

Lesson Number: 5

Title: Creating a Class Mural of Categories of Nouns – Alienable and Inalienable Nouns; Collective Nouns

Learning Goal(s):

1. Students, using cut-out pictures provided by the Teacher, (1) create a Mural of Categories of Nouns that include Alienable and Inalienable Nouns and Collective Nouns, and (2) label each picture using a Noun in a phrase or sentence, as modeled by the Teacher.

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 2 charts with at least 4 cut-out pictures in each representing (1) Alienable and Inalienable Nouns; and (2) Collective Nouns. Each picture is labeled with text in phrases or sentences. Both charts are properly identified with the corresponding categories. On the VOCABULARY chart from previous lessons, T. writes the NEW terminology. T. reads text for each picture.	Ss may be puzzled or confused with the NEW categories identified in this lesson. Inalienable Nouns usually refer to permanent and necessarily possessed and obligatorily expressed as possessed Nouns, referring, for example, to parts of the body and kinship relationships. Alienable Nouns refer to not permanent or necessarily possessed entities. Collective Nouns label agglomerations of entities but the Noun is used in the singular with corresponding singular verb.	The key idea is the display of VISUALS and the focus on Nouns.	VISUALS from magazines, newspapers, fliers, catalogs, etc. Dictionaries Lists of nouns from the Internet or other source.
50-60 min. Devel.	T. distributes cut-out pictures to Ss and, SS sort pictures and label pictures correctly in the two category charts displayed by T. for this lesson. Ss. cut-out pictures or prepare drawings for posting on all charts so far displayed in this and in previous lessons and posted around the classroom. Ss work individually and in	SAME as above. T. uses questions to clarify meaning of Nouns.	SAME as above.	SAME as above.

Time (min.)	Teacher Instructions & Student Activities	Anticipated Misconceptions • Errors • Ss Questions	Special Points To Remember to Support Student Learning	Materials
	pairs, as desired by the T. preparing list of Collective Nouns. Ss express Inalienable Nouns in reference to descriptions of themselves and their family relationships.			
10-15 min. Close	Homework: Ss continue to gather pictures for their Booklet of NOUNS!!! Ss browse the T.'s school Web Site to best understand the up-coming assessment and how to prepare for and create their 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 sort pictures provided by T. into the 2 Categories of Nouns taught in this lesson? Did the Ss correctly label Nouns in the format modeled by the T.?	IDK	IDK