

MAJOR SCIENCE



TEACHER'S GUIDE



UNIT 5: SOUND ENERGY

Lesson 1

OBJECTIVES

Knowledge: Students will be able to

- Learn new words about sound energy
- Look and say the different source of sound energy

Vocabulary: *vibrate, loud sound, soft sound, instruments, speakers, bells*

Listening: Listen to the new words, and choose the word heard in the audio

MATERIALS

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

WARMER

"Hot potato"

- Greet to students.
- Show instructions of the game:
 - ❖ Hold a ball as a potato.
 - ❖ Students pass the ball while the music playing.
 - ❖ When the music stops, the person holding the "hot potato" stands up sing a song/chant.
 - ❖ If student can sing a song/chant, he/she can get 1 point for team.
 - ❖ If student drops the ball, he/she is out.
 - ❖ The last person is the winner.

LEAD IN

- Show flashcards facing on the board.
- Make questions:
 - ❖ How is your voice?
 - ❖ What do you use your voice to?

MAIN CONTENT

1. Listen, point and repeat 20

- Keep the flashcards facing on the board.
- Play the audio (track 20).
- Students guess what words they will learn.
- Showdown the flashcards, point to each one, pronounce clearly and slowly.
- Ask students to repeat three times.
- Call some students to come to the board.
- Play the audio again, so that students listen and point to each flashcards.
- Then, the class repeat one more time.

UNIT 5


SOUND ENERGY


LESSON 1

WE LEARN


1. Listen, point and repeat.  20


vibrate


loud sound

soft sound


instruments

speakers


bells

2. Listen and read.  21


Sound energy is produced when an object vibrates. The sound can be soft or loud. When the vibration is stronger, the sound is louder. Sound energy comes from different things: instruments, speakers, bells, etc. Sound is everywhere around us like music, voices of people, animal sounds, etc.




3. Work in pairs. Give more examples of sound energy.

4. How do we use sound energy? Listen and read.  22

communicate
They use their voices to communicate.

draw attention
She uses the speaker to draw attention.

receive information
She listens to the radio to receive information.

make music
They use instruments to make music.

Track 20

vibrate	vibrate
loud sound	loud sound
soft sound	soft sound
instruments	instruments
speakers	speakers
bells	bells

2. Listen and read.

- Ask students to move on page 23.
- Play the audio (track 21) for two times:
 - ❖ The 1st time: ask students to point to the words and follow the audio.
 - ❖ 2nd time: pause in every sentence then ask students to repeat in the chorally.
- Call some students to say one sentence in the paragraph.
- Check student's understanding by making questions: "Look at the picture, where does the sound come from?"

Track 21

Sound energy is produced when an object vibrates. The sound can be soft or loud. When the vibration is stronger, the sound is louder.

Sound energy comes from different things: instruments, speakers, bells, etc.

Sound is everywhere around us like music, the voices of people, animal sounds, etc.

3. Work in pairs. Give more examples of sound energy.

- Put students in pairs.
- Give examples: playing guitar, whisper, etc.
- Ask students to brainstorm the ideas..
- Walk around and help if necessary.
- Call some students to share information with the class.
- Check the information and remind students to write down in the notebooks.

4. How do we use sound energy? Listen and read. 22

- Put the pictures on the board.
- Make questions:
 - ❖ What can you see in the picture?
 - ❖ What does he/she/it use this sound for?
 - ❖ How important is it?
- Introduce new words if necessary.
- Play the audio (track 22).
- Read the sentences and ask students to repeat twice.
- Call some students to say the sentence.
- Check the pronunciation.
- Review the structure: “use something to – help someone/something”.
- Read the model sentence as an example.
- Play the audio again and pause at each sentence, so that students listen and remember the sentence structure.

Track 22

communicate – They use their voices to communicate.

draw attention – She uses the speaker to draw attention.

receive information – She listens to the radio to receive information.

make music – They use instruments to make music.

5. Look at the pictures and write the sources of light energy. Then say.

- Review words.
- Ask the students to look at the pictures on their books.
- Ask student to fill in the blanks in the books.
- Walk around and help if necessary.
- Call some students to share the answers.
- Check the final results.

WE PRACTICE

5. Look at the pictures and write the letters.

a
 v _ _ _ _

b
 s _ _ _ sound

c
 l _ _ _ sound

d
 b _ _ _

e
 i _ _ _

f
 s _ _ _

6. Read and match 1-5 with the pictures.

- The teacher rings the bell to draw students' attention.
- My friends like using instruments to make music.
- Dolphins make sound to communicate with each other.
- People listen to podcasts to receive information.
- Everyone can hear him clearly because he uses a speaker to talk.

7. Complete the sentences.

- Sound energy is _____.
- The sound can be _____.
- When the vibration is stronger, _____.
- Sound energy comes from different things: _____.
- Sound is everywhere around us like music, _____.

Answer

- | | |
|---------------|----------------|
| a. Vibrate | d. Bell |
| b. Soft sound | e. Instruments |
| c. Loud sound | f. Speakers |

6. Read and match 1-5 with the pictures.

- Show the pictures.
- Ask students to read the sentences
- Make sure students understand the meanings of the task.
- Ask students to complete the exercise.
- Walk around and help if necessary.
- Call some students to share the answers.
- Check the final result.

Answer

6. Read and match 1-5 with the pictures.

- The teacher rings the bell to draw students' attention.
- My friends like using instruments to make music.
- Dolphins make sound to communicate with each other.
- People listen to podcasts to receive information.
- Everyone can hear him clearly because he uses a speaker to talk.

