

Unit 1. Muscles Move Our Bodies

Academic Objective	Learn about how muscles move bones
Vocabulary	stretch, muscle, locomotive, organ, structure, lung, surround, extend
STEAM Project	Bone Ghost Leg Game
	21st Century Skills: Critical Thinking, Creativity, Communication

KEY WORDS
1 Look, listen, and repeat.
a. stretch
b. locomotive
c. organ
d. structure
e. lung
f. surround
g. extend
Listen and number the words.

READING
Listen and read.
Write a letter to a friend. Run fast to catch the bus for school. Stand up and stretch after watching too much TV. What's the connection between these actions? They all use our bones and muscles!
The bones and muscles which help us move are called "locomotive organs". Bones form the structure of our body. They support our body, too. They also protect important organs like our heart, lungs, and brain. Muscles surround the bones. They stretch and flex to make the body move. Let's see how muscles work to move bones.

CHECK YOUR UNDERSTANDING
1. Choose the correct answers.
1. What is the main purpose of the reading?
a. To explain how bones move muscles.
b. To explain how muscles move bones.
c. To explain how many muscles we have in our bodies.
2. Bones and muscles that help us move are called locomotive organs.
a. are known as structural organs
b. are referred to as surrounding organs
3. Which of the following is NOT true about when muscles stretch?
a. They get longer and fatter.
b. The bones move with them.
c. They get thicker and shorter.
4. Circle T for true or F for false. Correct the false statements.
1. Muscles are surrounded by bones. T F
2. Bones protect important organs like the heart, lungs, and brain. T F
3. Muscles are longer to bones. T F
4. Muscles move with them. T F
5. Muscles extend they get fatter and stretch. T F

BONE GHOST LEG GAME
The adult human body is made up of 206 bones. They protect our organs and give structure to our body.
Follow the lines to match the bone names to their images. Write their names.
skull, ribcage, pelvis, spine, femur
skull, ribcage, pelvis, spine, femur
Make your own ghost leg game. Write the names of the bones and draw them. It's with a friend!

[WARM-UP]

- Discuss the warm-up question to see how much background information students possess about the topic.
- Sample Answer: The muscles in my hand make it move.

[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, 8, 4, 2, 5, 6, 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]

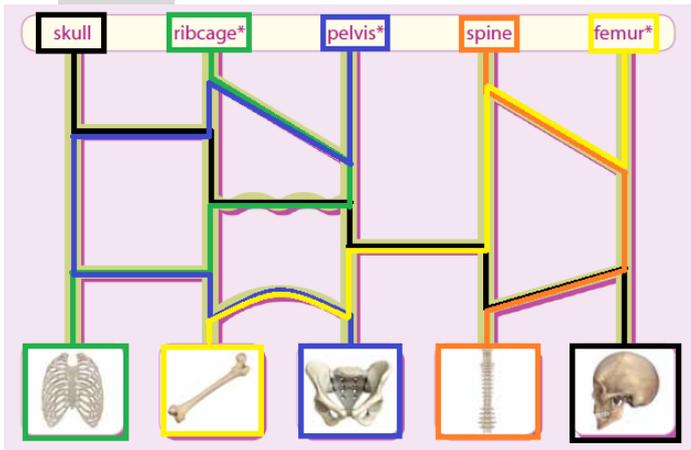
- Have them individually answer question C. Check the answer as a class and give a simple explanation if necessary.
- Answer: 1. b 2. c

[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. c
- B. Circle T for true or F for false. Correct the false statements.
- 1. F; Bones are surrounded by muscles. 2. T
- C. Complete the chart.
- 1. connected 2. flex 3. Bones 4. longer 5. muscles
- D. Complete the sentences.
- 1. lung 2. stretched 3. locomotive 4. extended 5. muscles 6. surrounded

[STEAM PROJECT]

- Have students complete the ghost leg to find out each bone's name.
- Have them make their own ghost leg about names of bones and share them with their friend.
- Answer:



Unit 2. Amazing Bones

Academic Objective	Learn about different types of bones
Vocabulary	bravely, skull, rib, bamboo, orthopedic, x-ray, recommend, calcium
STEAM Project	Make the Muscular System of a Hand 21st Century Skills: Critical Thinking

The collage contains three main educational pages:

- Reading Page:** Features a story about Jesse and Pate. Jesse is playing soccer with his little brother Pate when he falls and hurts himself. Pate asks if Jesse is okay, and Jesse says he's fine. Pate thinks Jesse is lying because he wants to keep playing. Jesse's leg bone is broken, and the orthopedic doctor says Pate had a crack in his leg bone and needs a lot of calcium. Pate drinks milk and thinks about his amazing bones. Key words include: skull, bravely, bamboo, orthopedic, x-ray, recommend, calcium.
- Check Your Understanding Page:** Contains multiple-choice questions about bones, a true/false section, and a labeling activity for a human skeleton.
- Project Page:** Titled 'MAKE THE MUSCULAR SYSTEM OF A HAND'. It lists materials like paper, pencil, scissors, and a rubber band. It provides step-by-step instructions for creating a hand model to understand muscles and bones.

