



# MAJOR SCIENCE



## TEACHER'S GUIDE



## UNIT 8: ANIMALS

### LESSON 1

#### OBJECTIVES

**Knowledge:** Students will be able to

- Learn about how animals take in and release.
- Learn about the 3 types of animals based on their eating habits.

**Vocabulary:** habitat, waste, shelter, carnivore, herbivore, omnivore

#### MATERIALS

Textbook, teacher's guide, lesson plans, flashcards, audios, ...

#### WARMER

- Greet the students:
  - "Hello, how are you?"
  - "I'm fine, thank you. Please sit down."
- Energy the class with a warm-up game – Hangman to review the previous lesson.

#### LEAD IN

- Ask if the Ss have any pets (bird, dog, cat, goldfish, ...) at home and how they take care of the pets.
- Try to elicit the needs of animals.
- Encourage students to answer.

#### MAIN CONTENT

##### WE LEARN

#### 1. Listen, point and repeat. 33

- Ask your students to look at the pictures.
- Explain the meaning of "habitat" and give examples. Ensure your Ss understand that "the habitat is the natural environment in which an animal or plant usually lives."
- Play the recording, while you point to the pictures in time with the audio.
- Play the recording again for the students to listen and point to the pictures with you.
- Play the audio while you say the new words in time with the audio.
- Point to the flashcards to practice the words.
- Check the students' pronunciation.

##### Track 33

#### 1. Listen, point and repeat.

waste	waste
habitat	habitat
shelter	shelter

#### 2. Listen and read.

- Have students read the text.
- Play the recording and ask the Ss to listen, point and read the text in their book.
- Explain how animals take in from their habitat and release into the environment.

**UNIT 8**
**ANIMALS**
**LESSON 1**

**WE LEARN**

1. Listen, point and repeat. 33

waste

habitat

shelter

2. Listen and read. 34

Animals need food, water, air, shelter and light.  
They take in food, water and oxygen then release waste and carbon dioxide.

They can't make their own food. They have to get food from their habitats.  
Based on the type of food they eat, animals are classified into 3 groups:

CARNIVORES	HERBIVORES	OMNIVORES
Carnivores are animals that eat only meat.	Herbivores are animals that eat only plants.	Omnivores are animals that eat both meat and plants.
<p>Lions are carnivores. They eat only meat.</p>	<p>Giraffes are herbivores. They eat only plants.</p>	<p>Pigs are omnivores. They eat both meat and plants.</p>

3. Work in pairs. Give some examples of carnivores, herbivores and omnivores.

- Play the recording again for students to listen to and repeat individually and in chorus.
- Correct their pronunciation where necessary.

##### Track 30

#### 2. Listen and read.

Animals need food, water, air, shelter and light.  
They take in food, water and oxygen then release waste and carbon dioxide. They can't make their own food. They have to get food from their habitats.

Based on the type of food they eat, animals are classified into 3 groups:

- Carnivores are animals that eat only meat.  
Lions are carnivores. They eat only meat.
- Herbivores are animals that eat only plants.  
Giraffes are herbivores. They eat only plants.
- Omnivores are animals that eat both meat and plants.  
Pigs are omnivores. They eat both meat and plants.

#### 3. Work in pairs. Give some examples of carnivores, herbivores and omnivores.

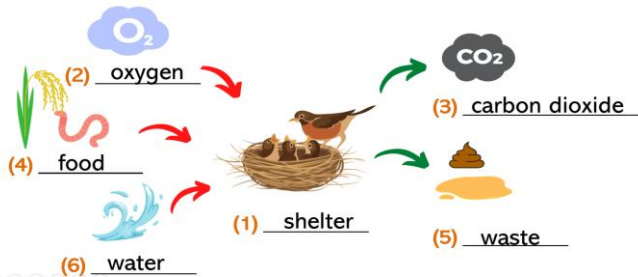
- Give one example of each type of animal (lion, horse, bear)
- Have Ss work in pairs and give more examples of the three types of animals. Go around to check their discussion and provide support if needed.
- Have them volunteer to answer in front of the class. Correct their answers and check their pronunciation.

### WE PRACTICE

#### 4. Put the words in the box in the correct blanks.

- Point to the picture. Ask the students to guess what the picture is about and encourage their prediction.
- Explain the meaning of the pictures (bird's nest, food (rice, worm), oxygen, carbon dioxide, waste)
- Do the first blank as an example (bird's nest: where the bird lives → shelter)
- Let Ss have some time to fill in the blanks on their own.
- Ask students to stand up and read the text out loud.
- Check their answers and pronunciation.

