

Lesson Number: 2

Title: Creating a Class Mural of Categories of Nouns – Subject, Object, Complement

Learning Goal(s):

1. Students, using cut-out pictures provided by the Teacher, (1) create a Mural of Categories of Nouns that include Nouns as Subjects, Nouns as Objects of Verbs, Nouns as Indirect Objects, Nouns as Objects of Prepositions, Nouns as Subject Complement with linking Verbs and (2) describe the pictures using phrases and sentences, as shown by the Teacher.

Time (min.)	Teacher Instructions & Student Activities	Anticipated Misconceptions • Errors • Ss Questions	Special Points To Remember to Support Student Learning	Materials
10-15 min. Intro.	<p>T. prepares and posts around class 5 charts with at least 4 cut-out pictures in each, representing, if possible, 2 Proper and 2 Common Nouns –or 4 Common Nouns— for:</p> <p>(1) Noun as Subject in a sentence (2) Noun as Direct Object in a sentence (3) Noun as Indirect Object in a sentence (4) Noun as Object of a Preposition in a phrase or sentence (5) Noun as Subject Complement with linking Verb in a sentence</p> <p>Each newly posted chart is properly identified with each of the categories listed above in (1) – (5). T. reads the newly posted text, pointing out Proper and Common Nouns, singular and plural Nouns and their characteristics (Capitals, suffixes). For each sentence, the <u>Noun is underlined</u>.</p> <p>Category charts from L1 remain posted, including VOCABULARY chart (or chart on board): Proper Noun, Common Noun,</p>	<p>Ss may be puzzled or confused with the chart categories introduced in this lesson. Specific additional lessons at a future time will address the terminology. At this time, Ss are to find similar pictures and imitate the patterns or structures of the sentences provided by the T. since the focus of the lesson is on Nouns.</p>	<p>Ss need to focus on the underlined Nouns in the sentences on the charts. Helping Ss to recognize and identify Proper and Common Nouns and singular and plural Nouns as well as Person, Place, Thing, Event, Action would remind Ss to focus on Nouns.</p>	<p>VISUALS from magazines, catalogs, fliers, newspapers, etc., drawings. Dictionaries, thesauruses, lists of Nouns from the Internet, etc.</p>

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	Singular, Plural. T. adds Subject, Direct Object, Indirect Object, Object of Preposition, Subject Complement, Linking Verb, Phrase, Sentence. The development of the lesson addresses one chart at a time.			
10-15 min. Devel. Chart 1	T. distributes 5-10 cut-out pictures to 5-10 students and requests Ss to post pictures on chart (1) Noun as Subject in a sentence, and either T or Ss write sentences on the chart or on the board, underlining the Noun as Subject.	Ss may fail to imitate the sentence pattern and T. may ask questions (e.g., Who does what? Who/What performs an action?) to elicit sentence pattern or structure from Ss.	Emphasize the VISUAL as the source of the sentence and Noun.	SAME as above.
10-15 min. Devel. Chart 2	T. distributes 5-10 cut-out pictures to 5-10 students and requests Ss to post pictures on chart (2) Noun as Direct Object in a sentence, and either T or Ss write sentences on the chart or on the board, underlining the Noun as Direct Object.	Ss may fail to imitate the sentence pattern and T. may ask questions (e.g., Who does what to whom? Who/What performs an action with/to whom/what?) to elicit sentence pattern or structure from Ss.	Emphasize the VISUAL as the source of the sentence and Noun.	SAME as above.
10-15 min. Devel. Chart 3	T. distributes 5-10 cut-out pictures to 5-10 students and requests Ss to post pictures on chart (3) Noun as Indirect Object in a sentence, and either T or Ss write sentences on the chart or on the board, underlining the Noun as Indirect Object.	Ss may fail to imitate the sentence pattern and T. may ask questions (e.g., Who does what to whom? Who/What performs an action with what to whom/what?) to elicit sentence pattern or structure from Ss.	Emphasize the VISUAL as the source of the sentence and Noun.	SAME as above.
10-15 min. Devel. Chart	T. distributes 5-10 cut-out pictures to 5-10 students and requests Ss to post pictures on chart (4) Nouns as Object of a Preposition in a sentence, and either T or Ss write	Ss may fail to imitate the sentence pattern and T. may ask questions (e.g., For whom/what? To whom/what? etc.) to elicit phrase	Emphasize the VISUAL as the source of the sentence and Noun.	SAME as above.

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4	phrase or sentences on the chart or on the board, underlining the Noun as Object of a Preposition.	or sentence pattern or structure from Ss.		
10-15 min. Devel. Chart 5	T. distributes 5-10 cut-out pictures to 5-10 students and requests Ss to post pictures on chart (5) Nouns as Subject Complement with linking Verb in a sentence, and either T or Ss write sentences on the chart or on the board, underlining the Noun as Subject Complement with linking Verb.	Ss may fail to imitate the sentence pattern and T. may ask questions (e.g., Who is what? Who/What equals Who/What?) to elicit sentence pattern or structure from Ss.	Emphasize the VISUAL as the source of the sentence and Noun.	SAME as above.
10-15 min. Close	Ss browse through VISUAL sources provided by T. and, working individually or in pairs, prepare a LIST of 5 sentences, as modeled in this lesson, one sentence 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 continue to gather pictures for their Booklet of NOUNS!!! Representing the 10 categories identified in Lessons 1 and 2.	T. may select little-known or specialty sources of visuals for Ss to encounter NEW vocabulary.	Teacher may need to assist Ss formulate their phrases, sentences and model/pronounce the sentences for Ss BEFORE their presentations.	

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 imitate the phrase/sentence patterns provided by T. as they described the pictures provided by T. as examples in the 5	IDK	IDK

Categories of Nouns taught in this lesson?		
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