

MAJOR SCIENCE



TEACHER'S GUIDE



UNIT 4: LIGHT ENERGY

Lesson 1

OBJECTIVES

Knowledge: Students will be able to

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

Vocabulary: *torch, candle, flashlight, LED lights, bulb, the Sun, fire, electricity*

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

MATERIALS

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

WARMER

"Pass the parcel" game

- Greet to students.
- Review class rules.
- Show instructions of the game:
 - ❖ Divide the class into 2 teams.
 - ❖ Play the music.
 - ❖ Ask students to pass the ball (parcel) while musing playing.
 - ❖ Stop the music, the player keeping the ball needs to answer the question from teacher.
 - ❖ If the player gives the correct answer, he/she can get 1 point for the team.
 - ❖ The team having more points is the winner.

LEAD IN

- Show flashcards facing on the board.
- Make questions:
 - ❖ What things do you use to decorate your house at Tet holiday/ on Christmas?
 - ❖ Do you wear sunscreen at the beach?
 - ❖ How do you feel in the night?


MAIN CONTENT







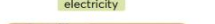
1. Listen, point and repeat 15


- Keep the flashcards facing on the board.
- Play the audio (track 15).
- 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.


UNIT 4
LIGHT ENERGY
LESSON 1




WE LEARN

1. Listen, point and repeat.  15

 the Sun
 torch
 candle
 flashlight
 LED lights
 bulb
 electricity

2. Listen and read.  16
Light is a form of energy that helps us see things.
Light comes from different sources: the Sun, fire, electricity, etc. The Sun is the main source of light energy.

3. What are the uses of light energy? Listen and read.  17

 light up
 help plants and animals survive
 decorate

We use candles to light up rooms. The Sun helps plants and animals survive. We use LED lights to decorate Christmas trees.

4. Work in pairs. Give more examples of the uses of light energy.

19

- Play the audio again, so that students listen and point to each flashcards.
- Then, the class repeat one more time.

Track 15

the Sun	the Sun
fire	fire
torch	torch
candle	candle
electricity	electricity
flashlight	flashlight
LED lights	LED lights
bulb	bulb

2. Listen and read. 16

- Ask students to move on page 19.
- Play the audio (track 16) 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 the pronunciation.
- Check student's understanding by making questions:
 - ❖ What's light?
 - ❖ What are sources of light energy?
 - ❖ Look at the picture, where does the light come from?
- Check the information.

Track 16

Light is a form of energy that helps us see things.

Light comes from different sources: the Sun, fire, electricity, ...

The Sun is the main source of light energy.

3. What are the uses of light energy? Listen and read. 17

- Put the pictures on the board.
- Make questions:
 - ❖ What can you see in the picture?
 - ❖ What does he/she/it use this light for?
 - ❖ How important is it?
- Introduce new words if necessary.
- Play the audio (track 17).
- Read the sentences and ask students to repeat twice.
- Call some students to say the sentence.
- Check the pronunciation.
- Introduce 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 17

light up – We use candles to light up rooms.

help plants and animals survive – The Sun helps plants and animals survive.

decorate – We use LED lights to decorate Christmas trees.

4. Work in pairs. Give more examples of the uses of light energy.







- Put students in pairs.
- Give examples: traffic light, fireflies, lighting, etc.
- Ask students to brainstorm the ideas.
- Walk around and help if necessary.
- Choose some students to share ideas in front of the class.
- Check the information.

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

- Put pictures on the board.

WE PRACTICE

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

flashlight

Picture a: He uses a flashlight to find the key.

6. Fill in the blanks with the words from the box.

plants	see	light up	sources
LED	electricity	light	survive

- _____ is a form of energy that helps us _____ things.
- Light comes from different _____; the Sun, fire and _____.
- The Sun is the main source of light energy.
- We use a flashlight to _____ the room.
- We use _____ lights to decorate the streets.
- The Sun helps _____ and animals _____.

7. Write some examples of using light energy in your daily life.

I use LED lights to decorate my bedroom.

- _____
- _____
- _____

- Ask the students to look at the pictures.
- Ask students to complete the task individually.
- Walk around and check the answers.
- Ask students to look back the exercise 3, then make sentences.

