

Overview

Talk About is designed to provide models of **EVERYDAY** and **CONTENT-SPECIFIC LANGUAGE** for students who are learning English and students who have a limited English vocabulary.

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.

Everyday Things



Things Around Me



Science in My World

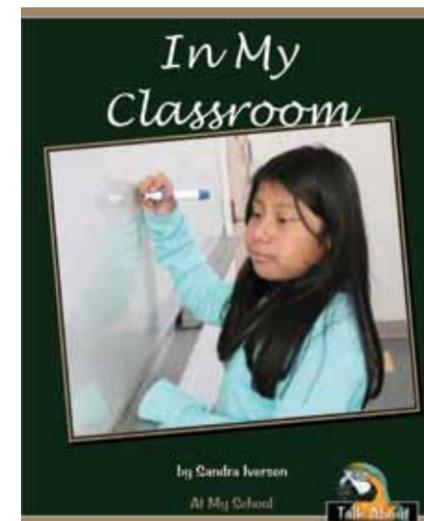


What Is the Rationale Underpinning the Talk About Series of Books?

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

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.



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.



Everyday Things

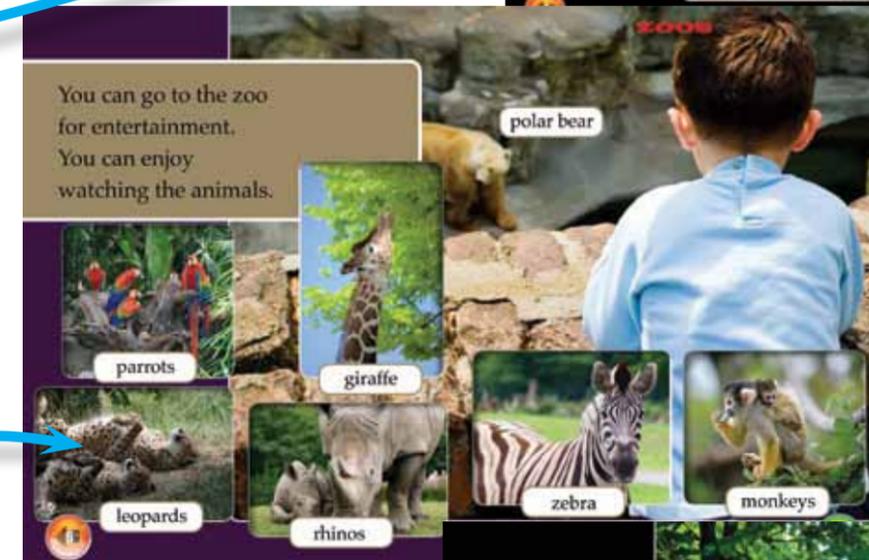
Things Around Me



Science in My World



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



Your students have now seen the new vocabulary words illustrated in two different contexts – firstly, focused, secondly, in their broader context.

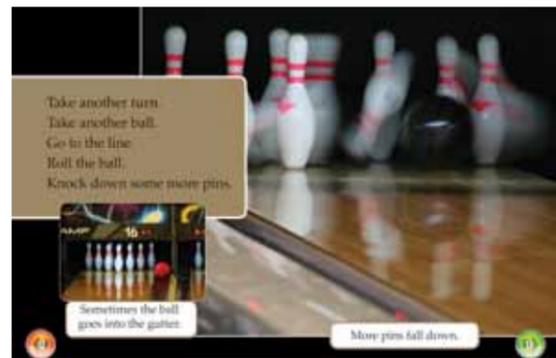
3. SHORT, STRAIGHTFORWARD SENTENCE PATTERNS

are repeated throughout the book. Sentence patterns vary in *Things Around Me* and *Science in My World* as the students reading these books control more English language, and the task becomes a reading task. The books also use the more informal oral version where appropriate, for example – *I'm* rather than *I am*.

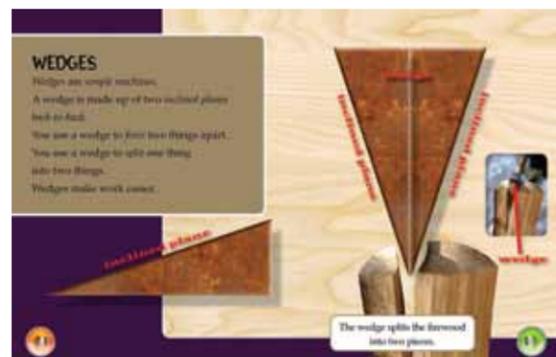
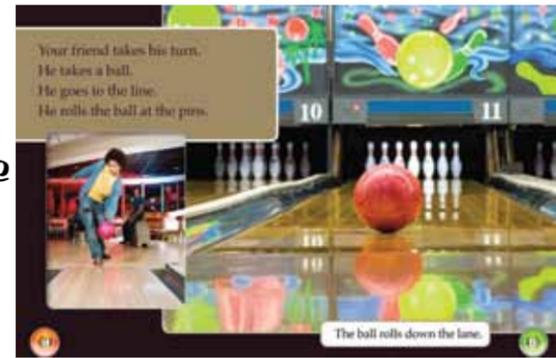
The repetition provides a model for spoken and written language as well as making the reading easier.



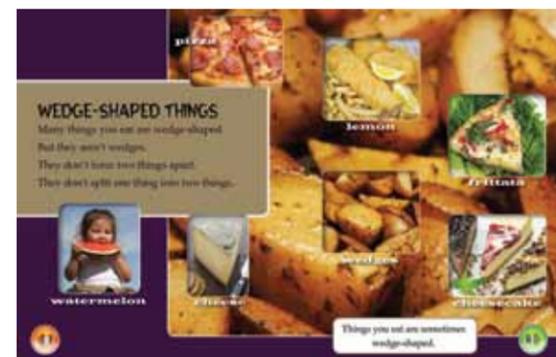
Everyday Things



Things Around Me

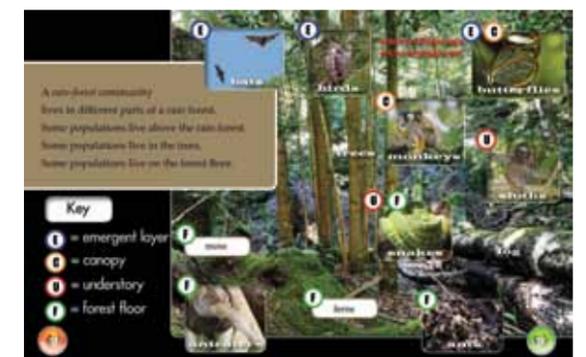
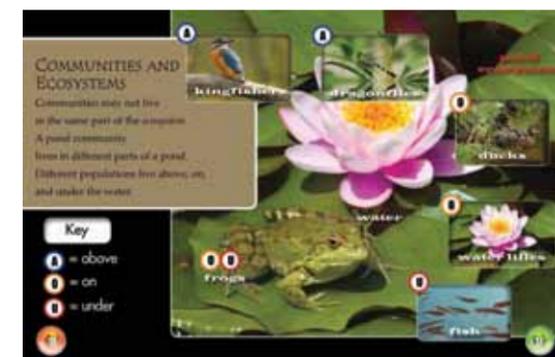
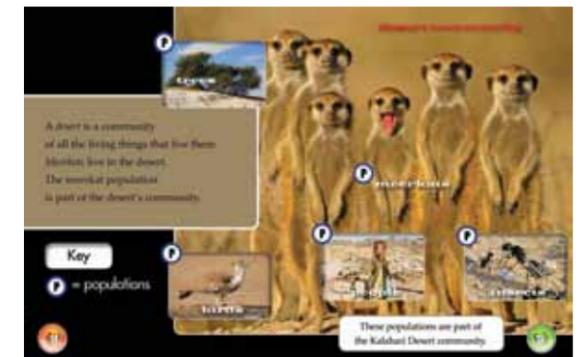
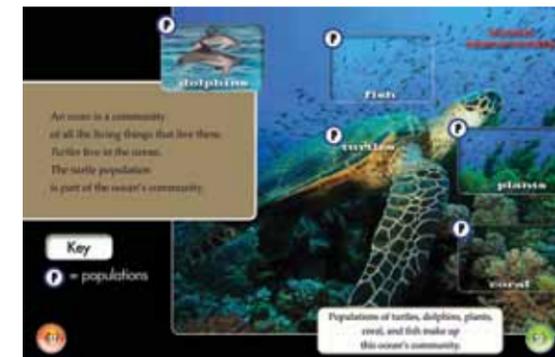
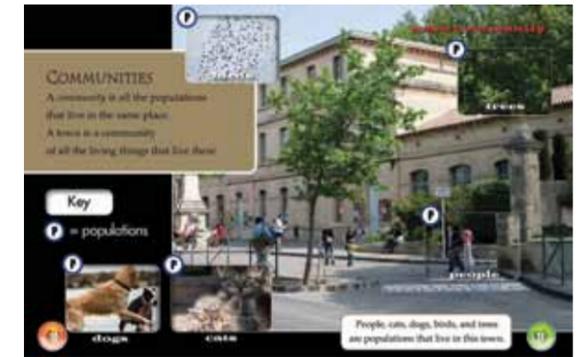
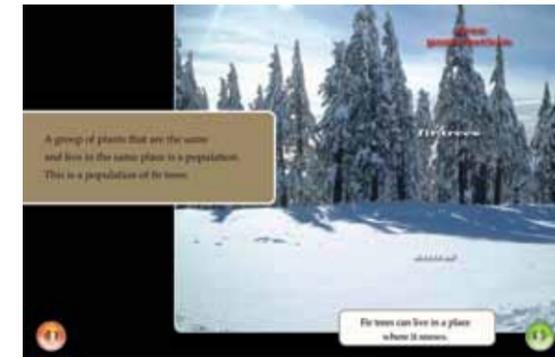
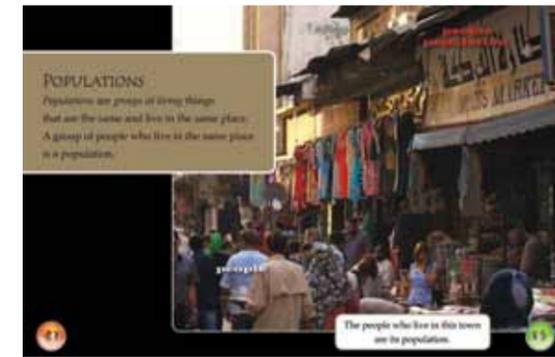


Science in My World



4. IMPORTANT VOCABULARY is repeated often throughout the book.

The repetition helps your students remember the important vocabulary and concepts.



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

Using graphics in conjunction with print assists understanding especially for your English Language Learners

Food Webs

Food chains that overlap are called *food webs*. Food chains overlap because most animals eat more than one thing. Most animals belong to more than one food chain.

This food web shows the energy moving from the thing that is eaten to the thing that ate it.

snake eating rat snake eating frog

Kinds of Motion

There are different kinds of motion. Some things move in a straight line. Some things move back and forth. Some things move up and down. Some things *curve*. Some things move in a *circle*. Some things zig-zag.

Key
 → = direction of motion

zigzag motion straight-line motion up-and-down motion

The planets in the solar system move around, or *orbit*, the sun. Earth spins around like a top as it orbits the sun. It spins, or *rotates*, on a line between its North Pole and its South Pole. This line is called its *axis*.

