

Veterinary Medical Terminology Curriculum



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The purpose of this curriculum is to familiarize the learner with the different concepts of veterinary medical terminology, including an introduction to how medical words are formed; common prefixes, suffixes, and root words; and the ability to break down medical terms into smaller parts to determine their meaning.

Author



Kaitlin Buterbaugh's career journey reflects her passion for animal science and her commitment to ongoing learning and growth. After earning her bachelor's degree in dairy science, she has been actively engaged in multiple roles within the College of Agriculture & Life Sciences. Her experience includes serving as a student ambassador for the Department of Animal and Dairy Sciences and working as the lead undergraduate teaching assistant for an introductory course. Buterbaugh's dedication to her studies—along with her ability to connect with others—has been instrumental in her development as both a student and a future professional in the field.

Lesson Structure

Each lesson begins with a Lesson Overview, Lesson Objectives, and a Lesson at a Glance table, which lists lesson activities, materials required, suggested preparation steps, and approximate class time.

Lesson Sections

The actual lesson follows the overview, which contains some of the sections described below.

FOCUS

Every lesson begins with a FOCUS activity intended to capture participants' attention. This may be in the form of a small or large class discussion, game, demonstration, or review of previous lesson information. During this activity, participants are introduced to the topic of the lesson.

LEARN

The LEARN activity in each lesson varies in its presentation mode. It may be a slide presentation, group activity, or demonstration.

REVIEW

The majority of lessons end with a REVIEW activity intended to briefly review the lesson's key messages or main points.

Curriculum Structure

The *Veterinary Medical Terminology Curriculum* is composed of the following lessons. Approximate lesson times are included.

Lesson	Title	Approximate Time
One	Foundations of Veterinary Terminology	45 minutes
Two	Animal Body Structure	40-55 minutes
Three	Skeletal System	35-50 minutes
Four	Muscular System	35-50 minutes
Five	Integumentary System	35-50 minutes
Six	Cardiovascular and Lymphatic Systems	40-50 minutes
Seven	Respiratory System	35-50 minutes
Eight	Reproductive and Urinary Systems	35-50 minutes
Nine	Endocrine System	35-50 minutes
Ten	Nervous System	35-50 minutes
Eleven	Immune System	35-50 minutes
Twelve	Digestive System	35-50 minutes
Thirteen	Canine and Feline Terminology	35-50 minutes
Fourteen	Equine Terminology	35-50 minutes
Fifteen	Bovine Terminology	35-50 minutes
Sixteen	Swine Terminology	35-50 minutes
	Total	9-14 hours

Lesson One – Foundations of Veterinary Terminology

Lesson Overview

In this lesson, participants will learn to identify the components of veterinary medical terms so they can begin breaking those words down to determine their meanings. They will also practice pluralization and use tiles to construct veterinary medical terms from provided definitions.

Lesson Objectives

After completing this lesson, participants will be able to:

- Identify prefixes, root words, suffixes, and combining vowels in veterinary medical terms
- Explain how combining vowels are used to join word parts
- Apply common pluralization rules to veterinary medical terms
- Break down and construct veterinary medical terms using tiles and flashcards

Lesson at a Glance

Activity	Materials	Preparation	Approximate Class Time
FOCUS	• <i>Foundations of Veterinary Terminology</i> worksheet • <i>Foundations of Veterinary Terminology – Answer Key</i>	1. Print/photocopy the <i>Foundations of Veterinary Terminology</i> (one per participant).	10 minutes
LEARN	• <i>Lesson 1</i> slide presentation • Veterinary Terminology Tiles • Student Glossaries	1. Prepare the slide presentation for viewing. 2. Set out the terminology tiles.	25 minutes
REVIEW	• <i>Foundations of Veterinary Terminology Quiz</i> • <i>Foundations of Veterinary Terminology Quiz – Answer Key</i>	1. Print/photocopy <i>Foundations of Veterinary Terminology Quiz</i> (one per participant). 2. Have the answer key available for reference.	10 minutes

Note: See the Veterinary Medical Terminology Tile Instructions at the end of this curriculum. These tiles provide hands-on experience constructing and deconstructing veterinary medical terms. There are many ways you can use the tiles at the end of each lesson to provide additional practice for learning veterinary medical terminology.

Lesson One – Foundations of Veterinary Terminology

FOCUS: Worksheet Activity

10 minutes

Purpose:

Practice identifying and defining the components of veterinary medical terms.

Materials:

- *Foundations of Veterinary Terminology* worksheet
- *Foundations of Veterinary Terminology – Answer Key*

Facilitation Steps:

1. Distribute the *Foundations of Veterinary Terminology* worksheet and give learners eight minutes to complete it individually.
2. Have learners compare their answers with a partner for two minutes.
3. Review the answers together as a class.

Name: _____ Class: _____

Foundations of Veterinary Terminology

1. Match the word parts (Column A) with their correct definitions (Column B).

Column A

Prefix

Suffix

Root word

Combining vowel

Pluralizing

Column B

A. The core of a word that gives meaning

B. A beginning part that modifies meaning

C. A letter (usually O) used to join parts

D. An ending part that modifies meaning

E. Rules for changing singular to plural

2. Identify the bold part in each term as Prefix / Root / Suffix / Combining vowel.

hypo/glycemia → _____

hem/**o**/thorax → _____

an/em/**ia** → _____

brady/cardia → _____

dys/**pnea** → _____

3. Write the plural form of each veterinary term.

vertebra → _____

scapula → _____

phalanx → _____

diagnosis → _____

bacterium → _____

Veterinary Medical Terminology Curriculum

4. Build the veterinary medical term from the definition, using proper formatting.

Lack of blood: _____

Slow heart rate: _____

Abnormal breathing: _____

Inflammation of the skin: _____

Excessive thyroid activity: _____

Foundations of Veterinary Terminology – Answer Key

1. Match the word parts (Column A) with their correct definitions (Column B).

Column A

Prefix - **B**

Suffix - **D**

Root word - **A**

Combining vowel - **C**

Pluralizing - **E**

Column B

A. The core of a word that gives meaning

B. A beginning part that modifies meaning

C. A letter (usually O) used to join parts

D. An ending part that modifies meaning

E. Rules for changing singular to plural

2. Identify the bold part in each term as Prefix / Root / Suffix / Combining vowel.

hypo/glycemia → **Prefix**

hem/**o**/thorax → **Combining vowel**

an/em/**ia** → **Suffix**

brady/cardia → **Prefix**

dys/**pnea** → **Suffix**

3. Write the plural form of each veterinary term.

vertebra → **Vertebrae**

scapula → **Scapulae**

phalanx → **Phalanges**

diagnosis → **Diagnoses**

bacterium → **Bacteria**

Veterinary Medical Terminology Curriculum

4. Build the veterinary medical term from the definition, using proper formatting.

Lack of blood:	Anemia
Slow heart rate:	Bradycardia
Abnormal breathing:	Dyspnea
Inflammation of the skin:	Dermatitis
Excessive thyroid activity:	Hyperthyroidism

Lesson One – Foundations of Veterinary Terminology

LEARN: Vocabulary Instruction

25 minutes

Purpose:

Introduce participants to veterinary medical terminology and demonstrate how to break terms into parts.

Materials:

- *Foundations of Veterinary Terminology* slide presentation
- Veterinary Terminology Tiles
- Student Glossaries

Facilitation Steps:

1. Give each student their own Veterinary Medical Terminology Student Glossary. Students should record their definition for the various terms as the slide presentation is shared.
2. Go through the slide presentation as a class. When you get to Slide 16, use the Veterinary Medical Terminology Tiles to build example terms and have students replicate them.

Note: For more ways to use the Veterinary Terminology Tiles, see the appendix at the end of this curriculum.

Lesson One – Foundations of Veterinary Terminology

REVIEW: Veterinary Terminology Basics Quiz

10 minutes

Purpose:

Assess comprehension of word parts, vocabulary, and pluralization.

Materials:

- *Foundations of Veterinary Terminology Quiz*
- *Foundations of Veterinary Terminology Quiz – Answer Key*

Facilitation Steps:

1. Distribute the *Foundations of Veterinary Terminology Quiz*.
2. Have participants complete the quiz individually.
3. Review as a group, using the answer key.

Name: _____

Class: _____

Foundations of Veterinary Terminology Quiz

Instructions: Circle the correct answer for each question.

1. Which part of the term arthr/itis is “itis”?
 - a. Prefix
 - b. Root word
 - c. Suffix
 - d. Combining vowel
2. The “o” in hem/o/thorax is a(n):
 - a. Prefix
 - b. Root word
 - c. Suffix
 - d. Combining vowel
3. The prefix “brady-” means:
 - a. Fast
 - b. Slow
 - c. Without
 - d. Below
4. The suffix “-itis” means:
 - a. Inflammation
 - b. Condition
 - c. Pain
 - d. Removal
5. The plural of scapula is:
 - a. Scapulas
 - b. Scapulae
 - c. Scapulii
 - d. Scapulaes
6. The term “anemia” means:
 - a. Excessive blood
 - b. Lack of blood
 - c. Enlarged blood vessel
 - d. Inflammation of blood
7. In the term “hyperthyroidism,” the prefix “hyper-” means:
 - a. Under
 - b. Excessive
 - c. Normal
 - d. None
8. The combining vowel most often used is:
 - a. a
 - b. o
 - c. i
 - d. e
9. The root “derm” refers to:
 - a. Skin
 - b. Blood
 - c. Heart
 - d. Muscle
10. The suffix “-ectomy” means:
 - a. Study of
 - b. Inflammation
 - c. Enlargement
 - d. Surgical removal

Foundations of Veterinary Terminology Quiz – Answer Key

Instructions: Circle the correct answer for each question.

1. Which part of the term arthr/itis is “itis”?
 - a. Prefix
 - b. Root word
 - c. Suffix**
 - d. Combining vowel
2. The “o” in hem/o/thorax is a(n):
 - a. Prefix
 - b. Root word
 - c. Suffix
 - d. Combining vowel**
3. The prefix “brady-” means:
 - a. Fast
 - b. Slow**
 - c. Without
 - d. Below
4. The suffix “-itis” means:
 - a. Inflammation**
 - b. Condition
 - c. Pain
 - d. Removal
5. The plural of scapula is:
 - a. Scapulas
 - b. Scapulae**
 - c. Scapulii
 - d. Scapulaes
6. The term “anemia” means:
 - a. Excessive blood
 - b. Lack of blood**
 - c. Enlarged blood vessel
 - d. Inflammation of blood
7. In the term “hyperthyroidism,” the prefix “hyper-” means:
 - a. Under
 - b. Excessive**
 - c. Normal
 - d. None
8. The combining vowel most often used is:
 - a. a
 - b. o**
 - c. i
 - d. e
9. The root “derm” refers to:
 - a. Skin**
 - b. Blood
 - c. Heart
 - d. Muscle
10. The suffix “-ectomy” means:
 - a. Study of
 - b. Inflammation
 - c. Enlargement
 - d. Surgical removal**

Lesson Two – Animal Body Structure

Lesson Overview

In this lesson, participants will explore the major body planes, cavities, and directional terms used in veterinary medicine. Students will learn to describe anatomical positions accurately and apply terminology to label animal diagrams and build terms.

Lesson Objectives

After completing this lesson, participants will be able to:

- Identify major body planes, cavities, and directional terms
- Describe anatomical positions using correct veterinary terminology
- Apply combining forms to build terms related to body structure
- Label animal body diagrams using proper terminology
- Demonstrate understanding with a short quiz

Lesson at a Glance

Activity	Materials	Preparation	Approximate Class Time
FOCUS	• <i>Animal Diagram</i> worksheet • <i>Animal Diagram</i> – Answer Key	1. Print/photocopy <i>Animal Diagram</i> worksheet (one per participant).	15 minutes
LEARN	• <i>Lesson 2</i> slide presentation • Anatomical models (optional) • Veterinary Terminology Tiles • Student Glossaries	1. Prepare the slide presentation for viewing. 2. Set out animal anatomical models (optional). 3. Prepare veterinary terminology tiles for use.	20-30 minutes
REVIEW	• <i>Animal Body Structure Quiz</i> • <i>Animal Body Structure Quiz</i> – Answer Key	1. Print/photocopy the <i>Animal Body Structure Quiz</i> (one per participant). 2. Have the answer key available for reference.	5-10 minutes

Note: See the Veterinary Medical Terminology Tile Instructions at the end of this curriculum. These tiles provide hands-on experience constructing and deconstructing veterinary medical terms. There are many ways you can use the tiles at the end of each lesson to provide additional practice for learning veterinary medical terminology.

Lesson Two – Animal Body Structure

FOCUS: Diagram Labeling and Kinesthetic Warm-Up

15 minutes

Purpose:

Introduce learners to directional terms, planes, and cavities visually and physically.

Materials:

- *Animal Diagram* worksheet
- *Animal Diagram* – Answer Key

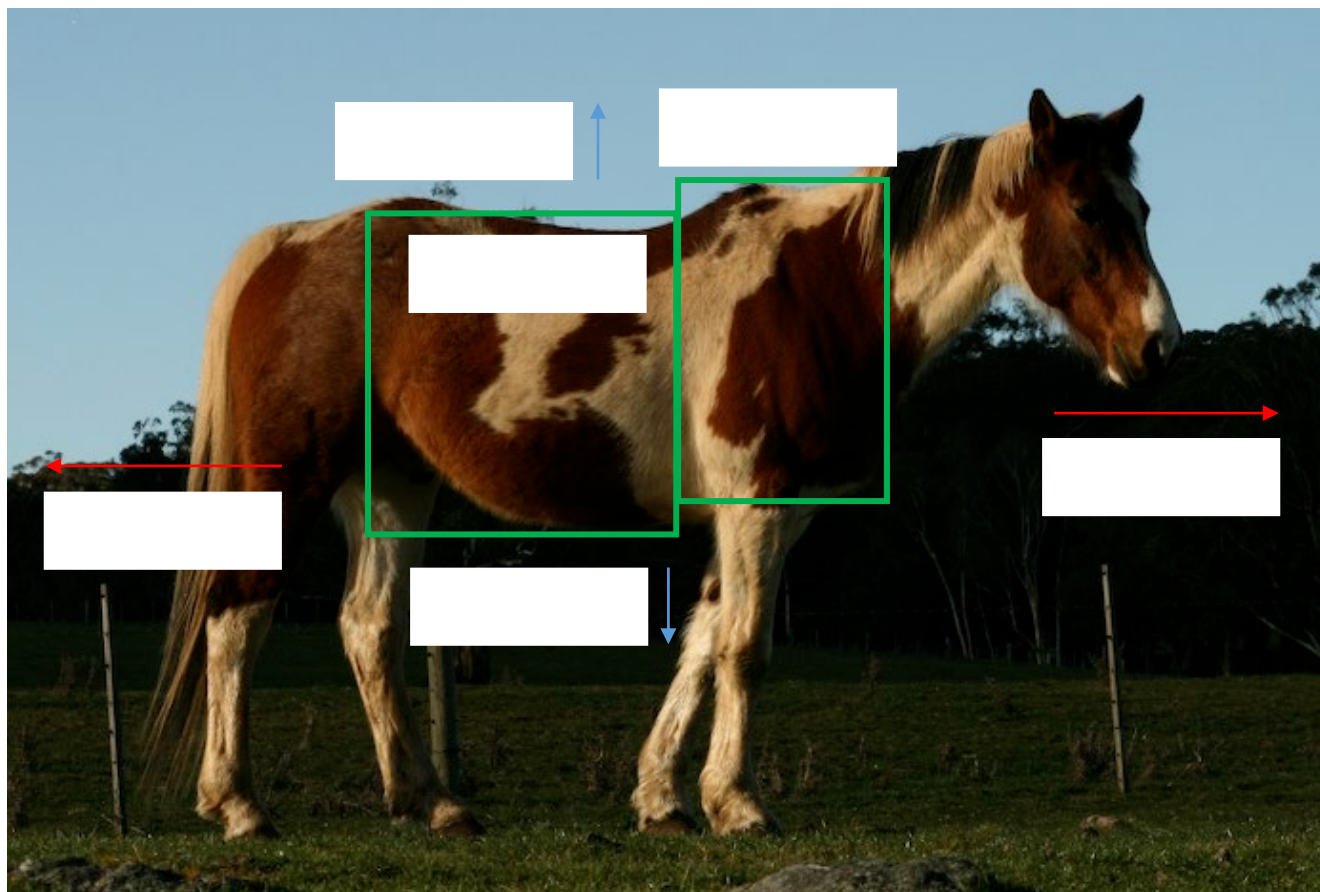
Facilitation Steps:

1. Distribute the *Animal Diagram* worksheet to all participants.
2. Allow five minutes for students to label cranial, caudal, dorsal, ventral, sagittal plane, transverse plane, thoracic cavity, and abdominal cavity individually.
3. Pair students and have them compare answers for two to three minutes.
4. Display or share the labeled answer key and review the terms together as a class.
5. Kinesthetic Warm-Up: Play a quick “Simon Says” game (e.g., “Point cranially,” “Touch the dorsal side of your chair,” “Stand on the left lateral side of the room”).