[WARM-UP]

- Discuss the warm-up question to see how much background information students possess about the topic.
- Sample Answer: Yes, I have. I broke the radius bone in my arm.

[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: 1, 8, 2, 6, 4, 5, 7, 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.)

[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. c
- B. Circle T for true or F for false. Correct the false statements.
 1. F; Bones protect internal organs, and they all look different.
 2. F; We have over 200 bones in our bodies.
- C. Label the skeleton with the correct bone names and functions.
 1. skull, b 2. ribs, c 3. spine, a
- D. Match the word with its definition.
 1. orthopedic 2. x-ray 3. bamboo 4. recommend 5. skull 6. calcium

[STEAM PROJECT]

- Have students make a model muscular system referring to step 1.
- Have them show their models to their friends or groups.
- Have them choose the correct words and complete the paragraph.
- Refer to PROJECT REFERENCE at the end of the book for further explanation.
- Give the answer with reasons based on PROJECT REFERENCE.
- Answer:
- This is how your muscles and bones in your hand work. There are three bones in each finger, and two in your thumb. They're connected by long, thin tendons that run into your arm. When you squeeze your hand, the muscles and tendons in your arm and hand pull and close your hand into a ball. Other muscles contract to open your hand again.

Unit 3. Light Energy

Academic Objective	Learn about different types of energy
Vocabulary	convert, chemical, tear, blade, propeller, motor, axis, kinetic
STEAM Project	Different Types of Energy 21st Century Skills: Critical Thinking

The collage consists of three main educational pages:

- Light Energy Reading Page:** Features a large number '3' in a circle, the title 'LIGHT ENERGY', and a QR code. It includes 'KEY WORDS' (Look, listen, and repeat), a 'READING' section with a QR code, and a 'LISTEN AND REPEAT' section. The text discusses how plants use sunlight to grow and how solar batteries convert light energy into electric energy.
- Check Your Understanding Page:** Contains three sections: 'Choose the correct answer' with multiple-choice questions about energy conversion; 'Circle T for true or F for false' with statements about solar batteries and energy conversion; and 'Complete the chart' with a table for energy types.
- Project Page:** Titled 'DIFFERENT TYPES OF ENERGY', it includes a 'UNSCRAMBLE THE LETTERS' activity and a 'PROJECT' section with a 'DIFFERENT TYPES OF ENERGY' chart and a 'UNSCRAMBLE THE LETTERS' activity.

[WARM-UP]

- Discuss the warm-up question to see how much background information students possess about the topic.
- Yes, I have a calculator that is powered by sunlight.

[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, 1, 3, 5, 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. 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. a 2. c 3. b
- B. Circle T for true or F for false. Correct the false statements.
1. F; Solar batteries convert light energy into electric energy. 2. T
- C. Complete the chart.
1. Sunlight 2. solar 3. light 4. electric 5. kinetic 6. propeller
- D. Unscramble the letters and write them in the blanks.
1. convert 2. tear 3. blade 4. motor 5. kinetic 6. propeller

[STEAM PROJECT]

- Have students read the explanations about different types of energy.
- Ask them to think about more examples of energy in the daily life.
- Have them complete the sentences in step 2 and share the answers with their friends.
- Answer: 1. heated, thermal 2. high, potential 3. loud, sonic

Unit 4. Roller Coaster Cars

Academic Objective	Learn about potential and kinetic energy
Vocabulary	amusement park, ride, scream, roller coaster, track, potential, all the time, merry-go-round
STEAM Project	Energy Conversion
	21st Century Skills: Critical Thinking, Collaboration, Communication

4 KEY WORDS
Look, listen, and repeat.

WARM-UP
What vehicles can move without motors?

READING
Listen and read.

Mike went to an amusement park with his dad. They had fun on some small rides. They sat down to eat some lunch. Mike heard some happy screams. He turned and saw a huge roller coaster.

