

Lesson Number: 3

Title: Creating a Class Mural – Gender of Nouns in English (Comparing to Spanish in Eng./Span. Cognates)

Learning Goal(s):

1. Students create a chart of English/Spanish Cognate Nouns, recognizing grammatical gender in Spanish and the arbitrary grammatical gender of Nouns in English

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 a chart with a list of 10 English/Spanish Noun Cognates, preferably with accompanying pictures, for example: English Spanish The child El niño / La niña The dog El perro / La perra The form La forma The triangle El triángulo An honor Un honor A story Una historia T. elicits many other English/Spanish Noun Cognates orally from Ss, or distributes to Ss cut-out pictures where these Nouns are displayed. T. clarifies, for objects, events, actions, etc., the difference between the SEX of a person or animal and the grammatical gender of a Noun.	The main source of difficulty is probably the difference between the inherent SEX of a person or animal and the grammatical GENDER of Nouns.	While Spanish uses matching end-of-word sounds, English assigns grammatical gender to Nouns in a totally arbitrary manner.	VISUALS Dictionaries Lists of Nouns from the Internet Lists of English/Spanish Cognates from the Internet
50-60 min. Devel.	Using DICTIONARIES, Ss identify the grammatical gender of English Nouns (or English/Spanish Cognate Nouns) for People, Places, things, Events, Actions. Ss develop a list of 10-15 English Nouns and identify their grammatical Gender	SAME as above	ELL and English-speaking Ss may not be aware of the grammatical concept of Gender of Nouns. Literary sources may be used to show how authors use grammatical	SAME as above

Time (min.)	Teacher Instructions & Student Activities	Anticipated Misconceptions • Errors • Ss Questions	Special Points To Remember to Support Student Learning	Materials
			gender to refer to some objects as “she” or “he” instead of “it.”	
10-15 min. Close	T. adds GENDER to previously posted and used VOCABULARY chart. Ss may present orally their lists of English Nouns and their Gender. Homework: Ss continue to gather pictures for their Booklet of NOUNS!!! Ss use T.’s school Web Site to see the T.’s Booklet of NOUNS!!!	SAME as above	SAME as above	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 identify the GENDER of English Nouns using the Dictionary?	IDK	IDK