Earth rotates on its axis as it orbits the sun.

All the planets in the solar system orbit the sun.

Energy From the Sun

This ball is moving. It gets its energy from the girl. The girl is moving. She gets her energy from her food. The apple tree is growing. It gets its energy from the sun.

WHERE THE ENERGY COMES FROM

A rain-forest community lives in different parts of a rain forest. Some populations live above the rain forest. Some populations live in the trees. Some populations live on the forest floor.

Key
 E = emergent layer
 C = canopy
 U = understory
 F = forest floor

6. SEPARATE VISUAL LITERACY PAGES are specifically included to teach the function of the particular element. These includes maps, graphs, charts, tables, plans, scales, diagrams, and fact files.

Features That Animals and People Share

key
 ✓ = yes
 ● = sometimes

	people	animals
scales		✓
eyes	✓	✓
shell		✓

	people	animals
mouth	✓	✓
nose	✓	✓
whiskers	●	●
fins		✓
ears	✓	✓
tail		✓
paws		✓

Visual Literacy: Comparison Chart

Menu

Salad	Garden Salad Red tomatoes with lettuce
Soup	Soup Chicken soup with carrot
Starter	Sushi Rice with prawns
Main	Pasta Spaghetti with tomato sauce
Dessert	Cake Sponge cake with cream

Visual Literacy: Menu

Teaching your English Language Learners the purpose of visual literacy elements helps them interpret the graphics and therefore leads to greater understanding of the concepts.

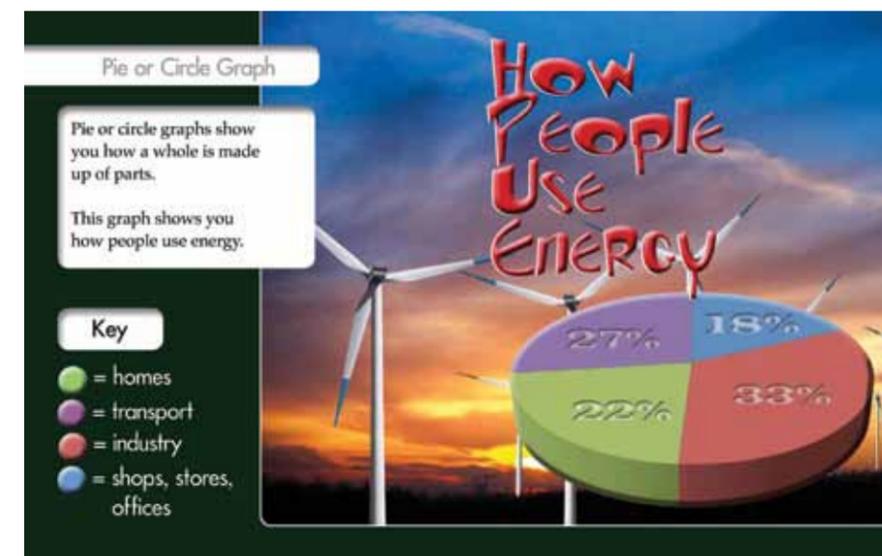
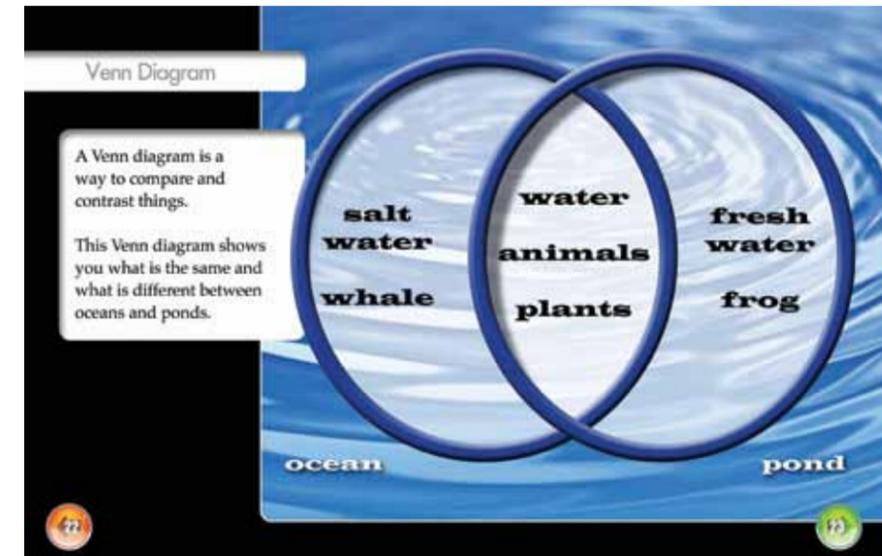


Calendar

A calendar is list of days, weeks, or months.

This calendar lists the days of the week. It shows what the person does each day in the park to get fit and stay fit.

Monday	soccer practice
Tuesday	run with Marie and Kade
Wednesday	skateboard with Josh
Thursday	tai chi
Friday	skate with Aunt Suzie
Saturday	tennis - doubles game
Sunday	lake ride with family



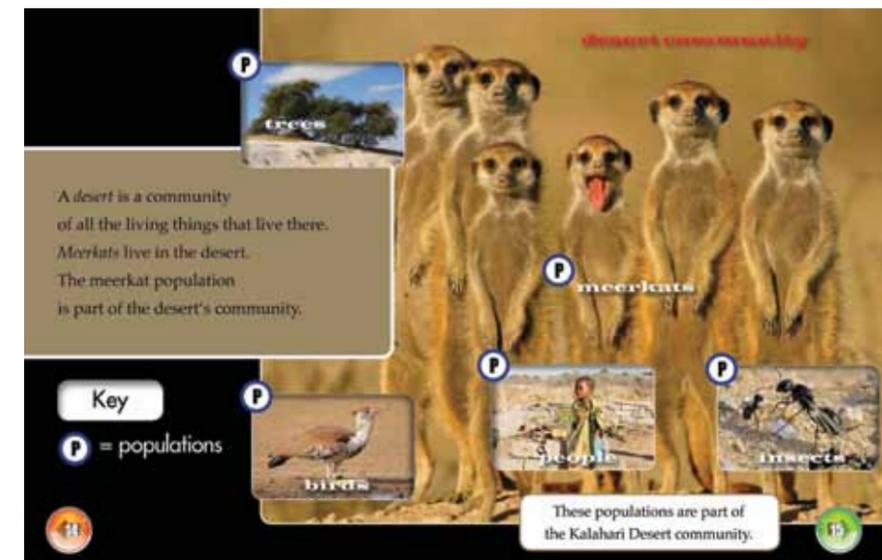
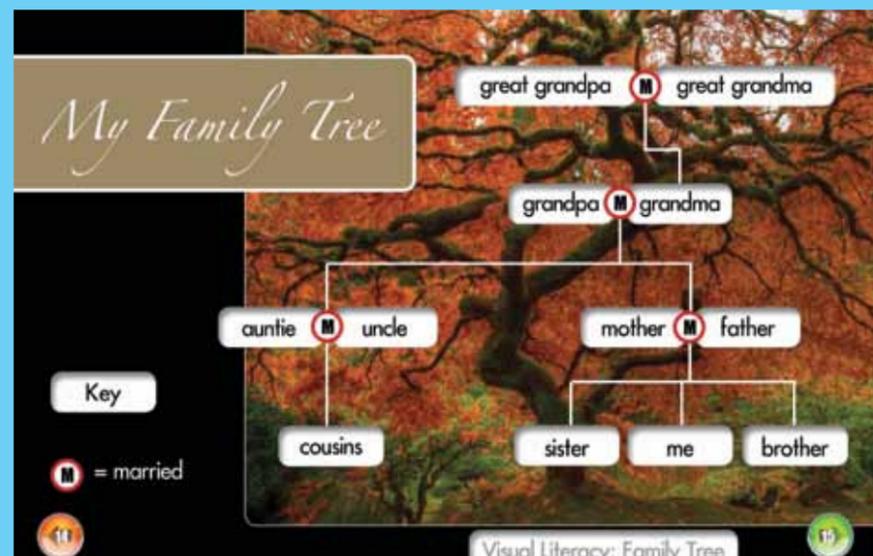
What Reading Skills Are Taught in the Talk About Books?

The *Talk About* books are designed primarily to teach everyday and content-specific vocabulary and comprehension. These are developed around four main concepts in each book. They also provide a template for speaking and writing straightforward English language sentences.



Concepts

- Some families are big, some families are small.
- Family members have different names.
- Families do things together.
- Family members are related by birth or marriage.



Concepts

- Different types of living things living in an ecosystem are called a population.
- All the populations that live in an ecosystem at the same time form a community.
- All members of a community live in the same ecosystem.
- Communities do not live in the same part of the ecosystem.



Research suggests that learning vocabulary through related concepts assists learners and improves comprehension.

Are Talk About Books Graded in Levels?

Talk About books address three levels of language acquisition.

Talk About Everyday Things

Level – Beginning – Guided Reading Levels A – C

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 relating to the topics that are explored and explained through the text and the 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.

Your students talk about the words in the glossaries and labels before reading the text.

Talk About Things Around Me

Level – Beginning + – Guided Reading Levels D – F

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 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.

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

Talk About Science in My World

Level – Intermediate – Guided Reading Levels G – I

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

Talk About *Science in My World* has –

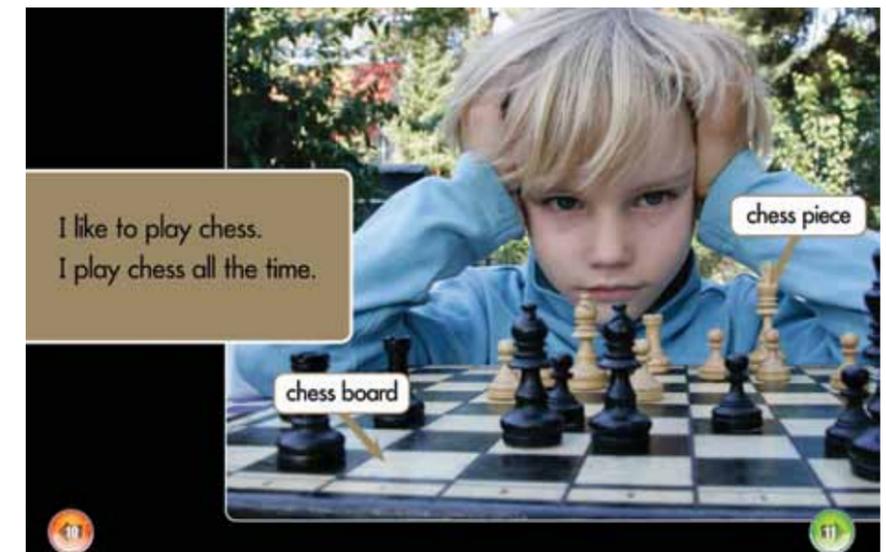
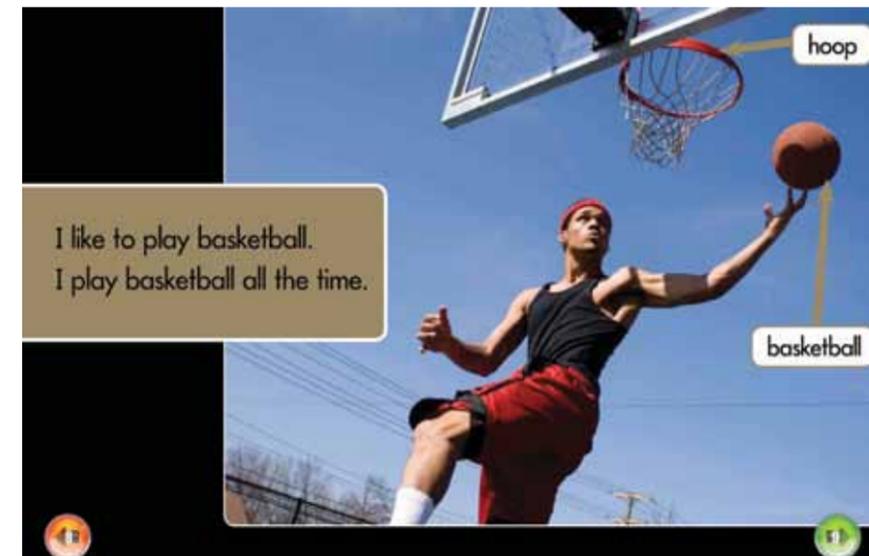
- Science topics that are part of the curriculum.
- Four specific content-related concepts that are explored and explained through text and visuals.
- Short straightforward texts with clear layouts and 2 – 6 sentences per page.
- Content words and phrases that are explained and repeated.
- Photos with 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 element.