Name: _____ Class: _____

Animal Diagram

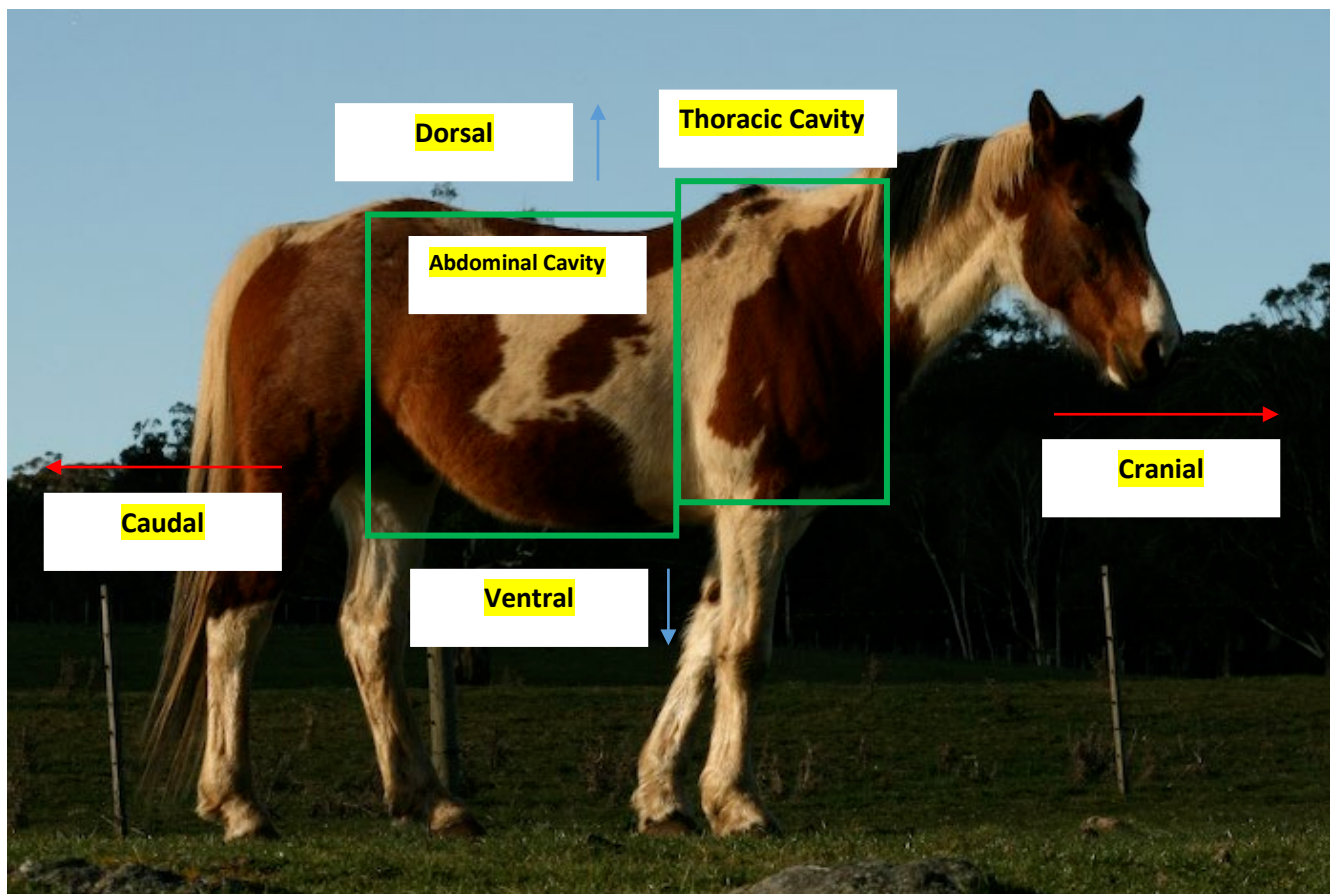
Instructions: Complete the diagram of directional terms using the word bank provided below.



Word Bank:

Thoracic cavity
Caudal
Abdominal cavity
Ventral
Cranial
Dorsal

Animal Diagram



Lesson Two – Animal Body Structure

LEARN: Vocabulary Instruction

20-30 minutes

Purpose:

Teach learners to apply body structure vocabulary in context using slides and activities.

Materials:

- Lesson 2 slide presentation
- Anatomical models (optional)
- Veterinary Terminology Tiles
- Student Glossaries

Facilitation Steps:

1. Have each student access their Veterinary Terminology Student Glossary. Students should record their definition for the various animal body structure terms as the slide presentation is shared.
2. Go through the slide presentation as a class. When you get to Slide 16, divide students into five groups. For each word in the chart, tell students that they must find the tiles, build the word, and define the word.

The first group to build the word and write the correct definition gets a point. The group with the most points wins.

Using terminology tiles, build and decode:

Abdominal	Pertaining to the abdomen
Thoracic	Pertaining to the chest
Cranial	Pertaining to the skull or toward the head
Cervical	Pertaining to the neck
Pelvic	Pertaining to the pelvis
Vertebral	Pertaining to the vertebrae
Caudal	Pertaining to the tail end
Dorsal	Pertaining to the back
Ventral	Pertaining to the belly side
Lateral	Away from the midline
Sagittal	A plane that divides the body into left and right parts
Transverse	A plane that divides the body into upper and lower parts
Medial	Toward the midline

Note: For more ways to use the Veterinary Terminology Tiles, see the appendix at the end of this curriculum.

3. Review answers and clarify any misunderstandings.

Lesson Two – Animal Body Structure

REVIEW: Animal Body Structure Quiz

5-10 minutes

Purpose:

Assess understanding of body planes, cavities, and directional terms.

Materials:

- *Animal Body Structure Quiz*
- *Animal Body Structure Quiz – Answer Key*

Facilitation Steps:

1. Distribute the *Animal Body Structure Quiz*.
2. Have participants complete the quiz individually.
3. Review as a group, using the answer key.

Name: _____ Class: _____

Animal Body Structure Quiz

1. Which plane divides the body into left and right parts?
2. Which term means toward the head?
3. Which term means toward the belly?
4. The thoracic cavity contains which organs?
5. Which plane divides the body into cranial and caudal parts?
6. The term 'medial' means:
7. The term 'lateral' means:
8. The abdominal cavity contains which organs?
9. Which term refers to toward the tail?
10. Which term refers to toward the back?

Animal Body Structure Quiz – Answer Key

1. Which plane divides the body into left and right parts? **Sagittal plane**
2. Which term means toward the head? **Cranial**
3. Which term means toward the belly? **Ventral**
4. The thoracic cavity contains which organs? **Heart and lungs**
5. Which plane divides the body into cranial and caudal parts? **Transverse plane**
6. The term “medial” means: **Toward the midline**
7. The term “lateral” means: **Away from the midline**
8. The abdominal cavity contains which organs? **Stomach, intestines, liver**
9. Which term refers to toward the tail? **Caudal**
10. Which term refers to toward the back? **Dorsal**

Lesson Three – Skeletal System

Lesson Overview

In this lesson, participants will explore the major bones and structures of the skeletal system. Students will learn how the skeletal system supports the body, protects internal organs, and works with the muscular system to enable movement. Vocabulary terms will include combining forms and suffixes related to bones and joints.

Lesson Objectives

After completing this lesson, participants will be able to:

- Identify major bones and structures of the skeletal system
- Define and use common skeletal terminology in veterinary medicine
- Recognize combining forms and suffixes related to bones and joints
- Label animal skeleton diagrams using correct terminology
- Demonstrate understanding with a short quiz

Lesson at a Glance

Activity	Materials	Preparation	Approximate Class Time
FOCUS	• <i>Skeletal Diagram</i> worksheet • <i>Skeletal Diagram</i> – Answer Key	1. Print/photocopy <i>Skeletal Diagram</i> worksheet (one per participant).	10 minutes
LEARN	• <i>Lesson 3</i> slide presentation • Veterinary Terminology Tiles • <i>Skeletal Diagram</i> worksheet • Student Glossaries	1. Prepare the slide presentation for viewing. 2. Prepare the Veterinary Terminology Tiles for use.	20-30 minutes
REVIEW	• <i>Skeletal System Quiz</i> • <i>Skeletal System Quiz</i> – Answer Key	1. Print/photocopy the <i>Skeletal System Quiz</i> (one per participant). 2. Have the answer key available for reference.	5-10 minutes

Note: See the Veterinary Medical Terminology Tile Instructions at the end of this curriculum. These tiles provide hands-on experience constructing and deconstructing veterinary medical terms. There are many ways you can use the tiles at the end of each lesson to provide additional practice for learning veterinary medical terminology.

Lesson Three – Skeletal System

FOCUS: Skeletal Labeling Activity

10 minutes

Purpose:

Introduce learners to the major bones of the skeletal system.

Materials:

- *Skeletal Diagram* worksheet
- *Skeletal Diagram* – Answer Key

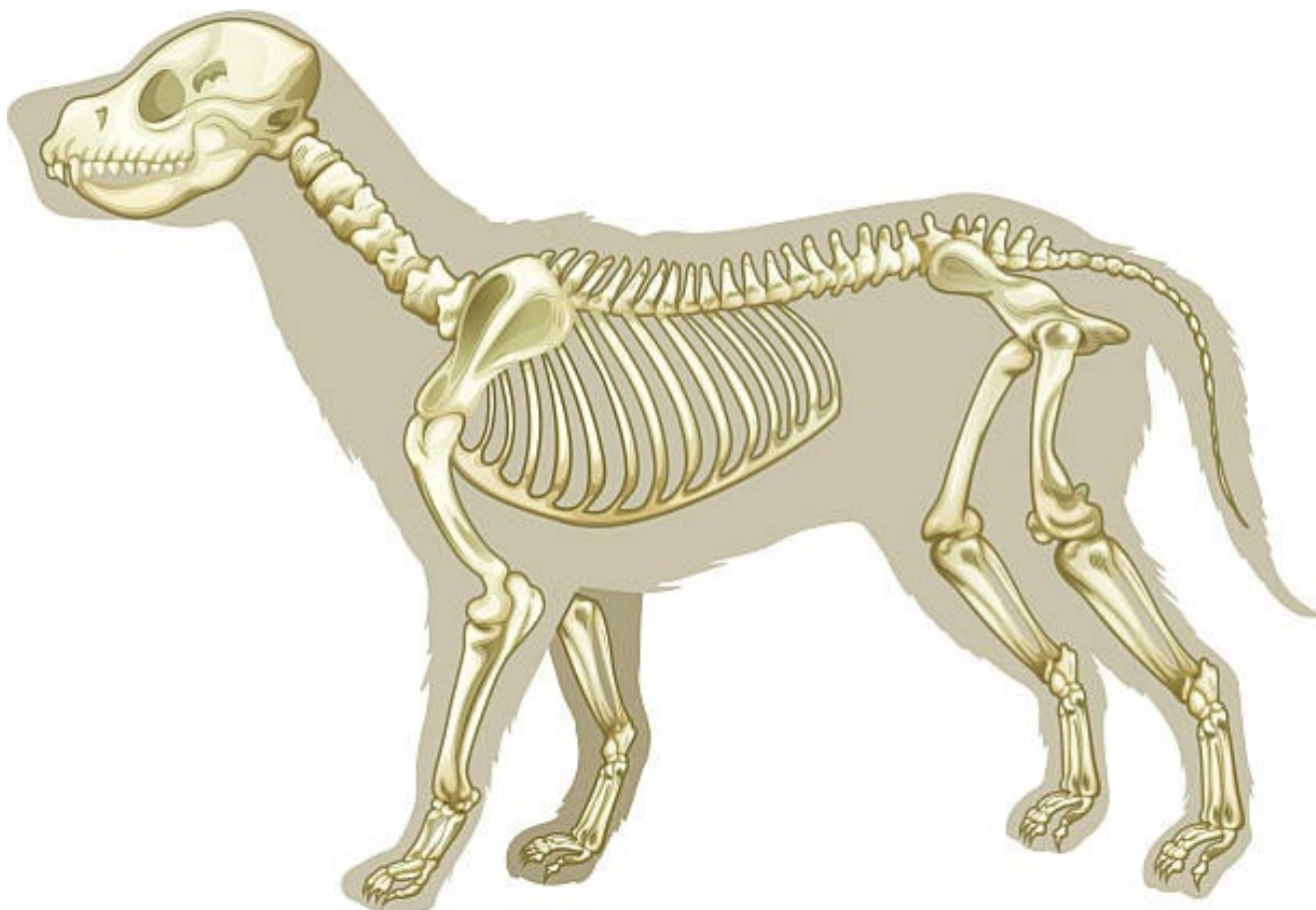
Facilitation Steps:

1. Distribute the *Skeletal Diagram* worksheet to all participants.
2. Give students five minutes to label major bones individually.
3. Have students compare answers with a partner for three minutes.
4. Display the answer key and review bone names together as a class.
5. Discuss why accurate skeletal terminology is important in veterinary practice.