"Dad, look at that!" he shouted.
The cars on the roller coaster came flying down a hill and went up another.
"How do the roller coaster cars go so fast?" Mike asked.
"Do they have an engine like a bus?"
"No, they don't. The track pulls the cars up a big hill. As they go up, they create potential energy.

"Then they go down the other side. Gravity pulls them downward. The potential energy becomes kinetic energy. This energy pulls the cars fast around the track." "Wow, that's amazing!"
"Yes, potential energy gets converted to kinetic energy all the time. When you drop a ball, it has potential energy. As it hits the ground, that is turned into kinetic energy, and it bounces up. So, would you like to ride the roller coaster?"
"Maybe not, Dad. Let's just go on the merry-go-round again!"

Check Your Understanding

1. Choose the correct answer.
1. What is the main purpose of the reading?
a. To show how roller coasters work.
b. To explain how roller coasters are built.
c. To show how roller coasters stay on the track.

2. Potential energy gets converted into
a. kinetic energy all the time.
b. kinetic energy once a week.
c. chemical energy all the time.

3. Which of the following is **NOT** true about roller coasters?
a. Roller coasters can't run on tracks.
b. Roller coasters can't move because of solar energy.
c. Roller coasters can't need a motor in order to move.

4. Circle **T** for true or **F** for false. Correct the false statements.
1. Roller coaster cars create kinetic energy as they go up the hill. T F
2. Gravity pulls the roller coaster cars down from the top of the hill. T F

5. Write **P** for examples of potential energy and **K** for examples of kinetic energy.
1. A pushed-back arrow. 2. A sled going down a hill. 3. An apple in a tree.
4. A toy in a hand in the field. 5. The track curving the roller coaster cars up a big hill. 6. A ball hitting the ground.

PROJECT: ENERGY CONVERSION
Energy is being converted all the time. Let's take a look at some examples.

STEP 1 Look at the different types of energy conversion.

STEP 2 Complete the sentences using the word bank below.

potential energy kinetic energy mechanical energy light energy

An apple and a ball both contain chemical energy. When we eat the apple, it gives us energy. We can turn that into _____ energy by moving the wheel on a bike. It's bright from the battery. Chemical _____ energy turns into light energy. The electrical energy is turned into _____ energy by a toaster. A spring at the top of a roller coaster has potential energy. When it comes down the track, the _____ energy turns into kinetic energy as it runs.

STEP 3 **Energy Conversion** Can you think of any other examples of energy conversion around your school with a friend?

[WARM-UP]

- Discuss the warm-up question to see how much background information students possess about the topic.
- Sample Answer: Bicycles, sailboats, and roller coasters can move without motors.

[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, 8, 1, 2, 5, 3, 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. 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. a 3. b
- B. Circle T for true or F for false. Correct the false statements.
1. F; Roller coaster cars create potential energy as they go up the hill. 2. T
- C. Write "P" for examples of potential energy and "K" for examples of kinetic energy.
1. P 2. K 3. P 4. P 5. P 6. K
- D. Match the word with its definition.
1. merry-go-round 2. scream 3. ride 4. track 5. amusement park 6. all the time

[STEAM PROJECT]

- Have students understand the different types of energy conversion.
- Have them complete the paragraph and share the answers of step 2 with their partner or group.
- Have them think about other examples of energy conversion and talk with their friends,
- Answer: 1. battery 2. mechanical 3. energy 4. heat 5. potential

Unit 5. Our Hearts Pump Blood

Academic Objective	Learn about how blood moves through my body
Vocabulary	extract, oxygen, stomach, intestine, pump, vessel, circulatory, beat
STEAM Project	Valves in the Heart 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: My heart beats 65 times in a minute.

[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, 8, 4, 1, 6, 2, 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. b 2. b 3. b
- B. Circle T for true or F for false. Correct the false statements.
 1. F; The intestines turn the food we eat into nutrients.
 2. F; A healthy heart moves faster than an unhealthy heart.
- C. Complete the chart.
 1. stomach 2. extract 3. nutrients 4. vessels
- D. Complete the sentences.
 1. stomach 2. Oxygen 3. circulatory 4. extracted 5. beats 6. pump

[STEAM PROJECT]

- Have students do the experiment following the instruction on step 1.
- Have them complete the paragraph and share the answers with their partner of group.
- Refer to PROJECT REFERENCE at the end of the book for further explanation.
- Explain how the heart and valves work and give answers based on PROJECT REFERENCE.
- Answer: 1. flow 2. pumping 3. valves 4. closing

Unit 6. Blood Moves All Around

Academic Objective	Learn about different types of blood vessels
Vocabulary	bandage, wound, treat, contain, powerful, artery, vein, capillary
STEAM Project	Heart-Related Diseases 21st Century Skills: Critical Thinking, Creativity, Communication

[WARM-UP]

- Discuss the warm-up question to see how much background information students possess about the topic.
- Sample Answer: Yes, I have. I stopped the bleeding by putting pressure on the cut.