The students now have many ways of recognizing words and understanding their meanings.

Who Can Use the Talk About Books?

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



What Topics Are Covered in the Talk About Books?

Talk About Everyday Things

All About Me

My Family
What I Look Like
My Clothes
Games I Like to Play
Food I Like
Where I Live

At My Home

Rooms in My House
A Day at Home
My Pets
Helping at Home
Chores
Getting Ready for School

At My School

People at My School
Places at My School
In My Classroom
Class Rules
What I Did Today
After School

In My Community

My Street
Signs Around Me
Places I Like to Go
The Park Nearby
Getting Around
Eating Out

Talk About Things Around Me

Sport and Recreation

Fitness in the Park
Bowling
Clubs
Dance Groups
Games
Things You Can Do on Ice

My Town

Art in My Town
Forms of Transport
Entertainment
Things You Can Do at the Lake
Shopping Malls
Going to the Game

Where It Comes From

Where Does Popcorn Come From?
Where Does Cheese Come From?
Where Does Chocolate Come From?
Where Do T-Shirts Come From?
Where Does Electricity Come From?
Where Does Your Drinking Water
Come From?

Jobs

Jobs at a Hospital
Jobs on a Farm
Jobs at a Restaurant
Factory Jobs
Emergency Workers
Dogs on the Job

Talk About Science in My World

Life Science

Ecosystems
Populations and Communities
Habitats
Food Chains
Plant Adaptations
Animal Adaptations

Structures and Mechanisms

Inclined Planes
Levers
Pulleys
Wedges
Screws
Wheels-and-Axles

Matter and Energy

Heat
Light
Sound
Energy
Magnets
Motion

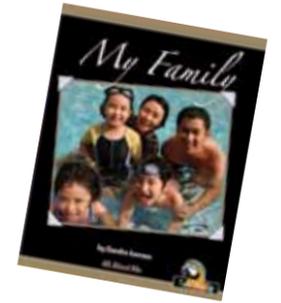
Earth and Space

Minerals
Rocks
Fossils
The Weather
The Moon
Earth

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. Suggested lessons using *My Family and Habitats* follow.

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.

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.

- 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. 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 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.
- 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 what are some of the 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, 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 page 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 page 6 and 7 and together read the labels identifying the words *brother*, *sister*, and *me*.
- Have the students turn to page 8 - 9 and find and read the label *me*.
Read the labels *auntie*, *uncle*, and *cousin* with the students.
- Repeat this procedure with pages 10 - 13.
- Invite the students to return to page 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.

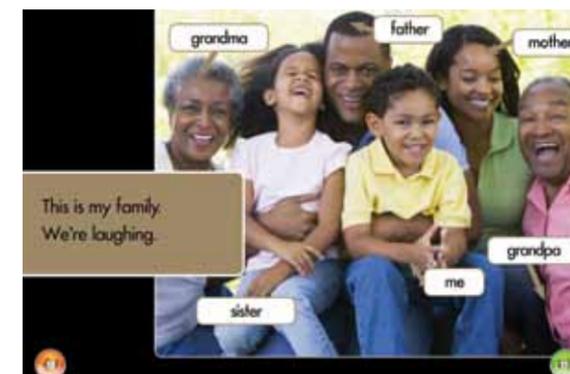
During Reading

- 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.

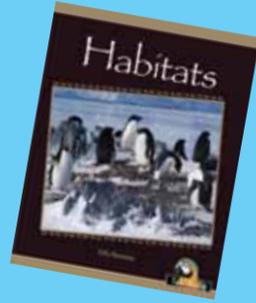
After Reading

- 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 them 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 five year olds 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 page 15, and add their family members. Assist younger students as necessary.
- Have the students complete the blacklines independently. What they need to know has already been covered in the lesson.



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 1)
- Write the correct words matching items in a photo (Blackline 2)
- Complete a table distinguishing living from nonliving things (Blackline 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 nonliving things in an area. The school yard is an ecosystem. Living and nonliving things exist in the school yard. A population is all the same kind of living things living in the same place. Ants and birds may be school-yard populations. You may wish to take a walk in the school yard identifying living and nonliving 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 nonliving 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 nonliving 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 nonliving things can they see in the photo? What other living things live in the same habitat as the cactuses? 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 nonliving 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 nonliving 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 them.
- 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 page 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 say 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.

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. Correct their pronunciation, 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.

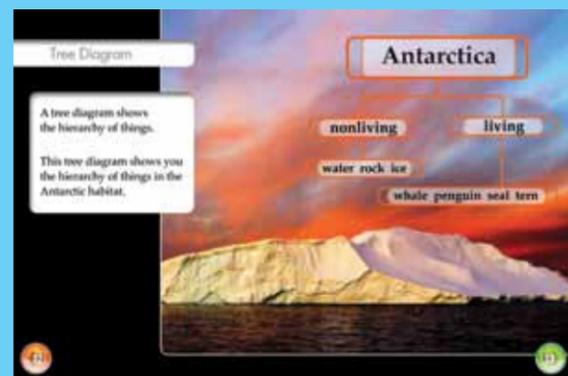
During Reading

- 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 student 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.

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.



Antarctic Habitat

Habitats
A habitat is the place in an ecosystem where a population lives. The Antarctic is a habitat for penguins. There are living and nonliving things in the penguins' habitat.

Key
L = living
O = nonliving

Penguins live in the same habitat as many living and nonliving things.

Habitats and Survival
Habitats give the organisms that live in them all they need to survive. A lion's habitat gives it food, water, and shelter.

Lions can get all they need to survive in their grassland habitat.

Mangrove Trees
Mangrove trees can live in more than one habitat. Mangrove trees can live in salt water habitats and fresh water habitats. Mangrove trees use their roots to take the salt out of the salt water. The trees use the fresh water to survive.

Mangrove trees can survive in salt water and in fresh water.

Only One Habitat
Some living things can survive in only one kind of habitat. They'd die in another habitat. Koalas would die in a habitat without gum leaves for them to eat.

Gum-tree forests in Eastern Australia are koala habitats.

Desert Habitat

The desert is a habitat for cacti. There are living and nonliving things in the cactus' habitat.

Key
L = living
O = nonliving

Cacti live in the same habitat as many living and nonliving things.

Bird's Nest

A baby bird has a very small habitat. Its habitat gives it all it needs to survive. Its habitat gives it food and shelter.

A baby bird gets all it needs to survive in its habitat.

More Than One Habitat
Some organisms can live in more than one habitat. Rabbits can live in forest habitats and grassland habitats. Forests and grasslands give rabbits all they need to survive.

Rabbits can find food, water, and shelter in forests and grasslands.

Polar Bears' Habitat

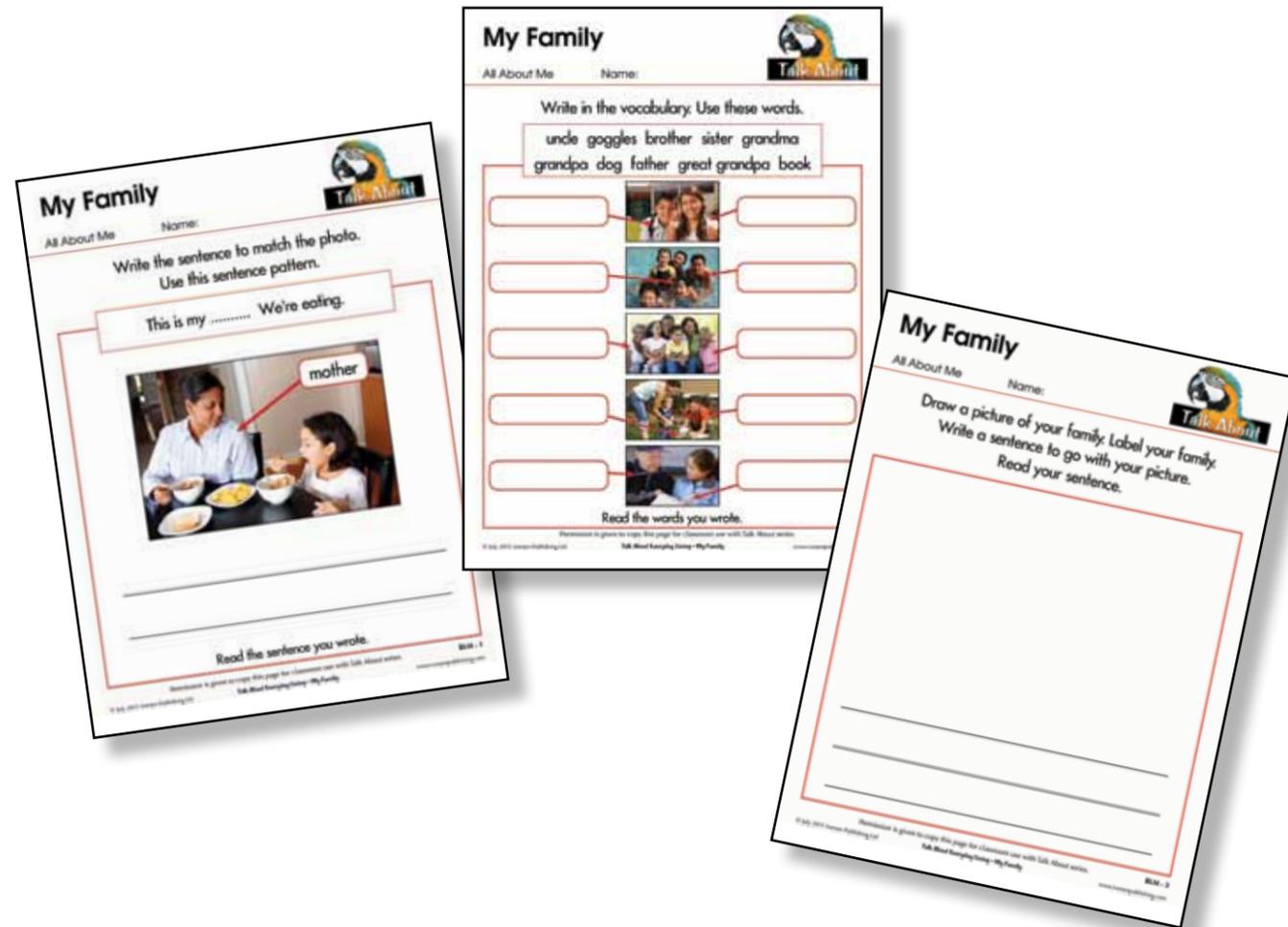
Polar bears can survive in only one kind of habitat. They'd die in another habitat. Polar bears would die in a desert habitat. A desert habitat would not give polar bears the things they need to survive.