Skeletal System Diagram

Instructions: Label the following bones on the animal skeletal diagram:

Skull
Mandible
Ribs
Vertebrae
Pelvis
Femur
Tibia
Humerus
Radius
Ulna



Skeletal System Diagram – Answer Key

Instructions: Label the following bones on the animal skeletal diagram:

Skull

Mandible

Ribs

Vertebrae

Pelvis

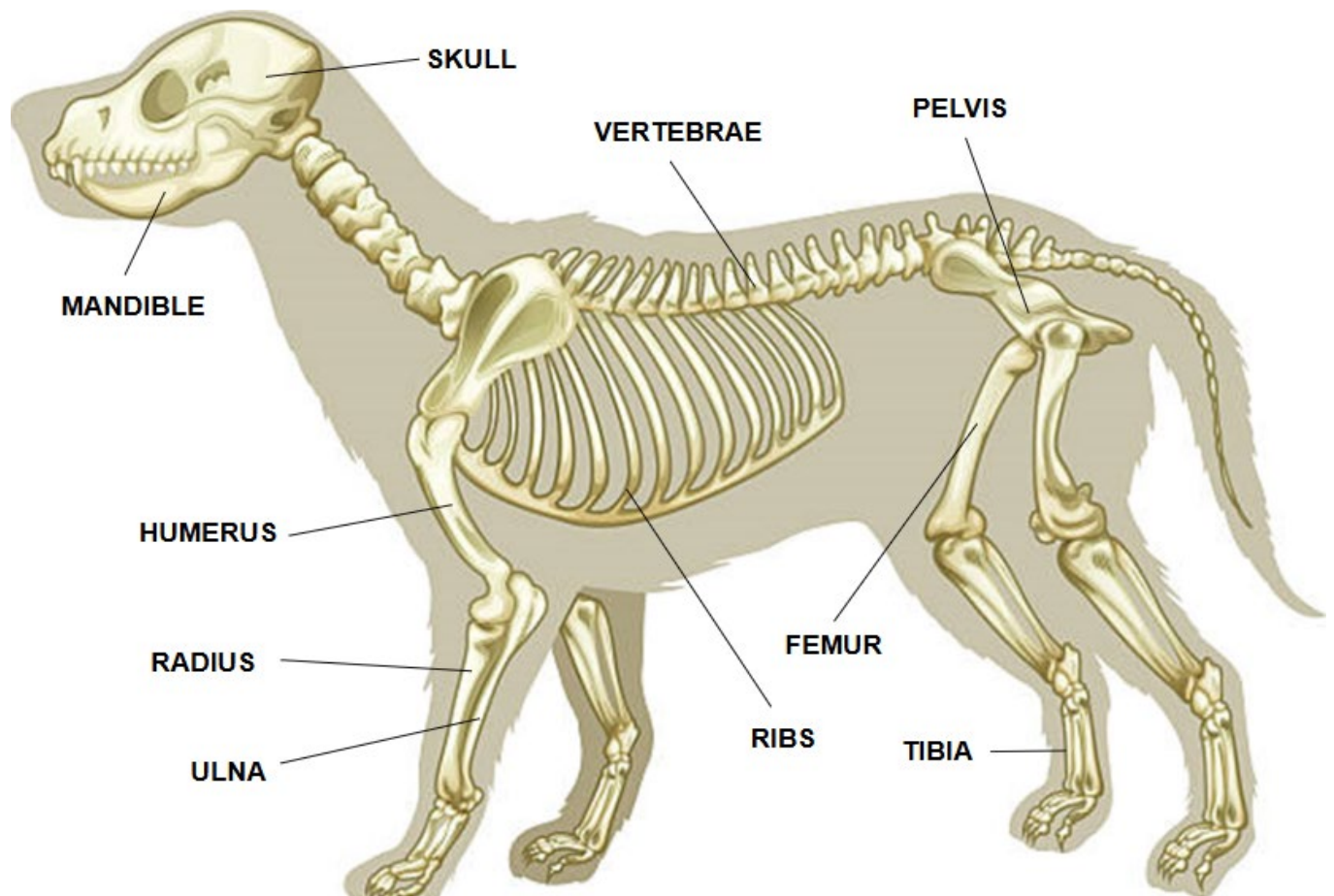
Femur

Tibia

Humerus

Radius

Ulna



Lesson Three – Skeletal System

LEARN: Vocabulary and Structure Instruction

20-30 minutes

Purpose:

Teach learners to identify and apply skeletal vocabulary in context.

Materials:

- Lesson 3 slide presentation
- Veterinary Terminology Tiles
- Skeletal Diagram worksheet

Facilitation Steps:

1. Have each student access their Veterinary Terminology Student Glossary. Students should record their definition for the various skeletal system terms as the slide presentation is shared.
2. Go through the slide presentation as a class. Below are notes for specific slides.

Slide 8: Label the Major Bones

Have students reference their Skeletal Diagram worksheets. Show the labeled skeletal diagrams and review bone locations.

Slide 9: Tile Activity

Divide students into five groups. For each word in the chart, tell students that they must find the blocks, build the word, and define the word.

The first group to build the word and write the correct definition gets a point. The group with the most points wins. Have students pronounce and define each term aloud to reinforce learning.

Using terminology tiles, build and decode:

Arthrodesis	Surgical fusion of a joint
Arthroscopy	Visual examination of a joint
Costochondral	Pertaining to the rib cartilage
Craniotomy	Surgical incision into the skull
Osteology	Study of bones
Osteomalacia	Softening of bone
Osteomyelitis	Inflammation of bone and bone marrow
Osteoporosis	Condition of porous bone
Osteotomy	Surgical cutting of bone
Spondylosis	Degenerative condition of vertebrae
Arthritis	Inflammation of a joint
Cranial	Pertaining to the skull
Vertebral	Pertaining to the vertebrae
Osteitis	Inflammation of the bone
Chondroma	Benign tumor of cartilage
Craniotomy	Incision into the skull

Note: For more ways to use the Veterinary Terminology Tiles, see the appendix at the end of this curriculum.

Lesson Three – Skeletal System

REVIEW: Skeletal System Quiz

5-10 minutes

Purpose:

Assess student understanding of skeletal terminology and structures.

Materials:

- *Skeletal System Quiz*
- *Skeletal System Quiz – Answer Key*

Facilitation Steps:

1. Distribute the *Skeletal System Quiz*.
2. Have participants complete the quiz individually.
3. Review as a group, using the answer key.

Name: _____ Class: _____

Skeletal System Quiz

1. What does oste/o mean?
2. What does arthr/o refer to?
3. Define oste/itis.
4. What term means inflammation of a joint?
5. Which root word means skull?
6. Which suffix means disease or disorder?
7. Which term means degenerative condition of the vertebrae?
8. What is the medical term for incision into the skull?
9. What is the combining form for cartilage?
10. The skeletal system's main functions include what three purposes?

Skeletal System Quiz – Answer Key

1. What does oste/o mean? **Bone**
2. What does arthr/o refer to? **Joint**
3. Define oste/itis. **Inflammation of bone**
4. What term means inflammation of a joint? **Arthr/itis**
5. Which root word means skull? **Crani/o**
6. Which suffix means disease or disorder? **-pathy**
7. Which term means degenerative condition of the vertebrae? **Spondyl/osis**
8. What is the medical term for incision into the skull? **Crani/o/tomy**
9. What is the combining form for cartilage? **Chondro/o**
10. The skeletal system's main functions include what three purposes? **Support, protection and movement**

Lesson Four – Muscular System

Lesson Overview

In this lesson, participants will learn about the structure and function of the muscular system. Students will explore key muscle groups, combining forms, and suffixes related to muscle terminology. Learners will identify muscle-related terms, practice building terminology using tiles, and apply their understanding through a short quiz.

Lesson Objectives

After completing this lesson, participants will be able to:

- Identify key muscles and their functions
- Recognize combining forms related to muscle tissue
- Define common muscular system diseases and procedures
- Construct and interpret muscular terminology using word parts
- Demonstrate understanding with a short quiz

Lesson at a Glance

Activity	Materials	Preparation	Approximate Class Time
FOCUS	• <i>Muscle Function Challenge</i> worksheet • <i>Muscle Function Challenge – Answer Key</i>	1. Print/photocopy <i>Muscle Function Challenge</i> worksheet (one per participant).	10 minutes
LEARN	• <i>Lesson 4</i> slide presentation • Veterinary Terminology Tiles • Student Glossaries	1. Prepare the slide presentation for viewing. 2. Prepare Veterinary Terminology Tiles for use.	20-30 minutes
REVIEW	• <i>Muscular System Quiz</i> • <i>Muscular System Quiz – Answer Key</i>	1. Print/photocopy the <i>Muscular System Quiz</i> (one per participant). 2. Have the answer key available for reference.	5-10 minutes

Note: See the Veterinary Medical Terminology Tile Instructions at the end of this curriculum. These tiles provide hands-on experience constructing and deconstructing veterinary medical terms. There are many ways you can use the tiles at the end of each lesson to provide additional practice for learning veterinary medical terminology.

Lesson Four – Muscular System

FOCUS: Muscle Function Challenge Activity

10 minutes

Purpose:

Engage students by connecting muscular terminology to real-life movement examples.

Materials:

- *Muscle Function Challenge* worksheet
- *Muscle Function Challenge* – Answer Key

Facilitation Steps:

1. Have students stand up and perform a series of simple animal-inspired movements (stretch like a cat, hop like a rabbit, kick like a horse).
2. Ask which muscles are used in each movement.
3. Distribute the *Muscle Function Challenge* worksheet and have students match movements to muscle groups or terminology.
4. Review answers as a class and introduce key combining forms related to muscles.

Muscular Function Challenge

Instructions: Match each movement to the corresponding muscle group or term:

Stretching like a cat

Fibr/o – fiber

Jumping like a rabbit

Myos/o – muscle

Holding posture

My/o – muscle

Kicking like a horse

-paresis – weakness

Tired or weak limbs

Tendin/o - tendon

Muscular Function Challenge – Answer Key

Instructions: Match each movement to the corresponding muscle group or term:

Stretching like a cat → My/o – muscle

Jumping like a rabbit → Tendin/o – tendon

Holding posture → Fibr/o – fiber

Kicking like a horse → Myos/o – muscle

Tired or weak limbs → -paresis – weakness

Lesson Four – Muscular System

LEARN: Vocabulary and Function Instruction

20-30 minutes

Purpose:

Teach learners to identify muscular system terminology and connect terms to muscle function.

Materials:

- Lesson 4 slide presentation
- Veterinary Terminology Tiles
- Student Glossaries

Facilitation Steps:

1. Have each student access their Veterinary Terminology Student Glossary. Students should record their definition for the various muscular system terms as the slide presentation is shared.
2. Go through the slide presentation as a class. Below are notes for specific slides.

Slide 6: Common Muscular Terms

Use slides or diagrams to identify major muscle groups in animals.

Slide 8: What is the root word for “muscle”?

Answer: My/o

Slide 9: What suffix means “pain”?

Answer: -algia

Slide 10: What does “my/o/plegia” mean?

Answer: Paralysis of a muscle or muscle group

Slide 11: What does “ten/o/tomy” mean?

Answer: Surgical cutting of a tendon

Slide 12: Tile Activity

Divide students into five groups. For each word below, tell students that they must find the blocks, build the word, and define the word.

The first group to build the word and write the correct definition gets a point. The group with the most points wins. Using terminology tiles, build and decode:

Myology	Study of muscles
Myopathy	Disease of muscle tissue
Myositis	Inflammation of muscle
Tendinitis	Inflammation of a tendon
Myalgia	Muscle pain
Myectomy	Surgical removal of muscle tissue
Myotonia	Muscle tone disorder
Myonecrosis	Death of muscle tissue
Myoplasty	Surgical repair of muscle
Myasthenia	Muscle weakness
Ataxia	Lack of muscle coordination

Note: For more ways to use the Veterinary Terminology Tiles, see the appendix at the end of this curriculum.

Lesson Four – Muscular System

REVIEW: Muscular System Quiz

5-10 minutes

Purpose:

Evaluate understanding of muscular terminology and function.

Materials:

- *Muscular System Quiz*
- *Muscular System Quiz – Answer Key*

Facilitation Steps:

1. Distribute the *Muscular System Quiz*.
2. Give students time to complete the quiz individually.
3. Review as a class, using the answer key.

Name: _____ Class: _____

Muscular System Quiz

1. What does my/o mean?
2. What is the combining form for tendon?
3. What does the suffix –algia mean?
4. Define my/o/plegia.
5. Which term refers to inflammation of a tendon?
6. What is the meaning of my/o/athy?
7. What suffix means weakness?
8. Which term refers to muscle pain?
9. Name one function of the muscular system.
10. How do muscles work with the skeletal system?

Muscular System Quiz – Answer Key

1. What does my/o mean? **Muscle**
2. What is the combining form for tendon? **Tendin/o**
3. What does the suffix –algia mean? **Pain**
4. Define my/o/plegia. **Paralysis of a muscle**
5. Which term refers to inflammation of a tendon? **Tendin/itis**
6. What is the meaning of my/o/pathy? **Muscle disease**
7. What suffix means weakness? **-paresis**
8. Which term refers to muscle pain? **My/algia**
9. Name one function of the muscular system. **Movement, posture, or heat production**
10. How do muscles work with the skeletal system? **They attach to bones to create movement**

Lesson Five – Integumentary System

Lesson Overview

In this lesson, participants will study the structures and functions of the integumentary system, which includes the skin, hair, nails, glands, and hooves. Students will learn terminology related to skin conditions, procedures, and diseases encountered in veterinary medicine. The lesson includes an image-based identification activity, vocabulary review using tiles, and a short quiz to reinforce key concepts.

Lesson Objectives

After completing this lesson, participants will be able to:

- Describe the functions of the skin and its accessory structures
- Define and use vocabulary related to skin, hair, and nails
- Identify common integumentary diseases and conditions
- Apply prefixes, root words, and suffixes to construct medical terms related to the integumentary system
- Demonstrate understanding through a quiz and discussion

Lesson at a Glance

Activity	Materials	Preparation	Approximate Class Time
FOCUS	• <i>Skin Condition Identification</i> worksheet • <i>Skin Condition Identification</i> – Answer Key	1. Print/photocopy <i>Skin Condition Identification</i> worksheet (one per participant).	10 minutes
LEARN	• <i>Lesson 5</i> slide presentation • Veterinary Terminology Tiles • Student Glossaries	1. Prepare slide presentation for viewing. 2. Prepare the Veterinary Terminology Tiles for use.	20-30 minutes
REVIEW	• <i>Integumentary System Quiz</i> • <i>Integumentary System Quiz</i> – Answer Key	1. Print/photocopy the <i>Integumentary System Quiz</i> (one per participant). 2. Have the answer key available for reference.	5-10 minutes

Note: See the Veterinary Medical Terminology Tile Instructions at the end of this curriculum. These tiles provide hands-on experience constructing and deconstructing veterinary medical terms. There are many ways you can use the tiles at the end of each lesson to provide additional practice for learning veterinary medical terminology.

Lesson Five – Integumentary System

FOCUS: Skin Condition Identification

10 minutes

Purpose:

Engage students in identifying real-life examples of integumentary conditions.

Materials:

- *Skin Condition Identification* worksheet
- *Skin Condition Identification – Answer Key*

Facilitation Steps:

1. Display or distribute images of common animal skin conditions (e.g., dermatitis, mange, melanoma).
2. Ask students to classify each image as inflammation, infection, or growth.
3. Have students record their answers on the *Skin Condition Identification* worksheet.
4. Review answers using the key and discuss distinguishing features (e.g., redness for inflammation, texture for infection, raised appearance for growths).

Name: _____ Date: _____

Skin Condition Identification

Instructions: Classify each image below as **inflammation**, **infection**, or **growth**. Circle the correct answer.

Description	Image	Classification
Red, itchy rash on a dog's ear		Inflammation Infection Growth
Circular hair loss with scaly skin on a dog		Inflammation Infection Growth
Black raised mass on a cat's nose		Inflammation Infection Growth
Pus-filled lesion on a horse's leg		Inflammation Infection Growth

Bald patch with thickened skin on a cow's head		Inflammation Infection Growth
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Skin Condition Identification – Answer Key

Instructions: Classify each image below as **inflammation**, **infection**, or **growth**. Circle the correct answer.

Description	Image	Classification
Red, itchy rash on a dog's ear		Inflammation Infection Growth
Circular hair loss with scaly skin on a dog		Inflammation Infection Growth
Black raised mass on a cat's nose		Inflammation Infection Growth
Pus-filled lesion on a horse's leg		Inflammation Infection Growth

Bald patch with thickened skin on a cow's head		Inflammation Infection Growth
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Lesson Five – Integumentary System

LEARN: Vocabulary and Function Instruction

20-30 minutes

Purpose:

Teach learners to identify and apply integumentary system terminology through examples and tile activities.