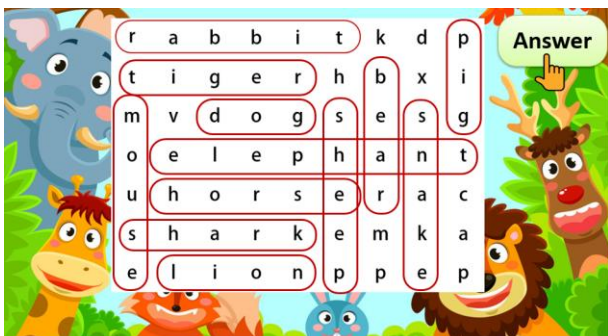
#### Answer:



#### 5. Find the names of animals. Then put them in the correct column. Then say.

- Ask Ss to look at the word search.
- Explain that Ss have to find some animals' names and put them into the correct types of animals.
- Give them one example (lion) and put it into the correct types of animal (carnivores)
- Ask the class to work in pairs and give them time to do it on their own.
- Walk around the class and support them if needed.
- Call some pairs of students to show their answers and correct them. Correct students' pronunciation if needed. Praise students if they have performed well.
- After doing the word search and putting the words into the correct column, ask Ss to say the sentences using all the words they found.

#### Answer:



Carnivores		Herbivores		Omnivores	
tiger	shark	rabbit	sheep	mouse	dog
lion	snake	elephant	horse	bear	pig

### WE PRACTICE

#### 4. Put the words in the box in the correct blanks.



#### 5. Find the names of animals. Then put them in the correct column. Then say.

r	a	b	b	i	t	k	d	p
t	i	g	e	r	h	b	x	i
m	v	d	o	g	s	e	s	g
o	e	l	e	p	h	a	n	t
u	h	o	r	s	e	r	a	c
s	h	a	r	k	e	m	k	a
e	l	i	o	n	p	p	e	p

Carnivores	Herbivores	Omnivores
	rabbit	

Rabbits are herbivores. They eat only plants.



### Mixed ability

- The weaker students** cannot find any animals in the word search. Slow down the pace and find some 2-3 words as examples for them to copy you. If your students have difficulties in putting the animals in the correct types of animals, you should give hints by asking "What food do rabbits eat?". Try to elicit the answer "carrots" and keep asking "Are carrots plants or animals?"
- The stronger students** can easily do the exercise. Extend their knowledge by asking:
  - Do you know any other carnivores?
  - Do you know any other herbivores?
  - Do you know any other omnivores?

### Extra activities:

- Vocab Tic Tac Toe:** Draw a basic tic tac toe board on the board with new vocabulary about animals in each block. Each word is missing one, two, or three letters depending on the students' level. One student from each team is called up and must fill in the missing letter(s) and say the word aloud. The team with three in a row wins.
- Memory game:** Put all flashcards on the board. Give them a few moments to memorize the flashcards and then tell them to close their eyes. Take away one of the flashcards and then tell the students to open their eyes again. The first student to guess the missing flashcard can win points for his/ her team.





## UNIT 8: ANIMALS

### LESSON 2

#### OBJECTIVES

**Knowledge:** Students will be able to

- Learn about how animals take in and release.
- Learn about the 3 types of animals based on their eating habits.

**Vocabulary:** habitat, waste, shelter, carnivore, herbivore, omnivore

#### MATERIALS

Textbook, teacher's guide, lesson plans, flashcards, audios, ...

#### WARMER

- Greet the class. Wave and say Hello and Hi. Then greet an individual student.
- Play the "Slap the board" game to review the previous lesson.

#### MAIN CONTENT

#### WE PRACTICE

#### 8. Listen and complete the text. 35

- Ask students to read the text first and find the overall meaning of the text:
  - What is the text about?
  - How many people are there?
  - Where does the text mention?
- Explain any new words (feed, grains, barn)
- Ask Ss to guess the missing words in the blanks.
- Play the recording and ask students to check their choices.
- Ask some students to give their answers.

**Answer:**

- |            |            |          |
|------------|------------|----------|
| 1. animals | 2. feed    | 3. waste |
| 4. Cows    | 5. shelter | 6. house |

#### Track 31

#### 6. Listen and complete the text.

My grandparents have a lot of animals. There are dogs, cows, and chickens. My grandma gets up very early to feed them and my grandpa cleans up all the waste. Each animal has different needs. Dogs eat both meat and plants. Cows eat grass and chickens eat grains and vegetables. My grandpa builds shelters for them. The dogs sleep in the house while the cows and chickens sleep in the barn. It's not easy to take care of them but my grandparents love this job.

#### LESSON 2

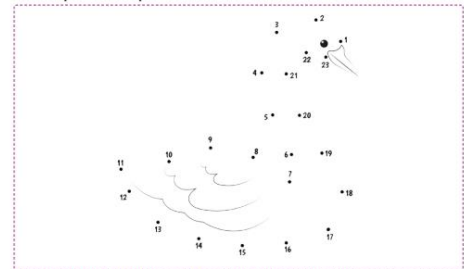
#### 6. Listen and complete the text. 35

My grandparents have a lot of (1) \_\_\_\_\_. There are dogs, cows, and chickens. My grandma gets up very early to (2) \_\_\_\_\_ them and my grandpa cleans up all the (3) \_\_\_\_\_.

