

Unit 1. Air Pressure Creates Wind

S T E A M

| | |
|--------------------|--|
| Academic Objective | Learn about air pressure and wind |
| Vocabulary | tiny, particle, blow up, binder clip, thick, remove, all the way, molecule |
| STEAM Project | An Air Pressure Experiment |
| | 21st Century Skills: Critical Thinking |

[WARM-UP]

- Discuss the warm-up question to see how much background information students possess about the topic.
- Sample Answer: Yes, I do. / No, I don't.
Wind is made when air moves from areas of higher pressure to areas of lower pressure.

[KEY WORDS]

- Have students look at the picture and play the audio. Have them repeat each word while looking at the picture to match the photograph and sound. Give simple explanations and examples when necessary.
- After practicing each word, play the audio again.
- Give students time to complete the exercise. Then have them check their answers in pairs or as a class.
- Answer: 6, 8, 2, 5, 1, 3, 7, 4

[READING]

- Play the audio once. After playing the audio, do choral reading and ask the students to repeat after you. Ask the students to point at each word as they read it.
- If necessary, have them read the text one more time by doing popcorn reading. (Have students take turns reading one line from the story. After they read one line, they call on another classmate to read the next line.)
- Scan the QR code to view the experiment.

[SHORT ACTIVITIES]

- Have them individually answer question C. Check the answer as a class and give a simple explanation if necessary.
- Answer: 1. b 2. a

[CHECK YOUR UNDERSTANDING]

- Give students 5-10 minutes to write their answers. Remind them to not refer to the reading or previous pages to check their understanding.
- Elicit answers from students. If there are any disagreements between students on the answers, have them cite the lines in the text that support their choices. For purpose, inference, or topic questions, elicit reasons why distractors are incorrect choices (ex. not in text, inaccurate, minor detail, etc.).
- Answer:
- A. Choose the correct answers. 1. a 2. c 3. c
- B. Circle T for true or F for false. Correct the false statements.
 - 1. F; Air is made of tiny particles that are always moving.
 - 2. F; The air molecules in the smaller balloon are close together and cause high pressure.
- C. Complete the chart.
 - 1. thick 2. Blow up 3. binder clip 4. Remove 5. higher 6. lower
- D. Complete the sentences.
 - 1. particles 2. tiny 3. blow up 4. thick 5. all the way 6. molecule

[STEAM PROJECT]

- Have students do the experiment and answer the question.
- Have them share the answers with their partner or group.
- Refer to PROJECT REFERENCE at the end of the book for further explanation.
- Give the answer with reasons based on PROJECT REFERENCE.
- Answer:
- Step 1
 - c. The water stays in the bottle.
 - d. The water comes out through the hole.
 - e. The water comes out through the hole.
- Step 2
 - Air is all around us, and it pushes down on us. It pushes against the hole, so the water stays inside the bottle. When we take the cap off, air gets into the bottle, and it pushes the water down. The water comes out through the hole.

Unit 2. The Weather Forecast

S T E A M

| | |
|--------------------|---|
| Academic Objective | Learn about air pressure and weather forecasts |
| Vocabulary | weather forecast, continue, expect, southern, region, business trip, cancel, in advance |
| STEAM Project | Climate and Weather |
| | 21st Century Skills: Critical Thinking, Collaboration, Creativity, Communication |

[WARM-UP]

- Discuss the warm-up question to see how much background information students possess about the topic.
- Sample Answer: It is important to know the weather in advance so you can plan events and prepare ahead of time.

[KEY WORDS]

- Have students look at the picture and play the audio. Have them repeat each word while looking at the picture to match the photograph and sound. Give simple explanations and examples when necessary.
- After practicing each word, play the audio again.
- Give students time to complete the exercise. Then have them check their answers in pairs or as a class.
- Answer: 2, 7, 5, 4, 1, 8, 3, 6

[READING]

- Play the audio once. After playing the audio, do choral reading and ask the students to repeat after you. Ask the students to point at each word as they read it.
- If necessary, have them read the text one more time by doing popcorn reading. (Have students take turns reading one line from the story. After they read one line, they call on another classmate to read the next line.)

[SHORT ACTIVITIES]

- Have them individually answer question C. Check the answer as a class and give a simple explanation if necessary.
- Answer: 1. c 2. b

[CHECK YOUR UNDERSTANDING]

- Give students 5-10 minutes to write their answers. Remind them to not refer to the reading or previous pages to check their understanding.
- Elicit answers from students. If there are any disagreements between students on the answers, have them cite the lines in the text that support their choices. For purpose, inference, or topic questions, elicit reasons why distractors are incorrect choices (ex. not in text, inaccurate, minor detail, etc.).
- Answer:
- A. Choose the correct answers. 1. b 2. c 3. c
- B. Circle T for true or F for false. Correct the false statements.
1. T 2. F; Lulu thinks learning about the weather in advance is good.
- C. Complete the chart.
Who: Lulu, her mom, (her dad)
What: Watching weather forecasts and knowing the weather in advance
Where: At home
When: Just before, when her dad called that the flight is canceled
Why: Heavy rain and wind are expected in the region where the flight was traveling from.
- D. Unscramble the letters and write them in the blanks.
1. expect 2. business trip 3. weather forecast 4. in advance 5. southern 6. region

[STEAM PROJECT]

- Have students complete the climate and weather chart.
- Have them share the answers of step 1 with their partner or group. Ask different pairs of groups to represent their results to the class.
- Have them make a poster about climate and weather and explain it to their partner.
- Answer:
- Climate: b, d, h, i Weather: a, c, e, f, g

Unit 3. How Does Heat Move Liquids?

S

T

E

A

M

| | |
|--------------------|---|
| Academic Objective | Learn about heat and liquids |
| Vocabulary | kettle, heat, finally, water tub, support, dropper, process, convection current |
| STEAM Project | Make a Convection Snake |
| | 21st Century Skills: Critical Thinking, Collaboration |

3 **HOW DOES HEAT MOVE LIQUIDS?**

KEY WORDS

Look, listen, and repeat.

a kettle
a water tub
a support
a dropper
a process
a convection current

READING

Listen and read.

How do you ever boiled water using a kettle?

The bottom of the kettle gets hot. It **boils** the water inside from the bottom to the top.

How does all the water in the kettle get hot and **finally** boil? Let's see.

1 Prepare a large water tub, four cups to support the tub, blue food coloring, a dropper, and a small paper cup.

Put the water tub on top of the four cups. Put water in it.

2 Drop the blue food coloring into the bottom of the tub using the dropper. Make sure you put the food coloring in slowly.

