

Lesson Number: 1 **Title:** Review of Concepts and Categories of Nouns through pictures

Goal(s):

1. S's review (or learn) the concept of NOUN using pictures while naming objects and abstractions, identifying these objects by meaning categories, and recognizing and expressing the part of speech (NOUN).

Time	Teacher Instructions and Student Activities for Each Step	Anticipated Misconceptions • Errors • Ss Questions	Special Points To Remember to Support Student Learning	Materials
60-90 min.	Making a Mural of Noun Categories			
	T. shows a variety of pictures where many concrete objects can be seen. (Or teacher may display photos of a previously built MURAL of nouns organized by categories) T. –What do you see? Name what you see. T. may write named concrete objects on board or using a Liquid Crystal Display (LCD) Projector, T. may build the list of named concrete objects. As the objects are named, teacher may list them under specific categories, for example: Proper nouns or names of people, cities, geographical features, buildings, etc. Parts of the body Weather Things in nature Foods Animals Days of the week	S's may label qualities (Adjectives) instead of naming the objects they see (Nouns), i.e., hot / heat. S's may not "see" Abstract nouns or abstractions, i.e., beauty. S's may not know the labels for objects. S's may forget to capitalize Proper Nouns, i.e., George W. Bush. S's may not know the suffix "-ness" as a signal for the grammatical category Noun,	S's may not know the labels (words) for the objects or parts of objects they see. By building meaning categories –as listed in the previous column-- to organize the words they know and the new words they are learning as they label objects, S's will tend to remember better the new words. S's may need to have the pictures of	Lots and lots of pictures provided by the T. or by the S's. (Optional) At the end of the lesson, time permitting, T. and S's may find definitions and categories of nouns in Grammar or Literature Textbooks or in the Internet. Can S's now recognize NOUNS printed in sentences (NO pictures)?

Time	Teacher Instructions and Student Activities for Each Step	Anticipated Misconceptions • Errors • Ss Questions	Special Points To Remember to Support Student Learning	Materials
	Calendar months Tools Accessories and articles of clothing Means of transportation Subjects or fields of learning Parts of larger objects, like a house Buildings Parts of cities Plants and flowers Medicines Types of music Musical instruments Professions and occupations Parts of uniforms Geographical features and parts Animal dwellings Clusters or sets of similar objects – collective nouns Abstractions – abstract nouns Qualities – names of qualities and emotions S’s name many of the objects they see, or T. assists students in seeing objects and parts of objects. S’s may contribute their own pictures from magazines and other sources, name the objects and cut out the objects to build a MURAL of Nouns by categories. To end the lesson, T. requests a summary	i.e., ugly / ugliness S’s may not know the category for a label (Noun) they can name. S’s may not be able to summarize what they have done during the activity described in the previous column. S’s may not understand fully the difference between the label (a word) and the part of speech: a Noun	the objects and the labels displayed for the duration of the lesson, rather than erasing or eliminating the words arranged into categories at the end of this lesson. T. may need to carefully choose the key words: Label Naming / to name Category Organize Noun Part of speech so that S’s understand that NOUNS refer to the LABELS (words) used to name REALITY. T. and S’s may label a single object or	

Time	Teacher Instructions and Student Activities for Each Step	Anticipated Misconceptions • Errors • Ss Questions	Special Points To Remember to Support Student Learning	Materials
	of their activities, as previously described, making sure T. points out all REALITY seen is labeled by NOUNS. T. or S's may summarize the categories, with particular emphasis the difference between CONCRETE and ABSTRACT Nouns. T. points out the distinctive feature of collective nouns: SINGLE word labeling a SET of similar objects is described by a verb in the SINGULAR. For example, "The orchestra sounds good." T. introduces the synonym of see: PERCEIVE, that is, the REALITY is seen but also recognized as a part of speech: a noun.		sets of objects (singular NOUN/ plural NOUN) and use the labels for the REALITY categorized as collective nouns (which many S's do not know, i.e., swarm).	

Questions about Effectiveness of the Lesson in Achieving Learning Goals (Did the students:?)	How Did Student Respond?	What Needs Changing? Why?