Lesson 1: Vocabulary and playing Top Trumps

Lesson focus: focus on vocabulary and playing Top Trumps
Children will learn to: recognize and identify animals and baby animals; understand the categories on the Top Trumps Baby animals cards; play Top Trumps
Main outcome: children play Top Trumps (Baby animals)
Main language: *It's a …; … is / are called; I've got …; A … scores … for …; It weighs … at birth; It stays in … for …*
Main vocabulary: names of animals and baby animals, numbers, *mummy's tummy, egg, weight at birth, independence, mischief, cuteness, months, kilos*
Values and attitudes: interest in learning the names of animals and baby animals; pleasure in playing Top Trumps; willingness to follow and respect the rules of the game
Materials: Worksheet 1: Calf or cub? (copy for each child); Worksheet 2: Baby animal names (copy for each child); pack of cut-out-and-keep Top Trumps Baby animals cards (one for each pair or group)
Preparation: cut out packs of Top Trumps Baby animals cards (optionally, get the children to do this themselves at the start of the lesson)

Introduction and setting objectives

• Show children a set of the Top Trumps Baby animals cards.

• Ask children to predict the animals on the cards by naming animals they already know.

• Say *In this lesson we're going to learn the names of (more) animals and baby animals. We're also going to play a card game called Top Trumps and compare information about different baby animals.*

Suggested lesson procedure

Activity 1

• Divide the class into pairs.

• Give a pack of the Top Trumps Baby animals cards to each pair.

• Ask children to lay the cards out face up on their desks.

• Give instructions, e.g. *Find the ostrich!* Children find and hold up the corresponding cards as fast as they can. In the case of animals which are new or difficult to pronounce, get children to repeat the words.

• Once children are familiar with the names of the animals on the cards, invite individual children to take turns to give instructions instead of you.

Activity 2

• Hold up one of the cards, e.g. the cat. Say *A baby cat is called a kitten.* Draw children's attention to where the name of the baby animal is written on the cards.

• Ask, e.g. *What's a baby zebra called?* Children find the animal card you name and answer as fast as they can, e.g. *It's called a foal.*

• Repeat with different animals. Be ready to model pronunciation and get children to repeat new words as necessary.

Activity 3

• Give a copy of Worksheet 1 to each child.

• Explain that some baby animals have the same name. Give an example, e.g. *A baby polar bear is called a cub and a baby white tiger is also called a cub.*

• Ask the children to work with their partner. Explain and demonstrate that they should look at the Top Trumps cards and then match the pictures of the baby animals to the words *calf* or *cub* on the worksheet, depending on what they are called. Children should then circle the baby animals which are called a calf in red and the baby animals which are called a cub in blue.

• Children work with their partner, find the information they need on the Top Trumps cards

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and complete the worksheet.

• Check the answers by getting children to say sentences about all the animals, e.g. *A baby camel is called a calf.*

Key: calf: cow, elephant, giraffe, camel, hippopotamus, rhinoceros, American bison; cub: grizzly bear, polar bear, giant panda, white tiger, lion.

Activity 4

• Give a copy of Worksheet 2 to each child. Say, e.g. *Let's find out the names of other baby animals!*

• Read the first few sentences and children find the answers on the Top Trumps cards.

• Ask the children to work with their partner, read the remaining sentences and write the answers.

• Check the answers with the whole class by asking children to take turns to read the sentences, e.g. *A baby sheep is called a lamb.*

• At the end, you may like to make the point that if children can't remember the word for a baby animal, they can always say, e.g. *a baby …* and name the animal, and people will understand.

Key: 1. lamb; 2. duckling; 3. joey; 4. fawn; 5. puppy; 6. fledgling; 7. kid; 8. cria; 9. foal; 10. piglet; 11. chicks; 12. infants; 13. kittens; 14. pups

Activity 5

• Explain that children are going to use the Baby animals cards to play Top Trumps.

• Divide the class into groups of 3-6.

• Explain that each group needs one pack of cards to play the game. Either collect in or ask children to put any extra packs to one side.

• Elicit or pre-teach the meaning of the categories on the cards. See the *Guide to the categories on the cards* that accompanies the Baby animals pack for details.

