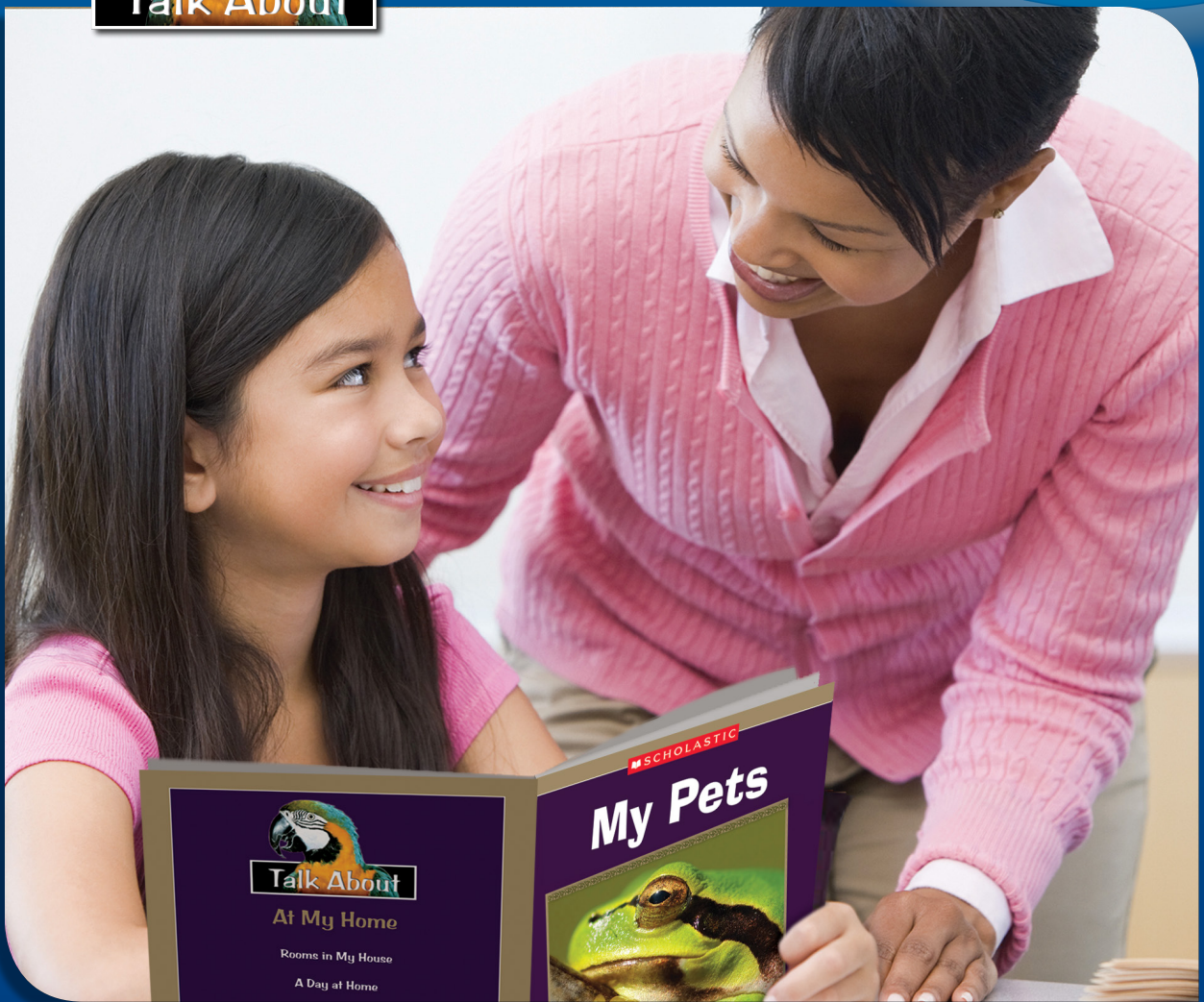


# Talk About

## Overview



Talk About



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in or encourage electronic piracy of copyrightable materials.  
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# Talk About is designed to provide models of **Everyday Language** for students who are learning English or who have limited English.



**Talk About** introduces the students to the structure, patterns, and vocabulary of **Everyday English** through *talking, reading, and writing*.

## 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.

## Everyday Things



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.