3 Fill the small paper cup with hot water. Put the water cup under the food coloring in the tub. See what happens to the blue food coloring.

What happens? The hot water under the tub heated the food coloring. After a while, the heated food coloring started moving. It flowed from the bottom to the top of the tub. The heated blue water went up. The cold water went down. We call this process a "convection current."

In a kettle, the hot water at the bottom moves up. The cold water moves down. Then the water gets hot, and it moves up again. This keeps happening until all the water is hot. The kettle boils! Would you like some tea?

4 Read and choose.

1. Which is the opposite of **boil**?
a. cool down b. warm up c. cook

2. What does **boil** mean in the reading?
a. the kettle b. the four cups c. the water tub

CHECK YOUR UNDERSTANDING

1. Choose the correct answer.

1. What is the reading mostly about?
a. How convection currents work
b. How to boil water using a kettle
c. What happens when the water in a kettle is cold

2. The food coloring moves up because
a. it cooks down b. it supports c. it's heated

3. Which of the following does **NOT** happen during the experiment?
a. The water becomes warm.
b. The cold water moves down.
c. The warm water moves down.

2. Circle T for true or F for false. Correct the false statements.

1. The food coloring starts moving down when it is heated. T F

2. Convection currents happen when the hot water at the bottom moves up, and the cold water at the top moves down. T F

3. Complete the chart.

bottom convection currents rise sink top

Cold water _____

Hot water _____

PROJECT MAKE A CONVECTION SNAKE

To do this project, you will need:

a sheet of paper
yarn (10 cm)
a table lamp
clear tape

STEP 1 Prepare the materials.

a. Attach one end of a piece of yarn to the middle of the paper spiral with clear tape.
b. Put the table lamp on the floor. Turn it on.
c. Take the other end of the yarn. Hang the paper spiral 10 cm above the table lamp.
d. What happens?

A. The paper spiral **moves round and round**. **doesn't move**.

STEP 2 Why does this happen?

The heat from the lamp heats up the air under the lamp. The air is **warmer** than the air above it. When the air heats up, it **moves** above the lamp. **Warmer** air moves faster. It creates a convection current in the air. This makes the paper spiral move round and round.

[WARM-UP]

- Discuss the warm-up question to see how much background information students possess about the topic.
- Sample Answer: The hot water moves to the top and the cold water moves to the bottom until all of the water is boiling.

[KEY WORDS]

- Have students look at the picture and play the audio. Have them repeat each word while looking at the picture to match the photograph and sound. Give simple explanations and examples when necessary.
- After practicing each word, play the audio again.
- Give students time to complete the exercise. Then have them check their answers in pairs or as a class.
- Answer: 3, 2, 8, 4, 1, 6, 5, 7

[READING]

- Play the audio once. After playing the audio, do choral reading and ask the students to repeat after you. Ask the students to point at each word as they read it.
- If necessary, have them read the text one more time by doing popcorn reading. (Have students take turns reading one line from the story. After they read one line, they call on another classmate to read the next line.)
- Scan the QR code to view the experiment.

[SHORT ACTIVITIES]

- Have them individually answer question C. Check the answer as a class and give a simple explanation if necessary.
- Answer: 1. a 2. c

[CHECK YOUR UNDERSTANDING]

- Give students 5-10 minutes to write their answers. Remind them to not refer to the reading or previous pages to check their understanding.
- Elicit answers from students. If there are any disagreements between students on the answers, have them cite the lines in the text that support their choices. For purpose, inference, or topic questions, elicit reasons why distractors are incorrect choices (ex. not in text, inaccurate, minor detail, etc.).
- Answer:
- A. Choose the correct answers. 1. a 2. c 3. c
- B. Circle T for true or F for false. Correct the false statements.
1. F; The food coloring starts moving up when it is heated. 2. T
- C. Complete the chart.
1. sinks 2. bottom 3. top 4. rises 5. Convection Currents
- D. Complete the sentences.
1. support 2. kettle 3. finally 4. process 5. dropper 6. heat

[STEAM PROJECT]

- Have students do the experiment and answer the question.
- Have them share the answers with their partner or group.
- Refer to PROJECT REFERENCE at the end of the book for further explanation.
- Give the answer with reasons based on PROJECT REFERENCE.
- Answer:
- Step 1: The paper spiral moves round and round.
- Step 2
- The heat from the lamp's light heats up the air above the lamp. Hot air is lighter than cool air. When the air heats up, it rises above the lamp. Colder air moves down. It creates a convection current in the air. This causes the paper spiral to move round and round.

Unit 4. Water Moves Around the World

S T E A M

| | |
|--------------------|---|
| Academic Objective | Learn about water currents and how they move |
| Vocabulary | equator, circulation, seawater, per, take, thousand, circulate, whole |
| STEAM Project | How Seawater Currents Work 21st Century Skills: Critical Thinking |

[WARM-UP]

- Discuss the warm-up question to see how much background information students possess about the topic.
- Sample Answer: No, the seawater at the poles is much colder than seawater in my country.

[KEY WORDS]

- Have students look at the picture and play the audio. Have them repeat each word while looking at the picture to match the photograph and sound. Give simple explanations and examples when necessary.
- After practicing each word, play the audio again.
- Give students time to complete the exercise. Then have them check their answers in pairs or as a class.
- Answer: 7, 6, 4, 5, 2, 1, 3, 8

[READING]

- Play the audio once. After playing the audio, do choral reading and ask the students to repeat after you. Ask the students to point at each word as they read it.
- If necessary, have them read the text one more time by doing popcorn reading. (Have students take turns reading one line from the story. After they read one line, they call on another classmate to read the next line.)

[SHORT ACTIVITIES]

- Have them individually answer question C. Check the answer as a class and give a simple explanation if necessary.
- Answer: 1. b 2. a

[CHECK YOUR UNDERSTANDING]

- Give students 5-10 minutes to write their answers. Remind them to not refer to the reading or previous pages to check their understanding.
- Elicit answers from students. If there are any disagreements between students on the answers, have them cite the lines in the text that support their choices. For purpose, inference, or topic questions, elicit reasons why distractors are incorrect choices (ex. not in text, inaccurate, minor detail, etc.).
- Answer:
- A. Choose the correct answers. 1. a 2. c 3. c
- B. Circle T for true or F for false. Correct the false statements.
- 1. F; Tim felt that the water was cold when he put his foot in the water.
- 2. F; Seawater moves at 1 cm per hour.
- C. Put a check (✓) for correct sentences and a cross (X) for incorrect sentences about seawater. 1. ✓ 2. X 3. X 4. X 5. ✓ 6. ✓
- D. Unscramble the letters and write them in the blanks.
- 1. equator 2. thousand 3. whole 4. circulation 5. seawater 6. circulate

