



Lesson Plan For Exercises 21 – 22



40 min

Theme: Let's Categorize

Focus: Specific Word Groups — Classification

Lesson Objectives

Students are able to

1. identify words that belong in a list of categories,
2. select the correct categories for given sets of words.

Resources

(Preparation to be done before the lesson)

1. Learning Vocabulary Workbook 2
2. A stack of cards with names of categories (Refer to **Exercise 21 and 22** of Learning Vocabulary Workbook 2.)
3. Sets of words that can be categorized
4. Pieces of paper with three categories written on each of them (Have enough for each group in the class.)

Introduction / Warm-up Activity (5 min)

1. Select a student to pick a card from a stack. Get the student to name three words that can be placed in that category. For example, if the student selects the category 'colour', he can say, "Blue, red, green" etc. Ask the rest of the class for a few more words that can be placed in the category.
2. Repeat this activity as many times as possible.
3. You may want to divide the board into columns and write the name of the category at the top of the column. Then write the list of words in each column.

Lesson (10 min)

Specific Word Groups — Classification

1. Explain to the students what 'classification' means. Show them a set of words on word cards and go through the words with them. Discuss with the students how to classify the words.
2. Repeat this activity as many times as possible using a different set of words each time.
3. You may want to write the names of the categories on the board.

Classroom Activities / Assessment (10 min)

1. Let the students complete **Exercise 21 and 22 of Learning Vocabulary Workbook 2, pages 41 – 42** on their own.
2. Facilitate the students' learning by walking around to check their answers.

Additional Activities / Closure (15 min)

1. Divide the class of students into groups. Give each group a piece of paper with three categories written on it. Tell them that when you give the signal, they will have to start writing as many items as possible in the categories. When you give the signal again, they will have to stop and pass the paper on to the next person in their group. The last person in the group may have a harder time thinking of words for each category.
2. The group with the most words that have been correctly classified and correctly spelt wins the game. You may want to give the winning group a small prize.

Optional Activities

1. Get the students to observe the things in their houses and how they have been classified.
Examples:
 - cutlery, clothes, furniture etc
2. You may want them to draw a simple picture of their house that shows where the items are. For example, they could draw the kitchen and a cabinet in the kitchen. They could then point to the cabinet and write 'cutlery'.
3. Let them colour their pictures and share their pictures with the class. You may also want them to tell you more about the items that they have under each category.
4. Alternatively, you may want the students to create a poster about different types of creatures. They could design one on land and water creatures, herbivores, carnivores and omnivores or creatures based on their habitats.
5. Let them share their posters with the class.