**Research suggests that talking, reading, and writing about a topic provides reciprocal, cumulative benefits for literacy and language learners.**

## Science in My World



## The Natural World



# 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 *The Natural World*, *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*.

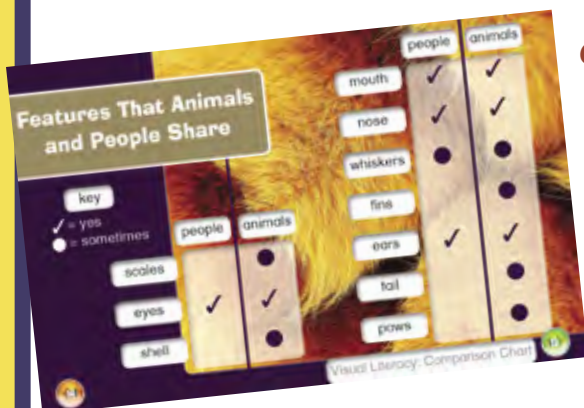


**4. IMPORTANT VOCABULARY** is repeated throughout the book.



**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.

Concepts	Title of Book	Series
• Some families are big, some families are small.	My Family	Everyday Things
• Family members have different names.	My Family	Everyday Things
• Families do things together.	My Family	Everyday Things
• Family members are related by birth or marriage.	My Family	Everyday Things
• Different types of living things living in an ecosystem are called a population.	Populations and Communities	Science in My World
• All the populations that live in an ecosystem at the same time form a community.	Populations and Communities	Science in My World
• All members of a community live in the same ecosystem.	Populations and Communities	Science in My World
• Communities do not all have to live in the same part of the ecosystem.	Populations and Communities	Science in My World



**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.

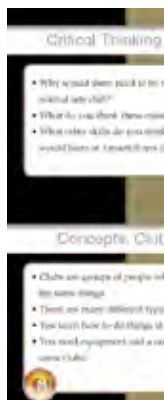
**Talk About Everyday Things** has:

- 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.



- 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.

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



## Talk About Things Around Me and The Natural World

### Level–Beginning +

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

### Talk About Things Around Me and The Natural World has:

- Familiar topics that students can observe in their environment and the natural world around them.
- 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.



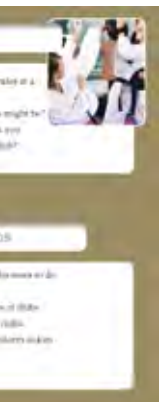
## Talk About Science in My World

### 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.**

# Is There a Separate Lesson Plan for Each Talk About Book?

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, 10, 14, and 17).



# 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.





# Model Lesson for Everyday Things

## My Family

### 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

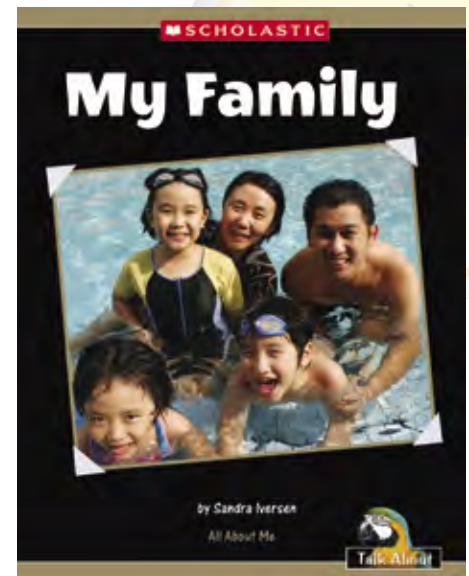
Give each student a copy of the book *My Family*. This book contains concepts that will be familiar to all students so it is a good place to start the series.

#### **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.



# Model Lesson for The Natural World

## Hot and Dry Weather

### Outcomes

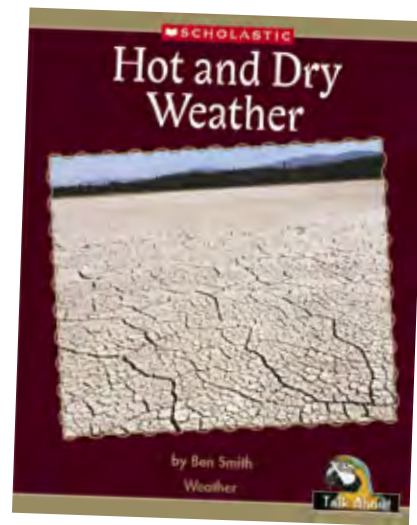
By the end of the lesson the students will be able to:

