

Theme: My Parents and I
Focus: Specific Word Groups – Parent and Young
Lesson Objectives

Students are able to

1. identify the young given the name of the parent,
2. match the parents to the young for both people and animals.

Resources

(Preparation to be done before the lesson)

1. Learning Vocabulary Workbook 1
2. A short video clip of animals and their young
3. A handout containing a list of parent and young for both people and animals (for the 'Lesson' and Additional Activities)
4. Picture of an empty farm (for Optional Activity)

Introduction / Warm-up Activity (5 min)

1. Before showing the video clip, let the students know the objective of watching the video. The students need to name the animals they see in the video clip after watching it. Arrange their answers on the board so that the parent of the animal corresponds to the young.
2. Ask the students which column refers to the parents and which refers to the young. Write the names 'parent' and 'young' above the correct columns.
3. You may want to ask the students if they know the names of any other parent and their young that were not shown in the video clip.

Lesson (10 min)
Specific Word Groups – Parent and Young

1. Tell the students that sometimes, the name of the young of one animal is also called by the same name of another animal. For example, the word 'cub' is used for several animals such as the bear, tiger, lion etc. You may want to review certain gender opposite nouns from the previous lesson that are related to this lesson to allow the students to form an idea of a complete family such as the deer family, the duck family etc.

2. Using the names of people such as father or mother, ask what the young is called. Elicit answers such as 'son' and 'daughter'.
3. You may want to give the students a handout on parents and their young nouns.
4. Call out the name of a parent and get the students to tell you the name of the young, and vice versa.

Classroom Activities / Assessment (15 min)

1. Let the students complete **Exercise 30 of Learning Vocabulary Workbook 1, page 66** on their own.
2. Facilitate the students' learning by walking around to check their answers.

Additional Activities / Closure (10 min)

1. Divide the class of students into groups. Give them one minute to review the handout that you have given them earlier. Get the students in each group to number themselves. Then call out either the name of a parent or the name of a young. Then call on a number and ask the students with the numbers to give you the name of the parent or the name of the young. The students have to go to the front of the class to write the words on the board. The group that gets it correct first scores the most points. If there is a spelling mistake, another person in the group can correct the mistake but the group will get fewer points.
2. You may want to make the game more challenging by having the students spell both the word you have read out and either the parent or the young.

Optional Activities

1. Give the students a picture of a farm without the animals. Let them draw in the animals in the farm and label the parent, the young and also the opposite gender nouns if they apply.
2. Let them draw, colour and label their pictures.
3. Let them share their pictures with the rest of the class.
4. Pin their pictures on the 'Writer's Wall'.
5. Get the students to search for a picture of a parent and its young and get them to write a few sentences about it.
6. Alternatively, you may want the students to write a few sentences about themselves and their parents. The words 'mother', 'father', 'son', 'daughter', 'grandfather', 'grandmother', 'grandson' or 'granddaughter' can be used. They may want to put pictures of themselves with their family.