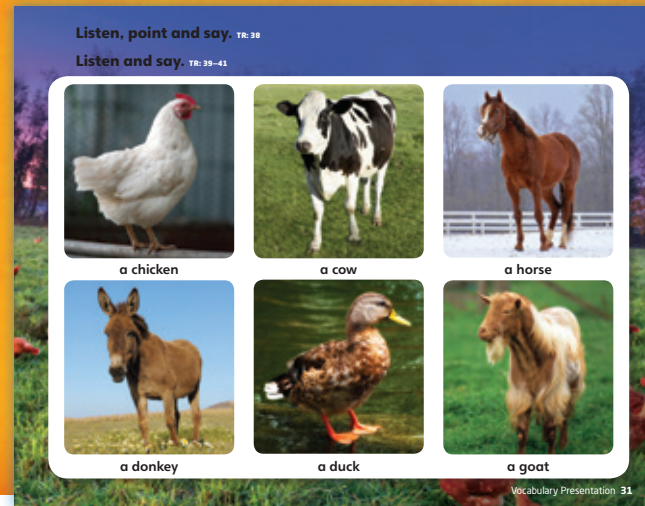


LESSON 2
Vocabulary Presentation
Student's Book page 31

Objective

Identify and name: *horse, donkey, duck, goat*



1 Warm Up

- Put children into pairs and ask them to sing the **Hello Song** (Audio: TR 2 / Video: Routine) to each other.

2 Review

- Hold up Flashcard 57 (a chicken) and say *This is a farm animal. What animal is it?* (a chicken) Repeat this with Flashcard 58 (a cow).
- Say *Be a chicken!* Move around the room like a chicken and prompt the class to cluck like a chicken. Ask the children to copy you. Then say *Be a cow!* Repeat the activity, asking children to pretend to be a cow. Say *A chicken!* Tell them to act like a chicken again. Swap between the two animals a few times, getting faster each time.
- Play the first version of the **Unit 4 Chant** (Audio: TR 37) twice. The first time, let children just listen to the chant. Then play the chant again. Ask children to say the chant and make the animal sounds.

Around the World

This lesson teaches sounds made by different animals.

cow = *moo* horse = *neigh* duck = *quack*
chicken = *cluck* donkey = *hee haw* goat = *baa*

Different sounds may be used for these animals in your culture. You can decide which animal sounds you want to teach children during this lesson.

3 Teach the Vocabulary

- Say *Let's learn more words for farm animals.* Play Audio: TR 38 while showing Flashcards 59–62 (a horse, a donkey, a duck, a goat). Tell children to repeat each word twice.

a horse *a horse*
a donkey *a donkey*
a duck *a duck*
a goat *a goat*

IWB / Website: Video Option
Show children the vocabulary presentation of the words *horse, donkey, duck* and *goat* on the video. Use Video: Sc. 2, Vocabulary.

- For each of the new farm animals, show children how to move and make the sound of the animal. Say *I'm a (duck).* Then point to children and say *Be a (duck)!*

- Use Audio: TR 39 to teach the animal sounds.

horse – neigh
donkey – hee haw
duck – quack
goat – baa
cow – moo
chicken – cluck

- Say *Now let's say the chant with the new words.* Play the second version of the **Unit 4 Chant** (Audio: TR 40). Play the chant once and ask children just to listen and watch you do the gestures. Play the chant again and encourage children to say the chant and do the gestures.

*On the farm, farm, farm, farm,
there's a horse, horse,
horse, horse.
Neigh, neigh, neigh, neigh,
neigh, neigh.
Neigh, neigh, neigh, neigh,
neigh, neigh.*

*On the farm, farm, farm, farm,
there's a donkey, donkey,
donkey, donkey.
Hee haw, hee haw, hee haw,
hee haw, hee haw.
Hee haw, hee haw, hee haw,
hee haw, hee haw, hee haw, hee haw,
hee haw.*

*On the farm, farm, farm, farm,
there's a duck, duck, duck, duck.
Quack, quack, quack, quack,
quack, quack.
Quack, quack, quack, quack,
quack, quack.*

*On the farm, farm, farm, farm,
there's a goat, goat, goat, goat.
Baa, baa, baa, baa, baa, baa.
Baa, baa, baa, baa, baa, baa.*

Language

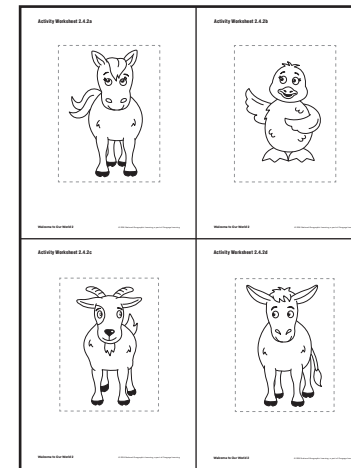
New: donkey, duck, goat, horse.

Review: chicken, cow

Recycle: bird, cat, dog, fish, rabbit, turtle

Receptive: This is a farm animal. What animal is it?; Be a (chicken)! Let's learn more words for farm animals. I'm a (duck).; Now let's say the chant with the new words.; Is this a farm animal?

- Play the **Transition Song** (Audio: TR 3/Video: Routine) as you give a copy of Worksheets 2.4.2a–d, scissors, a craft stick and crayons to each child.



- Worksheet** Tell children to colour each animal on the worksheets. Then ask children to cut each worksheet along the cutting lines so that they have four separate pictures.
- Call out one of the new animals and ask children to hold up that animal. Repeat this until each animal has been practised three times.

Additional Activities

- Make a farm animal sound. Ask children to tell you which animal makes the sound. Let a child make the next farm animal sound for the other children to guess. Repeat until all children have had a chance to make a farm animal sound.
- Give groups of children a set of the Level 2 Unit 4 mini flashcards. Tell them to sort the cards into two

Resources

- Class Audio CD: TR 2–5, 37–40
- IWB: Video, Routine and Sc. 2
- Website: Video, Routine and Sc. 2
- Teacher's Resource CD-ROM / Website: Worksheet 2.4.2a–d (optional), Mini Flashcards 51–62 (optional)
- Flashcards 57–62
- Activity Book page 17

Materials

- crayons (optional)
- scissors (optional)
- craft sticks (optional)
- sticky tape (optional)

4 End the Lesson

- Sing the **Tidy Up Song** (Audio: TR 4 / Video: Routine) while children help you tidy up the materials used in the lesson.
- Sing the **Goodbye Song** (Audio: TR 5 / Video: Routine). Encourage children to wave goodbye to each other as they sing.

Activity Book page 17.
Teaching notes available on pages 96–97.

groups: animals on a farm and animals that are not on a farm. Model sorting. Hold up the *chicken* card and ask *Is this a farm animal?* (yes) Put it in the farm animal group. Then hold up the *turtle* card and ask *Is this a farm animal?* (no) Place it in the second group.