Family Tree Lesson Plan

Learning objectives: To read sentences about family members
Skill/Grammar: Reading short sentences

Preparation Time: 15 minutes
Completion Time: 45–60 minutes
Age/Level: 8–10/Intermediate
Resources: Family Tree Crossword puzzle

Warm-Up
- Briefly present your own family tree on the board.
  Draw your own (or imaginary) family tree on the board and talk about your family.
- T: I've got a brother and a sister. My brother's name is Jack. What's my sister's name?
- S: Sally.
- T: Good. And what's my dad's name?
- Ask for volunteers to describe your family.

Presentation
- Briefly present and practise the following family vocabulary:
  son daughter brother sister gran married
  grandad dad children husband wife children
- Once students are confident with the vocabulary, tell them (in L1) they are going to be detectives and solve a puzzle about a family tree. If necessary do a few examples with the whole class before asking them to continue individually or with a partner (Family Tree Worksheet – see next page).
1 Read the sentences and label the family tree

<table>
<thead>
<tr>
<th>son</th>
<th>daughter</th>
<th>brother</th>
<th>sister</th>
<th>gran</th>
</tr>
</thead>
<tbody>
<tr>
<td>dad</td>
<td>children</td>
<td>husband</td>
<td>wife</td>
<td></td>
</tr>
</tbody>
</table>

Reading text

*Bryan Goodman-Stephens*

- Tom is Linda’s dad.
- Sylvia is Rosie’s gran.
- David is Tom’s son.
- Mary has a brother and a sister.
- Sylvia is Tom’s wife.
- David is married to Hannah.
- David has two sisters.
- Mary and Linda are not married and have no children.
- David is Hannah’s husband.
- Tom is Isabelle’s grandad.
- Rosie is Hannah’s daughter.
- Greg has two sisters.
Family Tree Lesson Plan

Family Tree Worksheet Answer Key:

Practice

- Have students do the following unjumbling exercise in pairs. Collate the answer orally with the whole class.

Family Tree Filler

Write these jumbled words on the board and ask students to work in pairs to work out what they are:

<table>
<thead>
<tr>
<th>nos</th>
<th>dradgan</th>
<th>tersis</th>
<th>botherr</th>
</tr>
</thead>
</table>

Then ask students to jumble up some of the other family words from the box and test their partners:

<table>
<thead>
<tr>
<th>son</th>
<th>daughter</th>
<th>brother</th>
<th>sister</th>
<th>gran</th>
</tr>
</thead>
<tbody>
<tr>
<td>grandad</td>
<td>dad</td>
<td>children</td>
<td>husband</td>
<td>wife</td>
</tr>
</tbody>
</table>
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- For further consolidation of key vocabulary have students do the crossword puzzle (Family Tree Crossword – see separate PDF document).

- For a fun activity divide the class into two teams and play a guessing game

**Family Tree Team Game**

Divide the class into two teams. Write these family words on the board.

<table>
<thead>
<tr>
<th>son</th>
<th>daughter</th>
<th>brother</th>
<th>sister</th>
<th>gran</th>
</tr>
</thead>
<tbody>
<tr>
<td>grandad</td>
<td>married</td>
<td>children</td>
<td>husband</td>
<td>wife</td>
</tr>
</tbody>
</table>

Have a representative of each team come to the board. Call out the first letter of one of the family words and the first student to touch the word wins a point for his/her team.

_T: ‘H’._

_S1 points and says: Husband._

_T: Good. One point for your team. Now, ‘W’._

**Closure**

- Review the key vocabulary and for personalisation ask each student to prepare their own family tree puzzle based on the sentences in the Family Tree Worksheet. This would be suitable as a homework activity.