

Unit 4: The Power of Pollinators

WEEK 3 Day 3

Vocabulary & Language
General Nouns

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| Weekly Question | What do bees need to survive? |
| Language Objective | I can identify general nouns. (L.1.2.a, L.1.2.b) |
| Vocabulary | general: naming a group; not specific noun: a word that names a person, place, thing, or idea |
| Materials and Preparation | <ul style="list-style-type: none"> General Nouns slides Note: This lesson uses slides 1-7. |
| Opening | <i>Last week in Writing we reviewed general nouns. In Language this week we will continue to identify and use general nouns.</i> |
| Discussion slide 2 | <p><i>Remember, when authors write reports about a whole group of things, they use general nouns.</i></p> <p><i>For example, this book is about groups of animal pollinators, not just one particular animal pollinator.</i></p> <p><i>Jennifer Boothroyd uses the general noun “animal pollinators” to talk about groups of animal pollinators. It is plural. The -s at the end makes it a general noun.</i></p> |
| slide 3 | <p><i>“Lizards” and “doves” are both general nouns.</i></p> <p><i>These sentences give information about all lizards and doves.</i></p> |
| slide 4 | <p><i>Let’s look closely at the caption. It reads, “Pollen sticks to this lizard’s scales.”</i></p> <p><i>The caption does not use a general noun. It gives information about that lizard in particular, not all lizards.</i></p> |
| slide 5 | <i>Let’s look at another example. These captions are from What is</i> |

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| | <p>Pollination? <i>Which sentence has a general noun? How do you know?</i></p> |
| slide 6 | <p><i>Is this what you found?</i> <i>This sentence gives information about all orchids.</i></p> |
| slide 7 | <p><i>This sentence does not have general nouns, because it gives information about the specific butterfly and orchid in that photograph.</i></p> |
| Closing | <p><i>Today you reviewed when authors use and don't use general nouns. Tomorrow you will write your own sentences.</i></p> |
| Standards | <p>L.1.2.a Use collective nouns (e.g., group). L.1.2.b Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).</p> |
| Ongoing assessment | <p>Reflect on the lesson. Do children accurately identify the general nouns? What are their confusions?</p> |

Notes