept 1**  People look different.
**Concept 2**  Differences can be due to body features.
**Concept 3**  Differences can be due to additions such as glasses, studs, and earrings.
**Concept 4**  Differences can be due to losses such as teeth or hair.

**Concept 1**  People wear different clothes.
**Concept 2**  People wear different clothes on different occasions.
**Concept 3**  People wear different clothes for different physical activities.
**Concept 4**  Some clothes are more suitable in certain kinds of weather.

**Concept 1**  People play different games.
**Concept 2**  Some games are team games.
**Concept 3**  Some games are played inside, some are played outside.
**Concept 4**  People with disabilities can play games.

**Concept 1**  People like different kinds of food.
**Concept 2**  People use different utensils to eat different kinds of food.
**Concept 3**  Meals can be divided into different courses.
**Concept 4**  Specific foods are eaten during each course.

**Concept 1**  People live in different places.
**Concept 2**  People live in different types of homes.
**Concept 3**  Some people live where there are lots of other people.
**Concept 4**  Maps can show you the places where people live.
Everyday Things
At My Home

Concept 1 There are different rooms with different names in houses.
Concept 2 Some rooms are bigger than others.
Concept 3 Rooms have furniture in them.
Concept 4 Rooms are used for different purposes.

Concept 1 Sometimes people stay home for the day.
Concept 2 Different people do different things when they stay home.
Concept 3 Sometimes people do the same things when they stay home as they do when they go out.
Concept 4 People do different things at different times of the day.

Concept 1 People have different kinds of pets.
Concept 2 Some pets are land animals, some are water animals.
Concept 3 Pets live to different ages.
Concept 4 There are some features that people and their pets share.

Concept 1 People help at home in different ways.
Concept 2 Children help each other and adults.
Concept 3 Helping at home can be helping inside and outside.
Concept 4 Some ways of helping are more fun than others.

Concept 1 Chores are jobs you have to do.
Concept 2 Some people have to do chores before they are allowed to do other things.
Concept 3 Some chores are easier than others.
Concept 4 Some people make a list of their chores so they don’t forget to do them.

Concept 1 There are certain things you need to do before you go to school.
Concept 2 Some things you should do whether you are going to school or not.
Concept 3 Adults can help you with some things you need to do before school.
Concept 4 You have only a certain amount of time to do things before school.
Everyday Things
At My School

Concept 1  Different people work at a school.
Concept 2  The people have different areas of responsibility.
Concept 3  Students are also workers at schools.
Concept 4  Some people in a school are senior to others.

Concept 1  There are different places in schools.
Concept 2  Different places have different functions.
Concept 3  Some places in schools are quiet places.
Concept 4  A map of the school can show you where the places are.

Concept 1  Schools have classrooms.
Concept 2  Many classrooms have similar equipment.
Concept 3  Some classrooms are used for special purposes.
Concept 4  Special-purpose classrooms have special equipment.

Concept 1  Most classrooms have rules.
Concept 2  Rules are designed to help the classroom run efficiently.
Concept 3  Students help set the rules in many classrooms.
Concept 4  Many classrooms display the rules on bulletin boards.

Concept 1  Students do lots of different things in a day at school.
Concept 2  Students do things inside and outside.
Concept 3  Some students like certain subjects more than other subjects.
Concept 4  A timetable tells students what is happening each day.

Concept 1  Children do different things after school.
Concept 2  Some after-school activities are more fun than others.
Concept 3  Some after-school activities require lots of practice.
Concept 4  Some children mark on a calendar what they are going to do after school.
Everyday Things
In My Community

Concept 1  People who live in cities and towns often have shops on the street where they live.
Concept 2  You go to different places to get different things.
Concept 3  Your address is where you live.
Concept 4  Mail addressed to you gets delivered to your mailbox.

Concept 1  There are many signs in the environment.
Concept 2  Some signs have writing, some have pictures, some have both.
Concept 3  Signs tell people what they can and cannot do.
Concept 4  Some signs are the same all over the world.

