

# 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

Lesson Section	Activities	Page	Time
Pre-reading	<b>Topic Intro Pages</b> - 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
	<b>Warm-up</b> - 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). <b>Key Words</b> - 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	<b>Reading</b> - 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. <b>WOW I SEE</b> - 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. <b>C, D</b> - 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	<b>Check Your Understanding</b> - 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>B.</b> - Have students read the words choices aloud. - Ask students to mark the correct sentence according to the passage.	p. 10-11	10 mins

	<ul style="list-style-type: none"> <li>- Check the answers as a class.</li> </ul> <p><b>C.</b></p> <ul style="list-style-type: none"> <li>- Have students read causes first.</li> <li>- Have students write correct effects.</li> <li>- Check the answers as a class</li> </ul> <p><b>D.</b></p> <ul style="list-style-type: none"> <li>- Have students look at the pictures.</li> <li>- Have students unscramble and write the words.</li> <li>- Check the answers as a class.</li> </ul>		
<b>STEAM Project</b>	<p><b>Project</b></p> <ul style="list-style-type: none"> <li>- Ask the students to read the instructions.</li> <li>- Have Students complete the activity.</li> <li>- Check the activity as a class.</li> <li>- Have students discuss the question with a friend – Can any of these items change their state easily?</li> </ul>	p. 11	10 mins
<b>Wrap-up</b>	<p><b>Homework</b></p> <ul style="list-style-type: none"> <li>- Assign homework from the Workbook inserted at the back of the text.</li> </ul>	WB p. 4-5	