7. Complete the sentences.

- Remind structures: “We use... to...”
- Suggest some examples: car engine, rain, thunder, etc.
- Ask students to complete the task.
- Walk around and check the answers.

Lesson 2

OBJECTIVES

Knowledge: Students will be able to

- Learn new words about sound energy
- Look and say the different source of sound energy

Vocabulary: *vibrate, loud sound, soft sound, instruments, speakers, bells*

Listening: Listen to the new words, and choose the word heard in the audio

MATERIALS

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

WARMER

"Word building" game

- Greet to students.
- Show instructions of the game:
 - ❖ Write the list of letter on the board, e.g, "gy, ment, etc"
 - ❖ Show the first letters of previous lesson if needed.
 - ❖ Ask students to make the words and write them on the board.
 - ❖ The student having wrong answer is out.
 - ❖ The last one is the winner.

LEAD IN

- Make question: "How many words can you remember?"

MAIN CONTENT

8. Stick the stickers in the correct table. Then point to the stickers and say what makes soft/loud sounds.

- Ask students to move on the sticker page.
- Encourage students to guess the answers.
- Ask students to put the stickers in the boxes.
- Call some students to share the answers.
- Check the final result.
- Ask students to make at least 2 sentences about this energy.

Answer



LESSON 2

8. Stick the stickers in the correct table. Then point to the stickers and say what makes soft / loud sounds.

soft sounds	loud sounds
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

The girl is whispering to her dad. That makes soft sounds.

9. Look at the picture, circle the activities that make sound energy then say.

Anna and Mia are using their voices to communicate.

WE DO

10. Name five things that vibrate and make sounds.

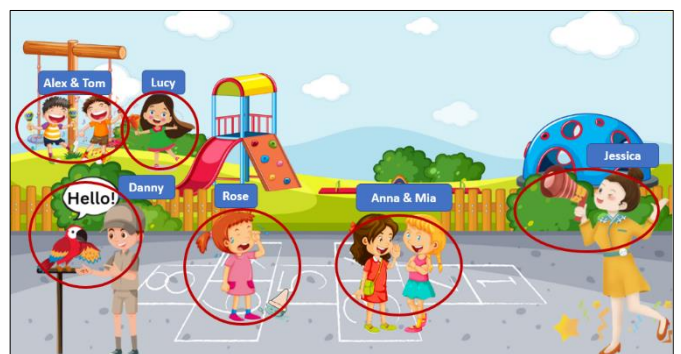
THINGS	
1	A cell phone
2	
3	
4	
5	
6	

A cell phone vibrates when it rings.

9. Look at the pictures, circle the activities that make sound energy then say.

- Ask students to look at the pictures on their books.
- Make a question: "What are they doing?"
- Do an example.
- Ask students to circle the activities.
- Walk around and help if necessary.
- When students finish, ask them to make sentences with those pictures.
- Call some students to share the information.
- Check the final results.

Answer



10. Name five things that vibrate and make sounds.

- Put students in groups.
- Ask students to brainstorm the ideas.
- Walk around and help students if necessary.
- Ask students to complete the exercise.
- Call some students to share the ideas.
- Correct and praise the students.

11. Listen and read the story. Then act it out. 23

- Ask students to see the story in their books.
- Look at each frame and make comprehension questions: "What can you see in the picture?", "How many characters are there in the story?"
- Tell the story.
- Play audio (track 23).
- Divide the class into two teams (team Mia and team Tim).
- Each team say the character's sentences.
- Put students in pairs to practice a conversation.
- Walk around and check their pronunciation.
- Call some pairs to share the story in front of the class.
- Check intonation.

Track 23

Mia: What are you doing?

Tim: I'm feeling the sound vibration.

Tim: Put your hand here and say something.

Mia: One, two, three. Wow! I feel it now!

Tim: The vibration makes sound energy when we talk.

Mia: Really?

Tim: And when the vibration is stronger, the sound is louder.

Mia: Interesting!

12. Answer the questions.

- Ask students to remember the content of the story.
- Ask students to read the questions quickly.
- Ask them to complete the exercise.
- Walk around and help if necessary.
- Call some students to share the answers.
- Check the final result.

Answer

1. Tim's feeling the sound vibration.
2. The vibration makes sound energy when we talk.
3. The sound is louder.
4. Know the vibration when talking.

Fast finishers

- Ask strong students to share their experiments about sound energy.

WE READ

11. Listen and read the story. Then act it out. 23

FEEL THE VIBRATION

VALUES Feel the vibration when talking

12. Answer the questions.

1. What is Tim doing? _____
2. What makes sound energy when we talk? _____
3. What happens when the vibration is stronger? _____
4. What's the value of the story? _____

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Extra activity

"Bingo" games

- Show the instructions of the game:
 - ❖ Write the week's vocabulary on the board.
 - ❖ Ask students to prepare a piece of paper.
 - ❖ Ask students to draw a table like the one below.
 - ❖ Read the words on the board to student.
 - ❖ Ask students write any 9 of the words on the board in their paper.
 - ❖ Call out one of the words on the board. Then say it again and circle it.
 - ❖ If the word is on the students' list, they circle it.
 - ❖ Call out another word then the children do the same thing.
 - ❖ When a student has heard all their words and circled them, they call out "Bingo".
 - ❖ Check their paper and if it's correct, that student wins.



MAJOR
Math & Science

Major Science