Concept 1  There are many different places where people like to go.
Concept 2  Some places are inside, some places are outside.
Concept 3  Many people go to places to play sports and games.
Concept 4  Maps can show people where to find places.

Concept 1  Parks are places where there is grass and trees.
Concept 2  Towns and cities have parks.
Concept 3  People can do many different things in parks.
Concept 4  People do different things in parks when the seasons change.

Concept 1  There are different ways of getting around towns.
Concept 2  Some ways of getting around require more effort than others.
Concept 3  Buses and trains are public transport.
Concept 4  Different people use different methods of getting around.

Concept 1  Many people enjoy eating out.
Concept 2  There are different places people can go to eat out.
Concept 3  People go to different places to get different kinds of food.
Concept 4  The food you get when you eat out can be divided into different food groups.
Things You Can Do on Ice

Outcomes
By the end of the lesson the students will be able to:

- Read *Things You Can Do on Ice*.
- Recognize and know the meaning of content vocabulary words related to winter sports on ice.
- Understand some basic concepts related to winter sports on ice.
- Supply several oral sentences about winter sports on ice.
- Write several sentences using some content words about sports played on ice.
- Label a photo with the correct vocabulary relating to winter sports on ice.
- Write a brief text composed of several sentences about winter sports on ice.

Explaining the Concepts
Some students may not have had experience living in a climate where the winter season includes ice and snow, and they may not be familiar with activities that can be enjoyed in cold weather. Take time to familiarize students with these concepts. Show students some pictures, photos, and/or video clips of winter scenes and see if they already know the English words for ice and snow. Ask students if they have ever lived in a place that has ice and snow in winter. Talk with students about whether they like ice and snow, and whether they have ever played outside in the snow and ice. Ask students what their favourite activities are during the winter.

Concept 1: There are different things you can do on ice.
- Read the title to the students and explain that there are many different fun winter sports and activities you can do on ice.
- Ask students to describe what they see in the cover photo. Explain that this photo shows a man sailing a boat on ice. Sailing on ice is a sport you can do in the winter in Canada and other countries with cold winter weather. The boat is a special type of boat that has skis to help it move over the ice while the wind pushes the sails.
- Discuss the cover photo. Ask students if they have ever seen ice sailing. If they have not seen it live, ask if they have ever seen it on television or in a book. Where would you go sailing on ice? How cold would it have to be to go sailing on ice? If you have internet access, show a video clip of ice sailing.
- Tap into students’ background knowledge of winter sports by asking them what other sports and activities you can do on ice and snow. List these sports and activities on the board or on chart paper. Depending on the ages and prior experiences of the students, they may contribute winter sports other than the ones featured in the book, such as snowboarding, snowmobiling, skiing, and snowshoeing. Record all the students’ contributions.
- You may wish to invite students to role-play the various sports and activities. As students
role-play, read the appropriate words from the chart or board to the group. Ask the students if they have played any of these sports before.

• Have the students turn to the title page and discuss the photo. The boy is riding a sled on the ice and snow. Ask students if they have ever been on a sled. Where have they been on a sled? What was the sled made of? Who was riding with them on the sled? What did they wear when they were riding on a sled? Did the sled go fast? Did they fall off the sled? How did that feel?

• Invite students to turn to pages 4–5 and discuss the photos with them. Did they include all of these ice sports as part of the list they compiled earlier?

• For each activity or sport, explain the sport, ask students to share if they have seen the sport before, and if they have played it before. If internet is available, show video clips of various ice sports as appropriate.

**Concept 2: Some things that you do on ice, you can also do without ice.**

• Have students turn to pages 6–7. Ask students if they have ever been in a sailboat on ice before. Explain that you can also sail in a boat on water. Ensure that you use the phrase you don’t need ice to sail, in your explanation. Ask students if they have ever been in a sailboat on water, and if any have done so, encourage them to share their experiences. Ask students what might be dangerous about sailing a boat on ice.

• Have students turn to pages 8–9. Explain that the boy on page 9 is racing his go-kart on the ice. Explain that you can also race a go-kart on a track, once again ensuring that you use the phrase, you don’t need ice to race a go-kart, in your explanation. Ask students if they have ever been in a go-kart before, and if so, to share their experiences. Ask students what might be dangerous about racing a go-kart on ice.

