

Theme: Animal Families**Focus: Specific Word Groups – Parent and Young****Lesson Objectives**

Students are able to

1. identify the parent and the young,
2. match the parent to the young for animals.

Resources

(Preparation to be done before the lesson)

1. Learning Vocabulary Workbook 4
2. Riddles on parents and young of animals
3. Handouts on parents and young of animals

Introduction / Warm-up Activity (5 min)

1. Tell some riddles to the students. Let them guess the names of the parents and the young of the animals.
2. Write the names of the parent and the young on the board when they get the answers correct.
3. You may want to ask them how the words are spelt before writing them on the board.

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

1. Give the handout to each of the students. Go through the list with them. You may want to highlight to them that some of the young look like their parents but some do not.
2. Show the students pictures of animals. Get them to name the animals and then name either the parent or the young of that animal.
3. You may want to discuss how the parent and the young of the animals look. You may also want to discuss with them how the parent takes care of the young. Alternatively, you may want to show them a picture of how the parent takes care of the young.
4. You may also want to bring to their attention to the different animal names. For example, 'sow' and 'boar' are used to describe the female and male pig respectively. However, 'pig' is a general term and the young of the pig (piglet) is formed from the general word.

Classroom Activities / Assessment (10 min)

1. Let the students complete **Exercise 11 of Learning Vocabulary Workbook 4, page 11** on their own.
2. Facilitate the students' learning by walking around to check their answers.

Additional Activities / Closure (15 min)

1. Play Hangman with the class. Once the students have guessed the word, let them come up with the parent or the young of that animal they have guessed. If possible, let them tell you the animal movement, the gender names and the sound the animal makes.
2. Repeat this activity as many times as possible.
3. To make the activity more exciting, you may want to divide the class of students into groups and get them to number themselves. Then call on a number and see which group is able to solve the Hangman puzzle first.
4. You may want to give them points and give a small prize to the winning group or groups.

Optional Activities

1. You may want the students to collate the information they have learnt about animals from **Exercise 6 – 11** and write them in an 'Animal Book'.
2. They can decorate the book and share it with the class.
3. Alternatively, you may want them to select any particular animal that they particularly like or dislike and get them to do research on the parent and young of these animals. Then have them paste them on drawing paper, decorate the paper and write a short paragraph about these animals.