Polar bears can get all they need to survive in their Arctic habitat.

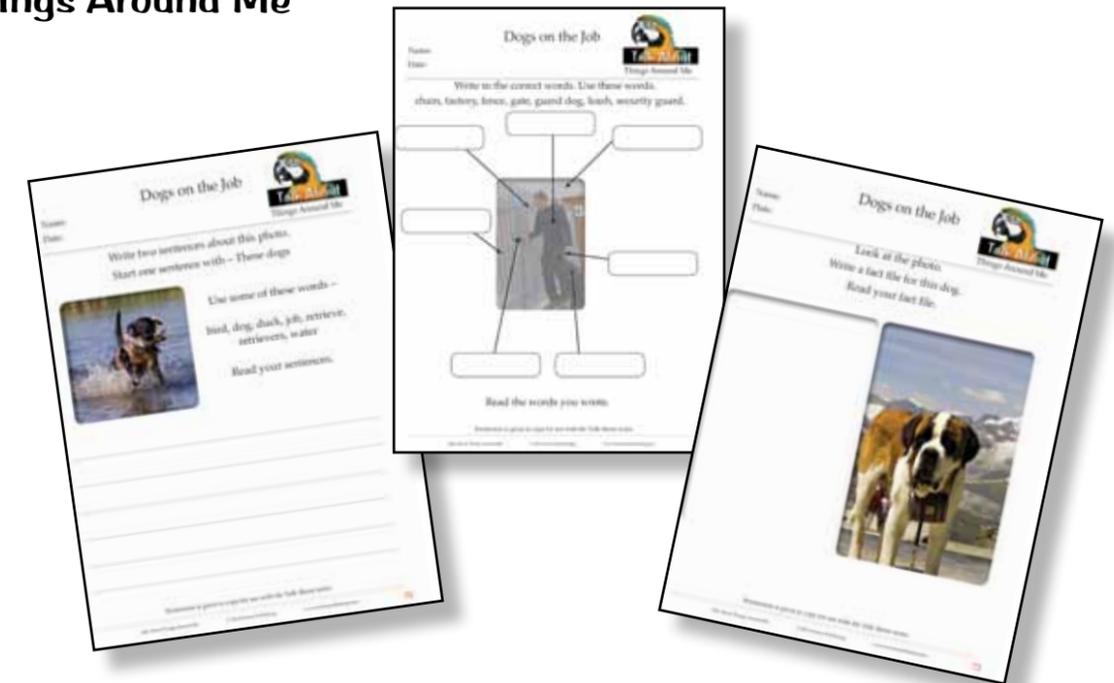
Are There Any Other Activities for the Students to Do?

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

Everday Things



Things Around Me



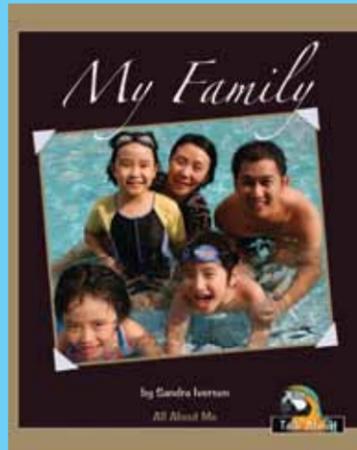
Science in My World

In addition to the photocopiable blacklines, 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.

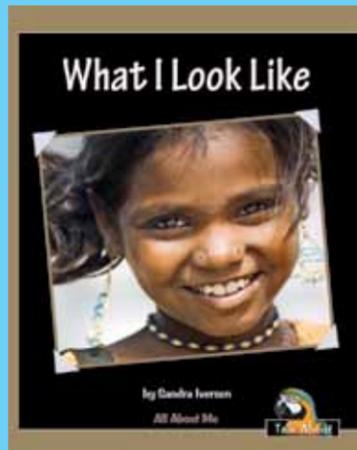


Talk About Everyday Things

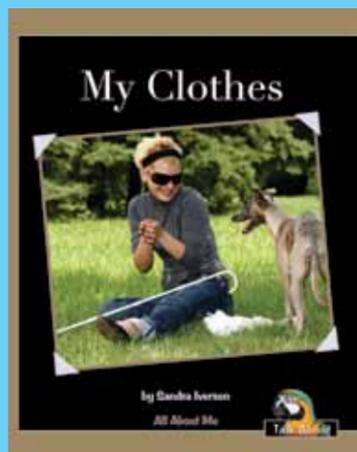
Use the following information to provide you with the concepts that underpin each of the *Talk About Everyday Things* books.



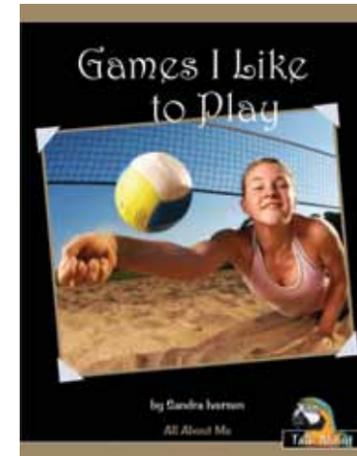
- Concept 1 – Some families are big, some families are small.*
- Concept 2 – Family members have different names.*
- Concept 3 – Families do things together.*
- Concept 4 – Family members are related by birth or marriage.*



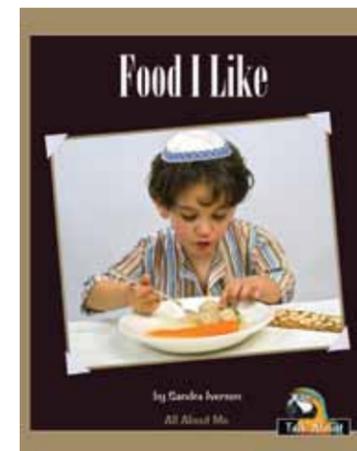
- Concept 1 – People look different.*
- Concept 2 – Differences can be due to body features.*
- Concept 3 – Differences can be due to additions such as glasses, studs, and earrings.*
- Concept 4 – Differences can be due to losses such as teeth or hair.*



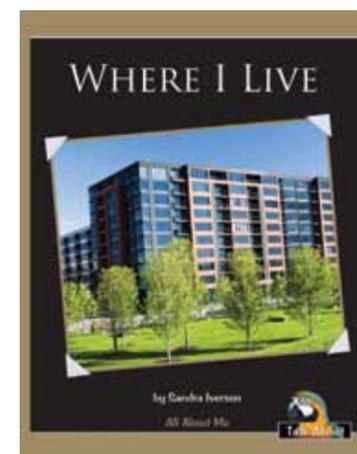
- Concept 1 – People wear different clothes.*
- Concept 2 – People wear different clothes on different occasions.*
- Concept 3 – People wear different clothes for different physical activities.*
- Concept 4 – Some clothes are more suitable in certain kinds of weather.*



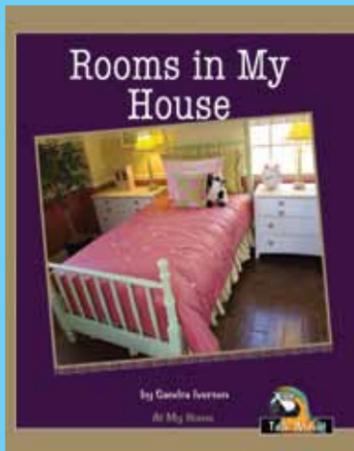
- Concept 1 – People play different games.*
- Concept 2 – Some games are team games.*
- Concept 3 – Some games are played inside, some are played outside.*
- Concept 4 – People with physical disabilities can play games.*



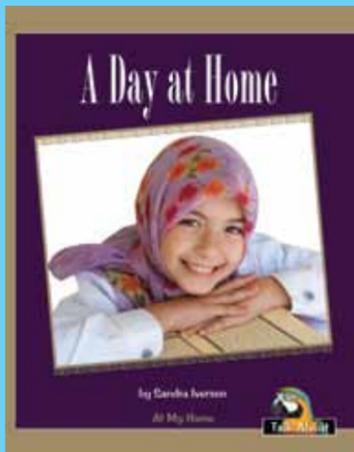
- Concept 1 – People like different kinds of food.*
- Concept 2 – People use different utensils to eat different kinds of food.*
- Concept 3 – Meals can be divided into different courses.*
- Concept 4 – Specific foods are eaten during each course.*



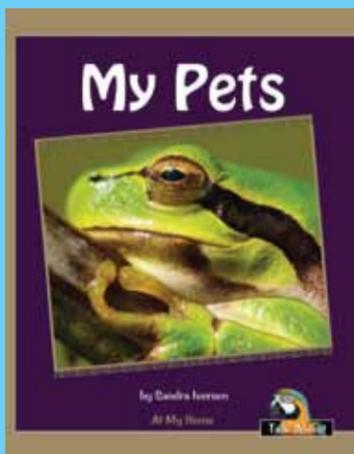
- Concept 1 – People live in different places.*
- Concept 2 – People live in different types of houses.*
- Concept 3 – Some people live where there are lots of other people.*
- Concept 4 – Maps can show you the places where people live.*



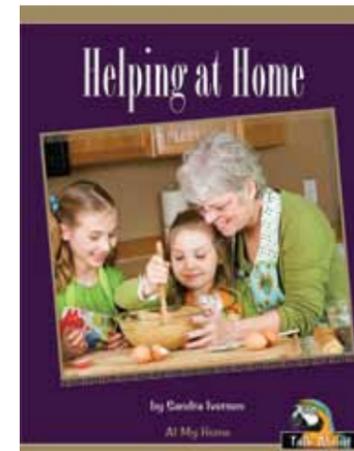
- Concept 1 – There are different rooms with different names in houses.
- Concept 2 – Some rooms are bigger than others.
- Concept 3 – Rooms have furniture in them.
- Concept 4 – Rooms are used for different purposes.



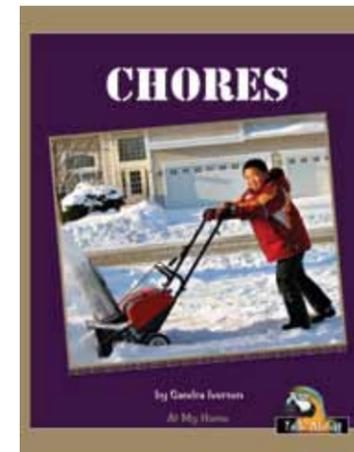
- Concept 1 – Sometimes people stay home for the day.
- Concept 2 – Different people do different things when they stay home.
- Concept 3 – Sometimes people do the same things when they stay home as they do when they go out.
- Concept 4 – People do different things at different times of the day.