[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, 7, 8, 4, 6, 1, 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. 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. b 3. b
- B. Circle T for true or F for false. Correct the false statements.
1. F; There is blood everywhere in your body. 2. T
- C. Complete the chart.
1. lungs, a 2. veins, b 3. capillaries, e 4. arteries, c 5. heart, d
- D. Complete the sentences.
1. bandages 2. contains 3. powerful 4. Arteries 5. capillary 6. wound

[STEAM PROJECT]

- Have students read the explanations about some heart-related diseases.
- Have them complete the sentences and share the answers of step 2 with their partner or group.
- Have them make a poster explaining different kinds of heart-related diseases and represent it to the class.
- Answer: 1. stroke, blood clot 2. artery 3. heart attack

Unit 7. Making Magnetic Fields



Academic Objective	Learn about how to create magnetism with electricity
Vocabulary	magnetism, take a look, compass, needle, the other way around, giant, magnetic field, anymore
STEAM Project	Make Your Own Compass
	21st Century Skills: Critical Thinking, Communication

The image shows four pages from a lesson plan. The first page is the 'KEY WORDS' section with a list of words and a 'WARM-UP' question. The second page is the 'READING' section with a text passage and comprehension questions. The third page is the 'CHECK YOUR UNDERSTANDING' section with multiple-choice and true/false questions. The fourth page is the 'STEAM' section titled 'MAKE YOUR OWN COMPASS' with a list of materials and a diagram of a compass.

[WARM-UP]

- Discuss the warm-up question to see how much background information students possess about the topic.
- **Sample Answer: Compasses usually point north.**

[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, 1, 3, 5, 2, 6, 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]

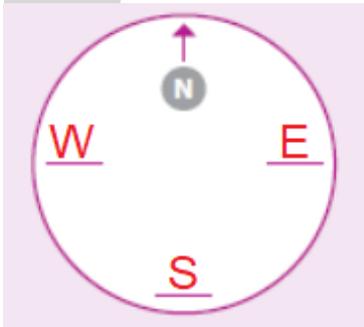
- Have them individually answer question C. Check the answer as a class and give a simple explanation if necessary.
- **Answer: 1. b 2. a**

[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. c 2. c 3. b
- B. Circle T for true or F for false. Correct the false statements.
1. T 2. F; We can use electricity to create magnetism.
- C. Complete the chart.
- 1. compass 2. switch 3. points 4. magnetism
- D Unscramble the letters and write them in the blanks.
1. giant 2. needle 3. anymore 4. compass 5. magnetism 6. take a look

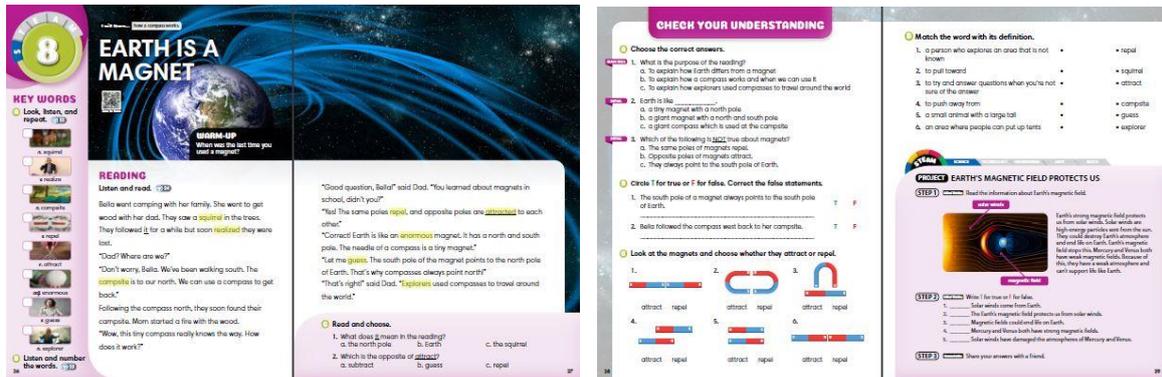
[STEAM PROJECT]

- Have students fill in the blanks and make their own compass following the instruction on step 2.
- Have them show their compasses to 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:



Unit 8. Earth Is a Magnet

Academic Objective	Learn how a compass works
Vocabulary	squirrel, realize, campsite, repel, attract, enormous, guess, explorer
STEAM Project	Earth's Magnetic Field Protects Us 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 used a magnet on my pencil case today.

