

Unit 1: Building Strong Communities

WEEK 4 Day 3

Vocabulary & Language
Nouns as Ideas

Weekly Question	How do people become leaders?			
Language Objectives	I can use common nouns that represent ideas. (L.1.1.a) I can recognize how the ending “-ship” changes the word “leader” into an idea. (L.4.1.b)			
Vocabulary	leadership : ability to lead			
Materials and Preparation	<ul style="list-style-type: none"> • Week 4 Weekly Word card: leader • whiteboard and marker <p>On the whiteboard, make the following chart.</p> <table style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <tr> <td style="border: 1px solid black; padding: 5px; text-align: center;">person, place, or thing noun</td> <td style="border: 1px solid black; padding: 5px; text-align: center;">idea noun</td> <td style="border: 1px solid black; padding: 5px; text-align: center;">proper noun</td> </tr> </table>	person, place, or thing noun	idea noun	proper noun
person, place, or thing noun	idea noun	proper noun		
Opening	<i>We have been talking about nouns. Nouns are often a person, place, or thing. Sometimes nouns are ideas!</i>			
Discussion	<p><i>This week we are talking a lot about leaders. “Leader” is a noun—a person.</i></p> <p>Write the word “leader” in the “person, place, or thing noun” column of the chart.</p> <p><i>When we talk about the qualities of leaders—what they care about, if they are good listeners—we are talking about their leadership. Leadership is a word that comes from the root word “leader.” Its ending, “ship,” changes the word to make it into an idea. Leadership</i></p>			

	<p><i>is the ability to lead. It's not a person, place, or thing. It's an idea. And it's a noun!</i></p> <p>Write the word "leadership" in the "idea noun" column of the chart.</p> <p><i>Now we can use these same words to name a proper noun. Who is a leader that we know?</i></p> <p>As children contribute the names of leaders they know, write them in the "proper noun" column of the chart.</p> <p><i>Friendship is another noun that's an idea! It has this same "ship" ending.</i></p> <p>Write the word "friendship" in the "idea noun" column of the chart.</p> <p><i>What root word does "friendship" come from?</i></p> <p>Write the word "friend" in the "person, place, or thing noun" column of the chart.</p> <p><i>Now we can use these same words to name a proper noun. What might we write in the "proper noun" column of our chart?</i></p> <p>Write the names children identify as friends. Carefully facilitate this process to ensure that every child's name appears in this column. This is an opportunity to build the classroom community by demonstrating inclusion.</p>
Closing	<p><i>Today we learned that some nouns represent ideas. We learned how to change a root word by adding an ending. This changed the word from a thing to an idea.</i></p>
Standard	<p>L.1.1.a Use common, proper, and possessive nouns.</p> <p>L.4.1.b Use frequently occurring affixes as a clue to the meaning of a word.</p>
Ongoing assessment	<p>During the discussion, listen for evidence that children are understanding nouns.</p> <p>Can children identify ideas as nouns?</p> <p>Can children recognize the connection between lead and leadership?</p>

Notes