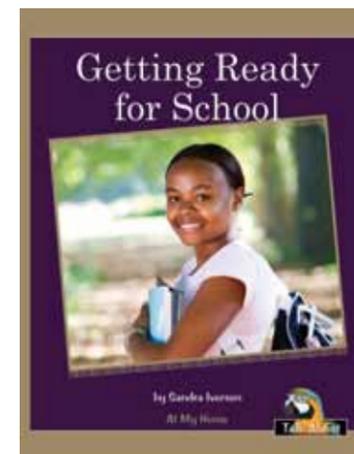
- Concept 1 – People have different kinds of pets.
- Concept 2 – Some pets are land animals, some are water animals.
- Concept 3 – Pets live to different ages.
- Concept 4 – There are some features that people and their pets share.



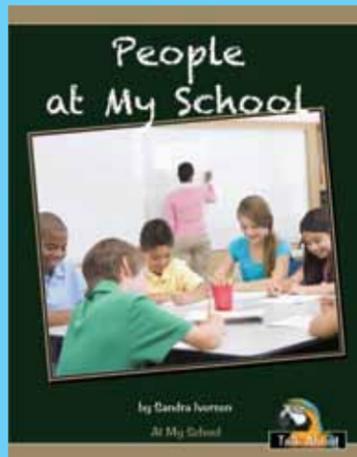
- Concept 1 – People help at home in different ways.
- Concept 2 – Children help each other and adults.
- Concept 3 – Helping at home can be helping inside and outside.
- Concept 4 – Some ways of helping are more fun than others.



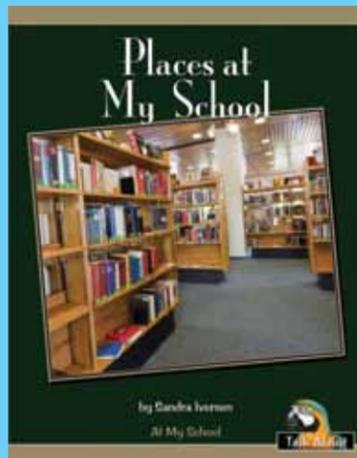
- Concept 1 – Chores are jobs you have to do.
- Concept 2 – Some people have to do chores before they are allowed to do other things.
- Concept 3 – Some chores are easier than others.
- Concept 4 – Some people make a list of their chores so they don't forget to do them.



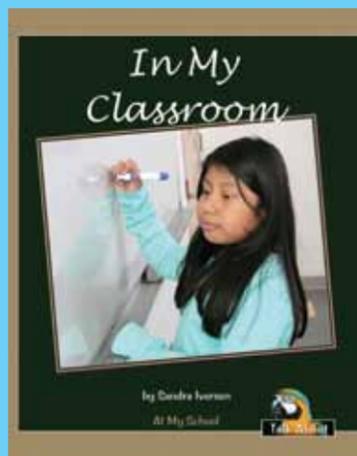
- Concept 1 – There are certain things you need to do before you go to school.
- Concept 2 – Some things you should do whether you are going to school or not.
- Concept 3 – Adults can help you with some things you need to do before school.
- Concept 4 – You have only a certain amount of time to do things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



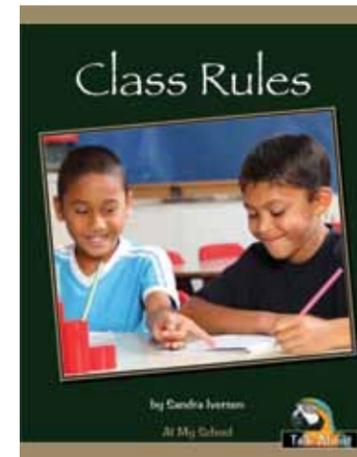
- Concept 1 – Different people work at a school.
- Concept 2 – The people have different areas of responsibility.
- Concept 3 – Students are also workers at schools.
- Concept 4 – Some people in a school are senior to others.



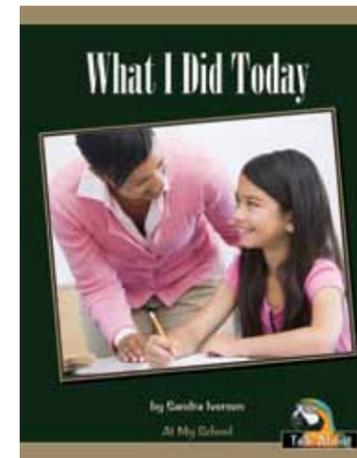
- Concept 1 – There are different places in schools.
- Concept 2 – Different places have different functions.
- Concept 3 – Some places in schools are quiet places.
- Concept 4 – A map of the school can show you where the places are.



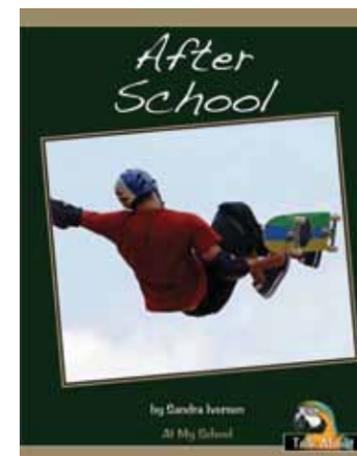
- Concept 1 – Schools have classrooms.
- Concept 2 – Many classrooms have similar equipment.
- Concept 3 – Some classrooms are used for special purposes.
- Concept 4 – Special-purpose classrooms have special equipment.



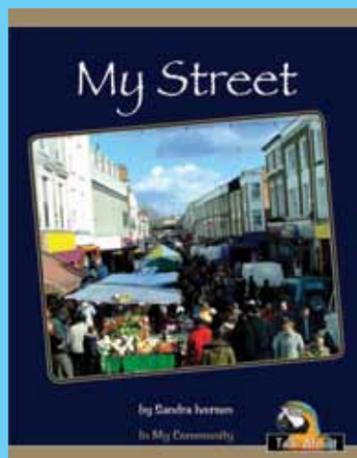
- Concept 1 – Most classrooms have rules.
- Concept 2 – Rules are designed to help the classroom run efficiently.
- Concept 3 – Students help set the rules in many classrooms.
- Concept 4 – Many classrooms display the rules on bulletin boards.



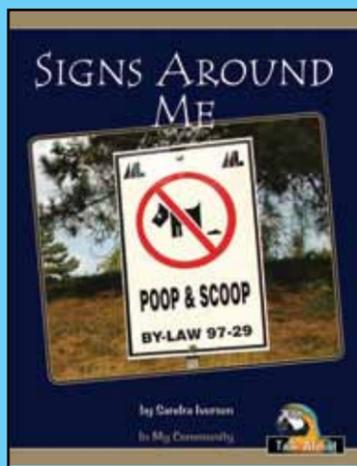
- Concept 1 – Students do lots of different things in a day at school.
- Concept 2 – Students do things inside and outside.
- Concept 3 – Some students like certain subjects more than other subjects.
- Concept 4 – A timetable tells students what is happening each day.



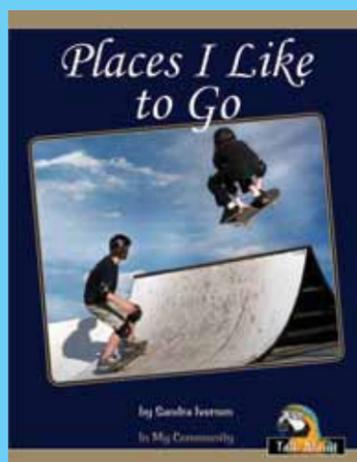
- Concept 1 – Children do different things after school.
- Concept 2 – Some after-school activities are more fun than others.
- Concept 3 – Some after-school activities require lots of practice.
- Concept 4 – Some children mark on a calendar what they are going to do after school.



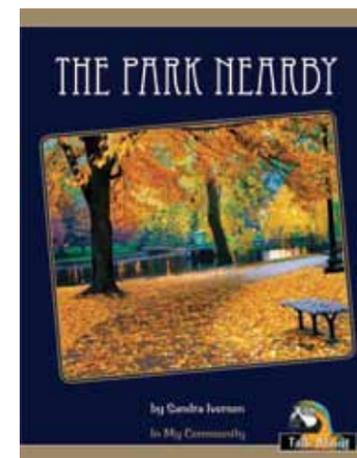
- Concept 1 – People who live in cities and towns often have shops on the street where they live.
- Concept 2 – You go to different places to get different things.
- Concept 3 – Where you live is called your address.
- Concept 4 – Mail addressed to you gets delivered to your mailbox.



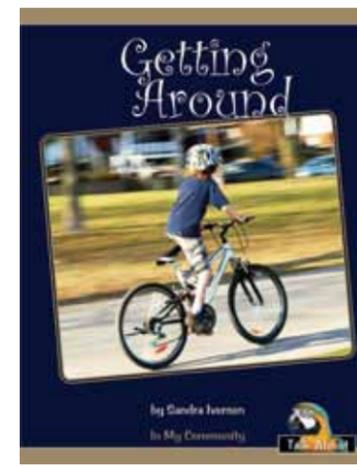
- Concept 1 – There are many signs in the environment.
- Concept 2 – Some signs have writing, some have pictures, some have both.
- Concept 3 – Signs tell people what they can and cannot do.
- Concept 4 – Some signs are the same all over the world.



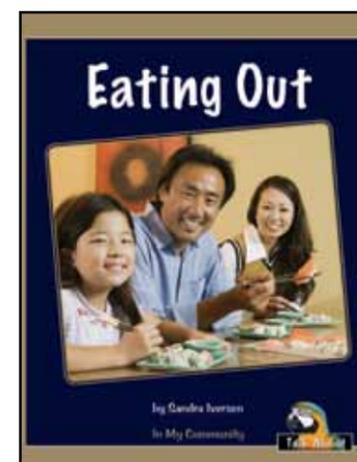
- Concept 1 – There are many different places where people like to go.
- Concept 2 – Some places are inside, some places are outside.
- Concept 3 – Many people go to places to play sport and games.
- Concept 4 – Maps can show people where to find places they want to go to.



- 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.



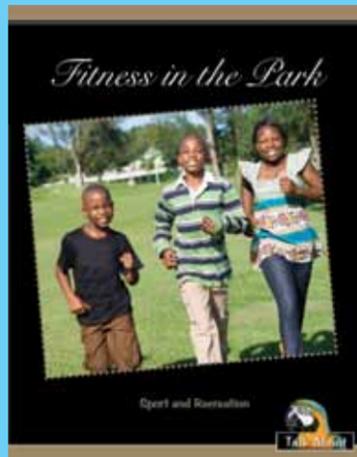
- Concept 1 – There are different ways of getting around towns.
- Concept 2 – Some ways of getting around require more effort than others.
- Concept 3 – Buses and trains are called public transport.
- Concept 4 – Different people use different methods of getting around.



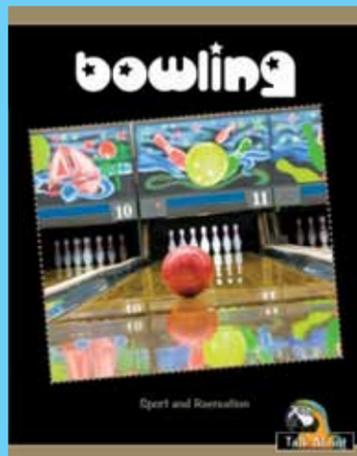
- Concept 1 – Many people enjoy eating out.
- Concept 2 – There are different places people can go to eat out.
- Concept 3 – People go to different places to get different kinds of food.
- Concept 4 – The food you get when you eat out can be divided into different food groups.