- Read *Hot and Dry Weather*.
- Recognize and know the meaning of content vocabulary words related to hot and dry weather.
- Understand some basic concepts related to hot and dry weather, including things you can do outside in hot and dry summer weather, as well as some negative effects of hot and dry weather on humans and on our environment.
- Supply several oral English sentences about the activities you can participate in during hot and dry weather using a given English language pattern.
- Supply several oral and written English sentences about safety tips in hot and dry summer weather. (Blackline Master 3)
- Write several sentences about the effects of hot and dry weather using a provided language pattern. (Blackline Master 1)

Give each student a copy of the book *Hot and Dry Weather*. The book contains concepts that will be familiar to most students, as well as some ideas that may be new.

### Concept 1: Sometimes the weather is hot and dry.

- Read the title on the outside cover to the students. Ensure that all students understand the word weather. Ask students to describe the weather today. Then ask students if there was hot and dry weather in the countries they lived in before coming to Canada. Encourage students to describe hot and dry weather conditions they have experienced before arriving in Canada. Have the students share words from their home languages that mean hot weather.



- Direct students' attention to the cover photo. Ask students to describe what they see in the photo. Have they ever seen earth that was dry and cracked from a long period of hot and dry weather? What other effects can hot and dry weather have on the land and on people?
- Have the students experienced hot and dry weather in Canada? What was the temperature? What months of the year can the weather be hot and dry in Canada? Is this different from other countries where the students lived before coming to Canada?

### Concept 2: There are lots of fun things to do in hot, dry weather.

- Have students turn to the title page and discuss the photo. Where are the boys in the photo, and what are they doing? Going to the beach is a fun activity that you can do during the summer when the weather is hot and dry. Ask students if they have ever been to the beach. Where have they been to the beach? Did they go to the beach in the countries they lived in before coming to Canada? What beaches are near where they live now? What kinds of activities do they do at the beach? How does going to the beach make them feel when the weather is hot and dry? While some students will have had prior experiences at the beach, other students may not have had the opportunity to go to a beach, so it will be helpful to provide some additional photos of beaches and beach activities.

- Have students turn to pages 4–5. The boys in the photo splash in the water. Read the caption for the students. Ask students about other things you can do in the water and at the beach. Students may supply answers such as play, swim, float, build a sand castle, throw a beach ball, etc. What do you wear when you go to the beach? What can you bring to the beach to have fun? List the activities that you can do in the water and at the beach on the board, chart paper or using the smart board.



- Invite students to turn to pages 6–7. Explain that this family is having a picnic in hot and dry summer weather. Read the caption for the students. Ask students if they like to go on a picnic when the weather is hot and dry. Did they go on picnics before they came to Canada? Do they know any picnic locations in the neighbourhood near the school or in their town or city? What kinds of foods do they like to eat and drink on a picnic? What things would they need to bring for a picnic? Eating on your balcony, in your backyard, or at a street party are other ways to enjoy eating a meal outside in the summer when the weather is hot and dry.
- Students turn to pages 8–9. The boy in this picture is eating ice cream. Read the caption for the students. The boy is having ice cream in a cone. What are other ways you can enjoy eating ice cream? Ask the students about their favourite flavours of ice cream. Depending on the size of the group and the grade level, you could create a bar graph with the students' favourite ice cream flavours.

Ask students what other things they like to eat during the summer when the weather is hot and dry.

- With the students, brainstorm other fun activities that you can do in hot and dry summer weather and list these activities on the board, chart paper, or using the smart board. You may want to provide visuals of summer outdoor activities such as going to the swimming pool, running through the sprinkler, having a barbecue, going to an amusement park, going to the playground, and going to an outdoor family film evening.

