







## UNIT 2: AIR

### Lesson 1

#### OBJECTIVES

**Knowledge:** Students will be able to

- identify the components of air: *nitrogen, oxygen, carbon dioxide, other gases.*
- know how wind makes things move.
- talk with a partner about the components of air and how wind makes things move.

**Vocabulary:** *nitrogen, oxygen, carbon dioxide, pinwheel, spin, flutter*

#### MATERIALS

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

#### WARMER

- Greet the class. Wave and say *Hello* and *Hi*. Then ask students how they are feeling: *How are you today? Why are you happy?*
- Energy the class with a warm-up game – Guessing the stages in the water cycle.
- Call one student to come to the board. Give him/her a flashcard of a stage in the water cycle. Then ask him/her to talk about this stage.
- Ask the other students to guess what stage he/she is talking about.

#### LEAD IN

- Use flashcards related to the air.
- Raise the flashcards up to elicit the vocabulary for this lesson.
- Point and ask, "What is it?"
- Model any words that students do not know.

#### MAIN CONTENT

##### WE LEARN

##### 1. Listen, point and repeat. 06

- Point to the pictures to elicit the vocabulary for this lesson.
- Point and ask, "What's this?" Give names to each picture.
- Tell the students to look at the pictures.
- Play the audio and say the new words in time with the recording.
- Play this part again for students to repeat the words. Point to each picture to practice the words.

UNIT 2

AIR

LESSON 1

**WE LEARN**

1. Listen, point and repeat. 06

N<sub>2</sub>

nitrogen

O<sub>2</sub>

oxygen

CO<sub>2</sub>

carbon dioxide

pinwheel

flutter

2. Listen and read. 07

Air contains different gases: **nitrogen (N<sub>2</sub>)**, **oxygen (O<sub>2</sub>)**, **carbon dioxide (CO<sub>2</sub>)** and other gases. Air is very important because most living things need oxygen to survive.

3. Listen and fill in the blanks. 08

Wind is the movement of air. We cannot see wind, but we know there is wind when it makes things move.

1 Wind makes leaves \_\_\_\_\_.

2 Wind makes \_\_\_\_\_ flutter.

3 Wind makes pinwheels \_\_\_\_\_.

4 Wind blows off his \_\_\_\_\_.

4. Work in pairs. Give more examples to show that wind can make things move.

#### Track 06

nitrogen	nitrogen
oxygen	oxygen
carbon dioxide	carbon dioxide
pinwheel	pinwheel
spin	spin
flutter	flutter

#### 2. Listen and read. 07

- Play the recording for students to listen to.
- Play the recording a second time for students to know the components of the air.
- Repeat more than once if necessary.

#### Track 07

Air contains different gases: nitrogen (N<sub>2</sub>), oxygen (O<sub>2</sub>), carbon dioxide (CO<sub>2</sub>) and other gases. Air is very important because most living things need oxygen to survive.

#### Extra practice

Have students work in groups. Ask them to find out more components of the air. Go around to help if needed. (*water vapor, argon, neon, helium, methane ...*)





### 3. Listen and fill in the blanks. 08

- Point to the picture and encourage the students to guess what happens in each picture.
- Play the recording for the first time and ask students to follow the text in their books.
- Explain new vocabulary in the text.
- Play the recording again and have students read along.
- Ask some students to present about how wind makes things move.
- Give students some questions to check for understanding of the text.

#### Track 08

Wind is the movement of air. We cannot see wind, but we know there is wind when it makes things move.

- Wind makes leaves move.
- Wind makes flags flutter.
- Wind makes pinwheels spin.
- Wind blows off his hat.

#### 4. Work in pairs. Give more examples to show that wind can make things move.

- Have students read the sentences from exercise 3 again and ask them to say some examples about how wind makes things move.
- Go around and help students with new vocabulary if needed.

#### WE PRACTICE

##### 5. Complete the sentences using the words from the box.

- Explain how to do the exercise.
- Ask students to do the exercise individually.
- Check the answers.
- Have students read complete sentences in front of the class.