[STEAM PROJECT]

- Have students complete the seawater characteristics chart.
- Have them share the answers with their partner or group.
- Have them complete the paragraph referring to the image next to it.
- Have them share the results of step 2 with their partner or group.
- Answer:
- Step 1
- Cold Seawater: around the North Pole, cold, dense
- Warm Seawater: around the equator, light, moves up, warm
- Step 2
- 1. Moving 2. sinks 3. warm water 4. heats

Unit 5. Growing Mushrooms

S T E A M

| | |
|--------------------|---|
| Academic Objective | Learn about mushrooms and how to grow them |
| Vocabulary | fungus (fungi), mold, nutrient, alive, instruction, include, spawn, spore |
| STEAM Project | The Life Cycle of Mushrooms |
| | 21st Century Skills: Critical Thinking |

[WARM-UP]

- Discuss the warm-up question to see how much background information students possess about the topic.
- Sample Answer: Because when you eat moldy bread, you could inhale some of the mold spores which could cause breathing problems.

[KEY WORDS]

- Have students look at the picture and play the audio. Have them repeat each word while looking at the picture to match the photograph and sound. Give simple explanations and examples when necessary.
- After practicing each word, play the audio again.
- Give students time to complete the exercise. Then have them check their answers in pairs or as a class.
- Answer: 3, 1, 7, 8, 5, 2, 6, 4

[READING]

- Play the audio once. After playing the audio, do choral reading and ask the students to repeat after you. Ask the students to point at each word as they read it.
- If necessary, have them read the text one more time by doing popcorn reading. (Have students take turns reading one line from the story. After they read one line, they call on another classmate to read the next line.)
- Scan the QR code to view the experiment.

[SHORT ACTIVITIES]

- Have them individually answer question C. Check the answer as a class and give a simple explanation if necessary.
- Answer: 1. b 2. a

[CHECK YOUR UNDERSTANDING]

- Give students 5-10 minutes to write their answers. Remind them to not refer to the reading or previous pages to check their understanding.
- Elicit answers from students. If there are any disagreements between students on the answers, have them cite the lines in the text that support their choices. For purpose, inference, or topic questions, elicit reasons why distractors are incorrect choices (ex. not in text, inaccurate, minor detail, etc.).
- Answer:
- A. Choose the correct answers. 1. b 2. a 3. b
- B. Circle T for true or F for false. Correct the false statements.
1. T 2. F; Mushrooms grow from spores carried by the wind.
- C. Complete the chart.
Plants: a, d Fungi: b, c, e
- D. Complete the sentences.
1. mold 2. alive 3. include 4. instructions 5. spores 6. nutrients

[STEAM PROJECT]

- Have students match the words to the life cycle of mushrooms on step 1 and complete the paragraph on step 2.
- Have them share the answers of the steps.
- Explain them the meaning of difficult words referring to the WORD LIST.
- Answers:
- Step 1
1. spores 2. germinated spores 3. mushroom spawn 4. pinhead 5. new mushroom 6. grown-up mushroom
- Step 2
1. grown-up mushroom 2. spores 3. germinated spores 4. mushroom spawn 5. pinhead 6. new mushroom

Unit 6. I Am Not a Plant!



| | |
|--------------------|--|
| Academic Objective | Learn about differences between mushrooms and plants |
| Vocabulary | mushroom, wide, stalk, photosynthesis, dead, reproduce, gill, land |
| STEAM Project | 21st Century Skills: Critical Thinking, Communication |

[WARM-UP]

- Discuss the warm-up question to see how much background information students possess about the topic.
- Sample Answer: Fungi do not need sunlight to grow, but plants do. Fungi grow from spores, but plants grow from seeds. Fungi do not have leaves, but plants do. Fungi get nutrients from other dead and living things while plants make their own food through photosynthesis.

[KEY WORDS]

- Have students look at the picture and play the audio. Have them repeat each word while looking at the picture to match the photograph and sound. Give simple explanations and examples when necessary.
- After practicing each word, play the audio again.
- Give students time to complete the exercise. Then have them check their answers in pairs or as a class.
- Answer: 3, 4, 8, 2, 1, 7, 6, 5

[READING]

- Play the audio once. After playing the audio, do choral reading and ask the students to repeat after you. Ask the students to point at each word as they read it.
- If necessary, have them read the text one more time by doing popcorn reading. (Have students take turns reading one line from the story. After they read one line, they call on another classmate to read the next line.)

[SHORT ACTIVITIES]

- Have them individually answer question C. Check the answer as a class and give a simple explanation if necessary.
- Answer: 1. a 2. c

[CHECK YOUR UNDERSTANDING]

- Give students 5-10 minutes to write their answers. Remind them to not refer to the reading or previous pages to check their understanding.
- Elicit answers from students. If there are any disagreements between students on the answers, have them cite the lines in the text that support their choices. For purpose, inference, or topic questions, elicit reasons why distractors are incorrect choices (ex. not in text, inaccurate, minor detail, etc.).
- Answer:
- A. Choose the correct answers. 1. c 2. a 3. a
- B. Circle T for true or F for false. Correct the false statements.
- 1. F; A mushroom has a large cap and a long stalk.
- 2. F; Plants feed through the process of photosynthesis.
- C. Complete the chart.
- 1. photosynthesis 2. dead 3. reproduce 4. land 5. belong
- D. Match the word with its definition.
- 1. stalk 2. dead 3. photosynthesis 4. reproduce 5. gill 6. mushroom

[STEAM PROJECT]

- Have students read the information about fungi.
- Have them complete the chart about fungi with their friends.
- Have them share the answers of step 2 with their partner or group. Ask different pairs of groups to represent their results to the class.
- Answer: 1. antibiotics 2. grow 3. break down 4. nutrients 5. kill 6. deadly

Unit 7. Water Drops

S T E A M

| | |
|--------------------|---|
| Academic Objective | Learn about surface tension |
| Vocabulary | state, surface tension, penny, pipette, one at a time, count, spill, eventually |
| STEAM Project | Toothpick Surface Tension Experiment 21st Century Skills: Critical Thinking |

The collage shows four pages from a student workbook. The first page is a 'Warm-up' section with a 'KEY WORDS' list (a penny, a pipette, a spill, a surface tension, a count, a spill) and a 'READING' section with a text about surface tension. The second page is a 'CHECK YOUR UNDERSTANDING' section with multiple-choice and true/false questions. The third page is a 'PROJECT' section titled 'TOOTHPICK SURFACE TENSION EXPERIMENT' with instructions and a QR code. The fourth page is a 'Complete the sentences' section with a list of sentences to be completed using words from the key words list.