Materials:

- Lesson 5 slide presentation
- Veterinary Terminology Tiles
- Student Glossaries

Facilitation Steps:

1. Have each student access their Veterinary Terminology Student Glossary. Students should record their definition for the various integumentary system terms as the slide presentation is shared.
2. Go through the slide presentation as a group. Below are notes for specific slides.

Slide 7: What does “dermat/o” mean?

Answer: Skin

Slide 8: What condition does “seb/orrhea” describe?

Answer: Excessive oil discharge

Slide 9: In the term “dermat/itis,” what part indicates inflammation?

Answer: Inflammation of the skin

Slide 10: Tile Activity

Divide students into five groups. For each word below, tell students that they must find the blocks, build the word, and define the word.

The first group to build the word and write the correct definition gets a point. The group with the most points wins. Using terminology tiles, build and decode:

Dermatology	Study of the skin
Dermatitis	Inflammation of the skin
Hypodermic	Beneath the skin
Epidermis	Outer layer of skin
Seborrhea	Excessive discharge of sebum
Alopecia	Hair loss
Onychomalacia	Softening of the nails
Trichopathy	Hair disease
Melanoma	Tumor of pigment-producing cells
Cutaneous	Relating to the skin
Dewlap	Loose skin under the neck
Inflammation	A biological response of body tissues to harmful stimuli
Infection	Invasion and multiplication of microorganisms in the body, which can cause disease
Growth	Increase in the number or size of cells
Trichiasis	Abnormal hair condition
Onychectomy	Surgical removal of a claw

Note: For more ways to use the Veterinary Terminology Tiles, see the appendix at the end of this curriculum.

Slide 11: Examples of Terms in Use

Explain how these terms appear in veterinary cases of canine dermatitis and feline melanoma.

Lesson Five – Integumentary System

REVIEW: The Integumentary System Quiz

5-10 minutes

Purpose:

Assess comprehension of integumentary terminology and system function.

Materials:

- *Integumentary System Quiz*
- *Integumentary System Quiz – Answer Key*

Facilitation Steps:

1. Distribute the *Integumentary System Quiz*.
2. Give students time to complete individually.
3. Review as a class using the answer key.

Name: _____ Class: _____

Integumentary System Quiz

1. What does “dermat/o” mean?
2. What combining form means “hair”?
3. Define “seb/orrhea.”
4. What procedure does onych/ectomy describe?
5. What is melan/oma?
6. Which suffix means “inflammation”?
7. What does erythr/o indicate?
8. Name one function of the integumentary system.
9. Which term refers to excessive oil production from glands?
10. How does the integumentary system help regulate body temperature?

Integumentary System Quiz – Answer Key

1. What does “dermat/o” mean? **Skin**
2. What combining form means “hair”? **Trich/o**
3. Define seb/orrhea. **Excessive discharge of sebum (oil)**
4. What procedure does onych/ectomy describe? **Surgical removal of a claw**
5. What is melan/oma? **Tumor of pigment-producing cells**
6. Which suffix means “inflammation”? **-itis**
7. What does erythr/o indicate? **Red or flushed color**
8. Name one function of the integumentary system. **Protection and temperature regulation**
9. Which term refers to excessive oil production from glands? **Seb/orrhea**
10. How does the integumentary system help regulate body temperature? **Through sweating and dilation of blood vessels**

Lesson Six – Cardiovascular and Lymphatic Systems

Lesson Overview

In this lesson, participants will explore the structures and functions of the cardiovascular and lymphatic systems. Students will learn terminology related to the heart, blood vessels, and lymphatic organs. Through a pulse-measurement activity, vocabulary instruction, and a short quiz, learners will gain a foundational understanding of circulation, oxygen delivery, and immune fluid movement in veterinary species.

Lesson Objectives

After completing this lesson, participants will be able to:

- Identify major structures of the cardiovascular and lymphatic systems
- Define and apply key terminology related to the heart, blood vessels, and lymphatic function
- Explain how blood and lymph circulate through the body
- Construct veterinary medical terms using combining forms and suffixes
- Demonstrate understanding via a worksheet and quiz

Lesson at a Glance

Activity	Materials	Preparation	Approximate Class Time
FOCUS	• Heart Rate and Circulation worksheet • Heart Rate and Circulation – Answer Key	1. Print/photocopy Heart Rate and Circulation worksheet (one per participant).	10 minutes
LEARN	• Lesson 6 slide presentation • Veterinary Terminology Tiles • Student Glossaries	1. Prepare the slide presentation for viewing. 2. Prepare Veterinary Terminology Tiles for use.	20-30 minutes
REVIEW	• Cardiovascular and Lymphatic Systems Quiz • Cardiovascular and Lymphatic Systems Quiz – Answer Key	1. Print/photocopy the Cardiovascular and Lymphatic Systems Quiz (one per participant). 2. Have the answer key available for reference.	10 minutes

Note: See the Veterinary Medical Terminology Tile Instructions at the end of this curriculum. These tiles provide hands-on experience constructing and deconstructing veterinary medical terms. There are many ways you can use the tiles at the end of each lesson to provide additional practice for learning veterinary medical terminology.

Lesson Six – Cardiovascular and Lymphatic Systems

FOCUS: Heart Rate and Circulation Activity

10 minutes

Purpose:

Introduce students to circulation concepts by connecting vocabulary to hands-on experience.

Materials:

- *Heart Rate and Circulation* worksheet
- *Heart Rate and Circulation – Answer Key*

Facilitation Steps:

1. Have students locate their pulse (wrist or neck).
2. Set a timer for 30 seconds and have students count beats.
3. Have learners multiply by two to calculate beats per minute (BPM).
4. Discuss how heart rate indicates cardiovascular function in animals. Heart rate is a key indicator of cardiovascular function because it reflects how efficiently the heart is pumping blood to meet the body's oxygen and nutrient needs.

In animals, a normal heart rate suggests that the cardiovascular system is maintaining adequate circulation, while an abnormally high or low rate can signal stress, disease, dehydration, pain, or underlying cardiac issues.

Monitoring heart rate helps veterinarians assess overall health, detect early signs of cardiovascular problems, and guide treatment decisions.

Animal	Normal Heart Rate (beats per minute)
Dog	60-140 bpm
Cat	140-220 bpm
Horse	28-44 bpm
Cow	48-84 bpm
Pig	70-120 bpm

5. Students complete the *Heart Rate and Circulate* worksheet by matching terms to their definitions.
6. Review answers as a class and reference the answer key if needed.

Name: _____

Class: _____

Heart Rate and Circulation

Instructions: Match each term to its correct meaning:

Cadi/o	Lymph fluid
Angi/o	Artery
Hem/o	Blood condition
Phleb/o	Inflammation
Arteri/o	Blood
Lymph/o	Recording
Splen/o	Heart
-emia	Vessel
-gram	Spleen
-it is	Vein

Heart Rate and Circulation – Answer Key

Instructions: Match each term to its correct meaning:

cardi/o – **heart**

angi/o – **vessel**

hem/o – **blood**

phleb/o – **vein**

arteri/o – **artery**

lymph/o – **lymph fluid**

splen/o – **spleen**

–emia – **blood condition**

–gram – **recording**

–itis – **inflammation**

Lesson Six – Cardiovascular and Lymphatic Systems

LEARN: Vocabulary and Circulation Instruction

20-30 minutes

Purpose:

Teach learners the terminology and flow of cardiovascular and lymphatic systems.

Materials:

- Lesson 6 slide presentation
- Veterinary Terminology Tiles
- Student Glossaries

Facilitation Steps:

1. Have each student access their Veterinary Terminology Student Glossary. Students should record their definition for the various cardiovascular and lymphatic system terms as you go through the slide presentation.

2. Go through the slide presentation as a class. Below are notes for specific slides.

Slide 12: What is the root word for “cardiogram”?

Answer: cardi

Slide 13: What suffix means “inflammation”?

Answer: itis

Slide 14: What does hem/o mean?

Answer: blood

Slide 15: What does arteri/o/sclerosis mean?

Answer: hardening of arteries

Slide 16: Define Each Word Part

Answer: Phleb/o = vein

Tomy = cutting into or incision

Slide 17: Define Each Word Part

Answer: lymph = clear fluid that circulates through the lymphatic system

aden = gland

itis = inflammation

Slide 18: Define Each Word Part

Answer: hem/o = blood

globin = globular protein

Slide 19: Tile Activity

Divide students into five groups. For each word in the chart, tell students that they must find the blocks, build the word, and define the word.

The first group to build the word and write the correct definition gets a point. The group with the most points wins. Using terminology tiles, build and decode:

Cardiology	Study of the heart
Cardiomegaly	Enlargement of the heart
Tachycardia	Abnormally fast heart rate
Bradycardia	Abnormally slow heart rate
Arteriosclerosis	Hardening of arteries
Phlebitis	Inflammation of a vein
Hematoma	Blood-filled swelling
Anemia	Lack of red blood cells
Lymphadenopathy	Disease of lymph nodes
Splenomegaly	Enlargement of the spleen
Cystoscopy	Slow heart rate
Diabetes	Metabolic disorder with high blood sugar
Hematology	A state or process relating to the blood
Hemothorax	Blood in the chest cavity
Hypoglycemia	A stat or process relating to the blood
Nephritis	Enlargement of the heart
Serology	Study of blood serum
Arteritis	Artery inflammation

Veterinary Medical Terminology Curriculum

Note: For more ways to use the Veterinary Terminology Tiles, see the appendix at the end of this curriculum.

Lesson Six – Cardiovascular and Lymphatic Systems

REVIEW: Cardiovascular and Lymphatic Quiz

10 minutes

Purpose:

Check student mastery of key cardiovascular and lymphatic system terms.

Materials:

- *Cardiovascular and Lymphatic Systems Quiz*
- *Cardiovascular and Lymphatic Systems Quiz – Answer Key*

Facilitation Steps:

1. Distribute the *Cardiovascular and Lymphatic System Quiz*.
2. Give students time to complete the quiz individually.
3. Review as a class, using answer key.

Name: _____ Class: _____

Cardiovascular and Lymphatic System Quiz

1. What does “cardi/o” mean?
2. What combining form means “vessel”?
3. Define “hem/emia”.
4. What does “arteri/o” refer to?
5. What term describes “inflammation of a vein”?
6. What organ does “splen/o” refer to?
7. What term means “lymph fluid”?
8. What does “-gram” indicate?
9. What is the function of the cardiovascular system?
10. What is one function of the lymphatic system?

Cardiovascular and Lymphatic System Quiz – Answer Key

1. What does “cardi/o” mean? heart
2. What combining form means “vessel”? angi/o
3. Define “hem/emia”. blood condition
4. What does “arteri/o” refer to? artery
5. What term describes “inflammation of a vein”? phleb/itis
6. What organ does “splen/o” refer to? spleen
7. What term means “lymph fluid”? lymph/o
8. What does “-gram” indicate? A recording
9. What is the function of the cardiovascular system? circulate blood and oxygen
10. What is one function of the lymphatic system? immune fluid movement

Lesson Seven – Respiratory System

Lesson Overview

In this lesson, participants will learn the structures and functions of the respiratory system. Students will explore terminology related to breathing, airways, and lung function. A hands-on challenge introduces respiratory patterns before moving into vocabulary instruction and a short quiz to assess understanding.

Lesson Objectives

After completing this lesson, participants will be able to:

- Identify major structures of the respiratory system
- Define terminology related to airways and lung function
- Observe and describe respiratory patterns in animals
- Construct medical terms using respiratory-related root words and suffixes
- Demonstrate knowledge through worksheet and quiz activities

Lesson at a Glance

Activity	Materials	Preparation	Approximate Class Time
FOCUS	• <i>Breath Observation Challenge</i> worksheet • <i>Breath Observation Challenge – Answer Key</i>	1. Print/photocopy the <i>Breath Observation Challenge</i> worksheet (one per participant).	10 minutes
LEARN	• <i>Lesson 7</i> slide presentation • Veterinary Terminology Tiles • Student Glossaries	1. Prepare the slide presentation for viewing. 2. Prepare Veterinary Terminology Tiles for use.	20-30 minutes
REVIEW	• <i>Respiratory System Quiz</i> • <i>Respiratory System Quiz – Answer Key</i>	1. Print/photocopy the <i>Respiratory System Quiz</i> (one per participant). 2. Have the answer key available for reference.	5-10 minutes

Note: See the Veterinary Medical Terminology Tile Instructions at the end of this curriculum. These tiles provide hands-on experience constructing and deconstructing veterinary medical terms. There are many ways you can use the tiles at the end of each lesson to provide additional practice for learning veterinary medical terminology.

Lesson Seven – Respiratory System

FOCUS: Breath Observation Challenge

10 minutes

Purpose:

Introduce students to respiratory rate and breathing patterns using a quiet observation exercise.

Materials:

- *Breath Observation Challenge* worksheet
- *Breath Observation Challenge* – Answer Key

Facilitation Steps:

1. Have students sit quietly and place their hand lightly on their chest or abdomen.
2. Ask students to observe their own breathing for 30 seconds, counting inhalations.
3. Multiply by two to calculate breaths per minute (BPM).
4. Lead a discussion about normal ranges in dogs, cats, horses, and cattle.
5. Distribute the *Breath Observation Challenge* worksheet and have students complete it.
6. Review answers, using the answer key, if necessary.

Animal	Normal Respiratory Rate (breaths/min)
Dog	10-30
Cat	20-30
Horse (adult)	8-15
Cattle (adult)	12-36
Swine (adult)	10-30

Name: _____ Class: _____

Breath Observation Challenge

Instructions: For each term, identify the correct meaning using the words provided.

pneum/o → _____

bronch/o → _____

trache/o → _____

laryng/o → _____

nas/o → _____

ox/o → _____

spir/o → _____

pnea → _____

-algia → _____

-osis → _____

breathing condition

lung or air

nose

trachea

condition

larynx

pain

oxygen

breathing

bronchial tubes

Breath Observation Challenge – Answer Key

Instructions: For each term, identify the correct meaning using the words provided.

pneum/o – lung or air

bronch/o – bronchial tubes

trache/o – trachea

laryng/o – larynx

nas/o – nose

ox/o – oxygen

spir/o – breathing

–pnea – breathing condition

–algia – pain

–osis – condition

Lesson Seven – Respiratory System

LEARN: Vocabulary and Airway Instruction

20-30 minutes

Purpose:

Teach learners key respiratory terminology and how to construct veterinary medical terms.

Materials:

- Lesson 7 slide presentation
- Veterinary Terminology Tiles
- Student Glossaries

Facilitation Steps:

1. Have each student access their Veterinary Terminology Student Glossary. Students should record their definition for the various respiratory system terms as the slide presentation is shared.

2. Go through the slide presentation as a class. Below are notes for specific slides.

Slide 6: Common Respiratory System Terms
Demonstrate word building using all of the parts.

Slide 9: What is the root word for “tracheotomy”?

Answer: trache

Slide 10: What suffix means “breathing”?

Answer: -pnea

Slide 11: What does “hyp/o” mean?

Answer: under, below or deficient

Slide 12: What does bronch/itis mean? Answer: inflammation of the bronchi

Slide 13: Define Each Word Part

Answer: bronch/o = bronchi

scope = instrument for viewing or examining

Slide 14: Define Each Word Part

Answer: pneum = lung

ectomy = surgical removal

Slide 15: Define Each Word Part

Answer: tachy = fast

pnea = breathing

Slide 16: Tile Activity

Divide students into five groups. For each word in the chart, tell students that they must find the tiles, build the word, and define the word.