[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, 2, 8, 5, 4, 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. 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. b 3. c
- B. Circle T for true or F for false. Correct the false statements.
 - 1. F; The south pole of a magnet always points to the north pole of Earth.
 - 2. F; Bella followed the compass north back to her campsite.
- C. Look at the magnets and choose whether they attract or repel.
 - 1. repel 2. repel 3. attract 4. repel 5. attract 6. repel
- D. Match the word with its definition.
 - 1. explorer 2. attract 3. guess 4. repel 5. squirrel 6. campsite

[STEAM PROJECT]

- Have students read the information about Earth's magnetic field.
- Have them fill in the blanks and share the reasons about why the sentence is true or false.
- Give answers after reading the explanation once more.
- Answer: 1. F 2. T 3. F 4. F 5. T

Unit 9. Bacteria vs. Fungi

Academic Objective	Learn about the differences between bacteria and fungi
Vocabulary	bacterium (bacteria), lactic acid, fermentation, bare, properly, moldy, produce, cell
STEAM Project	Sugar and Yeast Balloons 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: The fruit begins to rot and turn brown.

[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, 4, 6, 1, 5, 3, 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. 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. c 2. b 3. b
- B. Circle T for true or F for false. Correct the false statements.
1. T 2. F; Bacteria are tiny, so we need to use a microscope to see them. / Fungi grow large enough to see with our bare eyes.
- C. Draw lines to the correct word.
1. Fungi 2. Bacteria 3. Bacteria 4. Fungi 5. Bacteria 6. Fungi
- D. Complete the sentences.
1. fermentation 2. mold 3. bar 4. properly 5. produce 6. bacteria

[STEAM PROJECT]

- Have students do the experiment following the instruction on step 1.
- Have them share the results of step 1 with their partner or group. Ask different pairs of groups to represent their results to the class.
- Have them complete the sentences with given words.
- Refer to PROJECT REFERENCE at the end of the book for further explanation.
- Give the answer with reasons based on PROJECT REFERENCE.
- Answer:
1. Yeast 2. fermented 3. balloons 4. gases 5. sugar

Unit 10. Strange Smells

Academic Objective	Learn more about bacteria and mold
Vocabulary	smell, athlete's foot, embarrassed, illness, scary, paste, strengthen, exist
STEAM Project	What Mold Needs in Order to Grow 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. My feet get sweaty which helps bacteria grow between my toes and makes them stink.

[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, 3, 8, 4, 7, 1, 5, 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. 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. b
- B. Circle T for true or F for false. Correct the false statements.
1. F; Bacteria and mold both cause fermentation. 2. T
- C. Complete the chart.
1. a 2. d 3. b 4. c
- D. Unscramble the letters and write them in the blanks.
1. scary 2. strengthen 3. paste 4. exist 5. embarrassed 6. smell

[STEAM PROJECT]

- Have students do the experiment about how mold grow.
- Have them share the results of the experiment with their partner or group. Ask different pairs of groups to represent their results to the class.
- Have them fill in the blanks and share the answers with their friends.
- 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
Slowest→Quickest
toast→bread→baked beans→tomato
- Step 2
1. tomatoes 2. moisture 3. quickly 4. bread 5. growing

Unit 11. 62 Degrees in the Morning?

Academic Objective	Learn about measuring temperature with Fahrenheit
Vocabulary	latest, condition, Fahrenheit, chart, describe, formula, subtract, multiply
STEAM Project	Celsius or Fahrenheit? 21st Century Skills: Critical Thinking, Creativity

The collage contains the following elements:

