Class:\_\_\_\_ELL 2b\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Teacher: \_\_\_Arlyce Menzies\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Theme/Lesson:\_Review Singular and Plural Nouns, Pronouns Date: TBD; February 2014\_\_\_\_\_\_\_\_\_\_

**LESSON OBJECTIVE(S):**

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| **Content Objective(s)** (Students will know that….) | **ELL or ABE/ASE Frameworks Strands & Standards** |
| 1. Nouns are people, places, objects, and ideas. When they are plural, generally, they end in “s”, but there are irregular plural nouns and spelling rules for different endings. | **L/S:**  S2.4c Use intermediate grammatical structures  S2.4b Develop an expanded lexicon of vocabulary to begin expressing shades of meaning (e.g. antonyms, synonyms, and word families)  S3.4a Monitor listener comprehension and explain something in a variety of ways to help a listener understand (e.g. rephrase, circumlocute, provide an example, spell or write the misunderstood word or phrase)  **W:**  W2.2d Use basic grammatical structures  **R:**  R1.4a Read and understand simplified or adapted multi-paragraph text on a familiar topic  R1.2c Read and follow simple, familiar one-step written directions (e.g. Turn the page, Copy the word.)  R2.2d Identify patterns and categorize words, as in word sorts (e.g. days of the week, foods, numbers)  R2.2h Locate direct pronoun referents (e.g. Nami has a job. She works at the hospital.) |
| 1. Pronouns take the place of nouns. Whether the noun or the pronoun is the subject of the sentence, the verb conjugation matches the subject. |
| **Skill Objective(s)** (Students will be able to…) |
| 1. Come up with at least 5 nouns, correctly pluralize them, and categorize them by endings and spelling rules. |
| 1. Determine which words in a sentence are nouns and replace subject nouns with subject pronouns. |

**ACTIVITIES: MATERIALS:**

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| 1. The first student names a person noun, the second gives the plural and names a place noun, etc. Volunteers can write the plurals on the board. 2. Review Nouns and Pronouns in light of other parts of speech. I will give examples and students write them on the board in the correct category by determiners a/an or spelling rules for plurals. 3. Do pages 6 & 7 of Grammar Step by Step 2 about Nouns. (Circle nouns in sentences, write singular and plural nouns, write nouns that you see in the room.) 4. Go over the printed list of singular nouns with a/an and plural nouns with spelling rules. Students add examples and give the subject pronoun for each one. 5. Read “Online Dining” article from Breaking News English. Circle nouns and underline verbs. I will read aloud once: Clap when you hear the verb. I will read again: raise your hand when you hear a noun. Discuss opinions, reactions to the story, and ideas. 6. Line up in two lines facing each other. We will choose a category of noun: person, place, object, or idea, and tell this out loud. A student will write a noun on the board, behind one line of students. The line facing the board will describe and explain the word until his/her partner guesses correctly. If time, we can also do Present Simple verbs. | * *Grammar Step by Step 2* * *breakingnewsenglish.com* * Printed list of singular and plural nouns categorized by spelling |

**ASSESSMENT(S):**

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| **Performance**  Teacher observation of nouns categorized on board and participation in identifying parts of speech during reading. Next class will begin with a quiz over nouns. |  |

**WRAP-UP & REFLECTION:**

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| After the speaking game, as students leave, I will say one noun to each student and ask them for the plural. Homework: Write 5 sentences describing the objects and people in one room of your house. |