[WARM-UP]

- Discuss the warm-up question to see how much background information students possess about the topic.
- Sample Answer: The paperclip floats.

[KEY WORDS]

- Have students look at the picture and play the audio. Have them repeat each word while looking at the picture to match the photograph and sound. Give simple explanations and examples when necessary.
- After practicing each word, play the audio again.
- Give students time to complete the exercise. Then have them check their answers in pairs or as a class.
- Answer: 3, 6, 1, 8, 4, 2, 5, 7

[READING]

- Play the audio once. After playing the audio, do choral reading and ask the students to repeat after you. Ask the students to point at each word as they read it.
- If necessary, have them read the text one more time by doing popcorn reading. (Have students take turns reading one line from the story. After they read one line, they call on another classmate to read the next line.)
- Scan the QR code to view the experiment.

[SHORT ACTIVITIES]

- Have them individually answer question C. Check the answer as a class and give a simple explanation if necessary.
- Answer: 1. c 2. b

[CHECK YOUR UNDERSTANDING]

- Give students 5-10 minutes to write their answers. Remind them to not refer to the reading or previous pages to check their understanding.
- Elicit answers from students. If there are any disagreements between students on the answers, have them cite the lines in the text that support their choices. For purpose, inference, or topic questions, elicit reasons why distractors are incorrect choices (ex. not in text, inaccurate, minor detail, etc.).
- Answer:
- A. Choose the correct answers. 1. a 2. c 3. a
- B. Circle T for true or F for false. Correct the false statements.
1. F; Water can change between three states: solid, liquid, and gas. 2. T
- C. Number the pictures in the correct order. 2, 1, 3, 4
- D. Complete the sentences.
1. eventually 2. one at a time 3. counts 4. spill 5. pipette 6. states

[STEAM PROJECT]

- Have students do the experiment and answer the questions.
- Have them share the results with their partner or group.
- Refer to PROJECT REFERENCE at the end of the book for further explanation.
- Give the answer with reasons based on PROJECT REFERENCE.
- Answer:
- Step 1
- a. Yes, they do.
- b. No, they don't.
- Step 2
- The water molecules of the water in the bowl are pulled together equally. The molecules on top are pulled together more tightly because there are no water molecules above them. They form a sort of "skin," and we call this surface tension. When we add liquid soap inside the triangle of toothpicks, we decrease the surface tension. The water molecules move, so the toothpicks move.

Unit 8. A Water Strider

S

T

E

A

M

| | |
|--------------------|---|
| Academic Objective | Learn more about surface tension |
| Vocabulary | water strider, reservoir, look like, thin, pair, scientific, fine, spread out |
| STEAM Project | Water Striders |
| | 21st Century Skills: Critical Thinking |

8 A WATER STRIDER

KEY WORDS
Look, listen, and repeat

WARM-UP
What happens to surface tension when we add a drop of detergent to water?

READING
Listen and read

I'm a water strider. You can find me at ponds and reservoirs. My body looks like a stick. I have three pairs of legs. My front two legs are short. My back four legs are very long. Some people say my four long legs make me look like a drone. Drones float in the air, and I float on the water! I can walk on water, too. It's because I'm light, but there is a more scientific reason. It's because I use surface tension.

Listen and number the words.

There are thousands of fine hairs covering my whole body. The hairs shut in air while my legs push on the surface of the water and spread my weight out. The water pushes my legs up. That's how I float on the water. Look for me in the water!

Read and choose.

1. Which is the opposite of **spread**?
a. small b. thick c. large

2. What does **2** mean in the reading?
a. I can walk on water. b. I have long legs. c. I look like a drone.

CHECK YOUR UNDERSTANDING

1. Choose the correct answers.

1. What is the main purpose of the reading?
a. to describe and give facts about water striders
b. to explain the scientific reason for water striders to be able to walk on water
c. to explain why water striders don't use surface tension

2. The water strider's four long legs help it
a. float in the air
b. look like a thick stick
c. spread its weight out on the water

3. Which of the following is true about water striders?
a. They look like a thick stick.
b. They have legs of equal length.
c. They take advantage of surface tension.

2. Circle T for true or F for false. Correct the false statements.

1. The water strider's front two legs are long. T F

2. The water strider's whole body is covered with thousands of fine hairs. T F

3. Put a check (✓) for correct sentences and a cross (X) for incorrect sentences about water striders.

1. Water striders live in ponds and reservoirs. ✓

2. Water striders look like a drone. X

3. Water striders are too heavy to use water tension. X

4. Water striders have four pairs of legs. ✓

5. Their long legs help spread out their weight so they can float. ✓

PROJECT WATER STRIDERS

STEP 1 Match the words to the body of the water strider.

antennae, back legs, body, eyes, forelegs, head, middle legs, wings

STEP 2 Complete the sentences.

Look at the water strider. It has a head, two antennae, two eyes, and two antennae. It has six legs. The front legs are short. The middle legs are light. The back legs are very long. Water striders can walk on water because they use surface tension. Not all water striders can do this. Only those that have a special body can do so.

[WARM-UP]

- Discuss the warm-up question to see how much background information students possess about the topic.
- Sample Answer: The detergent causes the surface tension to break.

[KEY WORDS]

- Have students look at the picture and play the audio. Have them repeat each word while looking at the picture to match the photograph and sound. Give simple explanations and examples when necessary.
- After practicing each word, play the audio again.
- Give students time to complete the exercise. Then have them check their answers in pairs or as a class.
- Answer: 3, 1, 2, 6, 5, 4, 8, 7

[READING]

- Play the audio once. After playing the audio, do choral reading and ask the students to repeat after you. Ask the students to point at each word as they read it.
- If necessary, have them read the text one more time by doing popcorn reading. (Have students take turns reading one line from the story. After they read one line, they call on another classmate to read the next line.)