• Repeat this procedure with the spread about fishing on pages 10–11 and the pictures about skating and playing hockey on pages 15 and 17, each time emphasizing that the activity can be done on ice or not on ice. Ask students what might be dangerous about fishing on ice.

• Ask students to return to the list of ice sports and activities compiled on the board or on chart paper. Review all the sports, asking students whether you need ice or snow to play the sport. Model sentences for students such as, You don’t need ice to play hockey. You need ice to go curling.

**Concept 3: There are some things you can do indoors and outdoors on the ice.**

• Have students turn to page 12 and ask them to look at the pictures. The skating and ice dancing in the photos is taking place in an indoor ice rink.
Ask students what other sports can be played on an indoor ice rink. For example, you can play hockey in an indoor ice rink.

- Direct students’ attention to the picture on page 15. Explain that you can also go curling on an indoor ice rink. Curling may not be a familiar sport for many students. Explain that it is played on ice with two teams of four people each. Each team has to slide the curling stone down the ice towards a target. Some of the players use brooms to sweep the ice to make the stone slide faster. If you have internet access, show students a video clip of a game of curling.

- Ask students to look at the two pictures of people skating on page 14. Ask students where each of the people are skating. The woman is skating on ice indoors. The man is skating on ice outdoors. You can skate on ice indoors and outdoors.

- Continue to pages 16–17. Ask students where the people are playing hockey on page 16. They are playing hockey indoors. Compare this with the people in the large photo on page 17. They are playing hockey outdoors.

- Ask students to return to pages 4–5. Have students look at each photo and identify whether it is taking place indoors or outdoors.

- Draw a Venn diagram on chart paper or on the board. Label one circle indoors, one outdoors, and the overlapping area with both. Discuss each sport and activity on the list with students and decide together where to place each entry from the list in the Venn diagram.

- Ask students if they know where there is an indoor ice rink in the neighbourhood near the school, and if they have ever been there.

- Ask students if they know the name of the main arena in your town or city where hockey games are played. If your town or city has a hockey team, ask students if they have ever been to a game and if they know the name of the hockey team.

**Concept 4: You need other people to do some things on the ice.**

- Have students turn to pages 14–15. Ask students how many people are skating in the pictures on page 14. Compare this with how many people are skating in the photo on page 15. Model the language for students that you can skate by yourself or you can skate with other people.

- Turn to pages 16–17. Point out to students that you play hockey with other people. You can’t play hockey by yourself.

- Continue to pages 18–19. Discuss with students that you can ride in a sled by yourself, but you can’t ride in a bobsled by yourself. You need a team of two or four people to ride in a bobsled.

- Return to the pages about sailing, go-karting, ice-fishing, and curling and for each sport ask students if they can do the sport by themselves or if they need other people for the sport.

- For older students you may want to introduce the sport of luge, and show that you can ride in a luge by yourself. Once again, take advantage of an internet connection to show students a video clip of the high-speed sport of luge.

**Before Reading**

- Return to pages 2–3 and read to or with the students the vocabulary and the definitions. Ensure students understand all
the vocabulary items and assist them with pronunciation of the words if necessary.

- Take another picture-walk through the book, this time asking students to read all the labels and captions. Provide assistance with the captions if necessary. Identify and discuss any further vocabulary as necessary.

- Have students turn to pages 22–23 and look at the extra vocabulary. Ask the students to look at the photos as you read the words to them. Then have students read the words with you. Discuss with the students that these extra vocabulary items are the names of equipment and clothing needed for various ice sports. Refer back to the photos on pages 8, 10, and 16 to identify and discuss the various clothing and equipment items for each of the sports and how they help people to play the sport and to stay warm and safe.

- Have students identify some of the clothing and equipment for go-karting on the unlabelled photo on page 9. Repeat this for the unlabelled photo of ice-fishing on page 11 and the unlabelled photo of hockey on page 17.