- 62 DEGREES IN THE MORNING? (Reading Page):** Includes a 'KEY WORDS' section with icons for 'look later', 'a condition', 'a Fahrenheit', 'a weather', 'a formula', 'a subtract', 'a multiply', and 'listen and number the words'. It features a 'WARM-UP' question: 'What temperature is it today?' and a 'READING' section with a QR code and text about weather conditions.
- CHECK YOUR UNDERSTANDING:** Contains three sections:
 - Choose the correct answers:**
 1. What is the main purpose of the reading?
 - a. to explain how to change temperature in Fahrenheit to Celsius
 - b. to explain why Fahrenheit is a better temperature scale than Celsius
 - c. to show that Fahrenheit can measure higher temperatures than Celsius
 2. 32 degrees is the...
 - a. freezing point of water on the Celsius temperature scale
 - b. boiling point of water on the Fahrenheit temperature scale
 - c. freezing point of water on the Fahrenheit temperature scale
 3. Which of the following is true about Fahrenheit?
 - a. to change Fahrenheit to Celsius, add 32 and multiply the result by 5/9.
 - b. 62 degrees Fahrenheit is the same temperature as 16.7 degrees Celsius.
 - c. temperatures on the Fahrenheit scale have smaller numbers than Celsius.
 - Circle T for true or F for false. Correct the false statements.**
 1. Fahrenheit can only be used to measure hot temperatures, not cold ones. T F
 2. Fahrenheit and Celsius use different calculations to measure the same temperature. T F
 - Look at the formula and convert them.**
 - to turn Fahrenheit to Celsius: $(\text{Fahrenheit degree} - 32) \times 5/9$
 - to turn Celsius to Fahrenheit: $(\text{Celsius degree} \times 9/5) + 32$
- PROJECT CELSIUS OR FAHRENHEIT?:** Includes a 'STEP 1' instruction: 'Look at the temperatures below. Write C (Celsius) or F (Fahrenheit) and convert them.' It features icons for a house, a laptop, a coffee cup, a person, a shopping cart, and a car, each with a temperature value.

[WARM-UP]

- Discuss the warm-up question to see how much background information students possess about the topic.
- **Sample Answer:** It is 24 degrees Celsius today. It is warm, but not hot.

[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, 8, 6, 2, 4, 5, 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. a 2. c 3. b
- B. Circle T for true or F for false. Correct the false statements.
1. F; Fahrenheit can be used to measure hot and cold temperatures. 2. T
- C. Look at the formula and convert them.
1. 59°F 2. 20°C 3. 95°F 4. 14°F 5. -30°C
- D. Complete the sentences.
1. conditions 2. described 3. charts 4. formula 5. multiply 6. Fahrenheit

[STEAM PROJECT]

- Have students describe the temperature as Celsius or Fahrenheit.
- Have them convert Celsius into Fahrenheit or Fahrenheit into Celsius.
- Have them share the results of step 1 with their partner or group. Ask different pairs of groups to represent their results to the class.
- Have them research the temperatures of different items and draw a poster about them.
- Ask them to convert the temperature on the poster into other units.
- Answer:
- a freezer: $-18^{\circ}\text{C} \rightarrow 0.4^{\circ}\text{F}$
- a fridge: $40^{\circ}\text{F} \rightarrow 4.4^{\circ}\text{C}$
- tap water: $68^{\circ}\text{F} \rightarrow 20^{\circ}\text{C}$
- human body: $37^{\circ}\text{C} \rightarrow 98.6^{\circ}\text{F}$
- boiling water: $100^{\circ}\text{C} \rightarrow 212^{\circ}\text{F}$
- an oven: $400^{\circ}\text{F} \rightarrow 204.4^{\circ}\text{C}$

Unit 12. Different Temperatures

S T E A M

Academic Objective	Learn more about Fahrenheit and Celsius
Vocabulary	go on a trip, accommodations, watch, difference, propose, adopt, unit, except
STEAM Project	Temperature Chart 21st Century Skills: Critical Thinking

12 DIFFERENT TEMPERATURES

KEY WORDS
Look, listen, and repeat.

READING
Listen and read.

WARM-UP
Watch the temperature but resist the temptation to convert!

CHECK YOUR UNDERSTANDING

PROJECT: TEMPERATURE CHART

[WARM-UP]

- Discuss the warm-up question to see how much background information students possess about the topic.
- Sample Answer: Last weekend, the temperature was 18°C, and it was 65°F.

[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, 8, 2, 6, 1

[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. 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. c 2. b 3. a
- B. Circle T for true or F for false. Correct the false statements.
1. T 2. F; Except for the U.S. and a few other countries, most places in the world use Celsius.
- C. Complete the chart.
1. 1742 2. 0 3. 212 4. the U.S. 5. most countries
- D. Match the word with its definition.
1. go on a trip 2. watch 3. propose 4. accommodations 5. except 6. unit

[STEAM PROJECT]

- Have students calculate and complete the chart. Make sure they use the exact formula.
- Have them complete the sentences using given words.
- Have them share the answers of steps 1 and 2 with their partner or group. Ask different pairs of groups to represent their results to the class.
- Answer:
- Step 1
1. -63°C 2. -76°F 3. -1.1°C 4. 95°F 5. 179.4°C 6. 698°F 7. $1,371.1^{\circ}\text{C}$ 8. $10,292^{\circ}\text{F}$
- Step 2
1. temperature 2. Fahrenheit 3. Celsius 4. units 5. degrees 6. measure 7. scientists