[SHORT ACTIVITIES]

- Have them individually answer question C. Check the answer as a class and give a simple explanation if necessary.
- Answer: 1. b 2. a

[CHECK YOUR UNDERSTANDING]

- Give students 5-10 minutes to write their answers. Remind them to not refer to the reading or previous pages to check their understanding.
- Elicit answers from students. If there are any disagreements between students on the answers, have them cite the lines in the text that support their choices. For purpose, inference, or topic questions, elicit reasons why distractors are incorrect choices (ex. not in text, inaccurate, minor detail, etc.).
- Answer:
- A. Choose the correct answers. 1. a 2. c 3. c
- B. Circle T for true or F for false. Correct the false statements.
1. F; The water strider's front two legs are short. 2. T
- C. Put a check (✓) for correct sentences and a cross (X) for incorrect sentences about water striders. 1. ✓ 2. ✓ 3. X 4. X 5. X 6. ✓
- D. Unscramble the letters and write them in the blanks.
1. reservoir 2. pair 3. scientific 4. fine 5. water strider 6. look like

[STEAM PROJECT]

- Have students match the words to the image of the water strider and fill in the blanks to complete the paragraph.
- Have them share the answers of the blanks with their partner or group. Ask different pairs of groups to represent their answers to the class.
- Answer:
- Step 1:
1. front legs 2. eyes 3. middle legs 4. back legs 5. antennae 6. head 7. body 8. wings
- Step 2:
1. body 2. eyes 3. front legs 4. antennae 5. middle legs 6. back legs 7. wings

Unit 9. Speed Racers

S T E A M

| | |
|--------------------|--|
| Academic Objective | Learn about how to compare the speed of objects |
| Vocabulary | distance, race, far, starting line, tape measure, vertical, set, fan |
| STEAM Project | Which Is the Fastest Sport? 21st Century Skills: Critical Thinking, Collaboration, Communication |

KEY WORDS
Look, listen, and repeat.

WARM-UP
How do you know the speed of cars?

READING
Listen and read.
How can we compare the speed of objects?
There are two ways to do it.
We can compare their speed over the same distance.
For example, five people run a 100-meter race. The person who finishes first is the fastest.
We can also compare how fast objects can travel at different speeds over the same amount of time.
A bicycle travels 60 km in 3 hours. A car travels 240 km, and a train travels 300 km in the same time.
Which is the fastest? It's the train. It travels the farthest in the same amount of time.
Let's compare the speed of objects over the same amount of time.

CHECK YOUR UNDERSTANDING

1. Choose the correct answers.
a. to explain how to measure speed
b. to explain why a bicycle is faster than a train
c. to explain how to put paper cars on the starting line

2. One of the ways to measure speed is _____.
a. to compare the distance between two objects
b. to compare the speed of two objects over the same distance
c. to compare the speed of two objects over a different distance

3. Which of the following is NOT needed to do the experiment?
a. Paper cars
b. A train
c. A tape measure

4. Circle T for true or F for false. Correct the false statements.
1. The person who finishes last in a race is the fastest runner. T F
2. In the experiment, the first car is the fastest because it goes the farthest in the same amount of time. T F

PROJECT
WHICH IS THE FASTEST SPORT?
Here are some sports and the speeds at which you need to move to do them.
STEP 1 Match the sport to the photo.
STEP 2 Put them in order from the slowest to the fastest.
STEP 3 Share your answers with a friend.

[WARM-UP]

- Discuss the warm-up question to see how much background information students possess about the topic.
- Sample Answer: We can know the speed of cars by knowing how long it takes them to travel a certain distance.

[KEY WORDS]

- Have students look at the picture and play the audio. Have them repeat each word while looking at the picture to match the photograph and sound. Give simple explanations and examples when necessary.
- After practicing each word, play the audio again.
- Give students time to complete the exercise. Then have them check their answers in pairs or as a class.
- Answer: 7, 4, 1, 2, 5, 8, 6, 3

[READING]

- Play the audio once. After playing the audio, do choral reading and ask the students to repeat after you. Ask the students to point at each word as they read it.
- If necessary, have them read the text one more time by doing popcorn reading. (Have students take turns reading one line from the story. After they read one line, they call on another classmate to read the next line.)
- Scan the QR code to view the experiment.

[SHORT ACTIVITIES]

- Have them individually answer question C. Check the answer as a class and give a simple explanation if necessary.
- Answer: 1. b 2. a

[CHECK YOUR UNDERSTANDING]

- Give students 5-10 minutes to write their answers. Remind them to not refer to the reading or previous pages to check their understanding.
- Elicit answers from students. If there are any disagreements between students on the answers, have them cite the lines in the text that support their choices. For purpose, inference, or topic questions, elicit reasons why distractors are incorrect choices (ex. not in text, inaccurate, minor detail, etc.).
- Answer:
- A. Choose the correct answers. 1. a 2. b 3. b
- B. Circle T for true or F for false. Correct the false statements.
- 1. F; The person who finishes first in a race is the fastest runner. 2. T
- C. Complete the chart.
- 1. distance 2. race 3. far 4. tape measure 5. fans
- D. Complete the sentences.
- 1. far 2. set 3. fan 4. distance 5. tape measure 6. vertical

[STEAM PROJECT]

- Have students match the sport to the photo.
- Have them put the words in order from the slowest to the fastest
- Have them share the results of steps 1, 2 with their partner or group. Ask different pairs of groups to represent their results to the class.
- Answer:
- Step 1:
- 1. sprint 2. ice hockey 3. F1 4. football (soccer) 5. speed skiing
- Step 2: football (soccer) → ice hockey → sprint → speed skiing → F1

Unit 10. A Race to Grandfather's House



| | |
|--------------------|--|
| Academic Objective | Learn how to work out velocity |
| Vocabulary | arrive, leave, find out, work out, velocity, kilometer, divide by, win |
| STEAM Project | 21st Century Skills: Critical Thinking, Communication |

[WARM-UP]

- Discuss the warm-up question to see how much background information students possess about the topic.
- Sample Answer: I can run about 10 kilometers per hour.

[KEY WORDS]

- Have students look at the picture and play the audio. Have them repeat each word while looking at the picture to match the photograph and sound. Give simple explanations and examples when necessary.
- After practicing each word, play the audio again.
- Give students time to complete the exercise. Then have them check their answers in pairs or as a class.
- Answer: 3, 6, 8, 5, 2, 1, 7, 4

[READING]

- Play the audio once. After playing the audio, do choral reading and ask the students to repeat after you. Ask the students to point at each word as they read it.
- If necessary, have them read the text one more time by doing popcorn reading. (Have students take turns reading one line from the story. After they read one line, they call on another classmate to read the next line.)