Talk About Things Around Me

Use the following information to provide you with the concepts that underpin each of the *Talk About Everyday Things* books.



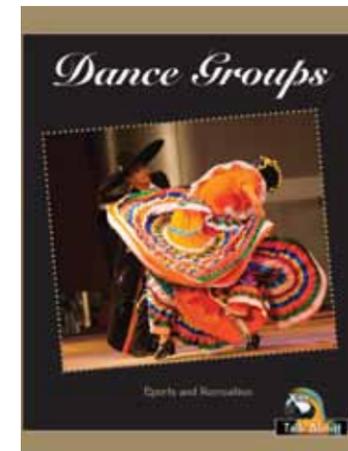
- Concept 1 – People use parks to get fit and stay fit.
- Concept 2 – People do many different things in parks for fitness.
- Concept 3 – Some people get fit with family and friends.
- Concept 4 – Some people use machines to help with fitness in the park.



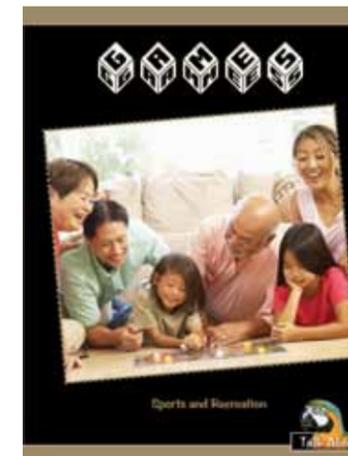
- Concept 1 – Bowling is something that families and friends can do together for fun.
- Concept 2 – You go to a bowling alley to bowl.
- Concept 3 – Bowling alleys have equipment and machines.
- Concept 4 – There are rules to follow when you're bowling.



- Concept 1 – Clubs are groups of people who meet and 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 do things at some clubs.



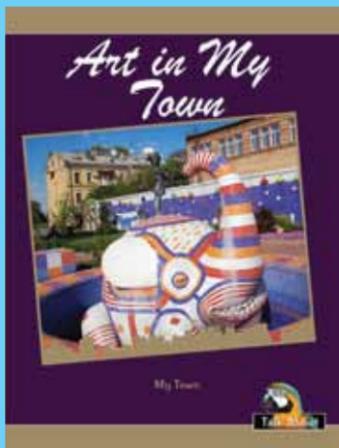
- Concept 1 – People all around the world have traditional dances.
- Concept 2 – When people move to other countries they often still dance their traditional dances.
- Concept 3 – Some dancers wear traditional costumes.
- Concept 4 – You can learn to dance but it takes a lot of practice to become a good dancer.



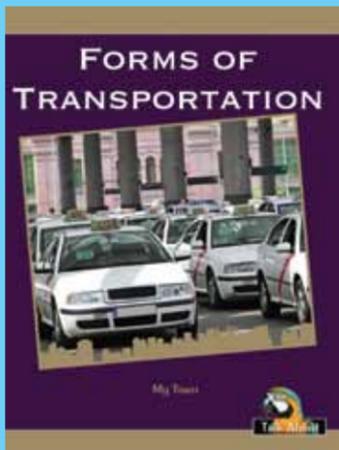
- Concept 1 – You play games with your family and friends.
- Concept 2 – Some games are indoor games. Some games are outdoor games.
- Concept 3 – You can play some games by yourself.
- Concept 4 – You have fun playing games.



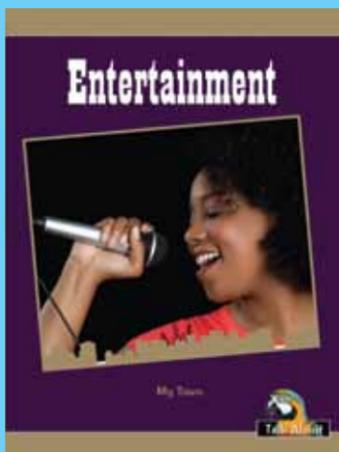
- Concept 1 – There are different things you can do on ice.
- Concept 2 – Some things that you do on ice, you can do without ice.
- Concept 3 – There are some things you can do indoors and outdoors on the ice.
- Concept 4 – You need other people to do some things on the ice.



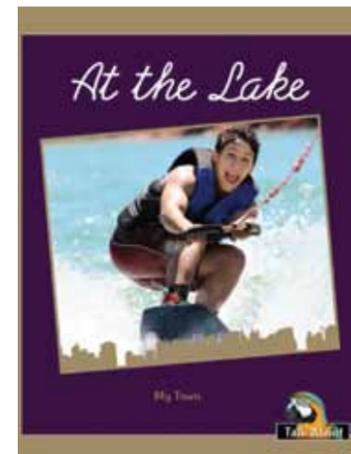
- Concept 1 – Art is making beautiful things.
- Concept 2 – There are many kinds of art.
- Concept 3 – You can see art in different places in town.
- Concept 4 – You can take art classes to learn how to do different kinds of art.



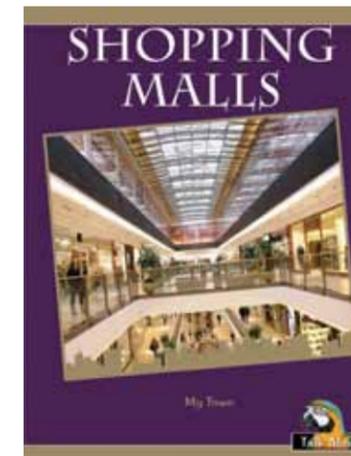
- Concept 1 – There are different ways of getting around cities.
- Concept 2 – Things people use to get from place to place are forms of transportation.
- Concept 3 – Some ways of getting around are faster than others.
- Concept 4 – You pay to ride on some forms of transportation.



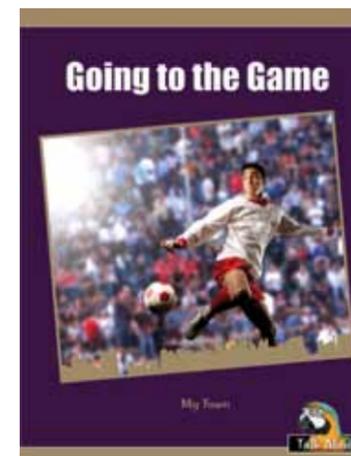
- Concept 1 – Entertainment is something that provides you with enjoyment.
- Concept 2 – There are lots of things in towns to entertain you.
- Concept 3 – Some entertainment costs money.
- Concept 4 – Some entertainment is free.



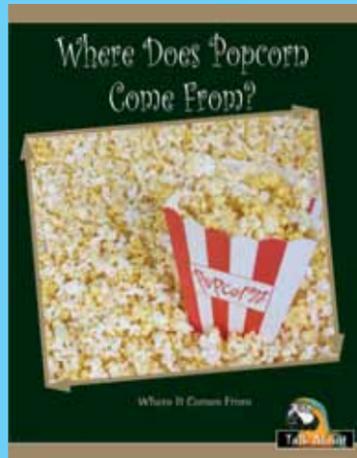
- Concept 1 – You can do lots of things if there's a lake near your town.
- Concept 2 – You can do things on the lake shore.
- Concept 3 – You can do things on and in the lake.
- Concept 4 – You can do things above the lake.



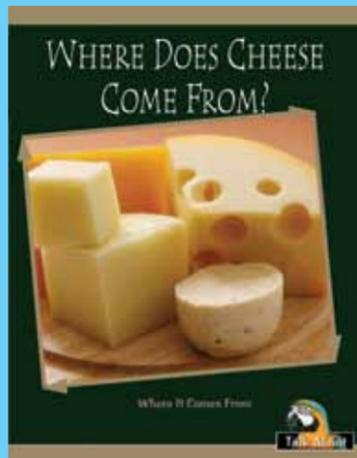
- Concept 1 – Towns have shopping malls.
- Concept 2 – Malls are places where you can buy lots of different things.
- Concept 3 – Most malls have places where you can eat.
- Concept 4 – There are lots of different jobs that people do at malls.



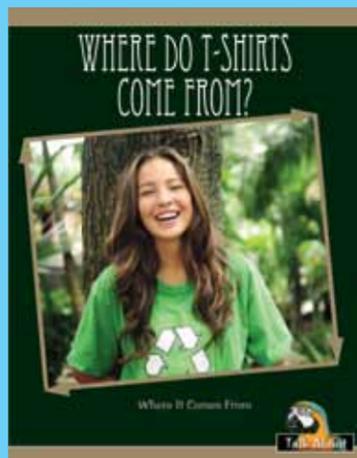
- Concept 1 – Towns have places where you can go and watch teams play.
- Concept 2 – Some teams play inside.
- Concept 3 – Some teams play outside.
- Concept 4 – Some teams play in winter, others play in summer.



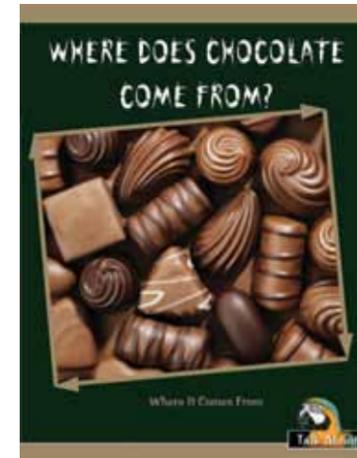
- Concept 1 – Popcorn starts in a field.
- Concept 2 – Corn plants are harvested and processed.
- Concept 3 – Things are added to popcorn to make it salty or sweet.
- Concept 4 – There are different ways of cooking popcorn.



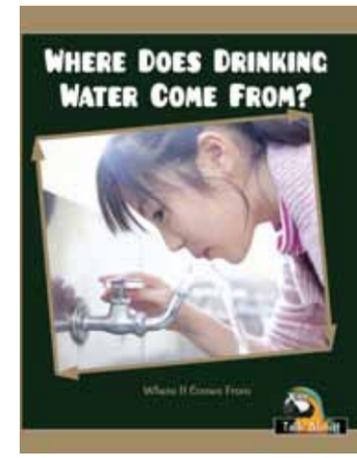
- Concept 1 – Cheese starts with a cow or a goat.
- Concept 2 – The milk is pasteurized and separated.
- Concept 3 – Cheese is made from curds.
- Concept 4 – Cheese is used in many different foods.



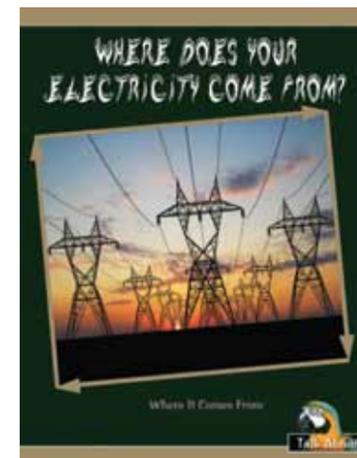
- Concept 1 – T-shirts start in a cotton field.
- Concept 2 – Cotton plants produce cotton.
- Concept 3 – Cotton is harvested and cleaned before being spun and woven.
- Concept 4 – T-shirts are made of cotton fabric.