The first group to build the word and write the correct definition gets a point. The group with the most points wins. Using terminology tiles, build and decode:

Pulmonology	Study of the lungs
Pneumonia	Lung inflammation
Bronchitis	Inflammation of the bronchi
Tracheotomy	Surgical incision into the trachea
Laryngitis	Inflammation of the larynx
Hypoxia	Low oxygen levels in tissues
Dyspnea	Difficulty breathing
Tachypnea	Abnormally rapid breathing
Epistaxis	Nosebleed
Hemothorax	Blood in the chest cavity
Thorax	Chest cavity
Thoracic	Pertaining to the chest
Tracheitis	Inflammation of trachea

Note: For more ways to use the Veterinary Terminology Tiles, see the appendix at the end of this curriculum.

Lesson Seven – Respiratory System

REVIEW: The Respiratory System Quiz

5-10 minutes

Purpose:

Evaluate student mastery of respiratory terminology.

Materials:

- *Respiratory System Quiz*
- *Respiratory System Quiz – Answer Key*

Facilitation Steps:

1. Distribute the *Respiratory System Quiz*.
2. Allow students time to complete the quiz individually.
3. Review as a class, using the answer key.

Name: _____ Class: _____

Respiratory System Quiz

1. What does “pneum/o” mean?
2. What combining form refers to the trachea?
3. Define “dys/pnea.”
4. What does “bronchi/o” refer to?
5. What term means inflammation of the trachea?
6. What does “spir/o” indicate?
7. What does “-pnea” refer to?
8. What combining form refers to oxygen?
9. Name one function of the respiratory system.
10. What is the medical term for inflammation of the larynx?

Respiratory System Quiz – Answer Key

1. What does “pneum/o” mean? lung or air
2. What combining form refers to the trachea? trache/o
3. Define “dys/pnea.” difficulty breathing
4. What does “bronchi/o” refer to? bronchi
5. What term means inflammation of the trachea? trache/itis
6. What does “spir/o” indicate? breathing
7. What does “-pnea” refer to? breathing condition
8. What combining form refers to oxygen? ox/o
9. Name one function of the respiratory system. gas exchange
10. What is the medical term for inflammation of the larynx? laryng/itis

Lesson Eight – Reproductive and Urinary Systems

Lesson Overview

In this lesson, participants will explore the structures and functions of both the reproductive and urinary systems. Students will learn essential terminology related to kidneys, urine formation, reproductive organs, and reproductive processes. A species-matching FOCUS activity introduces reproductive vocabulary before moving into structured instruction and a review quiz.

Lesson Objectives

After completing this lesson, participants will be able to:

- Identify major structures of the urinary and reproductive systems
- Define and apply key terminology related to kidneys, urine, and reproductive organs
- Differentiate male and female reproductive terminology across species
- Construct veterinary medical terms using roots, prefixes, and suffixes
- Demonstrate understanding via worksheet and quiz activities

Lesson at a Glance

Activity	Materials	Preparation	Approximate Class Time
FOCUS	• <i>Species Reproductive Matching</i> worksheet • <i>Species Reproductive Matching – Answer Key</i>	1. Print/photocopy <i>Species Reproductive Matching</i> worksheet (one per participant).	10 minutes
LEARN	• <i>Lesson 8</i> slide presentation • Veterinary Terminology Tiles • Student Glossaries	1. Prepare the slide presentation for viewing. 2. Prepare Veterinary Terminology Tiles for use.	20-30 minutes
REVIEW	• <i>Reproductive and Urinary Systems Quiz</i> • <i>Reproductive and Urinary Systems Quiz – Answer Key</i>	1. Print/photocopy the <i>Reproductive and Urinary Systems Quiz</i> (one per participant). 2. Have the answer key available for reference.	5-10 minutes

Note: See the Veterinary Medical Terminology Tile Instructions at the end of this curriculum. These tiles provide hands-on experience constructing and deconstructing veterinary medical terms. There are many ways you can use the tiles at the end of each lesson to provide additional practice for learning veterinary medical terminology.

Lesson Eight – Reproductive and Urinary Systems

FOCUS: Species Reproductive Matching

10 minutes

Purpose:

Introduce students to differences in species-specific reproductive terminology.

Materials:

- *Species Reproductive Matching* worksheet
- *Species Reproductive Matching* – Answer Key

Facilitation Steps:

1. Distribute the *Species Reproductive Matching* worksheet.
2. Have students match each species with its correct male, female, and young terminology on the worksheet.
3. Think-Pair-Share: Students compare answers in pairs for two minutes.
4. Review the correct answers as a group, using the key and discuss interesting differences across species.

Name: _____ Class: _____

Species Reproductive Matching

Instructions: Identify the correct reproductive terminology for each species (Male/Female/Young).

Species	Male	Female	Young
Cattle			
Goats			
Horses			
Swine			
Sheep			

Species Reproductive Matching – Answer Key

Instructions: Identify the correct reproductive terminology for each species (Male/Female/Young).

Species	Male	Female	Young
Cattle	<u>Bull</u>	<u>Cow</u>	<u>Calf</u>
Goats	<u>Buck</u>	<u>Doe</u>	<u>Kid</u>
Horses	<u>Stallion</u>	<u>Mare</u>	<u>Foal</u>
Swine	<u>Boar</u>	<u>Sow</u>	<u>Piglet</u>
Sheep	<u>Ram</u>	<u>Ewe</u>	<u>Lamb</u>

Lesson Eight – Reproductive and Urinary Systems

LEARN: Vocabulary and System Instruction

20-30 minutes

Purpose:

Introduce key reproductive and urinary terminology used in veterinary settings.

Materials:

- Lesson 8 slide presentation
- Veterinary Terminology Tiles
- Student Glossaries

Facilitation Steps:

1. Have each student access their Veterinary Terminology Student Glossary. Students should record their definition for the various reproductive and urinary system terms as the slide presentation is shared.

2. Go through the slide presentation as a class. Below are notes for specific slides.

Slide 5: Major Reproductive Structures
Review the two lists.

Slide 12: What is the root word for “cystoscopy”?
Answer: cyst

Slide 13: What suffix means “study of”?
Answer: logy

Slide 14: What does “andr/o” mean?
Answer: man or male

Slide 15: What does “nephro/itis” mean?
Answer: inflammation of the kidney

Slide 16: Define Each Word Part
Answer: cyst = bladder
itis = inflammation

Slide 17: Define Each Word Part
Answer: ovari = ovary
ectomy = removal

Slide 18: Define Each Word Part
Answer: poly = excessive
uria = urination

Slide 19: Tile Activity

Divide students into five groups. For each word in the chart, tell students that they must find the tiles, build the word, and define the word.

The first group to build the word and write the correct definition gets a point. The group with the most points wins. Using terminology tiles, build and decode:

Gynecology	Study of the female reproductive system
Andrology	Study of the male reproductive system
Orchitis	Inflammation of the testes
Hysterectomy	Surgical removal of the uterus
Oophorectomy	Surgical removal of the ovary
Mastitis	Inflammation of the mammary gland
Pyometra	Pus in the uterus
Cryptorchidism	Undescended testes
Dystocia	Difficult birth
Neonatal	Pertaining to newborns
Nephritis	Inflammation of the kidney
Cystoscopy	Visual examination of the bladder
Farrowing	Giving birth in swine
Gestation	Process of carrying and developing an embryo/fetus inside the womb until birth
Neuter	Castration of males
Lithiasis	Formation of stones (calculi) in the body, e.g., kidney stones

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Nephrology	Study of kidneys
Alimentary	Relates to nourishment or the process of providing nutrition
Spay	Ovariohysterectomy in females

Note: For more ways to use the Veterinary Terminology Tiles, see the appendix at the end of this curriculum.

Lesson Eight – Reproductive and Urinary Systems

REVIEW: Reproductive and Urinary Systems Quiz

5-10 minutes

Purpose:

Measure students' mastery of terminology.

Materials:

- *Reproductive and Urinary Systems Quiz*
- *Reproductive and Urinary Systems Quiz – Answer Key*

Facilitation Steps:

1. Distribute the *Reproductive and Urinary Systems Quiz*.
2. Allow students to complete the quiz individually.
3. Review as a class, using the answer key.

Name: _____ Class: _____

Reproductive and Urinary Systems Quiz

1. What does “nephro” refer to?
2. What combining form means “ovary”?
3. Define “cystitis.”
4. What does “testis” refer to?
5. What term means inflammation of the uterus?
6. What does “urinary” refer to?
7. What is the meaning of “androgens”?
8. What is the term for surgical removal of an ovary?
9. Name one function of the urinary system.
10. Name one function of the reproductive system.

Reproductive and Urinary Systems Quiz – Answer Key

1. What does “nephro” refer to? **kidney**
 2. What combining form means “ovary”? **ovari/o**
 3. Define “cystitis.” **Inflammation of the bladder**
 4. What does “testis” refer to? **Testes**
 5. What term means inflammation of the uterus? **hysteritis or uterus**
 6. What does “ur/o” refer to? **urine**
 7. What is the meaning of “andro”? **male or man**
 8. What is the term for surgical removal of an ovary? **ovariectomy**
- Name one function of the urinary system. **filter blood and produce urine**
- Name one function of the reproductive system. **produce offspring**

Lesson Nine – Endocrine System

Lesson Overview

In this lesson, participants will examine the structure and function of the endocrine system. Students will learn how hormones regulate metabolism, growth, reproduction, and stress responses in animals. Through a hormone–function matching activity, guided instruction, and assessment, learners will apply endocrine terminology to real veterinary examples.

Lesson Objectives

After completing this lesson, participants will be able to:

- Identify major endocrine glands and the hormones they produce
- Describe how hormones regulate body functions in animals
- Differentiate between normal, increased, and decreased hormone levels
- Define common endocrine-related veterinary medical terms
- Apply endocrine terminology to clinical scenarios

Lesson at a Glance

Activity	Materials	Preparation	Approximate Class Time
FOCUS	• <i>Hormone-Function Matching</i> worksheet • <i>Hormone-Function Matching</i> – Answer Key	1. Print/photocopy <i>Hormone-Function Matching</i> worksheet (one per participant).	10 minutes
LEARN	• <i>Lesson 9</i> slide presentation • Veterinary Terminology Tiles • Student Glossaries	1. Prepare the slide presentation for viewing. 2. Prepare Veterinary Terminology Tiles for use.	20-30 minutes
REVIEW	• <i>Endocrine System Quiz</i> • <i>Endocrine System Quiz</i> – Answer Key	1. Print/photocopy the <i>Endocrine System Quiz</i> (one per participant). 2. Have the answer key available for reference.	5-10 minutes

Note: See the Veterinary Medical Terminology Tile Instructions at the end of this curriculum. These tiles provide hands-on experience constructing and deconstructing veterinary medical terms. There are many ways you can use the tiles at the end of each lesson to provide additional practice for learning veterinary medical terminology.

Lesson Nine – Endocrine System

FOCUS: Hormone – Function Matching

10 minutes

Purpose:

Introduce the role of hormones by connecting them to specific body functions.

Materials:

- *Hormone-Function Matching* worksheet
- *Hormone-Function Matching – Answer Key*

Facilitation Steps:

1. Distribute the *Hormone-Function Matching* worksheet.
2. Have students match each species with its correct male, female, and young terminology on the worksheet.
3. Think-Pair-Share: Students compare answers in pairs for two minutes.
4. Review the correct answers as a group, using the key, and discuss interesting differences across species.

Name: _____ Class: _____

Hormone-Function Matching

Instructions: Match each hormone to its correct function.

Functions:

Regulates metabolism

Regulates water balance

Lowers blood glucose

Milk let-down and bonding

Female reproductive development

Stress response

Raises blood glucose

Male reproductive development

Insulin: _____

Glucagon: _____

Thyroxine (T4): _____

Cortisol: _____

Estrogen: _____

Testosterone: _____

ADH: _____

Oxytocin: _____

Hormone-Function Matching – Answer Key

Instructions: Match each hormone to its correct function.

Insulin: Lowers blood glucose

Glucagon: Raises blood glucose

Thyroxine (T4): Regulates metabolism

Cortisol: Stress response

Estrogen: Female reproductive development

Testosterone: Male reproductive development

ADH: Regulates water balance

Oxytocin: Milk let-down and bonding

Lesson Nine – Endocrine System

LEARN: Endocrine System Instruction

20-30 minutes

Purpose:

Teach students how endocrine glands and hormones regulate body processes and how endocrine terminology is used in veterinary medicine.

Materials:

- Lesson 9 slide presentation
- Veterinary Terminology Tiles
- Student Glossaries

Facilitation Steps:

1. Have each student access their Veterinary Terminology Student Glossary. Students should record their definition for the various endocrine system terms as the slide presentation is shared.
2. Go through the slide presentation as a group. Below are notes for specific slides.

Slide 4: What is a Hormone?

Explain how hormones are released into the bloodstream and act on target organs.

Slide 5: Major Endocrine Glands

Introduce major endocrine glands.

Slide 6: Key Word Parts

Introduce key word parts.

Slide 12: Tile Activity

Divide students into five groups. For each word in the chart, tell students that they must find the tiles, build the word, and define the word.

The first group to build the word and write the correct definition gets a point. The group with the most points wins. Using terminology tiles, build and decode:

Endocrinology	Study of the endocrine system
Thyroiditis	Inflammation of the thyroid gland
Hyperthyroidism	Excessive thyroid activity
Hypothyroidism	Deficient thyroid activity
Adrenalectomy	Surgical removal of the adrenal gland
Hyperadrenocorticism	Cushing's disease
Diabetes	Metabolic disorder with high blood sugar
Pancreatitis	Inflammation of the pancreas
Insulinoma	Tumor of insulin-producing cells
Parathyroidectomy	Removal of parathyroid glands
Insulin	Hormone regulating blood sugar
Hyperglycemia	High blood sugar
Hypoglycemia	Low blood sugar

Note: For more ways to use the Veterinary Terminology Tiles, see the appendix at the end of this curriculum.

Lesson Nine – Endocrine System

REVIEW: Endocrine System Quiz

5-10 minutes

Purpose:

Assess student understanding of endocrine system structure, function, and terminology.

Materials:

- *Endocrine System Quiz*
- *Endocrine System Quiz – Answer Key*

Facilitation Steps:

1. Distribute the *Endocrine System Quiz*.
2. Allow students to complete the quiz individually.
3. Review as a class, using the answer key.

Name: _____ Class: _____

Endocrine System Quiz

1. What does “aden/o” mean?
2. What does “hyper/o” indicate?
3. Define “hypo/glyc/emia.”
4. What gland produces insulin?
5. What term means inflammation of a gland?
6. What hormone lowers blood glucose?
7. What does “thyroid/o” refer to?
8. Name one function of cortisol.
9. What hormone is responsible for milk let-down?
10. What is one main function of the endocrine system?

Endocrine System Quiz – Answer Key

1. What does “aden/o” mean? gland
- What does “hyper/o” indicate? high or excessive
- Define “hypo/glyc/emia.” low blood sugar
- What gland produces insulin? pancreas
- What term means inflammation of a gland? aden/itis
- What hormone lowers blood glucose? insulin
- What does “thyroid/o” refer to? thyroid gland
- Name one function of cortisol. stress response
- What hormone is responsible for milk let-down? oxytocin
- What is one main function of the endocrine system? Regulation of hormones and metabolism

Lesson Ten – Nervous System

Lesson Overview

In this lesson, participants will explore the structure and function of the nervous system. Students will learn how the brain, spinal cord, and nerves work together to control body functions and respond to stimuli. Learners will apply veterinary terminology related to neurological structures, conditions, and through hands-on activities and assessment.