**Concept 3: If it is hot and dry for a long time, there can be forest fires.**

- Have students turn to pages 10–11. Ask students what they see in the large photo. Explain that while hot and dry summer weather can be fun, it can also cause problems and danger. Explain that the picture shows a forest fire, and that forest fires can be caused by hot and dry weather. Read the caption to the students. Point out the flames in the photo and how the fire is spreading. You may want to show a video clip of a forest fire that you have previously located on the internet.
- Point out the firefighters to the students. Ask students what they think the firefighters are doing in the photo to fight the forest fire. Explain that they are digging a ditch in the earth to stop the forest fire from spreading.
- Point out the photo of the helicopter to the students. Ask them what they think the helicopter is doing to fight the fire. Explain that helicopters or small planes can drop water and chemicals to put out a forest fire.
- Mention to students that Canada is rich in forest land across the country. You may wish to use a map from the internet or a textbook which shows forested areas of Canada to reinforce this. Explain that temperatures in Canada are getting warmer because of climate change. Make sure that all the students understand the idea of climate change. Point out that climate change is causing more forest fires across Canada.

**Concept 4: If it is hot and dry for a long time, there can be a drought.**

- Have students turn to pages 12–13. Remind the students that this is the photo that is on the cover of the book. Point out the cracks in the ground. Read the caption to the students. Explain that the word drought means a long time without rain. Discuss with students the spelling and pronunciation of the word drought. Point out that drought is another bad effect of a long period of hot and dry weather.
- Ask students if they have ever experienced a drought in places where they lived before coming to Canada. Encourage them to share any experiences they have had with drought and its effects.
- Ask students to talk about the effects of drought. List these effects on the board, chart paper, or using the smart board. Some ideas to list would include: farmers lose money, not enough food for people, animals become unhealthy, people must use less water, less electric power available.

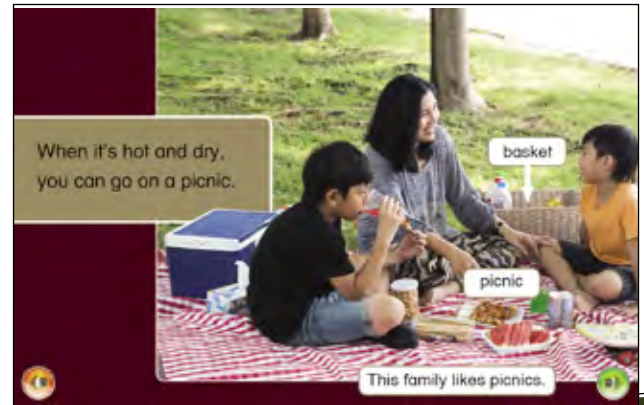
## During Reading

- Read the book aloud to student 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 with you in a choral reading, or individually at their own pace.
- Assist any students with very beginning English skills by reading the book with them.

## After Reading

- Check with the students to ensure they have understood the main points of the book by asking them to recall different things you can do in the summer when the weather is hot and dry, using the pattern given in the text. As well, ask students to supply the negative effects of hot and dry weather mentioned in the book – forest fires and drought.

- Look together with the students at the extra vocabulary chart on page 16. Ask the students to look at the photos as you read the words to them. Then have the students read the words with you. Do a book-walk with the students and invite them to identify these additional vocabulary items in the various photos where they appear in the book.





- For another extension activity, ask students to think of ways that humans can start forest fires. Some human causes of forest fires include cigarettes and matches, barbecue ashes, campfires and fireworks. List some of these human causes of forest fires on the board, chart paper, or using the smart board.
- A field trip to the local fire station could be a good follow-up outing to consider for students. St. John Ambulance and the Red Cross can also send a representative to your school to talk to students and help them learn about fire safety and summer sun protection and safety.
- Students can prepare their own montage of summer weather activities, using photos from newspapers and magazines, or using an online education tool such as *Padlet* to create a montage or develop a slide show. They can also write captions and add them to the various scenes in their montage or slide show.
- Some suggested picture books to share which continue the theme of hot and dry weather are:
  - *Big Rain Coming* by Katrina Germein, an Australian children's book with simple, repetitive text available for viewing on YouTube at <https://www.youtube.com/watch?v=OIhKV491UyE>
  - *Bringing the Rain to Kapiti Plain*, by Verna Aardema, a classic children's cumulative rhyming story

- Have students look at the visual literacy element – the list of hot weather safety tips on pages 14–15. Discuss each of the tips with the students. You may want to bring in some bottles or tubes of sunscreen, talk about various SPF levels, and about how much sunscreen to put on and how often to re-apply it.
- To extend students' learning, discuss causes of forest fires in Canada. Explain that almost half of all forest fires are caused by humans. Using a sentence frame such as "\_\_\_\_\_ causes forest fires", have students write several sentences about the causes of forest fires in Canada, including lightning, humans, and industry.