• Explain and demonstrate the game with one pair or group. One child deals all 30 cards face down equally between themselves and their partner or the group. Children hold their cards face up in a pack and look at their first card only. Children must not let their partner or other members of the group see their cards. The child to go first chooses the 'best' statistic (usually the highest) from their first card and says, e.g. *I've got a white tiger. A white tiger scores 25 for mischief.*

Their partner or other members of the group take turns to read out the same statistic from their cards, e.g. *I've got a giraffe. A giraffe scores 15 for mischief.* The child with the best or highest value for the statistic chosen wins. This child collects the first card from their partner, or from all the other members of the group, and places them, including their own first card, at the bottom of their own pile. The child who wins also chooses the statistic on the next card face up in their pack for the next round of the game, e.g. *I've got a rabbit. A rabbit scores 10 for independence.* During a round of the game, if two or more cards 'tie', or no data is available for that particular statistic, then all the cards are placed in the middle and the same child chooses again from their next card. The winner of this round of the game also takes the cards that were placed in the middle. The first child to hold all 30 cards is the winner of the game! An alternative (shorter) version of the game would be for children to put winning cards to the side. The game finishes when the cards in the middle run out. At the end, each child counts up their winning cards and the child with the most cards wins.

• Children play the game in their groups. Monitor discreetly that they are doing this correctly.

• At the end of the game, ask children to report back to the class on any of the statistics on the cards they find particularly interesting or surprising.

Learning review

• Briefly review learning by asking the children, e.g. *What have we done today? What have you learnt? What can you do to remember the names of the animals and baby animals? Did you enjoy the Top Trumps game? What did you need to do to play the game?*

Optional extra

Children play *Go for low!* – an alternative version of the Top Trumps game – in their groups. See Activity 2 in the *Top Trumps activities pack* for details.

TOP TRUMPS ®

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Match the animals to the names of their babies. Circle each calf in red and each cub in blue.

lion

cow

polar bear
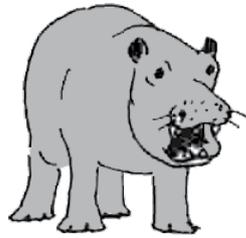
hippopotamus

grizzly bear

calf

cub
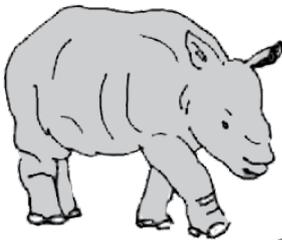
rhinoceros
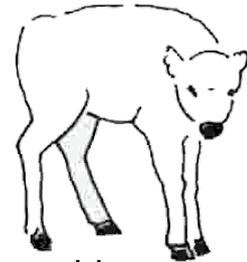
bison

white tiger
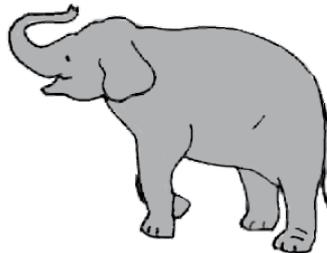
elephant

giant panda

camel

giraffe

TOP TRUMPS

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Read and write the names of the baby animals.

1 TOP TRUMPS
A baby sheep is called a
lamb

2 TOP TRUMPS
A baby duck is called a
....

3 TOP TRUMPS
A baby kangaroo is called a
....

4 TOP TRUMPS
A baby deer is called a
....

5 TOP TRUMPS
A baby dog is called a
....

6 TOP TRUMPS
A baby owl is called a
....

7 TOP TRUMPS
A baby goat is called a
....

8 TOP TRUMPS
A baby llama is called a
....

9 TOP TRUMPS
A baby zebra is called a
....

10 TOP TRUMPS
A baby pig is called a
....

11 TOP TRUMPS
A baby ostrich and a baby chicken are called
.... s

12 TOP TRUMPS
A baby squirrel monkey and a baby gorilla are called
.... s

13 TOP TRUMPS
A baby cat and a baby rabbit are called
.... s

14 TOP TRUMPS
A baby seal and a baby guinea pig are called
.... s