Each animal has different needs. Dogs eat both meat and plants. (4) \_\_\_\_\_ eat grass and chickens eat grains and vegetables. My grandpa builds (5) \_\_\_\_\_ for them. The dogs sleep in the (6) \_\_\_\_\_ while the cows and chickens sleep in the barn. It's not easy to take care of them but my grandparents love this job.

#### WE DO

#### 7. Connect the dots and draw the need (food, shelter, water, air, light). Then present the picture to the class.



#### 8. Look at the picture in exercise 7 and answer the questions.

1. What animal can you see?
2. What type of animal is it?

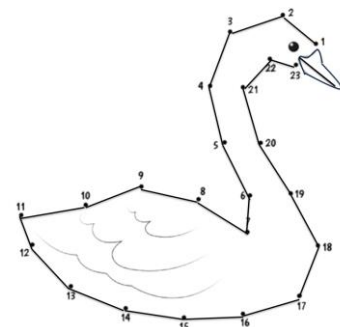
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#### WE DO

#### 7. Connect the dots and draw the need (food, shelter, water, air, light). Then present the picture to the class.

- Ask Ss to take out their pencil.
- Explain how to connect the dots and do an example with the number 1,2,3.
- Give students times to connect all the dots.
- Go around the class to see if Ss need your support.
- Choose some students to come up and show their work.
- Ask Ss what animals it is. (duck/ goose/ swan)
- Ask Ss to draw the goose's needs and show the PPT slide as an example. (water, shelter, food, air, light)
- Praise their work.

**Answer:**



### WE READ

#### 9. Listen to the story. Then act it out. 36

- Ask students to look at the story. Point to the characters in the story and ask: "Who's this?"
- Ask students to guess what happens in this story. Encourage students to share their ideas.
- Play the recording and pause after each sentence for the students to repeat.
- Make sure that the students understand the story and ask what the story is about.
- Explain the value of the story.
- Play the recording and demonstrate the story actions.
- Ask students to work in pairs and act on the story.
- Walk around, offer help when necessary, and check their pronunciation.
- Call some pairs to the front to act on the story.
- Listen to students and check their pronunciation.

#### Track 36

#### 9. Listen and read the story. Then act it out.

##### MIA'S CAT

**Mia:** This is my cat, Butter.

**Tim:** It's so cute.

**Tim:** How do you take care of it?

**Mia:** It needs shelter, air, water and food like fish or meat.

**Tim:** Your cat eats only fish or meat. Are cats omnivores? I think they can eat both meat and plants.

**Mia:** No, they aren't. Cats are carnivores. So my cat can eat only fish or meat.

**Tim:** I see.

#### 10. Read the story again. Then answer the questions.

- Ask students to do the task to check their understanding of the story.
- Go around to check students' answers.
- Call some students to give their answers.
- Give feedback and show the answers.

#### Answer:

1. What's the cat's name? → It's Butter.
2. What does the cat need? → It needs shelter, air, water and food like fish or meat.
3. Can Mia's cat eat fruits? → No, it can't.
4. What type of animal is the cat? → It's a carnivore.

WE READ

9. Listen and read the story. Then act it out. 36

MIA'S CAT

This is my cat, Butter.

It's so cute.

How do you take care of it?

It needs shelter, air, water, and food like fish or meat.

Your cat eats only fish or meat. Are cats omnivores? I think they can eat both meat and plants.

No, they aren't. Cats are carnivores. So my cat can eat only fish or meat.

I see.

VALUES

Know more about your pet

10. Read the story again. Then answer the questions.

1. What's the cat's name?

2. What does the cat need?

3. Can Mia's cat eat fruits?

4. What type of animal is the cat?

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#### Extra activities:

- **Spelling Bee:** Have all your students stand up. Give student 1 a word to spell. The student orally spells the word and the teacher writes it on the board as it is being spelled. If the spelling is wrong the student is out of the game. The last student standing is the winner.
- **Spin the Bottle:** Sit students in a circle with a bottle in the middle. The teacher spins the bottle. When it stops spinning the student it is pointing to has to answer a question. If the answer is correct then the student can spin the bottle.
- **Last Letter, First Letter:** The teacher starts by saying a word, then student 1 must make a word that starts with the last letter of the word that the teacher said (e.g. sunny – yellow – window – water – red). Continue around the class until there is a student who makes a mistake or cannot think of a word.
- **Memorizing Game:** Have children sit in a circle. Start by saying "Today is snowy." The next person says "Today is snowy. It's cold." The next person says "Today is snowy. It's cold. I wear a blue coat." It's a chain and the kids have to repeat what the last people have said about themselves. It's really hard to be the last person.