1.3 Identifying target vocabulary – mammals

<table>
<thead>
<tr>
<th>Topic:</th>
<th>Animals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subtopic:</td>
<td>Mammals</td>
</tr>
<tr>
<td>Activity type/skill:</td>
<td>Wordfind</td>
</tr>
<tr>
<td>Literacy focus:</td>
<td>Vocabulary</td>
</tr>
</tbody>
</table>

**Objective**
- Identify written form of words.

**What you need**
- Student worksheet (see next page)

**What to do**
1. Show students how to circle, underline or highlight the words in the wordfind at the top of the worksheet. (The hidden words all read horizontally.)

**Answers:**

```
produce
agelpio
xgroupru
growbody
mongyoung
awcsmell
liveqivu
seegmale
```

**Extending the activity**
- Make more wordfinds for the students.
- Have students make wordfinds for one another.
Activity three

- live
- body
- group
- grow
- help
- male
- produce
- see
- smell
- young

Activity four

<table>
<thead>
<tr>
<th>body</th>
<th>born</th>
<th>breathe</th>
<th>dark</th>
</tr>
</thead>
<tbody>
<tr>
<td>female</td>
<td>group</td>
<td>grow</td>
<td>hear</td>
</tr>
<tr>
<td>help</td>
<td>land</td>
<td>live</td>
<td>look for</td>
</tr>
<tr>
<td>male</td>
<td>move</td>
<td>produce</td>
<td>see</td>
</tr>
<tr>
<td>smell</td>
<td>warm</td>
<td>water</td>
<td>young</td>
</tr>
</tbody>
</table>