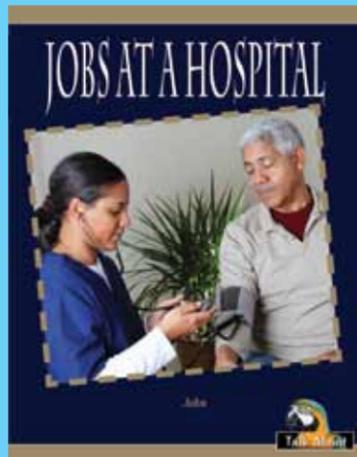
- Concept 1 – Chocolate starts from the seeds of cacao trees.
- Concept 2 – Cacao beans are fermented and dried.
- Concept 3 – There are many steps in the chocolate-making process.
- Concept 4 – People eat chocolate to celebrate special occasions.



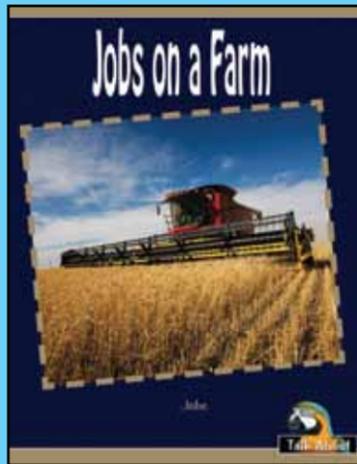
- Concept 1 – Drinking water starts as rain and snow.
- Concept 2 – Water is treated to make it safe to drink.
- Concept 3 – Water is piped and stored.
- Concept 4 – People drink water from glasses, cups, bottles, and fountains.



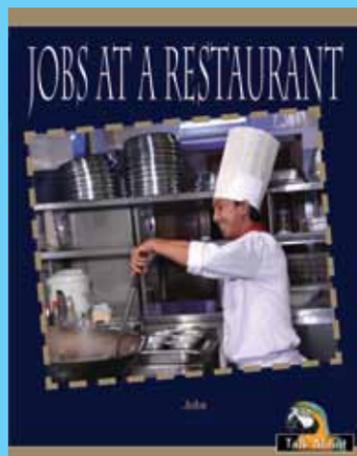
- Concept 1 – Different resources can be used to generate electricity.
- Concept 2 – Electricity is transmitted through wires.
- Concept 3 – Strong electricity is transformed into weaker electricity as it nears cities.
- Concept 4 – Electricians connect electricity to buildings.



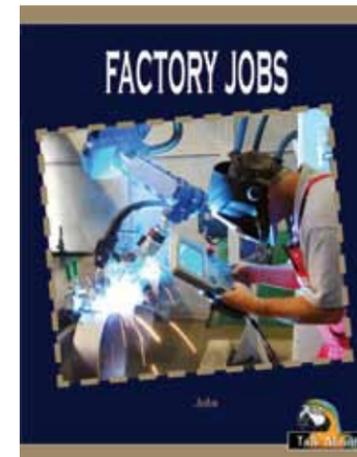
- Concept 1 – There are different jobs that people do in hospitals.
- Concept 2 – Some jobs are about caring for patients.
- Concept 3 – People use machines to do some hospital jobs.
- Concept 4 – Some jobs are to do with running the hospital.



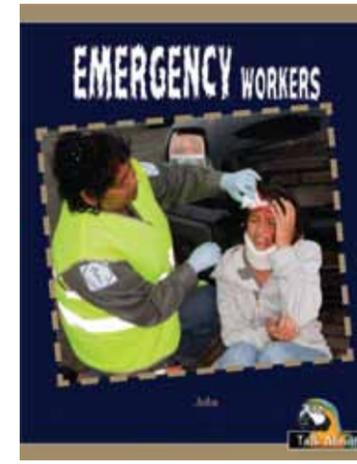
- Concept 1 – There are different types of farms.
- Concept 2 – People do different jobs on different farms.
- Concept 3 – Some jobs require special training.
- Concept 4 – Some farm jobs require machinery.



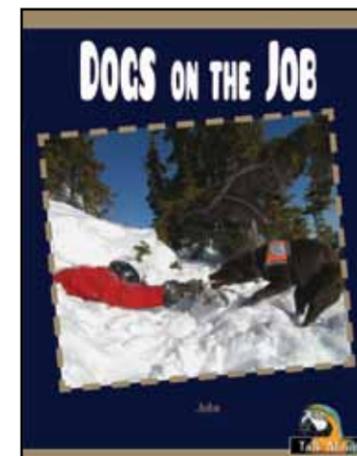
- Concept 1 – There are different jobs that people do in restaurants.
- Concept 2 – Some jobs are about working with diners.
- Concept 3 – Some jobs are done by people that diners don't usually see.
- Concept 4 – Some people do more than one job in a restaurant.



- 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, upskilling workers, and ensuring the goods produced are of the highest quality.



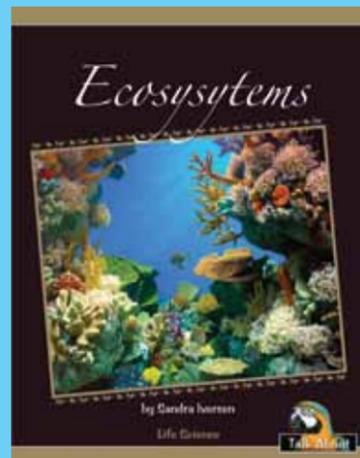
- Concept 1 – Many people have jobs that deal with emergencies.
- Concept 2 – People need to be specially trained to deal with emergencies.
- Concept 3 – Different emergency workers often work together as a team.
- Concept 4 – Dogs can be part of emergency teams.



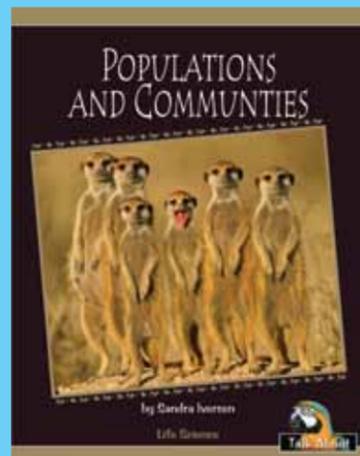
- Concept 1 – Many dogs have jobs.
- Concept 2 – Dogs do some jobs for people and some jobs with people.
- Concept 3 – People keep dogs for different reasons.
- Concept 4 – Most dogs work outdoors.

Talk About Science in My World

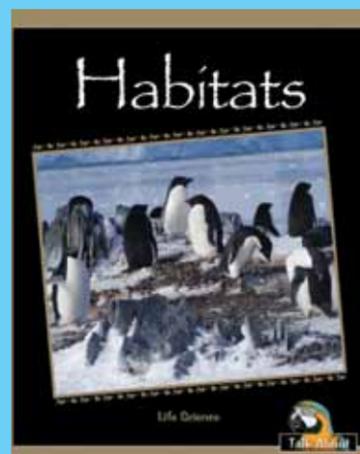
Use the following information to provide you with the concepts that underpin each of the *Talk About Science in My World* books.



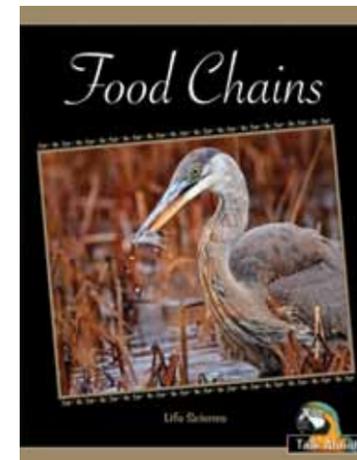
- Concept 1 – All living and nonliving things in an area form an ecosystem.
- Concept 2 – There are different kinds of ecosystems.
- Concept 3 – Ecosystems can be big or small.
- Concept 4 – Many living and nonliving things share an ecosystem.



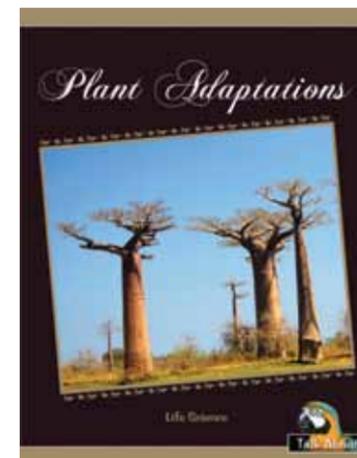
- Concept 1 – Populations are groups of living things that are the same and live in the same place.
- Concept 2 – All the populations that live in an ecosystem at the same time, form a community.
- Concept 3 – All the members of a community live in the same ecosystem.
- Concept 4 – Communities do not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



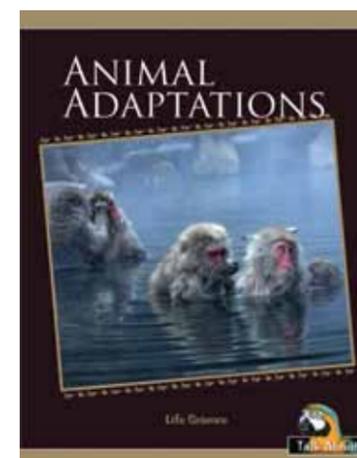
- Concept 1 – A place in an ecosystem where a population lives, is called a habitat.
- Concept 2 – Habitats have living and nonliving things.
- Concept 3 – A habitat gives its population everything it needs to survive.
- Concept 4 – Some living things can only survive in certain habitats.



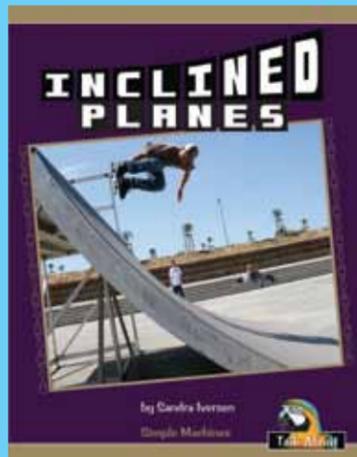
- Concept 1 – A food chain is the path of food from one living thing to another.
- Concept 2 – Producers and consumers are living things in a food chain.
- Concept 3 – Herbivores, carnivores, and omnivores are consumers.
- Concept 4 – Overlapping food chains form food webs.



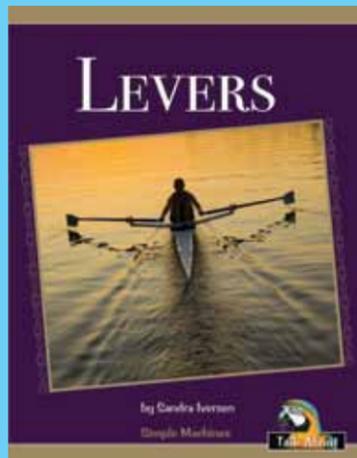
- Concept 1 – Different plants grow in different habitats.
- Concept 2 – Some plants adapt so they can survive in their habitats.
- Concept 3 – Some plants change their leaves to adapt.
- Concept 4 – Some plants change their roots to adapt.