#### Answer

1. Air
2. nitrogen
3. Oxygen
4. movement
5. wind

#### Mixed ability

- With weaker students, ask the students to read the sentences again.
- With stronger students, let them make sentences using their own ideas. Have students read the sentences in front of the class. Ask other students to listen and take notes.

#### WE PRACTICE

##### 5. Complete the sentences using the words from the box.

oxygen      wind      movement      nitrogen      air

1. \_\_\_\_\_ contains different gases.
2. They are \_\_\_\_\_ oxygen, carbon dioxide and other gases.
3. \_\_\_\_\_ is important for living things to survive.
4. Wind is the \_\_\_\_\_ of air.
5. We know there is \_\_\_\_\_ when it makes things move.

##### 6. Write complete sentences using the words under the pictures.

 pinwheels / spin <i>Wind makes pinwheels spin.</i>	 kites / fly	 clouds / move
 clothes / flutter	 blow off / hat	 balloons / fly away

##### 7. Look at the pictures in exercise 6. Ask and answer.



#### 6. Write complete sentences using the words under the pictures.

- Ask students to look at the example.
- Then have students read the given words and make sentences.
- Let students read their sentences.
- Give feedback.

#### Answer

1. Wind makes kites fly.
2. Wind makes clouds move.
3. Wind makes clothes flutter.
4. Wind blows off her hat.
5. Wind makes balloons fly away.

#### 7. Look at the pictures in exercise 6. Ask and answer.

- Let two students read the example first.
- Have students work in pairs to practice asking and answering questions as in the example.
- Call some pairs to practice in front of the class.



## Lesson 2

### OBJECTIVES

**Knowledge:** Students will be able to

- listen, speak, read, and write about the components of air and how wind makes things move.
- understand a short story and act it out.
- review and consolidate language introduced in the unit.

**Values:** *Wind makes things move*

### MATERIALS

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

### WARMER

**Slap the correct picture:** Stick the flashcards on the board. Divide the class into groups and call a representative of each group to come to the front. Read a sentence and ask students to race to slap the correct flashcard. Take turns playing until no flashcards are left.

### LEAD IN

- Tell the children they are going to do some activities to review what they have learned from lesson 1.
- Use flashcards to introduce the components of air and how wind makes things move.
- Say the words for the students to repeat to reinforce the meanings of the words.
- Show students the flashcards at random and ask them to say the words and the sentences.

### MAIN CONTENT

#### WE PRACTICE

8. Listen and tick (✓) the correct answer.  09

- Read the questions and answer options.
  - Guess the answer for each question.
  - Listen to the recording for the first time.
  - Call some students to give the answers.
  - Listen again to check the answers.
  - Invite some students to give the answers and check.
- Require students to ask and answer the question.

#### Answer

- |   |   |
|---|---|
| 1. Why is oxygen important to our life?                         | 2. What's Alice reading about?                                |
| <input type="checkbox"/> Because we need it to see.             | <input type="checkbox"/> The water                            |
| <input type="checkbox"/> Because we need it to move.            | <input checked="" type="checkbox"/> The wind                  |
| <input checked="" type="checkbox"/> Because we need it to live. | <input type="checkbox"/> The air                              |
| 3. Where's Jim's hat?   | 4. What is the girl's example?                                |
| <input type="checkbox"/> On the tree                            | <input type="checkbox"/> Wind makes leaves move.              |
| <input checked="" type="checkbox"/> On the grass                | <input type="checkbox"/> Wind makes pinwheels spin.           |
| <input type="checkbox"/> On the gate                            | <input checked="" type="checkbox"/> Wind makes flags flutter. |

#### LESSON 2

8. Listen and tick (✓) the correct answer.  09

1. Why is oxygen important to our life? 2. What's Alice reading about?

- |  |                                    |
|--|------------------------------------|
| <input type="checkbox"/> Because we need it to see.  | <input type="checkbox"/> The water |
| <input type="checkbox"/> Because we need it to move. | <input type="checkbox"/> The wind  |
| <input type="checkbox"/> Because we need it to live. | <input type="checkbox"/> The air   |

3. Where's Jim's hat?

- ☐ On the tree  
☐ On the grass  
☐ On the gate

4. What is the girl's example?

- ☐ Wind makes leaves move.  
☐ Wind makes pinwheels spin.  
☐ Wind makes flags flutter.

