



MAJOR SCIENCE



TEACHER'S GUIDE





UNIT 7: PLANTS

LESSON 1

OBJECTIVES

Knowledge: Students will be able to

- Learn vocabulary about how plants make their own food.
- Know the importance of plants to lives on Earth.

Vocabulary: *oxygen, carbon dioxide, sunlight, absorb*

Recycled vocabulary: *roots, leaves, stems, nutrients*

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

- Use the flashcards to introduce the new words: "flowers, fruit, leaves, stem, roots" to elicit the vocabulary for this lesson.
- Hold them up and ask, "What's this?".
- Encourage students to answer.
- Model any words that they do not know.

MAIN CONTENT

WE LEARN

1. Listen, point and repeat. 29

- Ask your students to look at the pictures.
- 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 parts of plants to practice the words.
- Check the students' pronunciation.

Track 29

1. Listen, point and repeat.

oxygen	oxygen
carbon dioxide	carbon dioxide
sunlight	sunlight
absorb	absorb

UNIT 7
PLANTS
LESSON 1

WE LEARN

1. Listen, point and repeat. 29

oxygen

carbon dioxide

sunlight

absorb

2. Listen and read. 30

Plants need sunlight, water, air, and minerals to live and grow. They take minerals from the soil and they also make their own food (sugar).

How plants make their own food:

- **Roots** absorb water from the soil.
- **Stems** carry the water to leaves.
- **Leaves** use water, sunlight, and carbon dioxide to make sugar and oxygen.

3. Look at the picture in exercise 2. Point to the parts of the plant and explain how plants make their own food.

4. Read the text and answer the questions.

Plants are important to life on Earth. Plants use water, sunlight and carbon dioxide to produce sugar and oxygen.

- Sugar is an important nutrient that gives plants energy to live and grow. Humans and some animals also need nutrients from plants. Therefore, plants are the main source of food for them.
- Most living things need oxygen to survive.

Questions:

1. Why do plants need sugar to live and grow?
2. Why are plants the main food source for humans and some animals?
3. What do most living things need to survive?

2. Listen and read. 30

- Have students read the text.
- Play the recording and ask the Ss to listen, point and read the text in their book.
- Explain how plants make their own food and the functions of each part of plants.
- 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.

Plants need sunlight, water, air, and minerals to live and grow. They take minerals from the soil and they also make their own food (sugar).

How plants make their own food:

- **Roots** absorb water from the soil.
- **Stems** carry the water to leaves.
- **Leaves** use water, sunlight, and carbon dioxide to make sugar and oxygen.

3. Look at the picture in exercise 2. Point to the parts of the plant and explain how plants make their own food.

- Ask Ss to recognize the parts of plants in the pictures (*roots, stems, leaves*).
- Ask Ss to explain the functions of each part of the plant during the making of the plant's food process.



4. Read the text and answer the questions.

- Have students look at the text.
- Explain the importance of plants to lives on Earth.
- Ask the class to work in pairs and answer the questions under the text.
- Walk around the class and support them if needed.
- Call some pairs of students to answer the questions and correct their answers.
- Correct students' pronunciation if needed.
- Praise students if they have performed well.

Answer

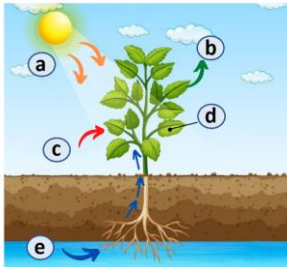
1. Sugar is an important nutrient that gives plants energy to live and grow.
2. Humans and some animals also need nutrients from plants.
3. Most living things need oxygen to survive.

WE PRACTICE

5. Look at the picture and write the correct word.

- Ask students to look at the pictures and recognize the things that need to be filled in the blanks.
- Give students some time to complete the exercise.
- Go around the class to check the students' answers.

Answer

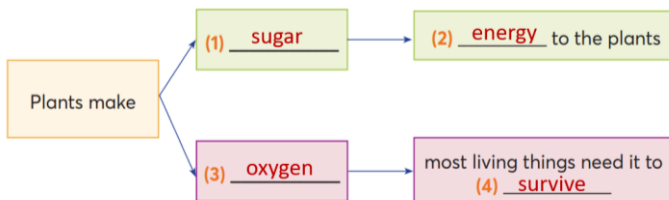


- a. sunlight
- b. oxygen
- c. carbon dioxide
- d. sugar
- e. water

6. Complete the mind map about the importance of plants.

- Have Ss look at the mind map.
- Explain how to do the exercise: find the words in the text in Exercise 4 to complete the mind map.
- Give students some time to complete the exercise.
- Call some students to show their answers.
- Correct their answers and pronunciation.

Answer:



Extra practice

Whispering: Have the class form one line. Whisper a sentence to the student at the beginning. Ask students to whisper the sentence along the line. No repeating allowed! When the sentence reaches the student at the end, have this student say the sentence.

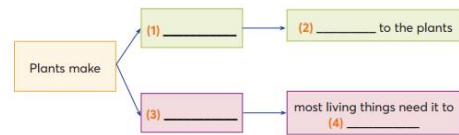
WE PRACTICE

5. Look at the picture and write the correct word.

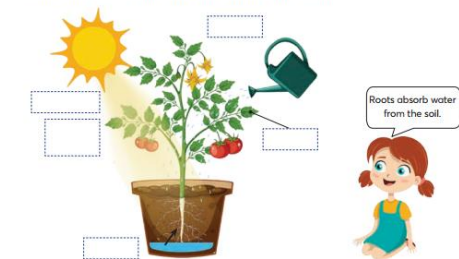


- a. _____
- b. _____
- c. _____
- d. _____
- e. _____

6. Complete the mind map about the importance of plants.



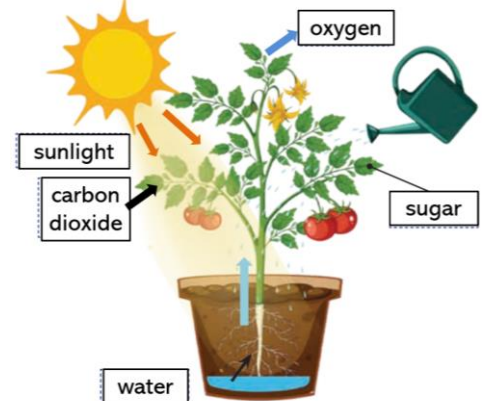
7. Stick the stickers and draw the arrows. Then say.