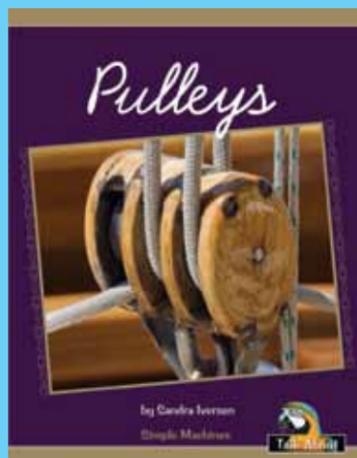
- Concept 1 – Some animals camouflage to adapt.
- Concept 2 – Some animals hibernate.
- Concept 3 – Some animals migrate.
- Concept 4 – Some animals mimic other animals and plants.



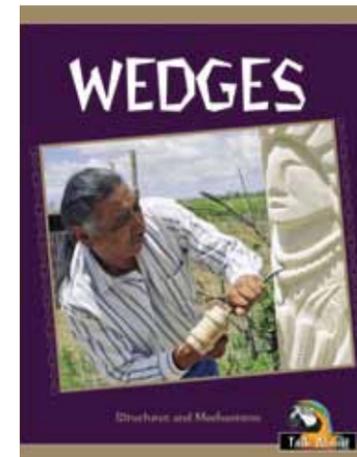
- Concept 1 – Inclined planes help people do work.
- Concept 2 – Inclined planes make moving and lifting things easier.
- Concept 3 – Some inclined planes are natural, some are man-made.
- Concept 4 – People use inclined planes for fun.



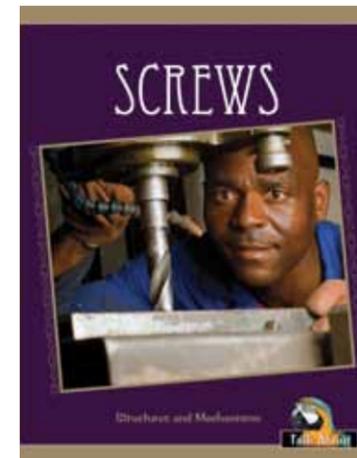
- Concept 1 – A lever is a bar that turns on a fixed point called a fulcrum.
- Concept 2 – Levers work in different ways.
- Concept 3 – You apply force to a lever to make it work.
- Concept 4 – Levers are sometimes a part of other simple machines.



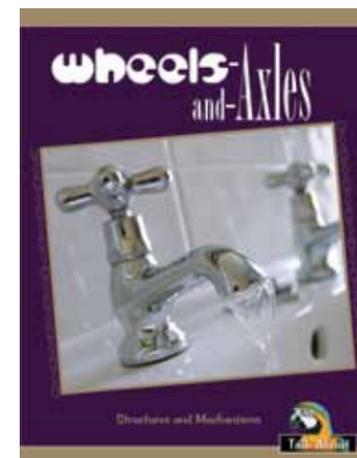
- Concept 1 – A pulley is a wheel with a rope or chain around it.
- Concept 2 – People use pulleys to lift things.
- Concept 3 – Pulleys change the direction of a force.
- Concept 4 – Pulleys make work easier.



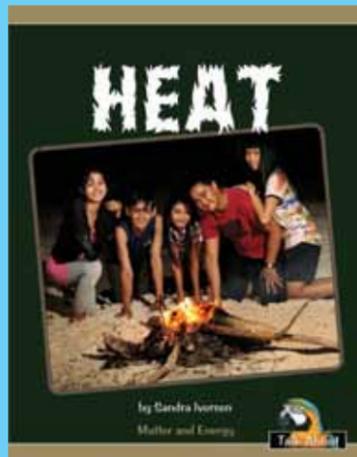
- Concept 1 – A wedge is two inclined planes back-to-back.
- Concept 2 – People use wedges to make work easier.
- Concept 3 – Wedges split things apart. Wedges cut things in two.
- Concept 4 – Wedges can be big or small.



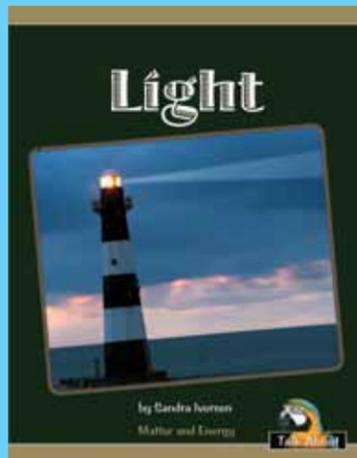
- Concept 1 – A screw is a post with threads wrapped around it.
- Concept 2 – If you unwrapped a screw, it would be an inclined plane.
- Concept 3 – People use screws to hold two or more objects together.
- Concept 4 – People use screws to lift objects.



- 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.



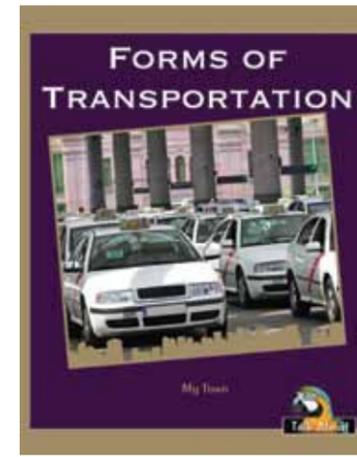
- Concept 1 – Heat is a form of energy.
- Concept 2 – Temperature is the measure of how hot or cold something is.
- Concept 3 – Heat moves from warm objects to cold objects.
- Concept 4 – Heat moves in different ways.



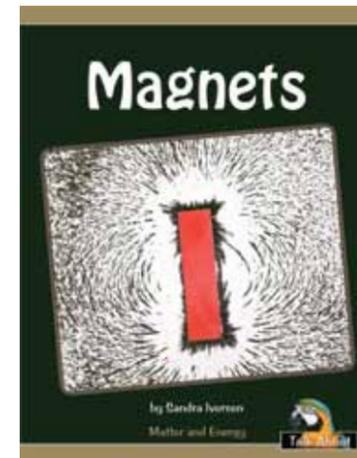
- Concept 1 – Light is energy that lets you see things.
- Concept 2 – Light moves in straight lines.
- Concept 3 – Light can bounce off objects.
- Concept 4 – Light bends when it moves through certain things.



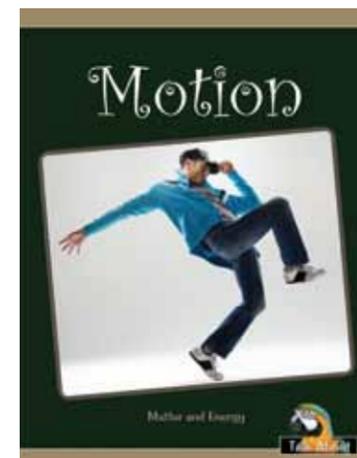
- Concept 1 – Things vibrate to produce sounds.
- Concept 2 – Sound travels on sound waves.
- Concept 3 – Pitch is how high or low a sound is.
- Concept 4 – Intensity is how loud or soft a sound is.



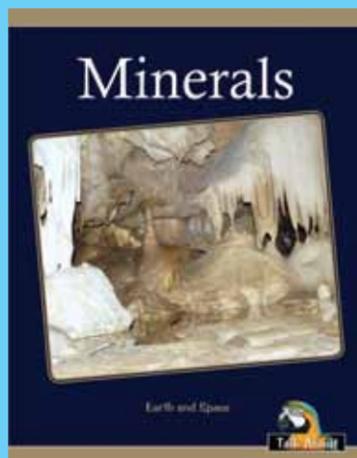
- Concept 1 – Energy is something that can cause things to move or change.
- Concept 2 – There are different forms of energy.
- Concept 3 – Kinetic energy is the energy of movement.
- Concept 4 – Potential energy is stored energy.



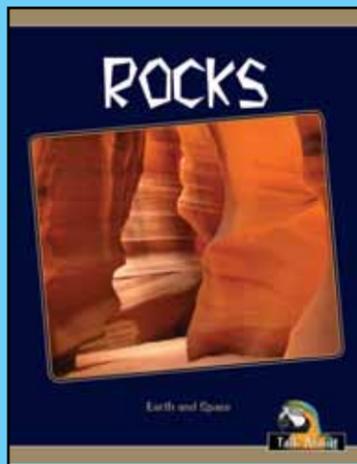
- Concept 1 – Magnetic things attract objects that have iron and steel in them.
- Concept 2 – Magnets have poles.
- Concept 3 – Magnets have a magnetic field.
- Concept 4 – People use magnets in many ways.



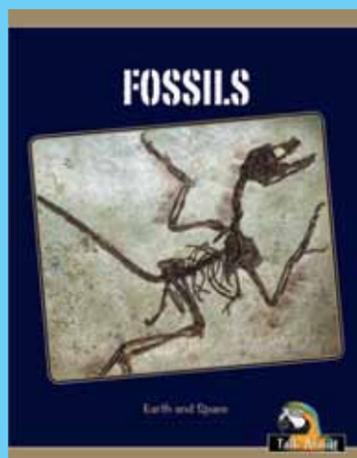
- Concept 1 – Motion is the change of position of something.
- Concept 2 – Distance is how far it is from one place to another.
- Concept 3 – Objects can move fast and slow.
- Concept 4 – Objects can change speed and direction.



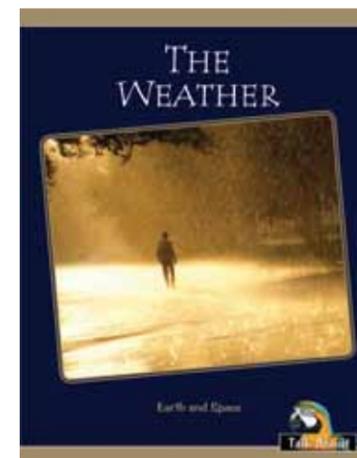
- Concept 1 – Minerals are nonliving things.*
- Concept 2 – There are many different kinds of minerals.*
- Concept 3 – There are ways of identifying minerals.*
- Concept 4 – People use minerals for different things.*



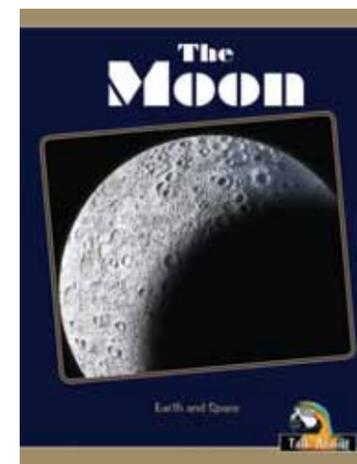
- Concept 1 – Rocks are nonliving things.*
- Concept 2 – Earth is mostly made of rocks.*
- Concept 3 – There are different types of rocks.*
- Concept 4 – People use rocks in many different ways.*



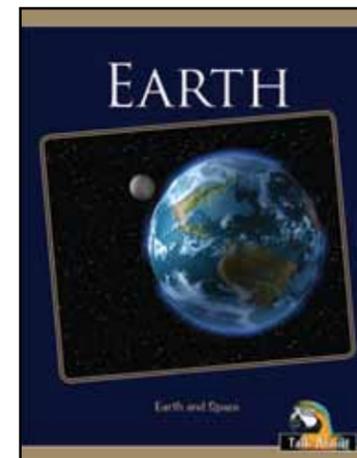
- Concept 1 – Fossils are the remains of living things that died a long time ago.*
- Concept 2 – Fossils are formed over many years.*
- Concept 3 – Plant fossils are not as common as animal fossils.*
- Concept 4 – People can learn things from fossils.*



- 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.*



Overview

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