Lesson Objectives

After completing this lesson, participants will be able to:

- Identify major components of the nervous system
- Describe the functions of the brain, spinal cord, and nerves
- Define common veterinary neurological terminology
- Apply word parts to build and interpret nervous system terms
- Demonstrate understanding through worksheet and quiz activities

Lesson at a Glance

Activity	Materials	Preparation	Approximate Class Time
FOCUS	• <i>Reflex Response Scenarios</i> worksheet • <i>Reflex Response Scenarios – Answer Key</i>	1. Print/photocopy <i>Reflex Response Scenarios</i> worksheet (one per participant).	10 minutes
LEARN	• <i>Lesson 10</i> slide presentation • Veterinary Terminology Tiles • Student Glossaries	1. Prepare the slide presentation for viewing. 2. Prepare Veterinary Terminology Tiles for use.	20-30 minutes
REVIEW	• <i>Nervous System Quiz</i> • <i>Nervous System Quiz – Answer Key</i>	1. Print/photocopy the <i>Nervous System Quiz</i> (one per participant). 2. Have the answer key available for reference.	5-10 minutes

Note: See the Veterinary Medical Terminology Tile Instructions at the end of this curriculum. These tiles provide hands-on experience constructing and deconstructing veterinary medical terms. There are many ways you can use the tiles at the end of each lesson to provide additional practice for learning veterinary medical terminology.

Lesson Ten – Nervous System

FOCUS: Reflex Response Scenarios

10 minutes

Purpose:

Introduce how the nervous system controls rapid responses to stimuli.

Materials:

- *Reflex Response Scenarios* worksheet
- *Reflex Response Scenarios* – Answer Key

Facilitation Steps:

1. Present short animal scenarios involving reflexes (i.e., pulling paw away from heat).
 - Paw Withdrawal Reflex: A dog quickly pulls its paw away after accidentally touching a hot surface. This demonstrates a protective spinal reflex.
 - Blink Reflex: A horse blinks immediately when a small object approaches its eye, protecting the eye from injury.
 - Startle Reflex: A cat jumps or flinches when it hears a sudden loud noise, showing an involuntary response to unexpected stimuli.
 - Knee-Jerk Reflex: A veterinarian taps the patellar tendon of a dog's hind leg, causing the leg to kick forward involuntarily.
 - Tail Flick Reflex: A cow flicks its tail rapidly when a fly lands on its hindquarters, an automatic response to irritation.
2. Have students identify which part of the nervous system is involved.
 - Paw Withdrawal Reflex – spinal cord
 - Blink Reflex – brainstem
 - Startle Reflex – brainstem and midbrain
 - Knee-Jerk Reflex – spinal cord
 - Tail Flick Reflex – spinal cord
3. Distribute the *Reflex Response Scenarios* worksheet.
4. Think-Pair-Share: Students compare answers in pairs for two minutes.
5. Review correct answers and discuss veterinary relevance.

Name: _____

Class: _____

Reflex Response Scenarios

Instructions: For each scenario, identify the reflex response that occurred.

1. A dog withdraws his paw after stepping on a sharp object.
2. A horse startles at loud noise.
3. A cat's pupils dilate in low light.
4. A cow blinks when air is blown toward her eye.

Reflex Response Scenarios – Answer Key

Instructions: For each scenario, identify the reflex response that occurred.

1. A dog withdraws his paw after stepping on a sharp object.

spinal cord reflex

2. A horse startles at loud noise.

brain processing

3. A cat's pupils dilate in low light.

autonomic nervous system

4. A cow blinks when air is blown toward her eye.

cranial nerve reflex

Lesson Ten – Nervous System

LEARN: Nervous System Instruction

20-30 minutes

Purpose:

Teach nervous system anatomy, function, and terminology.

Materials:

- Lesson 10 slide presentation
- Veterinary Terminology Tiles
- Student Glossaries

Facilitation Steps:

1. Have each student access their Veterinary Terminology Student Glossary. Students should record their definition for the various nervous system terms as the slide presentation is shared.
2. Go through the slide presentation as a class. Below are notes for specific slides.

Slide 4: Major Nervous System Divisions

Central nervous system (CNS): the main control center for the body processing information and coordinating responses.

Peripheral nervous system (PNS): connects the central nervous system to the rest of the body, including organs, limbs, and skin, allowing communication between the central nervous system and peripheral structures.

Slide 8: Common Medical Terms

Demonstrate term building.

Slide 13: Using Terminology Tiles

Divide students into five groups. For each word in the chart, tell students that they must find the tiles, build the word, and define the word.

The first group to build the word and write the correct definition gets a point. The group with the most points wins. Using terminology tiles, build and decode:

Neurology	Study of the nervous system
Encephalitis	Inflammation of the brain
Myelopathy	Disease of the spinal cord
Neuropathy	Nerve disease
Meningitis	Inflammation of the meninges
Hydrocephalus	Fluid in the brain
Ataxia	Lack of muscle coordination
Seizure	Sudden uncontrolled brain activity
Paresthesia	Abnormal sensation
Hyperesthesia	Excessive sensitivity
Neuritis	Inflammation of a nerve
Encephalology	Study of the brain

Note: For more ways to use the Veterinary Terminology Tiles, see the appendix at the end of this curriculum.

Slide 14: Nerve Pathways

Use diagrams to show nerve pathways.

Afferent (Sensory) Pathways: Bring signals from the body to the CNS.

Efferent (Motor) Pathways: Carry signals from the CNS to muscles or glands.

Reflex Arcs: Simple, fast pathways that bypass the brain for quick responses (e.g., knee-jerk reflex).

Slide 16: Seizure in Dogs

- Symptoms:
 - Muscle twitching
 - Loss of consciousness
 - Drooling
 - Paddling movements
- Diagnosis:
 - Physical and neurological exams
 - Blood tests
 - Imaging (MRI/CT)
- Treatment:
 - Anticonvulsant medications (e.g., phenobarbital, potassium bromide)

- Address underlying conditions

Slide 17: Spinal Injury in Horses

- Diagnosis:
 - Neurological exams
 - Radiographs
 - MRI for detailed imaging
- Treatment:
 - Rest and anti-inflammatory drugs for mild cases
 - Surgical intervention for severe injuries
 - Euthanasia if prognosis is poor

Lesson Ten – Nervous System

REVIEW: Nervous System Quiz

5-10 minutes

Purpose:

Assess student understanding of nervous system structure, function, and terminology.

Materials:

- *Nervous System Quiz*
- *Nervous System Quiz – Answer Key*

Facilitation Steps:

1. Distribute the *Nervous System Quiz*.
2. Allow students to complete the quiz individually.
3. Review as a class, using the answer key.

Name: _____ Class: _____

Nervous System Quiz

1. What does “neur/o” mean?

2. What does “encephal/o” refer to?

3. Define “neur/itis.”

4. What part of the nervous system controls reflexes?

5. Name one function of the nervous system.

Nervous System Quiz – Answer Key

1. What does “neur/o” mean? nerve
2. What does “encephal/o” refer to? brain
3. Define “neur/itis.” inflammation of nerve
4. What part of the nervous system controls reflexes? spinal cord
5. Name one function of the nervous system. control and coordination of body functions

Lesson Eleven – Immune System

Lesson Overview

In this lesson, participants will explore the structure and function of the immune system. Students will learn how the body defends against disease through innate and adaptive immune responses. Veterinary terminology related to immunity, infection, inflammation, and immune disorders will be applied through case-based activities, guided instruction, and a review quiz.

Lesson Objectives

After completing this lesson, participants will be able to:

- Identify major components of the immune system
- Describe how the immune system protects animals from disease
- Differentiate between innate and adaptive immunity
- Define common immune system terminology used in veterinary medicine
- Apply immune-related terminology to clinical examples

Lesson at a Glance

Activity	Materials	Preparation	Approximate Class Time
FOCUS	• <i>Immune Defense Scenarios</i> worksheet • <i>Immune Defense Scenarios</i> – Answer Key	1. Print/photocopy the <i>Immune Defense Scenarios</i> worksheet (one per participant).	10 minutes
LEARN	• <i>Lesson 11</i> slide presentation • Veterinary Terminology Tiles • Student Glossaries	1. Prepare the <i>Lesson 11</i> slide presentation for viewing. 2. Prepare Veterinary Terminology Tiles for use.	20-30 minutes
REVIEW	• <i>Immune System Quiz</i> • <i>Immune System Quiz</i> – Answer Key	1. Print/photocopy the <i>Immune System Quiz</i> (one per participant). 2. Have the answer key available for reference.	5-10 minutes

Note: See the Veterinary Medical Terminology Tile Instructions at the end of this curriculum. These tiles provide hands-on experience constructing and deconstructing veterinary medical terms. There are many ways you can use the tiles at the end of each lesson to provide additional practice for learning veterinary medical terminology.

Lesson Eleven – Immune System

FOCUS: Immune Defense Scenarios

10 minutes

Purpose:

Introduce immune system function through real-world veterinary scenarios.

Materials:

- *Immune Defense Scenarios* worksheet
- *Immune Defense Scenarios – Answer Key*

Facilitation Steps:

1. Distribute the *Immune Defense Scenarios* worksheet to students.
2. Have students read short animal health scenarios involving infection or immune response.
3. Students will decide whether the response is innate or adaptive immunity.
4. Review answers as a class and discuss how immunity protects animal health.

Name: _____ Class: _____

Immune Defense Scenarios

Instructions: Identify whether each example represents **innate** or **adaptive** immunity.

1. A dog develops swelling and redness around a wound.

2. A cow produces antibodies after vaccination.

3. A cat develops a fever following infection.

4. A horse fights off a respiratory virus after prior exposure.

5. A pig shows inflammation at an injection site.

Immune Defense Scenarios – Answer Key

Instructions: Identify whether each example represents **innate** or **adaptive** immunity.

1. A dog develops swelling and redness around a wound. **Innate immunity**
2. A cow produces antibodies after vaccination. **Adaptive immunity**
3. A cat develops a fever following infection. **Innate immunity**
4. A horse fights off a respiratory virus after prior exposure. **Adaptive immunity**
5. A goat shows inflammation at injection site. **Innate immunity**

Lesson Eleven – Immune System

LEARN: Immune System Instruction

20-30 minutes

Purpose:

Teach students immune system anatomy, function, and terminology.

Materials:

- Lesson 11 slide presentation
- Veterinary Terminology Tiles
- Student Glossaries

Facilitation Steps:

1. Have each student access their Veterinary Terminology Student Glossary. Students should record their definition for the various immune system terms as the slide presentation is shared.
2. Go through the slide presentation as a class. Below are notes for specific slides.

Slide 4: Innate Versus Adaptive Immunity
Explain innate and adaptive immunity.

Innate Immunity: The body's first line of defense, present at birth.

Adaptive Immunity: A specialized defense system that develops after exposure to specific pathogens.

Slide 11: Tile Activity

Divide students into five groups. For each word in the chart, tell students that they must find the tiles, build the word, and define the word.

The first group to build the word and write the correct definition gets a point. The group with the most points wins. Using terminology tiles, build and decode:

Immunology	Study of the immune system
Lymphoma	Tumor of lymph tissue
Autoimmune	Immune reaction against own body
Hypersensitivity	Excessive immune function
Vaccination	Administration of vaccine
Immunotherapy	Treatment using immune system
Allergy	Hypersensitive immune response
Serology	Study of blood serum

Note: For more ways to use the Veterinary Terminology Tiles, see the appendix at the end of this curriculum.

Slide 12: Veterinary Cases

Vaccination: Vaccines introduce harmless antigens (such as inactivated pathogens or fragments) into an animal's body. This stimulates the adaptive immune system to produce antibodies and memory cells without causing disease. As a result, the animal develops immunity and can respond quickly if exposed to the actual pathogen later.

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Allergies: An allergy occurs when the immune system overreacts to a harmless substance (like pollen, certain foods, or medications). In animals, this can lead to symptoms such as itching, swelling, and respiratory issues. The reaction is typically mediated by antibodies and histamine release, which cause inflammation and discomfort.

Autoimmune Disease: In autoimmune disorders, the immune system mistakenly targets the body's own cells and tissues as if they were foreign invaders. This can lead to chronic inflammation and damage to organs or systems. Examples in veterinary medicine include autoimmune hemolytic anemia or lupus in dogs.

Lesson Eleven – Immune System

REVIEW: Immune System Quiz

5-10 minutes

Purpose:

Assess student understanding of immune system structure, function, and terminology.

Materials:

- *Immune System Quiz*
- *Immune System Quiz – Answer Key*

Facilitation Steps:

1. Distribute the *Immune System Quiz*.
2. Allow students to complete the quiz individually.
3. Review as a class, using the answer key.

Name: _____ Class: _____

Immune System Quiz

1. What does “immun/o” mean?
2. What is the difference between innate and adaptive immunity?
3. What does “lymph/o” refer to?
4. Define “phag/o/cyt/osis.”
5. What organ produces antibodies?
6. What does “anti-” mean?
7. Name one function of the immune system.
8. What does “cyt/o” refer to?
9. What is an example of adaptive immunity?
10. Why are vaccines important in veterinary medicine?

Immune System Quiz – Answer Key

1. What does “immun/o” mean? **Immune**
2. What is the difference between innate and adaptive immunity? **Innate is immediate and non-specific; adaptive is specific and learned**
3. What does “lymph/o” refer to? **Lymph fluid**
4. Define “phag/o/cyt/osis.” **Process where cells engulf pathogens**
5. What organ produces antibodies? **B lymphocytes (via plasma cells)**
6. What does “anti-” mean? **Against**
7. Name one function of the immune system. **Protect against disease**
8. What does “cyt/o” refer to? **Cell**
9. What is an example of adaptive immunity? **Antibody production after exposure or vaccination**
10. Why are vaccines important in veterinary medicine? **They help prevent infectious disease**

Lesson Twelve – Digestive System

Lesson Overview

In this lesson, participants will explore the structure and function of the digestive system. Students will learn how animals break down food, absorb nutrients, and eliminate waste. Digestive system terminology will be applied to veterinary examples involving nutrition, disease, and species-specific digestive adaptations.

Lesson Objectives

After completing this lesson, participants will be able to:

- Identify major organs of the digestive system
- Describe the process of digestion and nutrient absorption
- Compare monogastric and ruminant digestive systems
- Define common digestive system veterinary terminology
- Apply digestive terminology to real-world veterinary scenarios

Lesson at a Glance

Activity	Materials	Preparation	Approximate Class Time
FOCUS	• <i>Digestive Pathway Sequencing</i> worksheet • <i>Digestive Pathway Sequencing</i> – Answer Key	1. Print/photocopy <i>Digestive Pathway Sequencing</i> worksheet (one per participant).	10 minutes
LEARN	• <i>Lesson 12</i> slide presentation • Veterinary Terminology Tiles • Student Glossaries	1. Prepare the <i>Lesson 12</i> slide presentation for viewing. 2. Prepare Veterinary Terminology Tiles for use.	20-30 minutes
REVIEW	• <i>Digestive System Quiz</i> • <i>Digestive System Quiz</i> – Answer Key	1. Print/photocopy the <i>Digestive System Quiz</i> (one per participant). 2. Have the answer key available for reference.	5-10 minutes

Note: See the Veterinary Medical Terminology Tile Instructions at the end of this curriculum. These tiles provide hands-on experience constructing and deconstructing veterinary medical terms. There are many ways you can use the tiles at the end of each lesson to provide additional practice for learning veterinary medical terminology.

Lesson Twelve – Digestive System

FOCUS: Digestive Pathway Sequencing

10 minutes

Purpose:

Introduce the flow of the digestive system from ingestion to elimination.