7. Stick the stickers and draw the arrows. Then say.

- Have the Ss find stickers of the exercise on the stickers' page in the middle of the book.
- Give time for the students to observe and prepare the provided stickers attached to the page.
- Guide Ss to stick the stickers: The plant is missing words. The Ss have to find the right stickers for the parts and stick to the right part and then draw the arrows.
- Ask the Ss to do an exercise by themselves.
- Pick up some Ss to show their work.
- Listen to Ss ts and check their answers as well as their pronunciation.

Answer:





UNIT 7: PLANTS

LESSON 2

OBJECTIVES

Knowledge: Students will be able to

- Learn vocabulary about how plants make their own food.
- Know the importance of plants to lives on Earth.

Vocabulary: *oxygen, carbon dioxide, sunlight, absorb*

Recycled vocabulary: *roots, leaves, stems, nutrients*

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 **Find the correct picture** game to warm up the class:
 - Draw three circles on the floor and put the flashcards on each circle.
 - Divide the class into groups and call a representative of each group to come to the board.
 - Say the word from one flashcard.
 - Students race to jump on the correct circle of the correct flashcards.

MAIN CONTENT

WE PRACTICE

8. Listen and tick (✓) the correct answer. 31

- Ask students to look at the questions and the answer options.
- Help students guess the answer to each question.
- Do question number 1 as an example and ask Ss to copy you.
- Let Ss have 5-7 minutes to complete the exercise.
- Play the recording and ask students to check their answers.
- Correct the answers.
- Invite some Ss to go to the board, encourage them to use the demonstration, circle the words, and read aloud the words that they can find.
- Check and correct all the questions.

Answer:

- | | | | |
|---|---|---|---|
| 1. True <input checked="" type="checkbox"/> | False <input type="checkbox"/> | 4. True <input checked="" type="checkbox"/> | False <input type="checkbox"/> |
| 2. True <input type="checkbox"/> | False <input checked="" type="checkbox"/> | 5. True <input type="checkbox"/> | False <input checked="" type="checkbox"/> |
| 3. True <input checked="" type="checkbox"/> | False <input type="checkbox"/> | | |

LESSON 2

8. Listen and tick (✓) the correct answer. 31

1. True <input type="checkbox"/>	False <input type="checkbox"/>	2. True <input type="checkbox"/>	False <input type="checkbox"/>
3. True <input type="checkbox"/>	False <input type="checkbox"/>	3. True <input type="checkbox"/>	False <input type="checkbox"/>
4. True <input type="checkbox"/>	False <input type="checkbox"/>		

WE DO

9. Make a pop-up card.

You need:

- a pencil
- a black pen
- glue
- scissors
- colored papers

How to make:

35

Track 31

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

- Plants need sunlight, water, air, and minerals to live and grow.
- Roots carry the water to leaves.
- Leaves use water, sunlight, and carbon dioxide to make sugar and oxygen.
- Plants are important to life on Earth.
- People and other living things don't need oxygen.

WE DO

9. Make a pop-up card.

- Ask Ss to take out all the needed materials.
- Explain how to do the pop-up card and do a sample pop-up card.
- Give students time to make their own cards. Go around the class to see if Ss need your support.

Mixed ability

- **The weaker students:** Do sample actions for the students to copy a few times. Provide support in cutting the details of the cards. Ask students to describe things on the cards.
- **The stronger students:** Just give instructions. Let the students make the card by themselves. Call some students to come up and describe how plants make their own food using their pop-up cards.

STORY

10. Listen to the story. Then act it out. 32

- 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 32

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

HOW PLANTS MAKE THEIR FOOD

Tim: Hey, Mia. Do you know plants can make their own food?

Mia: Really?

Tim: Yeah. Plants can make sugar and oxygen.

Mia: How?

Tim: Well, the roots take in water from the soil. And the stem carries water to the leaves.

Tim: The leaves use water, sunlight, and carbon dioxide to make oxygen and sugar.

Mia: I see.

11. Read the story again and circle T (True) or F (False).

If the sentence is false, underline the mistake and correct it.

- 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:

- Mia is watering the plant. T / F _____
- Tim doesn't know that plants can make their own food. T / F Mia
- Mia asks Tim how plants make their own food. T / F _____
- Mia tells Tim that plants make oxygen and sugar. T / F doesn't tell

WE READ

10. Listen and read the story. Then act it out. 32

HOW PLANTS MAKE THEIR FOOD

1. Hey, Mia. Do you know that plants can make their own food?

Really?

2. Yeah. Plants can make sugar and oxygen.

How?

3. Well, the roots take in water from the soil. And the stem carries water to the leaves.

4. The leaves use water, sunlight, and carbon dioxide to make oxygen and sugar.

I see.

VALUES

Know how plants make their food

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

- Mia is watering the plant. T / F _____
- Tim doesn't know that plants can make their own food. T / F _____
- Mia asks Tim how plants make their own food. T / F _____
- Mia tells Tim that plants make oxygen and sugar. T / F _____

36

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.