[SHORT ACTIVITIES]

- Have them individually answer question C. Check the answer as a class and give a simple explanation if necessary.
- Answer: 1. a 2. a

[CHECK YOUR UNDERSTANDING]

- Give students 5-10 minutes to write their answers. Remind them to not refer to the reading or previous pages to check their understanding.
- Elicit answers from students. If there are any disagreements between students on the answers, have them cite the lines in the text that support their choices. For purpose, inference, or topic questions, elicit reasons why distractors are incorrect choices (ex. not in text, inaccurate, minor detail, etc.).
- Answer:
- A. Choose the correct answers. 1. b 2. b 3. a
- B. Circle T for true or F for false. Correct the false statements.
- 1. F; Sally and her uncle left home at different times but arrived at the same time.
- 2. T
- C. Complete the chart.
- Who: Sally and Uncle Pete
- What: Velocity, and who traveled faster to get to Sally's grandfather's home
- Where: At Sally's grandfather's home
- When: At 10:00 a.m.
- Why: Her car traveled in 80 km/h while Uncle Pete's car went in 70 km/h.
- D. Match the word with its definition.
- 1. arrive 2. win 3. kilometer 4. leave 5. divide by 6. find out

[STEAM PROJECT]

- Have students solve the problems using the formula.
- Have them share the results with their partner or group. Ask different pairs of groups to represent their results to the class.
- Answer:
- 1. 130 kilometers 2. 3.5 hours 3. 261 kilometers
- 4. 115 kilometers 5. 16 kilometers

Unit 11. The Changing Volume of Gases

S T E A M

| | |
|--------------------|---|
| Academic Objective | Learn about the volume of gases |
| Vocabulary | table tennis, step on, by mistake, triangular, flask, return, original, knowledge |
| STEAM Project | How Can You Fix the Crushed Ball? 21st Century Skills: Critical Thinking |

The image shows four pages from a student workbook for Unit 11, 'The Changing Volume of Gases'. The pages include a 'Warm-up' section with a question about smelling a gas, a 'Reading' section with a story about a crushed ball, a 'Check Your Understanding' section with multiple-choice and true/false questions, and a 'Project' section titled 'How Can You Fix the Crushed Ball?' with a diagram of a flask and a list of materials and steps.

[WARM-UP]

- Discuss the warm-up question to see how much background information students possess about the topic.
- Sample Answer: You can smell some type of gases.

[KEY WORDS]

- Have students look at the picture and play the audio. Have them repeat each word while looking at the picture to match the photograph and sound. Give simple explanations and examples when necessary.
- After practicing each word, play the audio again.
- Give students time to complete the exercise. Then have them check their answers in pairs or as a class.
- Answer: 3, 5, 2, 6, 7, 4, 1, 8

[READING]

- Play the audio once. After playing the audio, do choral reading and ask the students to repeat after you. Ask the students to point at each word as they read it.
- If necessary, have them read the text one more time by doing popcorn reading. (Have students take turns reading one line from the story. After they read one line, they call on another classmate to read the next line.)
- Scan the QR code to view the experiment.

[SHORT ACTIVITIES]

- Have them individually answer question C. Check the answer as a class and give a simple explanation if necessary.
- Answer: 1. c 2. c

[CHECK YOUR UNDERSTANDING]

- Give students 5-10 minutes to write their answers. Remind them to not refer to the reading or previous pages to check their understanding.
- Elicit answers from students. If there are any disagreements between students on the answers, have them cite the lines in the text that support their choices. For purpose, inference, or topic questions, elicit reasons why distractors are incorrect choices (ex. not in text, inaccurate, minor detail, etc.).
- Answer:
- A. Choose the correct answers. 1. b 2. a 3. a
- B. Circle T for true or F for false. Correct the false statements.
- 1. T 2. F; If you put a crushed table tennis ball in hot water, it will recover its original shape.
- C. Circle the correct answers. 1. flask 2. bigger 3. smaller 4. hot 5. bigger
- D. Complete the sentences.
- 1. step on 2. return 3. knowledge 4. triangular 5. by mistake 6. original

[STEAM PROJECT]

- Have students do the experiment and answer the question.
- Have them complete the paragraph.
- Have them share the answers with their partner or group.
- Refer to PROJECT REFERENCE at the end of the book for further explanation.
- Give the answer with reasons based on PROJECT REFERENCE.
- Answer:
- Step 1: The ball gets bigger. It returns to its original shape.
- Step 2:
- 1. crushed 2. volume 3. boiling 4. heat up 5. bigger 6. original

Unit 12. Cold Air, Hot Air

S T E A M

| | |
|--------------------|--|
| Academic Objective | Learn about the relationship between temperature and the volume of a gas |
| Vocabulary | stew, weird, plastic wrap, curved, downward, rotten, microwave, take off |
| STEAM Project | The Volume of Gases in Our Daily Life 21st Century Skills: Critical Thinking, Collaboration, Creativity, Communication |

12 COLD AIR, HOT AIR

KEY WORDS
Look, listen, and repeat.

WARM-UP
Have you ever used plastic wrap when you got food in the microwave?

READING
Listen and read.
"Brian, look at this stew!" says Erica. "It looks weird!"
"Mom said to eat it for dinner, but I'm not sure whether it's okay to eat."
"What's wrong?" says her brother.
"Look at the plastic wrap on top. It's curved downward. Does that mean it's rotten?" Erica says.
"Don't worry, Erica!" laughs Brian. "It's just because the stew was in the fridge. It got cold. The air between the plastic wrap and the stew got cold, too. The volume of the air got smaller, so the plastic wrap curved downward."

CHECK YOUR UNDERSTANDING
1. Choose the correct answer.
1. What is the main purpose of the reading?
a. To explain how to cook food using a microwave.
b. To explain how temperature changes the volume of a gas.
c. To explain how microwaving curved the plastic wrap downward.
2. The stew looks weird because
a. the children took off the plastic wrap.
b. it was in the fridge, and the plastic wrap curved downward.
c. it was in the microwave, and the plastic wrap curved upward.
3. Which of the following is NOT true about the stew?
a. It's cold. b. It looks weird. c. It's rotten.
2. Circle T for true or F for false. Correct the false statements.
1. Brian thinks Erica's stew looks weird. T F
2. The plastic wrap over the stew curved downward because the volume of the air got smaller. T F
3. Put a check (✓) for correct sentences and a cross (x) for incorrect sentences about the story.
1. Erica thinks the stew looks weird. ✓
2. The stew room left the children to rotate. x
3. The children will take off the plastic wrap before eating the stew. ✓
4. Brian thinks the stew is okay to eat. ✓
5. The plastic wrap curves upward when the stew is in the fridge. x
6. When you microwave the stew, the plastic wrap curves downward. ✓

PROJECT: THE VOLUME OF GASES IN OUR DAILY LIFE
STEP 1: Unscramble the letters and write them in the blanks.
1. mowly, that cannot be eaten. _____
2. wery change. _____
3. hawing a round shape. _____
4. a thick soup. _____
5. To take slowly. _____
6. To cook in a microwave oven. _____
STEP 2: Draw a picture to explain how we use our knowledge about the volume of gases in everyday life. Then, share it with a friend.

[WARM-UP]

- Discuss the warm-up question to see how much background information students possess about the topic.
- Sample Answer: Yes, I used it to microwave leftovers.