Unit 13. The Wonder of Rainbows

Academic Objective	Learn about reflection and refraction
Vocabulary	far away, over, rainbow, wall, control, come back, split, droplet
STEAM Project	Rainbow Prism 21st Century Skills: Critical Thinking, Creativity, Collaboration

[WARM-UP]

- Discuss the warm-up question to see how much background information students possess about the topic.
- Sample Answer: Rainbows are created when sunlight shines on water droplets in the air.

[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, 4, 5, 1, 7, 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.)
- 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. 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. c 2. b 3. b
- B. Circle T for true or F for false. Correct the false statements.
 1. F; In nature, we see rainbows when the sun shines after rain.
 2. F; Rainbows are made by sunlight hitting water droplets in the air.
- C. Complete the chart.
 1. Changes the speed of light 2. surface of water 3. binoculars 4. enters and exits a raindrop
- D. Complete the sentences.
 1. rainbow 2. came back 3. over 4. control 5. wall 6. far away

[STEAM PROJECT]

- Have them do the experiment and see the rainbow from the prism.
- Have students read about the colors in a rainbow and fill in the blanks of a short phrase.
- Have them share the answers of step 3 with their partner or group. Ask different pairs of groups to represent their results to the class.
- Refer to PROJECT REFERENCE at the end of the book for further explanation.
- Answer: Remember Our Yogurt Getting Brown In Vinegar

Unit 14. All the Colors of the Rainbow



Academic Objective	Learn more about how rainbows are formed
Vocabulary	shower, order, rain, come out, end, raindrop, exit, wavelength
STEAM Project	Refraction and Reflection 21st Century Skills: Critical Thinking

WARM-UP
Who and how long time you see a rainbow?

READING
Noah and his mom are caught in a **heavy shower** on the way to town. They run inside a café. They **order** some hot chocolate. It soon stops **rain**, and the sun **comes out**.
"Wow, Mom, look at that! It's a rainbow! Let's go and find the **end**. I want to touch the rainbow,"
Mom laughs. "You can't touch a rainbow, Noah. Rainbows are made of light."
"Oh, I think we learned about it in school. Is it because of light reflection?"
"Yes, and light refraction. Because it rained, there are still **raindrops** in the air. The sun shines on the drops. When the light enters the drops, it is refracted."

KEY WORDS
Look, listen, and repeat.
1. shower
2. order
3. rain
4. end
5. comes out
6. heavy
7. rainbow
8. light reflection
9. raindrops
10. sun

CHECK YOUR UNDERSTANDING

1. Choose the correct answers.
1. What is the main purpose of the reading?
a. to explain how light moves in wavelengths
b. to explain how a rainbow is formed and why it is curved
c. to explain in detail how refraction and reflection create a rainbow
2. As white light leaves a raindrop, _____
a. it is reflected back into the raindrop and gets stuck
b. it creates heavy rain showers that last for a short time
c. it splits into many wavelengths, and we see many colors
3. Which of the following is **NOT** true about rainbows?
a. You can touch them if you find the end of them.
b. They happen when sunlight is refracted once and reflected twice.
c. They happen when the sun shines on raindrops that are left in the air.

2. Circle T for true or F for false. Correct the false statements.
1. Rainbows happen because of light refraction but not because of reflection. T F
2. Light is refracted as it enters a raindrop. T F

3. Number the pictures in the correct order.
1. The sun comes out. 2. It starts to rain. 3. Light bounces off the back of the raindrop and is reflected.
4. Light is refracted as it comes out of the raindrop.
5. A rainbow is formed.
6. Light enters the raindrop and is refracted.

REFRACTION AND REFLECTION
Refraction and reflection can be found around us. Refraction is found mainly in lenses, and reflection is found mainly in mirrors. Some objects use both lenses and mirrors to work.

STEP 1 Complete the chart.

Refraction	Reflection	Refraction

STEP 2 Complete the sentences using the words below.

1. _____ is used in lenses to make things appear closer or farther away.
2. _____ light is high enough and bounces in the same way, digital cameras focus images to make photographs. _____ is used in every kind of camera. High-visibility jackets have special reflective material that reflects _____ to make people easier to see in the dark. Some objects use both lenses and _____ to make things appear closer or farther away.
3. _____ mirrors and microscopes use reflection. _____ focus light and mirrors to reflect light. They help us see very small things and things that are far away.