- Make a list on chart paper or on the board of all the sports where you need to wear a helmet for safety.

**During Reading**

- Read the book aloud to students to establish the language patterns and model pronunciation.

- Reread the first page and have the students read it with you.

- Invite the students to read the rest of the book aloud at their own pace.

- Assist any students having difficulty by reading the book with them.

**After Reading**

- Check with the students that they have understood the main points by asking them to recall some activities you can do on ice that can also be done without ice. Ask students to explain which activities can be done indoors or outdoors, and which sports are played in a team and which can be played alone.

- Have the students turn to pages 20–21. Explain that a montage combines separate pictures to make one composite picture. Composite means made of many parts.

- Look at the montage with the students. Have them identify the various winter activities depicted in the montage.

- Discuss the critical thinking questions with the students. Alternatively, divide the class into small groups to discuss the questions. Each group can record their answers and opinions to share with the whole class.

- Have the students complete the blackline masters independently for consolidation. All of the language patterns and vocabulary have already been covered in the lesson.

- Students can prepare their own montage of winter sports and activities, using photos from newspapers and magazines. They can also prepare captions and add them to the various scenes in their montage.

- You may want to arrange an outing to the local ice rink for your students. Ensure that skate rental and helmets are available.
Use the following information to provide you with the concepts that underpin each of the Talk About Things Around Me books.

### Sports and Recreation

#### Concept 1
People use parks to get fit and stay fit.

#### Concept 2
People do many different things in parks for fitness.

#### Concept 3
Some people get fit with family and friends.

#### Concept 4
Some people use machines to help with fitness in the park.

#### Concept 1
Bowling is something that families and friends can do together for fun.

#### Concept 2
You go to a bowling alley to bowl.

#### Concept 3
Bowling alleys have equipment and machines.

#### Concept 4
There are rules to follow when you're bowling.

#### Concept 1
Clubs are groups of people who meet to do the same things.

#### Concept 2
There are many different types of clubs.

#### Concept 3
You learn how to do things at clubs.

#### Concept 4
You need equipment and a uniform to join some clubs.

#### Concept 1
People all around the world have traditional dances.

#### Concept 2
When people move to other countries they often still dance their traditional dances.

#### Concept 3
Some dancers wear traditional clothing.

#### Concept 4
You can learn to dance but it takes a lot of practice to become a good dancer.

#### Concept 1
You play games with your family and friends.

#### Concept 2
Some games are indoor games. Some games are outdoor games.

#### Concept 3
You can play some games by yourself.

#### Concept 4
You have fun playing games.

#### Concept 1
There are different things you can do on ice.

#### Concept 2
Some things that you do on ice, you can also do without ice.

#### Concept 3
There are some things you can do indoors and outdoors on the ice.

#### Concept 4
You need other people to do some things on the ice.
Things Around Me

My Town

Concept 1  Art is work produced through human skill and imagination.
Concept 2  There are many kinds of art.
Concept 3  You can see art in different places in town.
Concept 4  You can take art classes to learn how to do different kinds of art.

Concept 1  There are different ways of getting around cities.
Concept 2  Things people use to get from place to place are forms of transportation.
Concept 3  Some ways of getting around are faster than others.
Concept 4  You pay to ride on some forms of transportation.

Concept 1  Entertainment is something that provides you with enjoyment.
Concept 2  There are lots of things in towns to entertain you.
Concept 3  Some entertainment costs money.
Concept 4  Some entertainment is free.

Concept 1  You can do lots of things if there’s a lake near your town.
Concept 2  You can do things on the lakeshore.
Concept 3  You can do things on the lake.
Concept 4  You can do things in the lake.

Concept 1  Most towns have shopping malls.
Concept 2  You can buy lots of different things at shopping malls.
Concept 3  People go to shopping malls for different reasons.
Concept 4  People who you may not see work at shopping malls.

Concept 1  Towns have places where you can go and watch teams play.
Concept 2  People have different ways of supporting their team.
Concept 3  There are different ways to get to a game.
Concept 4  Some teams play in the summer and others in the winter.
Concept 1  Popcorn starts in a field.
Concept 2  Corn plants are harvested and processed.
Concept 3  Things are added to popcorn to make it salty or sweet.
Concept 4  There are different ways of cooking popcorn.