Answer

- | | |
|---------------|------------|
| a. Flashlight | d. The Sun |
| b. Bulb | e. Candles |
| c. LED lights | f. Torch |

6. Fill in the blanks with the words from the box.

- Review the words and structures.
- Ask students to complete the exercise individually.
- Walk around and help if necessary.
- Call some students to share the answers.
- Check the final results.

Answer

- | | |
|--------------------|--------------------|
| 1. Electricity/see | 4. LED |
| 2. Sources/ light | 5. Plants/ survive |
| 3. Light up | |

7. Write some examples of using light energy in your daily life.

- Put students in pairs.
- Ask students to brainstorm the sources of light energy.
- Give examples:
 - ❖ Traffic lights help us move smoothly in the street.
- Walk around and check the information.

Lesson 2

OBJECTIVES

Knowledge: Students will be able to

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

Vocabulary: torch, candle, flashlight, LED lights, bulb, the Sun, fire, electricity

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

MATERIALS

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

WARMER

"Matching" game

- Greet to students.
- Review the class rules.
- Show instructions of the game:
 - ❖ Divide the class into 2 teams.
 - ❖ Write a week's vocabulary on the board.
 - ❖ Give flashcards to the class.
 - ❖ The players of each team discuss, and match the flashcards with their words.
 - ❖ If a player is correct, he/she can get one point.
 - ❖ The team having more points is the winner

LEAD IN

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

MAIN CONTENT

8. Listen and match. 18

- Keep the flashcards on the board.
- Review the words.
- Play the audio (track 18).
- Ask students to complete the exercise individually.
- Walk around and help if necessary.
- Ask students to share the answers with classmates.
- Play the audio again.
- Ask students to check the answers and say the sentences.

LESSON 2

8. Listen and match. 18

1. Mother		decorate the garden
2. Dad		read books
3. Brother		find his shoes
4. Sister		light up the cave
5. Grandpa		look for the cat

WE DO

9. Work in pairs. Spin the pencil. Point to the source and make a sentence to collect the diamonds.

People use car lights to see the road.

People use the flashlights on phones to find things.

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Answer

1. Mother		decorate the garden
2. Dad		read books
3. Brother		find his shoes
4. Sister		light up the cave
5. Grandpa		look for the cat

Track 18

1. My mother uses LED lights to decorate the garden.
2. My dad lights up the cave with a torch.
3. My brother reads books under the light of a bulb.
4. My sister looks for her cat with the light of candles.
5. My grandpa uses a flashlight to find his shoes.

Mixed ability

For weak students, ask them to point to the flashcards and tell the use of each object.

9. Work in pairs. Spin the pencil. Point to the source and make a sentence to collect the diamonds.

- Explains the task to the students:
 - Spin the pencil and make a correct sentence to collect diamonds.
- Review structures and vocabs again.
- Put students in pairs.
- Walk around and help if necessary.
- Call some pairs to share their ideas.
- Check their information.

10. Listen and read the story. Then act it out.

- 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 19).
- 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 19

Mia: Are you OK, Tim?
 Tim: My eyes are getting tired.
 Mia: The room is quite dark. You should turn on the light.
 Tim: You're right. My eyes are much better now.
 Mia: Light helps us see things. You shouldn't read books or study when there is not enough light. It's not good for your eyes.
 Tim: I got it. Thank you, Mia.

11. Read and circle T (True) or F (False). If a sentence is false, underline the mistake and correct it.

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

WE READ

10. Listen and read the story. Then act it out. 19

THERE'S NOT ENOUGH LIGHT HERE!

VALUES Take care of your eyes

11. Read and circle T (True) or F (False). If a sentence is false, underline the mistake and correct it.

1. Mia's eyes are getting tired.	T / F _____
2. Tim should turn on the light.	T / F _____
3. Tim's eyes are much better after turning on the light.	T / F _____
4. You should read books or study when there is not enough light.	T / F _____

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Answer

- FALSE
- TRUE
- TRUE
- FALSE

Extra activity "Pictionary"

- Divide the class into 4 teams.
- Show instructions of the game:
 - Choose a picturist of each team.
 - Draw anything related to the prompt.
 - No write words or symbols.
 - Set the time limit.
 - Ask students to guess what the picturist is drawing.
 - The team having the right guess can get one point.
 - If no one can guess, the picturist can get one point for his/her team.
 - The others must say the word, then they get a bonus point for their team.
 - The team having the most points is the winner.

Fast finishers

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