

Unit 2: The Forces of Wind and Water

WEEK 6 Day 3

Vocabulary & Language

General Nouns

Weekly Question	How do people interact with the land?
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	General Nouns slides Note: This lesson uses slides 1-5.
Opening	<i>Today we are going to learn about a language feature authors use when they are writing reports and explanations.</i>
Discussion slide 2	<i>When authors write about a whole group of things, they use general nouns.</i> <i>In these books Natalie Hyde writes about all landforms and bodies of water, not just one landform or body of water in particular.</i>
slide 3	<i>Natalie Hyde uses the general noun “landforms” to talk about all landforms.</i> <i>The word “landforms” is plural—it has an -s at the end. Using the plural form of this noun shows that Natalie Hyde is talking about all landforms, not just one in particular. This makes it a general noun.</i>
slide 4	<i>Let’s look for more general nouns.</i> <i>Follow along as you listen to this page. Give a thumbs up if you hear a general noun.</i>
slide 5	<i>Is this what you found?</i>

	<i>“Rivers,” “streams,” “lakes,” “oceans,” “channels,” “canyons, and “distances” are general nouns. They are all plural and end with -s. These nouns refer to a group of things, rather than one in particular.</i> <i>Soil and sand are also general nouns, even though they don’t end with -s. When you say the words soil and sand, they already refer to many particles of soil and sand, so they do not need an -s at the end to make them general nouns.</i>
Closing	<i>Today we learned about and identified general nouns. We will be doing more of this work during Writing today. Tomorrow during Language you will say and write your own sentences that include general nouns.</i>
Standards	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).
Ongoing assessment	Reflect on the class discussion. Do children accurately identify the general nouns? What do they understand about general nouns? What are their confusions? What do children understand about forming plural nouns?

Notes