Concept 1  Cheese starts with a cow or a goat.
Concept 2  The milk is pasteurized and separated.
Concept 3  Cheese is made from curds.
Concept 4  Cheese is used in many different foods.

Concept 1  T-shirts start in a cotton field.
Concept 2  Cotton plants produce cotton.
Concept 3  Cotton is harvested and cleaned before being spun and woven.
Concept 4  T-shirts are made of cotton fabric.

Concept 1  Chocolate starts from the seeds of cacao trees.
Concept 2  Cacao beans are fermented and dried.
Concept 3  There are many steps in the chocolate-making process.
Concept 4  People eat chocolate to celebrate special occasions.

Concept 1  Drinking water starts as rain and snow.
Concept 2  Water is treated to make it safe to drink.
Concept 3  Water is piped and stored.
Concept 4  People drink water from glasses, cups, bottles, and fountains.

Concept 1  Different resources can be used to generate electricity.
Concept 2  Electricity is transmitted through wires.
Concept 3  Strong electricity is transformed into weaker electricity as it nears cities.
Concept 4  Electricians connect electricity to buildings.
**Concept 1**  There are different jobs that people do in hospitals.
**Concept 2**  Some jobs are about caring for patients.
**Concept 3**  People use machines to do some hospital jobs.
**Concept 4**  Some jobs are to do with running the hospital.

**Concept 1**  There are different types of farms.
**Concept 2**  Farms can have crops or animals.
**Concept 3**  People do different jobs on different farms.
**Concept 4**  Some farm jobs require machinery.

**Concept 1**  There are different jobs that people do in restaurants.
**Concept 2**  Some jobs involve working with diners.
**Concept 3**  Some jobs are done by people that diners don’t usually see.
**Concept 4**  Some people do more than one job in a restaurant.

**Concept 1**  There are different jobs that people do in factories.
**Concept 2**  Some jobs are about running the factory.
**Concept 3**  People use machines to do some factory jobs.
**Concept 4**  Some jobs are to do with organizing schedules, training workers, and ensuring the goods produced are of the highest quality.

**Concept 1**  Many people have jobs that deal with emergencies.
**Concept 2**  People need to be specially trained to deal with emergencies.
**Concept 3**  Different emergency workers often work together as a team.
**Concept 4**  Dogs can be part of emergency teams.

**Concept 1**  Many dogs have jobs.
**Concept 2**  Dogs do some jobs for people and some jobs with people.
**Concept 3**  People keep dogs for different reasons.
**Concept 4**  Most dogs work outdoors.
Habitats

Outcomes
By the end of the lesson the students will be able to:

- Read *Habitats*.
- Recognize and know the meaning of content vocabulary words related to habitats.
- Recall and explain some basic concepts about habitats.
- Supply oral sentences about habitats.
- Write three sentences using some content words. (Blackline Master 1)
- Write the correct words, matching items in a photo. (Blackline Master 2)
- Complete a table distinguishing living from non-living things. (Blackline Master 3)

Explaining the Concepts
If the students have not already read *Ecosystems* and *Populations and Communities*, take time to explain these concepts. An ecosystem is all the living and non-living things in an area. The schoolyard is an ecosystem. Living and non-living things exist in the schoolyard. A population is all the same kind of living things living in the same place. Ants and birds may be schoolyard populations. You may wish to take a walk in the schoolyard identifying living and non-living things and finding populations that live there.

Give each student a copy of the book *Habitats*.

Concepts 1 and 2: A place in an ecosystem where a population lives is called its habitat. Habitats have living and non-living things.
Were the predictions they made about other living things in the ecosystem correct? Which things live in the same habitat as the penguins? Which things live in other habitats in the Antarctic ecosystem?

- Discuss the key and how it helps make understanding easier.
- Invite the students to turn to pages 6–7 and discuss each of the photos with them. Did they identify all the living and non-living things in the desert photo? Have them use the key to check their responses. Which living things live in the same habitat as the snake?