Materials:

- *Digestive Pathway Sequencing* worksheet
- *Digestive Pathway Sequencing – Answer Key*

Facilitation Steps:

1. Distribute the *Digestive Pathway Sequencing* worksheet to students.
2. Have the students place organs in the correct order on the worksheet.

3. Review the pathway using the answer key and discuss species differences. Here are a few examples:

Cow: Mouth → Esophagus → Rumen → Reticulum → Omasum → Abomasum → Small intestine → Large intestine → Rectum → Anus

Pig: Mouth → Esophagus → Stomach → Small intestine → Large intestine → Rectum → Anus

Dog: Mouth → Esophagus → Stomach → Small intestine → Large intestine → Rectum → Anus

Name: _____ Class: _____

Digestive Pathway Sequencing

Instructions: Place the organs in correct order of the digestive pathway.

Organs:

Anus

Stomach

Rectum

Small intestine

Mouth

Large intestine

Esophagus

_____ → _____ → _____ →

_____ → _____ → _____ →

Digestive Pathway Sequencing – Answer Key

Instructions: Place the organs in correct order of the digestive pathway.

Mouth → Esophagus → Stomach → Small intestine → Large intestine → Rectum → Anus

Lesson Twelve – Digestive System

LEARN: Digestive System Instruction

20-30 minutes

Purpose:

Teach students digestive system anatomy, function, and terminology.

Materials:

- Lesson 12 slide presentation
- Veterinary Terminology Tiles
- Student Glossaries

Facilitation Steps:

1. Have each student access their Veterinary Terminology Student Glossary. Students should record their definition for the various digestive system terms as the slide presentation is shared.
2. Go through the slide presentation as a group. Below are notes for specific slides.

Slide 4: Major Digestive Functions

Mechanical Digestion (chewing, mixing)

- Definition: Physical breakdown of food into smaller pieces without changing its chemical structure.
- Purpose: Increases surface area for enzymes to act on during chemical digestion.
- Examples:
 - Chewing (mastication): Teeth grind food in the mouth.
 - Churning: Muscular contractions in the stomach mix food with digestive juices.
 - Peristalsis: Wave-like movements of the esophagus and intestines push food along the tract.

Chemical Digestion (enzymes, acids)

- Definition: Breakdown of food molecules into simpler substances through enzymatic and chemical reactions.
- Purpose: Converts complex nutrients into absorbable forms like amino acids, fatty acids, and simple sugars.
- Examples:
 - Salivary Enzymes: Amylase in saliva begins starch digestion.
 - Stomach Acids and Enzymes: Hydrochloric acid and pepsin break down proteins.
 - Intestinal Enzymes: Lipases, proteases, and carbohydrases complete digestion in the small intestine.

Slide 14: Tile Activity

Divide students into five groups. For each word in the chart, tell students that they must find the tiles, build the word, and define the word.

The first group to build the word and write down the correct definition gets a point. The group with the most points wins. Using terminology tiles, build and decode:

Gastroenteritis	Inflammation of the stomach and intestines
Hepatomegaly	Enlargement of the liver
Colonoscopy	Visual examination of the colon
Gastrectomy	Surgical removal of the stomach
Enteropathy	Disease of the intestine
Cholecystitis	Inflammation of the gallbladder
Pancreatitis	Inflammation of the pancreas

Proctology	Study of the rectum and anus
Esophagitis	Inflammation of the esophagus
Stomatitis	Inflammation of the mouth
Gastrostomy	Surgical opening into the stomach
Duodenoscopy	Visual examination of the duodenum
Cholelithiasis	Presence of gallstones
Rectocele	Hernia of the rectum
Sigmoidoscopy	Visual examination of the sigmoid colon
Glossitis	Inflammation of the tongue
Laparotomy	Surgical incision into the abdominal cavity
Cholecystectomy	Surgical removal of the gallbladder
Ileitis	Inflammation of the ileum
Appendectomy	Surgical removal of the appendix
Gastrointestinal	Pertaining to the stomach and intestines
Gastritis	Inflammation of the stomach
Enteritis	Inflammation of the intestine
Colitis	Inflammation of the colon
Hepatopathy	Liver disease

Note: For more ways to use the Veterinary Terminology Tiles, see the appendix at the end of this curriculum.

Lesson Twelve – Digestive System

REVIEW: Digestive System Quiz

5-10 minutes

Purpose:

Assess student understanding of digestive system structure, function, and terminology.

Materials:

- *Digestive System Quiz*
- *Digestive System Quiz* – Answer Key

Facilitation Steps:

1. Distribute the *Digestive System Quiz*.
2. Allow students to complete the quiz individually.
3. Review as a class, using the answer key.

Name: _____ Class: _____

Digestive System Quiz

1. What does “gastr/o” mean?
2. What organ absorbs nutrients?
3. What digestive structure is unique to ruminants?
4. Define “gastr/itis.”
5. What does “hepat/o” refer to?
6. Name one digestive system function.
7. What system absorbs nutrients?
8. What condition involves gas buildup in cattle?
9. What is the function of bile?
10. What organ produces bile?

Digestive System Quiz – Answer Key

1. What does “gastr/o” mean? **Stomach**
2. What organ absorbs nutrients? **Small intestine**
3. What digestive structure is unique to ruminants? **Rumen**
4. Define “gastr/itis.” **Inflammation of stomach**
5. What does “hepat/o” refer to? **Liver**
6. Name one digestive system function. **Break down food**
7. What system absorbs nutrients? **Digestive system**
8. What condition involves gas buildup in cattle? **Bloat**
9. What is the function of bile? **Fat digestion**
10. What organ produces bile? **Liver**

Lesson Thirteen – Canine and Feline Terminology

Lesson Overview

In this lesson, participants will explore veterinary terminology specific to dogs and cats. Students will learn common species-specific anatomical terms, breed-related terminology, and clinical language frequently used in companion animal practice. Terminology is reinforced through matching activities, applied examples, and assessment.

Lesson Objectives

After completing this lesson, participants will be able to:

- Identify terminology unique to dogs and cats
- Differentiate anatomical and clinical terms used in companion animal medicine
- Apply species-specific terminology to veterinary scenarios
- Build medical terms using appropriate roots and suffixes
- Demonstrate understanding through worksheet and quiz activities

Lesson at a Glance

Activity	Materials	Preparation	Approximate Class Time
FOCUS	• <i>Dog Versus Cat Terminology Matching</i> worksheet • <i>Dog Versus Cat Terminology Matching – Answer Key</i>	1. Print/photocopy <i>Dog Versus Cat Terminology Matching</i> worksheet (one per participant).	10 minutes
LEARN	• <i>Lesson 13</i> slide presentation • Veterinary Terminology Tiles • Student Glossaries	1. Prepare the slide presentation for viewing. 2. Prepare Veterinary Terminology Tiles for use.	20-30 minutes
REVIEW	• <i>Dogs and Cats Terminology Quiz</i> • <i>Dogs and Cats Terminology Quiz – Answer Key</i>	1. Print/photocopy the <i>Dogs and Cats Terminology Quiz</i> (one per participant) 2. Have the answer key available for reference.	5-10 minutes

Note: See the Veterinary Medical Terminology Tile Instructions at the end of this curriculum. These tiles provide hands-on experience constructing and deconstructing veterinary medical terms. There are many ways you can use the tiles at the end of each lesson to provide additional practice for learning veterinary medical terminology.

Lesson Thirteen – Canine and Feline Terminology

FOCUS: Dog Versus Cat Terminology Matching

10 minutes

Purpose:

Introduce differences in terminology used for dogs and cats in veterinary practice.

Materials:

- *Dog Versus Cat Terminology Matching* worksheet
- *Dog Versus Cat Terminology Matching – Answer Key*

Facilitation Steps:

1. Distribute the *Dog Versus Cat Terminology* worksheet to students.
2. Have the students match terms to dogs or cats on the worksheet.
3. Review the worksheet using the answer key and discuss why precision matters.

Name: _____ Class: _____

Dog Versus Cat Terminology

Instructions: Define each term and identify whether it refers to dogs or cats.

1. Queen: _____

2. Tom: _____

3. Bitch: _____

4. Stud: _____

5. Feline: _____

6. Canine: _____

7. Kitten: _____

8. Puppy: _____

Dog Versus Cat Terminology – Answer Key

Instructions: Define each term and identify whether it refers to dogs or cats.

1. Queen – Female cat

2. Tom – Male cat

3. Bitch – Female dog

4. Stud – Male dog

5. Feline – Cat

6. Canine – Dog

7. Kitten – Young cat

8. Puppy – Young dog

Lesson Thirteen – Canine and Feline Terminology

LEARN: Dog and Cat Terminology Instruction

20-30 minutes

Purpose:

Teach students digestive system anatomy, function, and terminology.

Materials:

- Lesson 13 slide presentation
- Veterinary Terminology Tiles
- Student Glossaries

Facilitation Steps:

1. Have each student access their Veterinary Terminology Student Glossary. Students should record their definition for the various dog and cat terms as the slide presentation is shared.
2. Go through the slide presentation as a class. Below are notes for specific slides.

Slide 11: Intact Female Cat

Answer: Queen

Slide 12: Intact Male cat

Answer: Tomcat

Slide 13: Castration of Male

Answer: Neuter

Slide 14: Male Dog Used for Breeding

Answer: Stud

Slide 15: Surgical Removal of Ovaries/Uterus

Answer: Spay

Slide 17: Tile Activity

Divide students into five groups. For each word in the chart, tell students that they must find the tiles, build the word, and define the word.

The first group to build the word and write the correct definition gets a point. The group with the most points wins. Using terminology tiles, build and decode:

Feline	Pertaining to cats
Canine	Pertaining to dogs
Queen	Intact female cat
Tomcat	Intact male cat
Spay	Ovariohysterectomy in females
Neuter	Castration of males
Dewclaw	Extra digit in dogs/cats
Whisker	Vibrissae
Pawpad	Cushion on the bottom of the paw
Claw	Keratinized nail

Note: For more ways to use the Veterinary Terminology Tiles, see the appendix at the end of this curriculum.

Lesson Thirteen – Canine and Feline Terminology

REVIEW: Dogs and Cats Terminology Quiz

5-10 minutes

Purpose:

Assess student understanding of common terminology relating to dogs and cats.

Materials:

- *Dogs and Cats Terminology Quiz*
- *Dogs and Cats Terminology Quiz – Answer Key*

Facilitation Steps:

1. Distribute the *Dogs and Cats Terminology Quiz*.
2. Allow students to complete the quiz individually.
3. Review as a class, using the answer key.

Name: _____ Class: _____

Dogs and Cats Terminology Quiz

1. What term refers to the cushion on the bottom of the paw?
2. What term refers to an intact male cat?
3. What does “feline” mean?
4. What does “canine” mean?
5. What is a young dog called?
6. What is a young cat called?
7. Why is species-specific terminology important?
8. What term refers to a male breeding dog?
9. What term refers to an intact female cat?
10. Name one situation in which correct terminology is critical.

Dogs and Cats Terminology Quiz – Answer Key

1. What term refers to the cushion on the bottom of the paw? **Pawpad**
2. What term refers to an intact male cat? **Tom**
3. What does “feline” mean? **Cat**
4. What does “canine” mean? **Dog**
5. What is a young dog called? **Puppy**
6. What is a young cat called? **Kitten**
7. Why is species-specific terminology important? **Clear communication and accurate records**
8. What term refers to a male breeding dog? **Stud**
9. What term refers to an intact female cat? **Queen**
10. Name one situation in which correct terminology is critical. **Medical records or client communication**

Lesson Fourteen – Equine Terminology

Lesson Overview

In this lesson, participants will explore veterinary terminology specific to horses. Students will learn species-specific anatomical, reproductive, and clinical terms commonly used in equine veterinary medicine. Terminology is reinforced through applied activities, real-world examples, and assessment.

Lesson Objectives

After completing this lesson, participants will be able to:

- Identify terminology unique to horses
- Define common equine anatomical and clinical terms
- Apply equine terminology to veterinary scenarios
- Build medical terms using appropriate root words and suffixes
- Demonstrate understanding through worksheet and quiz activities

Lesson at a Glance

Activity	Materials	Preparation	Approximate Class Time
FOCUS	• <i>Equine Term Identification</i> worksheet • <i>Equine Term Identification – Answer Key</i>	1. Print/photocopy <i>Equine Term Identification</i> worksheet (one per participant).	10 minutes
LEARN	• <i>Lesson 14</i> slide presentation • Veterinary Terminology Tiles • Student Glossaries	1. Prepare the slide presentation for viewing. 2. Prepare Veterinary Terminology Tiles for use.	20-30 minutes
REVIEW	• <i>Equine Terminology Quiz</i> • <i>Equine Terminology Quiz – Answer Key</i>	1. Print/photocopy the <i>Equine Terminology Quiz</i> (one per participant). 2. Have the answer key available for reference.	5-10 minutes

Note: See the Veterinary Medical Terminology Tile Instructions at the end of this curriculum. These tiles provide hands-on experience constructing and deconstructing veterinary medical terms. There are many ways you can use the tiles at the end of each lesson to provide additional practice for learning veterinary medical terminology.

Lesson Fourteen – Equine Terminology

FOCUS: Equine Term Identification

10 minutes

Purpose:

Introduce equine terminology used in veterinary practice.

Materials:

- *Equine Term Identification* worksheet
- *Equine Term Identification – Answer Key*

Facilitation Steps:

1. Distribute the *Equine Term Identification* worksheet to students and have students complete it.
2. Review answers and discuss why species-specific terms matter.

Name: _____ Class: _____

Equine Term Identification

Instructions: Define the terms below.

1. Stallion: _____

2. Mare: _____

3. Foal: _____

4. Gelding: _____

5. Colt: _____

6. Filly: _____

7. Withers: _____

8. Frog: _____

Equine Term Identification – Answer Key

Instructions: Define the terms below.

1. Stallion – Adult male horse
2. Mare – Adult female horse
3. Foal – Young horse
4. Gelding – Castrated male horse
5. Colt – Young male horse
6. Filly – Young female horse
7. Withers – Ridge between shoulder blades
8. Frog – Soft structure on the underside of the hoof

Lesson Fourteen – Equine Terminology

LEARN: Equine Terminology Instruction

20-30 minutes

Purpose:

Teach students equine terminology.

Materials:

- Lesson 14 slide presentation
- Veterinary Terminology Tiles
- Student Glossaries

Facilitation Steps:

1. Have each student access their Veterinary Terminology Student Glossary. Students should record their definition for the various equine terms as the slide presentation is shared.
2. Go through the slide presentation as a class. Below are notes for specific slides.

Slide 12: Withers

Answer: Ridge between the shoulder blades

Slide 13: Fetlock

Answer: Joint between cannon bone and pastern

Slide 14: Gelding

Answer: Castrated male horse

Slide 15: Frog

Answer: Soft, triangular structure on the underside of the hoof

Slide 16: Colt

Answer: Young male horse

3. Divide students into five groups. For each word in the chart, tell students that they must find the tiles that match the definition given as you read it aloud.

For example, “Adult female horse.” The first group to find the tile “mare” gets a point. The group with the most points wins.

Mare	Adult female horse
Stallion	Adult male horse
Foal	Young horse of either sex
Colt	Young intact male horse
Filly	Young female horse
Gelding	Castrated male horse, non-breeding
Withers	Ridge between shoulder blades
Fetlock	Joint above the hoof
Hoof	Horny covering of the foot
Mane	Hair along the neck

Note: For more ways to use the Veterinary Terminology Tiles, see the appendix at the end of this curriculum.

Lesson Fourteen – Equine Terminology

REVIEW: Equine Terminology Quiz

5-10 minutes

Purpose:

Assess student understanding of common equine terminology.