[KEY WORDS]

- Have students look at the picture and play the audio. Have them repeat each word while looking at the picture to match the photograph and sound. Give simple explanations and examples when necessary.
- After practicing each word, play the audio again.
- Give students time to complete the exercise. Then have them check their answers in pairs or as a class.
- Answer: 3, 7, 5, 4, 1, 8, 6, 2

[READING]

- Play the audio once. After playing the audio, do choral reading and ask the students to repeat after you. Ask the students to point at each word as they read it.
- If necessary, have them read the text one more time by doing popcorn reading. (Have students take turns reading one line from the story. After they read one line, they call on another classmate to read the next line.)

[SHORT ACTIVITIES]

- Have them individually answer question C. Check the answer as a class and give a simple explanation if necessary.
- Answer: 1. b 2. b

[CHECK YOUR UNDERSTANDING]

- Give students 5-10 minutes to write their answers. Remind them to not refer to the reading or previous pages to check their understanding.
- Elicit answers from students. If there are any disagreements between students on the answers, have them cite the lines in the text that support their choices. For purpose, inference, or topic questions, elicit reasons why distractors are incorrect choices (ex. not in text, inaccurate, minor detail, etc.).
- Answer:
- A. Choose the correct answers. 1. b 2. b 3. c
- B. Circle T for true or F for false. Correct the false statements.
1. F; Erica thinks mom's stew looks weird. 2. T
- C. Put a check (✓) for correct sentences and a cross (X) for incorrect sentences about the story. 1. ✓ 2. X 3. ✓ 4. ✓ 5. X 6. X
- D. Unscramble the letters and write them in the blanks.
1. rotten 2. weird 3. curved 4. stew 5. take off 6. microwave

[STEAM PROJECT]

- Have students read the information about the volume of gases and complete the chart about it.
- Have them share the answers of step 1 with their partner or group. Ask different pairs of groups to represent their results to the class.
- Have them make a poster about the volume of gases in everyday life and explain it to their partner.
- Refer to PROJECT REFERENCE at the end of the book for further explanation.
- Answer:
- Gas volume increases: Hot air balloon, Tire
- Gas volume decreases: Lung, Pool float

Unit 13. Stems Carry Water

S T E A M

| | |
|--------------------|---|
| Academic Objective | Learn about the function of the stem in a plant |
| Vocabulary | root, stem, lily, horizontally, vertically, dot, appearance, wind |
| STEAM Project | What Does the Stem Taste Like? 21st Century Skills: Critical Thinking |

[WARM-UP]

- Discuss the warm-up question to see how much background information students possess about the topic.
- Sample Answer: In that way, water can travel up the stem to the flowers so they can live longer.

[KEY WORDS]

- Have students look at the picture and play the audio. Have them repeat each word while looking at the picture to match the photograph and sound. Give simple explanations and examples when necessary.
- After practicing each word, play the audio again.
- Give students time to complete the exercise. Then have them check their answers in pairs or as a class.
- Answer: 6, 8, 3, 5, 2, 4, 1, 7

[READING]

- Play the audio once. After playing the audio, do choral reading and ask the students to repeat after you. Ask the students to point at each word as they read it.
- If necessary, have them read the text one more time by doing popcorn reading. (Have students take turns reading one line from the story. After they read one line, they call on another classmate to read the next line.)
- Scan the QR code to view the experiment.

[SHORT ACTIVITIES]

- Have them individually answer question C. Check the answer as a class and give a simple explanation if necessary.
- Answer: 1. b 2. a

[CHECK YOUR UNDERSTANDING]

- Give students 5-10 minutes to write their answers. Remind them to not refer to the reading or previous pages to check their understanding.
- Elicit answers from students. If there are any disagreements between students on the answers, have them cite the lines in the text that support their choices. For purpose, inference, or topic questions, elicit reasons why distractors are incorrect choices (ex. not in text, inaccurate, minor detail, etc.).
- Answer:
- A. Choose the correct answers. 1. c 2. a 3. c
- B. Circle T for true or F for false. Correct the false statements.
- 1. F; Roots spread out under the ground and absorb water. 2. T
- C. Complete the chart.
- 1. roots 2. lily 3. horizontally 4. dots 5. stem
- D. Complete the sentences.
- 1. wind 2. lily 3. dots 4. roots 5. appearance 6. horizontally

[STEAM PROJECT]

- Have students do the experiment with the stems and answer the question.
- Have them fill out each blank to complete the paragraph.
- Have them share the answers of step 1 and 2 with their partner or group.
- Refer to PROJECT REFERENCE at the end of the book for further explanation.
- Give the answer with reasons based on PROJECT REFERENCE.
- Answer:
- Step 1: No, they don't.
- Step 2: 1. saltwater 2. sweet 3. stems 4. roots 5. vertically

Unit 14. Grandmother's Garden



| | |
|--------------------|---|
| Academic Objective | Learn more about different types of stems |
| Vocabulary | weekend, dig up, sweet potato, upright, crawl, stolon, morning glory, pie |
| STEAM Project | Parts of a Plant |
| | 21st Century Skills: Critical Thinking, Creativity, Collaboration, Communication |

[WARM-UP]

- Discuss the warm-up question to see how much background information students possess about the topic.
- Sample Answer: Yes, I have. When I went to the farm with my family last year, we picked carrots together.

[KEY WORDS]

- Have students look at the picture and play the audio. Have them repeat each word while looking at the picture to match the photograph and sound. Give simple explanations and examples when necessary.
- After practicing each word, play the audio again.
- Give students time to complete the exercise. Then have them check their answers in pairs or as a class.
- Answer: 3, 5, 2, 4, 8, 7, 1, 6

[READING]

- Play the audio once. After playing the audio, do choral reading and ask the students to repeat after you. Ask the students to point at each word as they read it.
- If necessary, have them read the text one more time by doing popcorn reading. (Have students take turns reading one line from the story. After they read one line, they call on another classmate to read the next line.)