[WARM-UP]

- Discuss the warm-up question to see how much background information students possess about the topic.
- **Sample Answer:** I saw a rainbow yesterday after a rainstorm passed my house.

[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:** 1, 7, 3, 8, 5, 2, 4, 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. a 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. c 2. c 3. a
- B. Circle T for true or F for false. Correct the false statements.
 - 1. F; Rainbows happen because of light refraction and reflection.
 - 2. F; Light is reflected as it hits the back of a raindrop. / Light is refracted as it enters a raindrop.
- C. Number the pictures in the correct order. 3, 6, 5, 2, 1, 4
- D. Unscramble the letters and write them in the blanks.
 - 1. order 2. wavelength 3. exit 4. come out 5. raindrop 6. shower

[STEAM PROJECT]

- Have students distinguish refraction and reflection and complete the chart.
- Have them complete the sentences using the given words.
- Have them share the answers of steps 1 and 2 with their partner or group. Ask different pairs of groups to represent their results to the class.
- Answer:
- Step 1
 - Refraction: glasses, contact lenses
 - Both: microscope, telescope, digital camera, convex mirror
 - Reflection: high-visibility jacket, hand mirror
- Step 2
 - 1. Refraction 2. focus 3. Reflection 4. light 5. mirror 6. lenses

Unit 15. Creating Organs and Limbs



Academic Objective	Learn about artificial organs
Vocabulary	consist, limb, accident, replace, damaged, inner, copy, over and over
STEAM Project	Design an Artificial Body Part
	21st Century Skills: Critical Thinking, Creativity, Communication

The image shows three pages from a student workbook. The first page is the 'CREATING ORGANS AND LIMBS' reading passage, featuring a 'WARM-UP' section with a picture of a person with a prosthetic leg, a 'KEY WORDS' section with icons for 'listen', 'look', 'repeat', 'copy', and 'listen and number the words', and a 'READING' section with a text passage and multiple-choice questions. The second page is the 'CHECK YOUR UNDERSTANDING' section, containing a 'Choose the correct answer' section with three questions, a 'Circle T for true or F for false' section with three statements, and a 'Complete the chart' section with a table for 'Artificial Organs' and a list of four options. The third page is the 'DESIGN AN ARTIFICIAL BODY PART' project page, which includes a 'Match the word with its definition' section, a 'DESIGN' section with a drawing area, and a 'SHOW' section with a writing prompt.

[WARM-UP]

- Discuss the warm-up question to see how much background information students possess about the topic.
- **Sample Answer:** I know of artificial hearts, arms, and legs.

[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, 4, 1, 7, 3, 5, 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. a 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. b 3. a
- B. Circle T for true or F for false. Correct the false statements.
1. F; Artificial organ producers design artificial organs by looking at real ones. 2. T
- C. Complete the chart. 1. a 2. d 3. c 4. b
- D. Match the word with its definition.
1. over and over 2. accident 3. damaged 4. consist 5. limb 6. copy

[STEAM PROJECT]

- Explain about different kinds of artificial body parts to students.
- Have them design their own artificial limb of organ.
- Have them share their designs with their partner or group and represent them to the class.

Unit 16. Online Doctors

Academic Objective	Learn about online doctors
Vocabulary	telemedicine, allow, without, medical, prescribe, prefer, face-to-face, disabled
STEAM Project	Be an Online Doctor
	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: I went to see the doctor two weeks ago. My friend threw a stick, and it hit me in the eye.

[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: 4, 7, 1, 5, 3, 2, 8, 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. 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. b 2. c 3. b
- B. Circle T for true or F for false. Correct the false statements.
1. F; Telemedicine allows people to speak to doctors online. 2. T
- C. Complete the chart.
1. Telemedicine 2. medical records 3. miss 4. Disabled 5. countryside 6. (many) lives easier
- D. Unscramble the letters and write them in the blanks.
1. telemedicine 2. face-to-face 3. prescribe 4. without 5. medical 6. allow

[STEAM PROJECT]

- Have students read about the illness and fill in the blanks.
- Have them write the correct numbers based on the correct treatment.
- Have them share the answers of steps 1 and 2 with their partner or group.
- Have them share the advantages and disadvantages of the telemedicine.
- Answer:
- Step 1
1. broken bone 2. poor eyesight 3. muscle strain 4. athlete's foot 5. heart failure
- Step 2
a. 4 b. 1 c. 5 d. 3 e. 2