

**Lesson Number:** 4

**Title:** Creating a Class Mural of Categories of Nouns -- Prototypical and Non-Prototypical Nouns; Concrete, Count, Mass or Non-Count Nouns and Abstract Nouns.

**Learning Goal(s):**

1. Students, using cut-out pictures provided by the Teacher, (1) create a Mural of Categories of Nouns that include Prototypical and Non-Prototypical Nouns; Concrete Nouns, Count Nouns, Mass or Non-Count Nouns and Abstract Nouns.

Time (min.)	Teacher Instructions & Student Activities	Anticipated Misconceptions • Errors • Ss Questions	Special Points To Remember to Support Student Learning	Materials
10-15 min.	<p>T. prepares and posts around class 5 charts with at least 4 cut-out pictures in each representing 4 Common Nouns for:</p> <p>(1) Prototypical and Non-Prototypical Nouns;                      (2) Concrete Nouns                      (3) Abstract Nouns                      (4) Count Nouns                      (5) Mass or Non-Count Nouns</p> <p>Each of these newly posted charts is properly identified with each of the categories listed above in (1) – (5). T. reads the newly posted text, pointing out Nouns that also correspond to the VOCABULARY chart categories. For sentences, the <u>Noun is underlined</u>. Category charts from all previous lessons and the VOCABULARY chart(s) remain posted. T. adds Prototypical and Non-Prototypical Nouns; Concrete, Abstract Nouns; Count Nouns, Mass or Non-Count Nouns. The development of the lesson addresses one chart at a time.</p>	<p>Ss may be puzzled or confused with the NEW categories introduced in this lesson and posted in the VOCABULARY chart. Teacher may point to similarities in the definition of the new terminology:</p> <p>Prototypical nouns meet the “time-stability criterion” since they name perceived, concrete, physical and compact entities. Concrete nouns meet the same criterion.</p> <p>Non-Prototypical Nouns or “less” Prototypical Nouns are not concrete or not the same over a period of time, similar to Abstract Nouns, in a way. For example, the Nouns “first” and “beauty.”</p> <p>Count Nouns can be counted while Non-Count or Mass Nouns are measured before being counted.</p>	<p>The key idea is the display of visuals and keeping students focus on Nouns.</p>	<p>VISUALS                      Dictionaries.                      Catalogs                      Fliers                      Newspapers                      Magazines                      Lists of Nouns</p>

<b>Time (min.)</b>	<b>Teacher Instructions &amp; Student Activities</b>	<b>Anticipated Misconceptions • Errors • Ss Questions</b>	<b>Special Points To Remember to Support Student Learning</b>	<b>Materials</b>
10-15 min. Devel. Chart 1	T. distributes 5-10 cut-out pictures to different students and requests Ss to post pictures on Chart (1) Prototypical and Non-Prototypical Nouns; either T. or Ss write (Article + Noun), phrase or sentences on the chart or on the board, underlining the Prototypical and Non-Prototypical Nouns.	Ss may fail to imitate the sentence pattern and T. may ask questions (e.g., Can you see a person, thing, etc.?) to elicit sentence pattern or structure from Ss.	Emphasize the VISUAL as the source or basis for the label, phrase or sentence and emphasize the type of Noun on this chart.	SAME as above.
10-15 min. Devel. Chart 2	T. distributes 5-10 cut-out pictures to different students and requests Ss to post pictures on Chart (2) Concrete Nouns; either T. or Ss write (Article + Noun), phrase or sentences on the chart or on the board, underlining the Concrete Nouns.	Ss may fail to imitate the sentence pattern and T. may ask questions (e.g., Can you see a person, thing, etc.?) to elicit sentence pattern or structure from Ss.	Emphasize the VISUAL as the source or basis for the label, phrase or sentence and emphasize the type of Noun on this chart.	SAME as above.
10-15 min. Devel. Chart 3	T. distributes 5-10 cut-out pictures to different students and requests Ss to post pictures on Chart (3) Abstract Nouns; either T. or Ss write (Article + Noun), phrase or sentences on the chart or on the board, underlining the Abstract Nouns.	Ss may fail to imitate the sentence pattern and T. may ask questions (e.g., Can you see a person, thing, etc.?) to elicit sentence pattern or structure from Ss.	Emphasize the VISUAL as the source or basis for the label, phrase or sentence and emphasize the type of Noun on this chart.	SAME as above.
10-15 min. Devel. Chart	T. distributes 5-10 cut-out pictures to different students and requests Ss to post pictures on Chart (4) Count Nouns; either T. or Ss write (Article + Noun), phrase or	Ss may fail to imitate the sentence pattern and T. may ask questions (e.g., How many can you see?) to elicit sentence pattern or structure	Emphasize the VISUAL as the source or basis for the label, phrase or sentence and emphasize the type of Noun on	SAME as above.

<b>Time (min.)</b>	<b>Teacher Instructions &amp; Student Activities</b>	<b>Anticipated Misconceptions • Errors • Ss Questions</b>	<b>Special Points To Remember to Support Student Learning</b>	<b>Materials</b>
4	sentences on the chart or on the board, underlining the Count Nouns.	from Ss. While most English / Spanish Count Nouns correspond, not all do, for example “furniture: is a Non-Count Noun in English but a Count Noun in Spanish – un mueble, 5 muebles.	this chart.	
10-15 min. Devel. Chart 5	T. distributes 5-10 cut-out pictures to different students and requests Ss to post pictures on Chart (5) Non-Count or Mass Nouns; either T. or Ss write (Article + Noun), phrase or sentences on the chart or on the board, underlining the Non-Count or Mass Nouns.	Ss may fail to imitate the sentence pattern and T. may ask questions (e.g., How much can you see?) to elicit sentence pattern or structure from Ss.	Emphasize the VISUAL as the source or basis for the label, phrase or sentence and emphasize the type of Noun on this chart.	SAME as above.

**Post-Teaching Evaluation Questions:**

<b>Questions about Effectiveness of the Lesson in Achieving Learning Goals (Did the students:?)</b>	<b>How Did Student Respond?</b>	<b>What Needs Changing? Why?</b>
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 modeled by the teacher?	IDK	IDK