# Model Lesson for Things Around Me

## Things You Can Do on Ice

### Outcomes

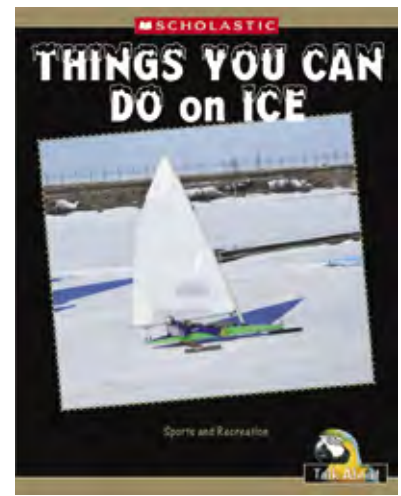
By the end of the lesson the students will be able to:

- 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.

Give each student a copy of the book *Things You Can Do on Ice*.



### 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.



# Model Lesson for Science in My World

## 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)

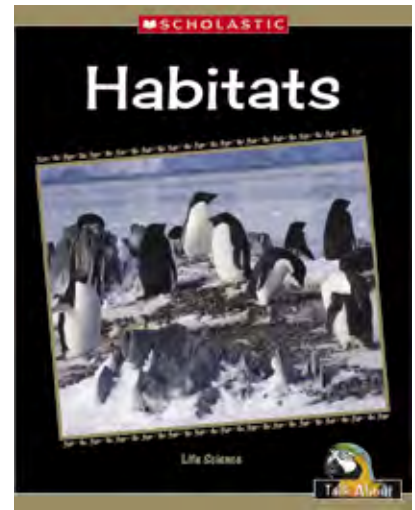
### Explaining the Concepts

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.

- Read the title to the students and explain that a habitat is the place in an ecosystem where a population lives. For example, in the schoolyard, a population of ants would live on and under the ground. This is the ants' habitat. A population of birds would live in the trees. Trees are their habitat.



- Discuss the cover photo. Have the students identify the living and non-living things in the photo. Where in the Antarctic ecosystem does the population of penguins live? What other living things may live in this ecosystem? Do they live in the same habitat as the penguins?
- Have the students turn to the title page and discuss this photo. What kind of ecosystem is it? What living and non-living things can they see in the photo? What other living things live in the same habitat as the cactus? What other living things might live in the desert?
- Invite the students to turn to pages 4–5 and discuss each of the photos with them. Did they identify all the living and non-living things in the cover photo?



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.

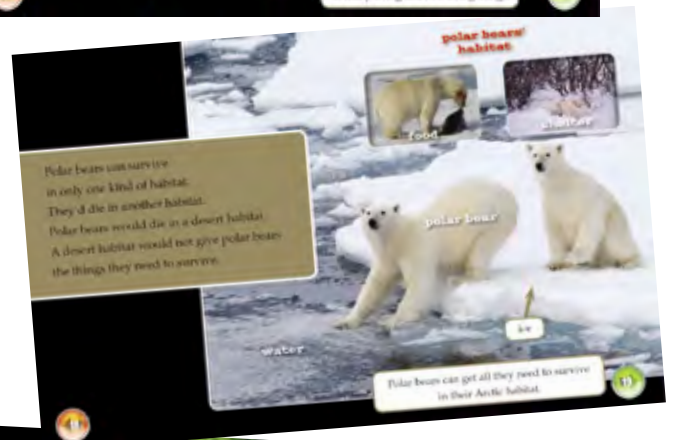
### During Reading

- 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.

- Have the students turn to page 20 and discuss the relationship chart.
- Explain that relationship charts show at a glance how things are related. Read the chart to or with the students. Have them discuss how a chart like this reinforces what they learned by reading the book.
- Have the students turn to pages 22–23.
- Have them look at and discuss the tree diagram. To help them understand the concept of hierarchy, draw on a board or chart paper a simple family tree showing grandparents, parents, and children.





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**Talk About books are designed to provide models of everyday English for students who are learning English, have limited English, or have limited English language skills, regardless of their age or grade.**

### **Everyday Things**

**Beginning ELL**

### **The Natural World**

**Beginning – High-Beginning ELL**

### **Things Around Me**

**High-Beginning ELL**

### **Science in My World**

**Low-Intermediate ELL**

**SCHOLASTIC  
EDUCATION**