

# Lesson Plan for STEAM Reading Beginner 1

**Class Time:** 50 mins  
**Example Unit:** Unit 1 What's in a Baseball?  
**Topic:** Different Materials  
**STEAM:** Science, Technology  
**New Words:** metal, wood, cork, rubber, leather, string

| Lesson Section      | Activities   | Page    | Time    |
|---------------------|--|---------|---------|
| Pre-reading         | <b>Topic Intro Pages</b> <ul style="list-style-type: none"> <li>- Talk about baseball in general</li> <li>- Read the 'I will learn...' to the class.</li> <li>- Have the students look at the background image and talk about it.</li> </ul>   | p.8     | 5 mins  |
|                     | <b>Warm-up</b> <ul style="list-style-type: none"> <li>- Read the title and the warm-up section aloud.</li> <li>- Read the question aloud and have students give responses; write a few responses on the board.</li> <li>- Watch the experiment video to further introduce the lesson topic (scan the QR above the reading passage).</li> </ul> <b>Key Words</b> <ul style="list-style-type: none"> <li>- Ask students to look at the pictures and discuss what they see.</li> <li>- Read the new words under the pictures.</li> <li>- Listen to the audio. Listen and repeat the pronunciation of the new vocabulary.</li> <li>- Explain words that are unfamiliar to the students.</li> <li>- Listen to the audio again and have students number the words.</li> </ul>  | p. 8    | 10 mins |
| Reading             | <b>Reading</b> <ul style="list-style-type: none"> <li>- Listen to the audio track for the passage; have students track the words of the passage as they are spoken.</li> <li>- Listen again and pause the audio track after each sentence; have students repeat the sentences for pronunciation practice.</li> <li>- 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.</li> </ul> <b>AHA I SEE</b> <ul style="list-style-type: none"> <li>- Ask the students to read the sentences.</li> <li>- Explain words that are unfamiliar to the students. Take a look at the extra words at the end of the book.</li> <li>- Explain details about the topic.</li> <li>- Give more examples if necessary.</li> </ul> <b>C, D</b> <ul style="list-style-type: none"> <li>- Have students circle the key words in the reading.</li> <li>- Have students complete the read and choose by circling the correct answers.</li> <li>- Check the answers as a class.</li> </ul> | p. 8-9  | 10 mins |
| Comprehension Check | <b>Check Your Understanding</b> <ul style="list-style-type: none"> <li>- Have students select the correct answers to the questions according to the passage.</li> <li>- Check the answers as a class.</li> <li>- Have students read the sentence(s) from the passage where they found the answers to ensure understanding.</li> </ul>  | p. 10   | 5 mins  |
| Consolidation       | <b>B.</b> <ul style="list-style-type: none"> <li>- Have students read the words choices aloud.</li> <li>- Ask students to mark the correct sentence according to the passage.</li> </ul>   | p.10-11 | 10 mins |

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|                      | <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 the descriptions under the picture.</li> <li>- Have students number the pictures.</li> <li>- Check the answers as a class</li> </ul> <p><b>D.</b></p> <ul style="list-style-type: none"> <li>- Have students read the words in the box aloud; drill for correct pronunciation.</li> <li>- Ask students to match and write the correct word according to the pictures.</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 for Step 1; have them complete Step 1.</li> <li>- Ask students to complete Step 2 and discuss with a partner or group as appropriate.</li> <li>- Check the activity as a class; have individuals or groups present to the class as appropriate.</li> </ul> <p>Note: Answers of Step 2 may vary between different students and groups. The project section should be assessed according to the skills of each step (critical thinking, creativity, collaboration, communication).</p> | 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 |         |