**Lesson Plan for STEAM Reading Beginner 3**

**Class Time:** 50 mins

**Example Unit:** Unit 1 The Three States of Water

**Topic:** Solid, Liquid, and Gas

**STEAM:** Science

**New Words:** freeze, ice, palm, melt, disappear, frozen

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| **Lesson Section** | **Activities** | **Page** | **Time** |
| **Pre‐reading** | **Topic Intro Pages**  -Talk about water states in general  - Read the ‘I will learn…’ to the class.  - Have the students look at the background image and talk about it. | p. 8 | 5 mins |
| **Warm-up**  - Read the title and the warm-up section aloud.  - Read the question aloud and have students give responses; write a few responses on the board.  -Watch the experiment video to further introduce the lesson topic (scan the QR above the reading passage).  **Key Words**  - Ask students to look at the pictures and discuss what they see.  - Read the new words under the pictures.  - Listen to the audio. Listen and repeat the pronunciation of the new vocabulary.  - Explain words that are unfamiliar to the students.  - Listen to the audio again and have students number the words. | p. 8 | 10 mins |
| **Reading** | **Reading**  - Listen to the audio track for the passage; have students track the words of the passage as they are spoken.  - Listen again and pause the audio track after each sentence; have students repeat the sentences for pronunciation practice.  - Close the book and ask students to explain what they can remember; students may explain in their first language as long as the teacher is able to understand.  **AHA I SEE**  - Ask the students to read the sentences.  - Explain words that are unfamiliar to the students. Take a look at the extra words at the end of the book.  - Explain details about the topic  - Give more examples if necessary.  **C, D**  - Have students circle the key words in the reading.  - Have students complete the read and choose by circling the correct answers.  - Check the answers as a class. | p. 8-9 | 10 mins |
| **Comprehension Check** | **Check Your Understanding**  - Have students select the correct answers to the questions according to the passage.  - Check the answers as a class.  - Have students read the sentence(s) from the passage where they found the answers to ensure understanding. | p. 10 | 5 mins |
| **Consolidation** | **B.**  - Have students read the words choices aloud.  - Ask students to mark the correct sentence according to the passage.  - Check the answers as a class.  **C.**  - Have students read causes first.  - Have students write correct effects.  - Check the answers as a class  **D.**  - Have students look at the pictures.  - Have students unscramble and write the words.  - Check the answers as a class. | p. 10-11 | 10 mins |
| **STEAM Project** | **Project**  - Ask the students to read the instructions.  - Have Students complete the activity.  - Check the activity as a class.  - Have students discuss the question with a friend – Can any of these items change their state easily? | p. 11 | 10 mins |
| **Wrap-up** | **Homework**  - Assign homework from the Workbook inserted at the back of the text. | WB p. 4-5 |  |