



NOUNS!!!

Categories of Nouns
By
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Overarching Question

- WHAT ARE THE MANY CATEGORIES OF NOUNS?



Standards

- **Listening and Speaking**
- **Listening and Speaking Strategies**
- **Organization and Delivery of Oral Communication**
- 1.3 Organize information to achieve particular purposes by matching the message, vocabulary, voice modulation, expression, and tone to the audience and purpose. 1.5 Use precise language, action verbs, sensory details, appropriate and colorful modifiers . . . that enliven oral presentations. 1.6 Use appropriate grammar (including grammatical categories), word choice, enunciation, and pace during . . . presentations. 1.7.b. Rearrange words . . . to clarify the meaning.
- **Speaking Applications** – Student speaking demonstrate a command of standard American English. . . . 2.1.c. Employ . . . descriptive strategies (e.g. . . . physical description, background description) . . . 2.3.c. Organize and record information on charts and graphs. 2.4.d. Maintains a reasonable tone. . . . 2.5 Recites . . . (sentences) using voice modulation, tone, and gestures expressively to enhance the meaning.



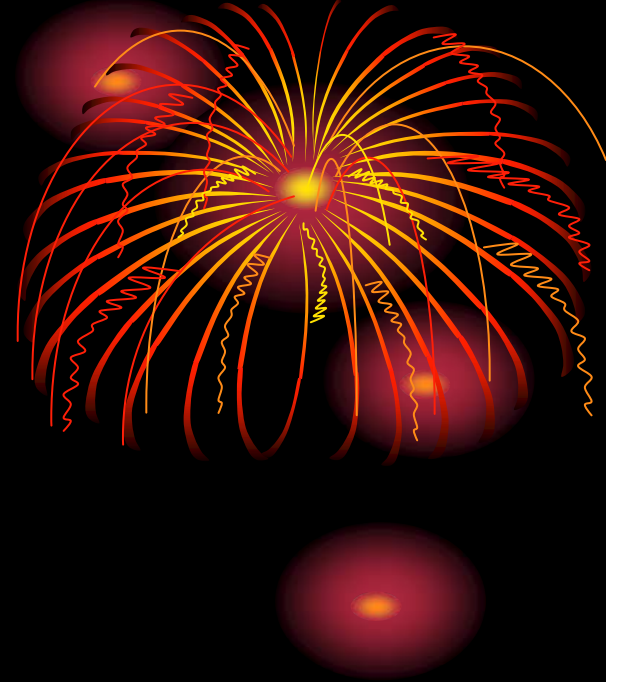
Standards – Cont.



- Writing
- Writing Strategies
- 1.6 Revise writing for word choice; appropriate sentence (structure, depending on grammatical concept)
- Written and Oral English Language Conventions
- Written and Oral English Language Conventions - Students write and speak with a command of standard English conventions appropriate to this 8th grade level.
- Sentence Structure 1.1 Use correct and varied sentence types and sentence (structures) to present a lively and effective personal style. 1.3 Uses subordination, coordination, apposition and other (sentence structure) devices to indicate clearly the relationship between (descriptive) ideas.
- Grammar 1.4 Edit written (sentences) to ensure that correct grammar is used
- Punctuation and Capitalization 1.5 Uses correct punctuation and capitalization.
- Spelling 1.6 Uses correct spelling conventions.

My Students!!!!

- Mostly Hispanics
- Not re-designated
- Most below or at Basic Level
- Hopefully as motivated as Teacher to learn about NOUNS!!!
- Capable to learn!!

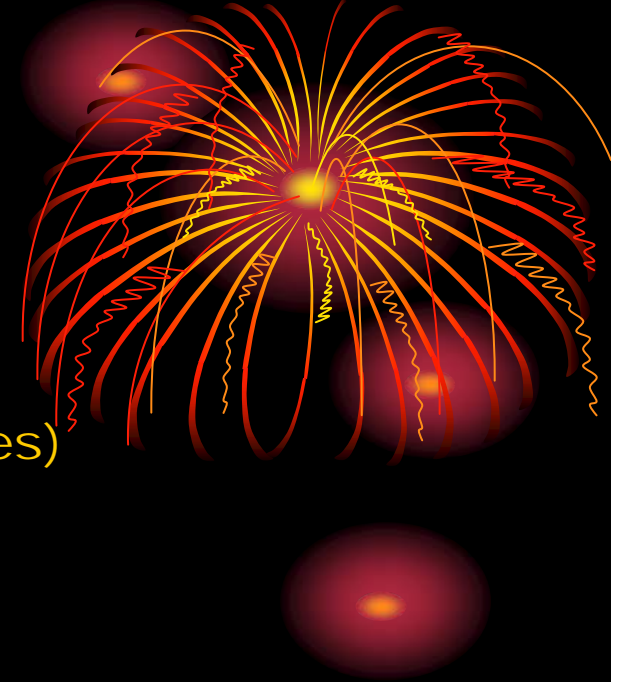


End-Of-Unit Assessment



- Create a Picture Book that includes each of the following types of Nouns, as shown below in the TABLE OF CONTENTS for your booklet.
- TABLE OF CONTENTS
- Categories of nouns –
 - People
 - Places
 - Things
 - Events
 - Actions
 - Nouns as subject
 - Nouns as object of verb
 - Nouns as indirect object of verb
 - Nouns as object of preposition
 - Nouns as subject complement with linking verb
- Grammatical gender of nouns in English and compare grammatical gender of nouns in inflected languages, such as Spanish
- Prototypical Nouns (time stability criterion – perceived, concrete, physical, compact entities;)
- Non-prototypical Nouns (not concrete, not the same over period of time)

EOUA – Cont.