**Concept 3: A habitat gives its population everything it needs to survive.**

- Have the students turn to the definitions on pages 2 and 3 and find the word *survive*.
- Read the word, its pronunciation, and its definition to the students. Ensure they understand what *survive* means. Provide an example that they will understand, if necessary. For example, *if animals don’t eat and drink they won’t survive—that is continue to live. They will die.*
- Repeat this procedure with the word *organism*. Ensure the students understand that *organism* is a scientific word for a living thing.
- Discuss the word *shelter*. Where do the students shelter from the sun or the rain?
- Have the students turn to pages 8–9 and discuss what they can see in the photo.
- Read the labels and the caption to or with the students.
- Discuss the things lions need to survive and how the grasslands provide these things for them.
- Repeat this procedure with pages 10–11.

- Invite the students to turn to pages 12 and 13. Explain that some living things can live in more than one habitat.
- Read the labels and the caption to or with the students. Have them contribute what sorts of things the forest and grasslands would provide for rabbits. Do they think lions could live in forests as well as grasslands? Why or why not?
- Have the students turn to pages 14–15.
- Discuss the photo. Explain to the students that mangrove trees use their roots to take the salt out of the salt water.

**Lessons such as these are very supportive of your students as they learn everyday English and specific content vocabulary and concepts. You can adapt the amount of talking you do before, during, and after the lessons by providing more or fewer explanations depending on the amount of language and/or world knowledge your students have.**
**Concept 4: Some living things can only survive in one habitat.**

- Have the students turn to pages 16–17.
- Explain that koalas can only live in one habitat. Koalas need to eat gum leaves to survive. They have to live in habitats where there are gum trees.
- Have the students turn to pages 18–19 and discuss the photo. What things do polar bears need to survive? What other living things live in similar habitats to polar bears? Have the students refer back to the photo on page 5 to make some comparisons.
- Discuss why polar bears and penguins couldn’t live in forest, grassland, or desert habitats.

**Before Reading**

Return to pages 2–3 and read to or with the students the science vocabulary and the definitions. Model the correct pronunciations, if necessary. Ensure the students understand what each word means. Take another photo-walk through the book, this time asking the students to read the labels and the captions. Provide assistance with the captions if necessary. Identify and discuss any further relevant vocabulary.

**During Reading**

- If the book is not in the first language of the students, read the book to them to establish the language pattern.
- Reread the first page and have the students read it with you.
- Invite the students to read the rest of the book aloud at their own pace.
- Assist any students having difficulty by reading the book with them.

**After Reading**

- Check with the students that they have understood the text by asking them to recall the main points.
**Talk About**

**Science in My World**

**Life Science**

Use the following information to provide you with the concepts that underpin each of the Talk About Science in My World books.

**Concept 1**  All living and non-living things in an area form an ecosystem.
**Concept 2**  There are different kinds of ecosystems.
**Concept 3**  Ecosystems can be big or small.
**Concept 4**  Many living and non-living things share an ecosystem.

**Concept 1**  Populations are groups of living things that are the same and live in the same place.
**Concept 2**  All the populations that live in an ecosystem at the same time form a community.
**Concept 3**  All the members of a community live in the same ecosystem.
**Concept 4**  Communities do not all have to live in the same part of an ecosystem.

**Concept 1**  A place in an ecosystem where a population lives is called a habitat.
**Concept 2**  Habitats have living and non-living things.
**Concept 3**  A habitat gives its population everything it needs to survive.
**Concept 4**  Some living things can only survive in certain habitats.

**Concept 1**  A food chain is the path of food from one living thing to another.
**Concept 2**  Producers and consumers are living things in a food chain.
**Concept 3**  Herbivores, carnivores, and omnivores are consumers.
**Concept 4**  Overlapping food chains form food webs.

**Concept 1**  Different plants grow in different habitats.
**Concept 2**  Some plants adapt so they can survive in their habitats.
**Concept 3**  Some plants change their leaves to adapt.
**Concept 4**  Some plants change their roots to adapt.

