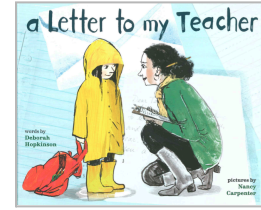


Unit 1: How We Learn in Our School Communities



WEEK 1 Day 3

Vocabulary & Language

Nouns

Weekly Question	How do we want to work and learn together this year?									
Language Objectives	I can identify nouns. (L.1) I can sort nouns into categories to better understand what the words mean. (L.5)									
Vocabulary	agreement: something that two or more people decide is true noun: a word that names a person, place, thing, or idea									
Materials and Preparation	<ul style="list-style-type: none">Weekly Word card: agreementA Letter to My Teacher, Deborah Hopkinson, pages 18-19 flagged <p>On the whiteboard, create the following chart.</p> <table><tr><th colspan="3">Nouns</th></tr><tr><th>People</th><th>Places</th><th>Things</th></tr><tr><td></td><td></td><td></td></tr></table>	Nouns			People	Places	Things			
Nouns										
People	Places	Things								
Opening	Today we are going to learn about an important part of speech called nouns. We will identify, use, and sort nouns into categories.									
Discussion	A noun is a person, place, thing, or idea. In the illustrations in A Letter to My Teacher, we see a lot of children. <u>Children</u> are people. So are <u>teachers</u> . These are nouns. <u>School</u> and <u>home</u> are places.									

	<p><u>Crocodiles</u> and <u>plants</u> are things. Places and things are nouns. <u>Agreement</u>, one of our Weekly Words, is also a noun! Even if you can't hold it in your hand, it's a thing—something that two or more people decide is true.</p> <p>Can we add these words to this chart in the correct columns? I will reread the words, and you can tell me where they should go. When we put nouns into categories, it helps us better understand what the words mean.</p>
<p><i>A Letter to My Teacher</i> Pages 18-19</p>	<p>Let's reread these pages from <i>A Letter to My Teacher</i>. As we read, listen for nouns that name people, places, or things.</p> <p>Which nouns can you find that name people? Elicit a few responses. Record the nouns in the correct columns on the chart. Address misconceptions if children are choosing words that are not nouns. Repeat this process with the following questions.</p> <p>Which nouns can you find that name places? Which nouns can you find that name things?</p>
Closing	<p>Today in our Language lesson we identified and used nouns. We categorized them as people, places, or things.</p>
Standards	<p>L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings sufficient for reading, writing, speaking, and listening.</p>
Ongoing assessment	<p>During the discussion, listen for evidence that children are understanding nouns.</p> <p>Do they suggest people, places, and things? Are they able to place nouns into categories?</p>

Notes	
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