[SHORT ACTIVITIES]

- Have them individually answer question C. Check the answer as a class and give a simple explanation if necessary.
- Answer: 1. b 2. b

[CHECK YOUR UNDERSTANDING]

- Give students 5-10 minutes to write their answers. Remind them to not refer to the reading or previous pages to check their understanding.
- Elicit answers from students. If there are any disagreements between students on the answers, have them cite the lines in the text that support their choices. For purpose, inference, or topic questions, elicit reasons why distractors are incorrect choices (ex. not in text, inaccurate, minor detail, etc.).
- Answer:
- A. Choose the correct answers. 1. b 2. b 3. b
- B. Circle T for true or F for false. Correct the false statements.
- 1. T 2. F; Today, Brian is digging up some sweet potatoes for his grandmother's pie.
- C. Complete the chart.
- 1. tomato 2. upright stem 3. sweet potato 4. crawling stem (stolon) 5. strawberry 6. crawling stem (stolon) 7. morning glory 8. wrapping/winding stem
- D. Match the word with its definition.
- 1. sweet potato 2. morning glory 3. dig up 4. pie 5. upright 6. crawl

[STEAM PROJECT]

- Have students match the functions to the parts of the strawberry.
- Have them share the answers of step 1 with their partner or group. Ask different pairs of groups to represent their results to the class.
- Have them make a poster describing the parts of a sweet potato plant or a morning glory plant and share it with their partner or group.
- Answer: 1. a 2. e 3. c 4. b 5. d

Unit 15. What's the Weather Like Today?

S T E A M

| | |
|--------------------|--|
| Academic Objective | Learn about the weather and meteorologists |
| Vocabulary | meteorologist, weather balloon, record, atmospheric pressure, information, analyze, report, weather forecaster |
| STEAM Project | Make a Pinwheel 21st Century Skills: Communication, Critical Thinking, Creativity, Collaboration |

The image displays three pages of student materials for Unit 15, "What's the Weather Like Today?".

- Page 1 (Left):** Features a "WARM-UP" section with a photo of two students looking at a weather map. Below it is a "READING" section with a text passage about meteorologists and weather forecasting. A "KEY WORDS" sidebar on the left lists terms like "weather balloon", "record", "atmospheric pressure", "analyze", "report", "forecast", and "meteorologist" with corresponding icons.
- Page 2 (Middle):** Contains a "CHECK YOUR UNDERSTANDING" section with multiple-choice and true/false questions. Below this is a "Complete the chart" activity with a table for recording information.
- Page 3 (Right):** Shows a "MAKE A PINWHEEL" activity. It includes a list of materials (cardstock, push pin, string, etc.) and a series of steps with illustrations for creating a weather pinwheel.

[WARM-UP]

- Discuss the warm-up question to see how much background information students possess about the topic.
- Sample Answer: I can find it by watching the forecast on television or searching for the Internet.

[KEY WORDS]

- Have students look at the picture and play the audio. Have them repeat each word while looking at the picture to match the photograph and sound. Give simple explanations and examples when necessary.
- After practicing each word, play the audio again.
- Give students time to complete the exercise. Then have them check their answers in pairs or as a class.
- Answer: 6, 1, 2, 8, 4, 3, 5, 7

[READING]

- Play the audio once. After playing the audio, do choral reading and ask the students to repeat after you. Ask the students to point at each word as they read it.
- If necessary, have them read the text one more time by doing popcorn reading. (Have students take turns reading one line from the story. After they read one line, they call on another classmate to read the next line.)

[SHORT ACTIVITIES]

- Have them individually answer question C. Check the answer as a class and give a simple explanation if necessary.
- Answer: 1. c 2. a

[CHECK YOUR UNDERSTANDING]

- Give students 5-10 minutes to write their answers. Remind them to not refer to the reading or previous pages to check their understanding.
- Elicit answers from students. If there are any disagreements between students on the answers, have them cite the lines in the text that support their choices. For purpose, inference, or topic questions, elicit reasons why distractors are incorrect choices (ex. not in text, inaccurate, minor detail, etc.).
- Answer:
- A. Choose the correct answers. 1. b 2. b 3. c
- B. Circle T for true or F for false. Correct the false statements.
- 1. F; Meteorologists use weather balloons to record atmospheric pressure. 2. T
- C. Complete the chart.
- 1. Meteorologists 2. weather balloons 3. record 4. satellites 5. analyze
- D. Unscramble the letters and write them in the blanks.
- 1. report 2. record 3. meteorologist 4. analyze 5. information 6. weather balloon

[STEAM PROJECT]

- Have students make a pinwheel following the instructions on step 1.
- Have them show their own pinwheel to their friends and go outside to play.
- Have them observe the pinwheel and write a report about it.
- Refer to PROJECT REFERENCE at the end of the book for further explanation.
- Give the answer of step 3 with reasons based on PROJECT REFERENCE.

Unit 16. Hydro Helpers

S T E A M

| | |
|--------------------|---|
| Academic Objective | Learn about water and hydrologists |
| Vocabulary | fresh water, rest, salty, keep, hydrologist, contaminated, groundwater, life |
| STEAM Project | Make a Water Saving Poster 21st Century Skills: Critical Thinking, Collaboration, Communication, Creativity |

[WARM-UP]

- Discuss the warm-up question to see how much background information students possess about the topic.
- Sample Answer: The water I drink comes from a source of water deep in the ground.

[KEY WORDS]

- Have students look at the picture and play the audio. Have them repeat each word while looking at the picture to match the photograph and sound. Give simple explanations and examples when necessary.
- After practicing each word, play the audio again.
- Give students time to complete the exercise. Then have them check their answers in pairs or as a class.
- Answer: 8, 2, 6, 4, 1, 3, 5, 7

[READING]

- Play the audio once. After playing the audio, do choral reading and ask the students to repeat after you. Ask the students to point at each word as they read it.
- If necessary, have them read the text one more time by doing popcorn reading. (Have students take turns reading one line from the story. After they read one line, they call on another classmate to read the next line.)

[SHORT ACTIVITIES]

- Have them individually answer question C. Check the answer as a class and give a simple explanation if necessary.
- Answer: 1. c 2. c

[CHECK YOUR UNDERSTANDING]

- Give students 5-10 minutes to write their answers. Remind them to not refer to the reading or previous pages to check their understanding.
- Elicit answers from students. If there are any disagreements between students on the answers, have them cite the lines in the text that support their choices. For purpose, inference, or topic questions, elicit reasons why distractors are incorrect choices (ex. not in text, inaccurate, minor detail, etc.).
- Answer:
- A. Choose the correct answers. 1. a 2. a 3. b
- B. Circle T for true or F for false. Correct the false statements.
- 1. T 2. F; Hydrologists make sure every human on Earth has safe (clean) water to drink.
- C. Complete the chart.
1. hydrologists 2. contaminated 3. drink 4. groundwater 5. clean and safe
- D. Match the word with its definition.
- 1. hydrologist 2. rest 3. contaminated 4. life 5. keep 6. salty

[STEAM PROJECT]

- Have students put the letters in the correct box.
- Have them share the answers of step 1 with their partner or group.
- Have them make a poster to help people save water including 3 requirements.
- Have them share their works with the class.
- Answer:
- Good: b, e, f, h, j Bad: a, c, d, g, i