

Lesson Number: 1. **Title:** Creating a Class Mural of Categories of Nouns – Proper and Common Nouns

Learning Goal(s):

1. Students, using cut-out pictures provided by the Teacher, (1) create a Mural of Categories of Nouns that include Proper and Common Nouns of People, Places, Things, Events, Actions and (2) label each picture using a Noun (Definite / Indefinite Article + Noun)

Time (min.)	Teacher Instructions & Student Activities	Anticipated Misconceptions • Errors • Ss Questions	Special Points To Remember to Support Student Learning	Materials
15-20 min. Intro.	T. prepares and posts around class 5 charts with at least 4 cut-out pictures in each representing 2 Proper and 2 Common Nouns –or 4 Common Nouns-- for People, Places, Things, Events, Actions. Each Picture is labeled using either Definite Article + Noun or Indefinite Article + Noun. Pictures may show one entity or more-than-one entities to use labels in singular or plural. Each chart is properly identified with a Category: (1) Nouns name People; (2) Nouns name Places; (3) Nouns name Things; (4) Nouns name Events; (5) Nouns name Actions. T. reads the labels pointing out Proper and Common nouns, singular and plural Nouns and their characteristics (Capitals, suffixes). T. writes on board or another chart: VOCABULARY: Proper Noun, Common Noun, Singular, Plural.	While most Ss may understand Proper/Common Nouns for People, Places and Things, the categories Events and Actions may be more difficult to conceptualize. Nouns that label Events may include “funeral, party, game, concert,” etc. and Nouns that label Actions can be derived from Verbs: Describe – description Paint – painting Discover – discovery, etc. A chart of these Actions –as Verbs—with their corresponding derived nouns may be provided.	The key idea is the display of VISUALS. The main purpose of this entire Unit and each of its lessons is to demonstrate to students that grammar is the study of “reality” and how we talk/think about it. This first lesson should anchor the Ss by the observation of reality. T. may ask for homework that Ss gather lots of pictures of People, Places, Things, Events and Actions, labeled by Proper/Common Nouns in the singular or plural and to include, especially, NEW vocabulary, labels they may not have used before.	VISUALS from esoteric (but legal and decent) and common magazines, catalogs, fliers, newspapers, etc. Ss can use dictionaries, thesauruses, lists of Nouns from the Internet, etc.
40-50 min.	T. distributes 10-15 cut-out pictures to each S and, with Ss working in pairs, Ss add more pictures and labels (Article +	Ss may have difficulty recognizing some of the People, Places, Things, Events or Actions, especially if the	ELL may not know how to PRONOUNCE Nouns in the plural and, eventually, a lesson	SAME as above.

Time (min.)	Teacher Instructions & Student Activities	Anticipated Misconceptions • Errors • Ss Questions	Special Points To Remember to Support Student Learning	Materials
Devel.	Noun) to the 5 charts already posted. Ss also categorize the label as Proper/Common Noun, Singular or Plural. T. or Ss may write Noun labels (Definite/Indefinite Article + Noun)	T. selects NEW vocabulary to introduce in this lesson.	must be provided on the pronunciation of Nouns in the plural: book/books; rug/rugs; cage/cages; ox/oxen. The use of the Indefinite Article “AN” may also require a separate lesson for Nouns <u>beginning</u> with VOWEL SOUNDS.	
20-25 min. Close	Ss browse through magazines, catalogs, other sources of visuals provided by the T. and, working individually or in pairs, prepare a LIST of 10 Nouns (Article + Noun) 2 Nouns for each of the 5 posted categories and represented visually in the sources Ss are browsing. Some Ss may give a visual/oral/written presentation of their lists. Homework: Ss begin to gather pictures for their Booklet of NOUNS!!!	T. may select little-known or specialty catalogs and magazines for Ss to encounter NEW vocabulary. T. may need to provide individual help to Ss as they develop lists.	T. may need to pronounce or read many of the NEW vocabulary and verify individually the lists students are preparing BEFORE visual/oral/written presentations.	SAME as above.

Post-Teaching Evaluation Questions:

Questions about Effectiveness of the Lesson in Achieving Learning Goals (Did the students:?)	How Did Student Respond?	What Needs Changing? Why?
Did the Ss correctly sort pictures provided by T into the 5 Categories of Nouns taught in this lesson? Did the Ss correctly label Nouns in the format Definite/Indefinite Article + Noun?	IDK	IDK