9. Write some examples of how wind can make things move.

1. *Wind makes curtains flutter.*  
 2. \_\_\_\_\_  
 3. \_\_\_\_\_  
 4. \_\_\_\_\_

#### WE DO

10. Draw things that can move in the wind. There is one example.



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### Track 09

1. Why is oxygen important to our life?

**Girl:** You know, the air has nitrogen, oxygen, carbon dioxide and other gases.

**Boy:** Yes. And oxygen is the most important to our life.

**Girl:** Why?

**Boy:** Because all living things need oxygen to breathe.

2. What's Alice reading about?

**Boy:** What are you doing, Alice?

**Girl:** I'm reading a science book.

**Boy:** There are many pictures. What are they about?

**Girl:** They're about how wind makes things move.

3. Where's Jim's hat?

**Boy:** Oh no, my hat.

**Girl:** The wind is so strong that it blows your hat away.

**Boy:** Where's my hat now?

**Girl:** Ah, I see it. It's on the grass.

4. What is the girl's example?

**Teacher:** Can you give some examples of how wind makes things move?

**Boy:** I know. Wind makes pinwheels spin.

**Girl:** Wind makes flags flutter.

**Teacher:** Good job!





### 9. Write some examples of how wind can make things move.

- Have students read the example then write their own sentences about how wind makes things move.
- Go around to help students with new vocabulary.
- Let students read their sentences.
- Give feedback.

#### Suggested answer

1. Wind makes boats move.
2. Wind makes balloons fly away.
3. Wind makes clothes flutter.
4. Wind makes fans spin.

#### WE DO

### 10. Draw things that can move in the wind. There is one example.

- Ask students to look at the example.
- Let students draw things that can move in the wind.
- Call students to go to the board and draw their things.

#### Extra practice

Let students sit in groups of 5-6 students. Ask them to take turns to talk about things they have drawn. The other students listen and vote for the best drawing. The best students can be received a present/ point/ star at the end.

#### WE READ

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

- 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.
- Ask students to listen and follow what they hear in the story.
- Demonstrate the story actions.
- Ask students to work in pairs.
- Encourage students to act out the story with the audio.
- Ask each pair of students to act out in front of the class.

#### Track 10

#### THE WIND BLOWS MIA'S HAT OFF

**Tim:** It's windy. My pinwheels are spinning.

**Mia:** Amazing!

**Tim:** You know, wind is the movement of air.

**Mia:** And the wind makes your pinwheels spin.

**Tim:** The wind is quite strong. Be careful, Mia! It will blow your hat off.

**Mia:** Oh no. My hat!

#### WE READ

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

#### THE WIND BLOWS MIA'S HAT OFF



#### VALUES

Wind makes things move.

12. Read the story again and circle True or False.

- |  |      |       |
|--|------|-------|
| 1. There is no wind.                                     | True | False |
| 2. Tim's pinwheels are spinning.                         | True | False |
| 3. Mia's surprised when she sees the pinwheels spinning. | True | False |
| 4. Wind is the movement of rain.                         | True | False |
| 5. The strong wind blows Mia's hat off.                  | True | False |

### 12. Read the story again and circle True or False.

- Allow time for students to do exercise. With stronger students, teachers can require them to close the book and do the exercise.
- Call some students to give the answers and check.

#### Answer

1. False
2. True
3. True
4. False
5. True

#### Extra practice

Repeat if it's true: Teacher sticks a set of flashcards on The teacher points to one of the flashcards and say a sentence. If the sentence is correct, repeat it. If the sentence is wrong, stay silent.