Materials:

- *Equine Terminology Quiz*
- *Equine Terminology Quiz – Answer Key*

Facilitation Steps:

1. Distribute the *Equine Terminology Quiz*.
2. Allow students to complete the quiz individually.
3. Review as a class using the answer key.

Name: _____ Class: _____

Equine Terminology Quiz

5. What term refers to an adult female horse?
6. What term refers to a castrated male horse?
7. What is a young horse called?
8. What does the frog refer to?
9. What are the withers?
10. What is a colt?
11. Why is equine terminology important in veterinary medicine?
12. Name one common equine medical condition.
13. What term refers to a young female horse?
14. In what situations is precise equine terminology critical?

Equine Terminology Quiz – Answer Key

1. What term refers to an adult female horse? Mare
2. What term refers to a castrated male horse? Gelding
3. What is a young horse called? Foal
4. What does the frog refer to? Soft structure on underside of hoof
5. What are the withers? Ridge between shoulder blades
6. What is a colt? Young male horse
7. Why is equine terminology important in veterinary medicine? Clear communication and accurate records
8. Name one common equine medical condition. Colic or lameness
9. What term refers to a young female horse? Filly
10. In what situations is precise equine terminology critical? Medical records and treatment planning

Lesson Fifteen – Bovine Terminology

Lesson Overview

In this lesson, participants will explore terminology related to cattle anatomy, reproduction, digestion, and production systems commonly used in veterinary and agricultural settings.

Lesson Objectives

After completing this lesson, participants will be able to:

- Identify cattle-specific terminology
- Describe bovine anatomy and production terms
- Apply cattle terminology to herd health scenarios
- Use correct terminology in veterinary records

Lesson at a Glance

Activity	Materials	Preparation	Approximate Class Time
FOCUS	• <i>Cattle Herd Health Case Review</i> worksheet • <i>Cattle Herd Health Case Review – Answer Key</i>	1. Print/photocopy the <i>Cattle Herd Health Case Review</i> worksheet (one per participant).	10 minutes
LEARN	• <i>Lesson 15</i> slide presentation • Veterinary Terminology Tiles • Student Glossaries	1. Prepare the <i>Lesson 15</i> slide presentation for viewing. 2. Prepare Veterinary Terminology Tiles for use.	20-30 minutes
REVIEW	• <i>Cattle Terminology Quiz</i> • <i>Cattle Terminology Quiz – Answer Key</i>	1. Print/photocopy the <i>Cattle Terminology Quiz</i> (one per participant). 2. Have the answer key available for reference.	5-10 minutes

Note: See the Veterinary Medical Terminology Tile Instructions at the end of this curriculum. These tiles provide hands-on experience constructing and deconstructing veterinary medical terms. There are many ways you can use the tiles at the end of each lesson to provide additional practice for learning veterinary medical terminology.

Lesson Fifteen – Bovine Terminology

FOCUS: Cattle Term Identification

10 minutes

Purpose:

Introduce cattle terminology used in veterinary practice.

Materials:

- *Cattle Herd Health Case Review* worksheet
- *Cattle Herd Health Case Review – Answer Key*

Facilitation Steps:

1. Distribute the *Cattle Herd Health Case Review* worksheet to students and have them complete it.
2. Review the answers and discuss why species-specific terms matter.

Name: _____ Class: _____

Cattle Herd Health Case Review

Instructions: Read the following herd health scenario and answer the questions using correct cattle terminology.

Herd Health Snapshot

Scenario: A dairy cow is three weeks into lactation and shows a swollen, warm udder as well as decreased milk production. The producer reports the cow is reluctant to walk and has reduced feed intake.

1. What term describes inflammation of the udder?
2. What type of animal is described (cow, heifer, steer, bull)?
3. During which production stage is this animal (lactating or dry)?
4. Why might reduced feed intake affect milk production?

Production and Management Decisions

1. A castrated male bovine raised for beef is called a _____.
2. The first stomach compartment where fermentation occurs is the _____.
3. A young female bovine that has not calved is a _____.
4. The period when a cow is not producing milk is called the _____ period.

Short Answer

5. Why is correct cattle terminology important when communicating with veterinarians, nutritionists, and farm staff?

Cattle Herd Health Case Review – Answer Key

Instructions: Read the following herd health scenario and answer the questions using correct cattle terminology.

Herd Health Snapshot

Scenario: A dairy cow is three weeks into lactation and shows a swollen, warm udder as well as decreased milk production. The producer reports the cow is reluctant to walk and has reduced feed intake.

1. What term describes inflammation of the udder? **Mastitis**
2. What type of animal is described (cow, heifer, steer, bull)? **Cow**
3. During which production stage is this animal (lactating or dry)? **Lactating**
4. Why might reduced feed intake affect milk production? **Reduced feed intake limits energy needed for milk production**

Production and Management Decisions

5. A castrated male bovine raised for beef is called a **Steer**.
6. The first stomach compartment where fermentation occurs is the **Rumen**.
7. A young female bovine that has not calved is a **Heifer**.
8. The period when a cow is not producing milk is called the **Dry** period.

Short Answer

9. Why is correct cattle terminology important when communicating with veterinarians, nutritionists, and farm staff? **Ensures accurate records, treatment decisions, animal welfare and food safety.**

Lesson Fifteen – Bovine Terminology

LEARN: Cattle Terminology Instruction

20-30 minutes

Purpose:

Teach students cattle terminology.

Materials:

- Lesson 15 slide presentation
- Veterinary Terminology Tiles
- Student Glossaries

Facilitation Steps:

1. Have each student access their Veterinary Terminology Student Glossary. Students should record their definition for the various cattle terms as the slide presentation is shared.

2. Go through the slide presentation as a group. Below are notes for specific slides.

Slide 12: Adult Female that has Calved

Answer: Cow

Slide 13: Castrated Male Bovine

Answer: Steer

Slide 14: Inflammation of the Udder

Answer: Mastitis

Slide 15: First Stomach Compartment

Answer: Rumen

Slide 16: Period of Milk Production

Answer: Lactation

3. Divide student into five groups. For each word in the chart, tell students that they must find the tiles that match the definition given as you read it aloud.

For example, “mature female bovine.” The first group to find the tile “cow” gets a point. The group with the most points wins.

Cow	Mature female bovine
Bull	Intact male bovine
Calf	Young bovine
Heifer	Young female before first calving
Steer	Castrated male bovine
Ruminant	Animal with a multi-chambered stomach
Poll	Top of the head
Dewlap	Loose skin under the neck
Muzzle	Nose and mouth area
Udder	Mammary gland of cattle
Rumin	Multi-chambered stomach
-ant	One that has/does

Using tiles, construct: rumin/ant

Note: For more ways to use the Veterinary Terminology Tiles, see the appendix at the end of this curriculum.

Lesson Fifteen – Bovine Terminology

REVIEW: Cattle Terminology Quiz

5-10 minutes

Purpose:

Assess student understanding of common cattle terminology.

Materials:

- *Cattle Terminology Quiz*
- *Cattle Terminology Quiz – Answer Key*

Facilitation Steps:

1. Distribute the *Cattle Terminology Quiz*.
2. Allow students to complete the quiz individually.
3. Review as a class, using the answer key.

Name: _____ Class: _____

Cattle Terminology Quiz

1. What term refers to an adult female bovine?
2. What is a castrated male bovine called?
3. What does “mastitis” mean?
4. What stomach compartment is first in ruminants?
5. Why is terminology important in herd health?

Cattle Terminology Quiz – Answer Key

1. What term refers to an adult female bovine? Cow
2. What is a castrated male bovine called? Steer
3. What does “mastitis” mean? Inflammation of the udder
4. What stomach compartment is first in ruminants? Rumen
5. Why is terminology important in herd health? Accurate records and treatment

Lesson Sixteen – Swine Terminology

Lesson Overview

In this lesson, participants will explore terminology related to swine anatomy, reproduction, and production systems used in veterinary and agricultural practice.

Lesson Objectives

After completing this lesson, participants will be able to:

- Identify swine-specific terminology
- Describe swine reproductive and production terms
- Apply swine terminology to veterinary scenarios
- Use correct terminology in herd management

Lesson at a Glance

Activity	Materials	Preparation	Approximate Class Time
FOCUS	• <i>Swine Term Identification</i> worksheet • <i>Swine Term Identification</i> – Answer Key	1. Print/photocopy the <i>Swine Term Identification</i> worksheet (one per participant).	10 minutes
LEARN	• <i>Lesson 16</i> slide presentation • Veterinary Terminology Tiles • Student Glossaries	1. Prepare the <i>Lesson 16</i> slide presentation for viewing. 2. Prepare Veterinary Terminology Tiles for use.	20-30 minutes
REVIEW	• <i>Swine Terminology Quiz</i> • <i>Swine Terminology Quiz</i> – Answer Key	1. Print/photocopy the <i>Swine Terminology Quiz</i> (one per participant). 2. Have the answer key available for reference.	5-10 minutes

Note: See the Veterinary Medical Terminology Tile Instructions at the end of this curriculum. These tiles provide hands-on experience constructing and deconstructing veterinary medical terms. There are many ways you can use the tiles at the end of each lesson to provide additional practice for learning veterinary medical terminology.

Lesson Sixteen – Swine Terminology

FOCUS: Swine Term Identification

10 minutes

Purpose:

Introduce swine terminology used in veterinary practice.

Materials:

- *Swine Term Identification* worksheet
- *Swine Term Identification – Answer Key*

Facilitation Steps:

1. Distribute the *Swine Term Identification* worksheet to students and have them complete it.
2. Review answers and discuss why species-specific terms matter.

Name: _____ Class: _____

Swine Term Identification

Instructions: Match the term with the correct definition.

Sow	young pig
Boar	castrated male
Gilt	intact male
Barrow	adult female
Piglet	young female

Swine Term Identification – Answer Key

Instructions: Match the term with the correct definition.

Sow – adult female

Boar – intact male

Gilt – young female

Barrow – castrated male

Piglet – young pig

Lesson Sixteen – Swine Terminology

LEARN: Swine Terminology Instruction

20-30 minutes

Purpose:

Teach students swine terminology.

Materials:

- Lesson 16 slide presentation
- Veterinary Terminology Tiles
- Student Glossaries

Facilitation Steps:

1. Have each student access their Veterinary Terminology Student Glossary. Students should record their definition for the various swine terms as the slide presentation is shared.
2. Go through the slide presentation with the class. Below are notes for specific slides.

Slide 12: Adult Female Pig

Answer: Sow

Slide 13: Castrated Male Pig

Answer: Barrow

Slide 14: Process of Giving Birth

Answer: Farrowing

Slide 15: Young Female Pig

Answer: Gilt

Slide 16: Group of Newborn Piglets

Answer: Litter

3. Divide the class into five groups. For each word in the chart, tell students that they must find the tiles that match the definition given as you read it aloud.

For example, “mature female pig.” The first group to find the tile “sow” gets a point. The group with the most points wins.

Sow	Mature female pig
Boar	Intact male pig
Piglet	Young pig
Gilt	Young female pig
Barrow	Castrated male pig
Farrowing	Giving birth in swine
Snout	Nose of pig
Ham	Rear leg meat
Tusk	Canine tooth of boar
Litter	Group of piglets born together
Pigl	Young pig
Farrow	Give birth
-et	Small
-ing	Action of process

Use terminology tiles build and decode:

- Pigl/et
- Farrow/ing

Note: For more ways to use the Veterinary Terminology Tiles, see the appendix at the end of this curriculum.

Lesson Fifteen – Swine Terminology

REVIEW: Swine Terminology Quiz

5-10 minutes

Purpose:

Assess student understanding of swine terminology.

Materials:

- *Swine Terminology Quiz*
- *Swine Terminology Quiz – Answer Key*

Facilitation Steps:

1. Distribute the *Swine Terminology Quiz*.
2. Allow students to complete the quiz individually.
3. Review as a class using the answer key.

Name: _____ Class: _____

Swine Terminology Quiz

1. What term refers to an adult female pig?

2. What is a castrated male pig called?

3. What does “farrowing” mean?

4. What is a group of piglets called?

5. Why is biosecurity important?

Swine Terminology Quiz – Answer Key

1. What term refers to an adult female pig? **Sow**
2. What is a castrated male pig called? **Barrow**
3. What does farrowing mean? **Giving birth**
4. What is a group of piglets called? **Litter**
5. Why is biosecurity important? **Prevents disease spread**

Veterinary Medical Terminology Tile Instructions

Divide students into five small groups or pairs. Give each group or pair one set of the Veterinary Terminology Tiles.

The tiles are color-coded by category:

Prefixes = green	17 tiles
Suffixes = orange	44 tiles
Root words = blue	143 tiles
Combining vowels/symbols = yellow	6 tiles
Total tiles:	210 tiles

Separate the tiles by color.

To focus on definitions by category:

1. Put all the prefixes, suffixes, or root words in the bag (only one tile color should be in the bag).
2. Have students choose one tile randomly from the bag.
3. The student must lay the tile down and define the face-up word part.
4. Other students in the group may confirm the correct definition by looking at their definition in the *Veterinary Medical Terminology Student Glossary*.
5. The next student in the group must choose a new tile and define it.
6. Keep rotating through all students in the group.

To focus on definitions overall:

1. Put all the tiles in the bag.
2. Have students choose one tile randomly from the bag.
3. The student must lay the tile down and define the face-up word part.
4. students in the group may confirm the correct definition by looking at their definition in the *Veterinary Medical Terminology Student Glossary*.
5. The next student in the group must choose a new tile and define it.
6. Keep rotating through all students in the group.

To build words:

1. Provide each individual, pair, or group with the *Veterinary Medical Terminology Master List of Words*.
2. Using the *Veterinary Medical Terminology Student Glossary*, one student must construct a word using the tiles.
3. The word builder challenges a student in the group to define the term they have constructed.
4. If the student gives the correct definition, they earn a point.
5. Rotate to the next student in the group, who constructs a word of their choice.
6. Follow the same process until a student reaches 25 points, winning the game.

Reverse definition:

1. Provide each individual, pair, or group with the *Veterinary Medical Terminology Master List of Words*.
2. Using the *Veterinary Medical Terminology Student Glossary*, have one student choose a word that could be constructed with the tiles. Do **not** use the tiles yet.
3. The student will provide the definition of their term.
4. The student challenges another in the group to build the word that matches the definition they provided. If the student builds the correct term, they earn a point.
5. Rotate to the next student in the group, who chooses a term and states the definition.
6. The same process is followed until someone reaches 25 points, winning the game.

Other ways to use the Veterinary Medical Terminology Tiles:

1. Divide students into 10 pairs or small groups with each group giving a set of Veterinary Medical Terminology Tiles.
2. Set a timer for the desired number of minutes.
3. Using the tiles, have the pair or group build as many words as possible in the time given.
4. The pair or group with the most veterinary medical terms constructed wins.

Veterinary Medical Terminology Tower Challenge

1. Each pair or group of students should build a tower using all of the Veterinary Medical Terminology Tiles.
2. Each student should take one tile on their turn from any level of the tower (except the one below an incomplete top level). They must correctly define the word part and place it on the topmost level. The definition must be accurate. If it is incorrect, the player keeps the block and may not place it on the topmost level.
3. Players may use only one hand at a time. Either hand may be used, but only one hand may touch the tower at any time.
4. Players may tap a tile to find a loose one. Any tiles moved but not played should be replaced, unless doing so would make the tower fall. The turn ends when the next player touches the tower, or after 10 seconds, whichever occurs first.
5. The game ends when the tower falls, completely or if any tile falls from the tower (other than the tile a player moves on a turn).
6. After the tower falls, players should add up the number of tiles they have kept due to incorrect definitions. The player with the fewest blocks is the winner.