**Concept 1**  Some animals camouflage to adapt.
**Concept 2**  Some animals hibernate.
**Concept 3**  Some animals migrate.
**Concept 4**  Some animals mimic other animals and plants.
Science in My World
Structures and Mechanisms

Concept 1  Inclined planes help people do work.
Concept 2  Inclined planes make moving and lifting things easier.
Concept 3  Some inclined planes are natural, some are manufactured.
Concept 4  People use inclined planes for fun.

Concept 1  A lever is a bar that turns on a fixed point called a fulcrum.
Concept 2  Levers work in different ways.
Concept 3  You apply force to a lever to make it work.
Concept 4  Levers are sometimes a part of other simple machines.

Concept 1  A pulley is a wheel with a rope or chain around it.
Concept 2  People use pulleys to lift things.
Concept 3  Pulleys change the direction of a force.
Concept 4  Pulleys make work easier.

Concept 1  A wedge is two inclined planes back-to-back.
Concept 2  People use wedges to make work easier.
Concept 3  Wedges split things apart. Wedges cut things in two.
Concept 4  Wedges can be big or small.

Concept 1  A screw is a post with threads wrapped around it.
Concept 2  If you unwrapped a screw, it would be an inclined plane.
Concept 3  People use screws to hold two or more objects together.
Concept 4  People use screws to lift objects.

Concept 1  Axles are rods that go through wheels.
Concept 2  Wheels and axles that turn together are simple machines.
Concept 3  Some wheels and axles are not simple machines.
Concept 4  Wheels and axles change the way work is done.
Science in My World

Matter and Energy

Concept 1
Heat is a form of energy.

Concept 2
Temperature is the measure of how hot or cold something is.

Concept 3
Heat moves from warm objects to cold objects.

Concept 4
Heat moves in different ways.

Concept 1
Light is energy that lets you see things.

Concept 2
Light moves in straight lines.

Concept 3
Light can bounce off objects.

Concept 4
Light bends when it moves through certain things.

Concept 1
Things vibrate to produce sounds.

Concept 2
Sound travels on sound waves.

Concept 3
Pitch is how high or low a sound is.

Concept 4
Intensity is how loud or soft a sound is.

Concept 1
Energy is something that can cause things to move or change.

Concept 2
There are different forms of energy.

Concept 3
Kinetic energy is the energy of movement.

Concept 4
Potential energy is stored energy.

Concept 1
Magnetic things attract objects that have iron and steel in them.

Concept 2
Magnets have poles.

Concept 3
Magnets have a magnetic field.

Concept 4
People use magnets in many ways.

Concept 1
Motion is the change of position of something.

Concept 2
Distance is how far it is from one place to another.

Concept 3
Objects can move fast and slow.

Concept 4
Objects can change speed and direction.
Science in My World
Earth and Space

Concept 1  Minerals are non-living things.
Concept 2  There are many different kinds of minerals.
Concept 3  There are ways of identifying minerals.
Concept 4  People use minerals for different things.

Concept 1  Rocks are non-living things.
Concept 2  Earth is mostly made of rocks.
Concept 3  There are different types of rocks.
Concept 4  People use rocks in many different ways.

Concept 1  Fossils are the remains of living things that died a long time ago.
Concept 2  Fossils are formed over many years.
Concept 3  Plant fossils are not as common as animal fossils.
Concept 4  People can learn things from fossils.

Concept 1  Weather is what’s happening in the air outside.
Concept 2  Clouds and satellite photos tell people about the weather.
Concept 3  Weather scientists can predict the weather.
Concept 4  Different types of weather can be measured.

Concept 1  The moon is Earth’s natural satellite.
Concept 2  The moon orbits Earth every 29.5 days.
Concept 3  The moon has phases.
Concept 4  When the moon is in certain positions, eclipses happen.

Concept 1  Earth is a planet in the solar system.
Concept 2  Earth orbits the sun every 365 days.
Concept 3  Seasons are caused by Earth orbiting the sun.
Concept 4  Day and night are caused by Earth rotating on its axis.