- Abstract Nouns (ideas, concepts, qualities)
- Collective Nouns
- Alienable Nouns, Inalienable Nouns
- Concrete
- Count Nouns, Mass or Non-count Nouns
- Verbal Nouns (Gerund Phrase)
- Substantives – includes Nouns & Nominals (not including pronouns)
- Nominals – function as noun but another category
- Nouns used in other grammatical categories
- Morphological Characteristics of Nouns: Definite Article
- Morphological Characteristics of Nouns: “AN” Nouns
- Find three pictures or draw three picture AND write a word, phrase or sentence for EACH PICTURE for EACH of the 24 topics in the TABLE OF CONTENTS.

My Magnificent Lessons!



1 Creating a Class Mural of Categories of Nouns – Proper and Common Nouns of People (their names, professions, occupations, status, class, etc.), Places (their names, types, uses, etc.), Things (their names, uses, parts of, types – living, non-living, etc.), Events (their names, time-relations, seasonal occurrence, etc.), Actions (their names, types, purposes, etc.).
Labels=Nouns

Lots of pictures from catalogs, magazines, newspapers, etc. Mural (butcher) paper to glue categories. Markers to write labels/text. Dictionaries, thesauruses, word lists for Nouns.

Chart Paper.

2 Creating a Class Mural of Categories of Nouns – Nouns as Subjects, Objects of Verbs, Indirect Objects of Verbs, Objects of Prepositions, Subject Complement with linking Verb.
Labels, phrases, sentences.

(SAME Above)

MY SUPERB LESSONS



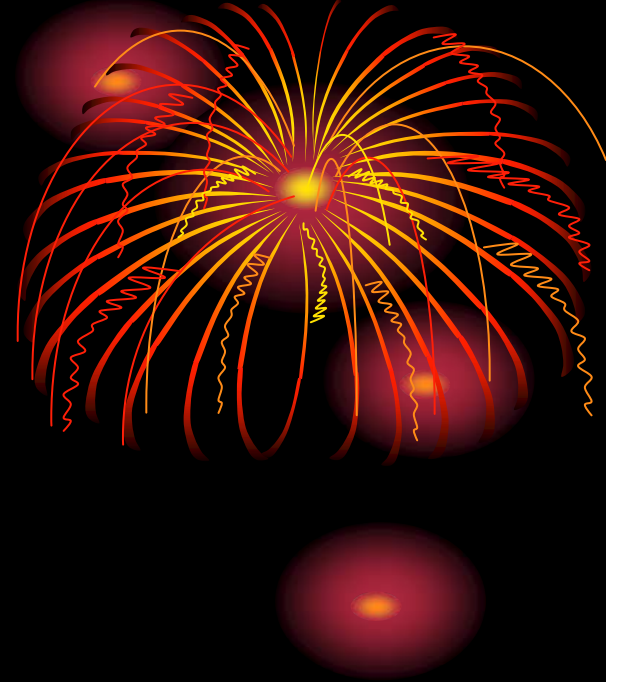
- 3 Creating a Class Mural to understand the arbitrary assignment of grammatical gender of Nouns in English (and comparison with Spanish through English-Spanish Noun Cognates) (SAME Above)
- 4 Creating a Class Mural for Prototypical Nouns and Non-Prototypical Nouns. Also: Concrete Nouns, Count Nouns, Mass or Non-Count Nouns and Abstract Nouns. Labels (SAME Above)
- 5 Creating a Class Mural for Alienable Nouns and Inalienable Nouns. Also Collective Nouns. Labels, phrases and sentences. (SAME Above)

MY EXTRAORDINARY LESSONS



- 6 Creating a Class Mural for Verbal Nouns (Gerund Phrase & Nouns derived from Verbs) Labels, phrases and sentences. (SAME Above)
- 7 Creating a Class Mural for Nominals and Nouns used as other grammatical categories (Adjectives). Labels, phrases and sentences. (SAME Above)
- 8 Creating a Class Mural for "AN" Nouns and the morphological characteristics of nouns (SAME Above)


MY ASSESSMENT



- Lessons 9, 10, 11
- ASSESSMENT –
- Day 1, Day 2, Day 3
- End-Of-Unit Assessment
- Lesson 12
- Student Presentations of their Booklet of NOUNS!!!

MY BIG WISH!!!!!!!!!!!!



- This lesson, and others previously created and in the planning stages, are designed to re-create the process of recognizing, identifying and defining—in that order—the Greek-Latin category of NOUN in the English language by beginning the process observing reality. 
- When students understand the relationship between the reality they perceive or think about /imagine—such as concepts—and the words they use to express ideas about the observable reality or conceptualized terms, listening with full understanding, speaking clearly, reading with full comprehension and writing precisely may result, improving student performance as a communicator.