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| Grammar Lesson Plan | | | |
| Title :Noun, verb and adjective | | | |
| Teacher | Student Level & Age | No of Students | Length |
| Alain Greaves | Basic/8-9yrs | 9 | 50 mins |
| Materials: Whiteboard and low-odor dry erase markers; pencils; markers  9copies of practice work sheet  4copies of Pre-task work sheet | | | |
| Aims: Student will be able to predict and know the meaning of noun, verb, and adjective by pre task group work and teacher’s explanation.  Student will be able to tell the differences between four seasons by thinking noun, verb and adjective related to each season.  Student will be able to practice finding noun, verb, and adjective in sentences by completing the work sheet. | | | |
| Language Skills: Listening: Students should practice listening skills when  Teacher’s elicitation: teacher’s example of vocabulary; background information of stories  Listening to teacher’s explanation, instruction, and classmate’s idea  Speaking: Students should work in groups to complete pre task work sheet. They will also discuss their thoughts about seasons.  Speaking while answering to concept check question, drilling and sharing ideas  Reading: Students should read a story to finish the practice work sheet  Writing: Students should practice writing with pre task and practice work sheet | | | |
| Language Systems: Phonology: Drilling, Group talk  Lexis: Vocabulary related to seasons.  Grammar: Definition of Noun, verb, and adjective.  Discourse: Discussing practice work sheet with partners, self error check..  Functions: Asking partner’s idea and giving ideas. | | | |
| Assumptions: Students already have learned alphabet and they can write English.  Students are basic level. | | | |
| Anticipated Errors and Solutions: Student might have difficulties to understand definition of noun, verb and adjective   * Teacher should provide more example with sentences.   Student may have hard time drilling   * Teacher should elicit more and give student proper questions to draw out Ss’ thoughts. | | | |
| References: http://www.scholastic.com/ | | | |
| Notes: | | | |

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| Pre Task or Warmer | | | |
| Title: Definition of Noun, verb, and adjective | | Aims:To make Ss speak out and brain storm. | Materials: White board |
| Time | Set Up | Students | Teacher |
| 10mins | Individual. | Share idea of noun, verb and adjective  Together with students, identify the parts of speech in the sentence. Circle then nouns in blue (dog, BooBoo, truck, house), the verbs in red (barked, drove), and the adjectives in green (furry, big) | Elicit definition of noun, verb, and adjective.  Use example sentence to explain.  *My furry dog BooBoo barked when a big truck drove by our house.*   * Noun (write in BLUE):  A word that names a person, place, or thing * Verb (write in RED):  A word that describes an action * Adjective (write in GREEN):  A word that describes a quality of a person, place, or thing |
| Write example sentence in white board  Try to elicit as many as teacher can.  Give Ss some time to think. | | | |

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| Task Preparation or Presentation | | | |
| Title: Seasons | | Aims:To find noun, verb, adjevtive that are related to seasons. | Materials: Pre task material |
| Time | Set Up | Students | Teacher |
| 10mins | Group/pair | Each group/pair will find noun, verb, adjevtive that are related to seasons.  students should think of their favourite words to add to each list | Ask your students to think about the four seasons and review the nouns, adjectives, and verbs that tell about each season.  . |
| Notes: Make sure Ss can talk to each other in group. | | | |

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| Task Realization or Practice | | | |
| Title: Practice with story | | Aims:To make Ss practice finding noun,verb, adjective in given story | Materials: Practice work sheet |
| Time | Set Up | Students | Teacher |
| 20mins | Group | Finish work sheet with group.  Check answers, group by group  ***Answer Key:***  **Nouns:** alarm clock; Elllie; bed; teeth; stairs; mom; eggs; farm; chickens; school; classmates; bus; Mrs. Gibbs; day; one; bus; Farmer Henry; eyes; animals; horses; cows; rabbits; chickens; class; students; Jamal; field trip  **Verbs:** rang; jumped; dressed; brushed; ran; made; said; are going; come; bet; smiled; exclaimed; boarded; going; to have; was; walked; believe; counted; taught; showed; milk; let; collect; asked; said  **Adjectives:** noisy; yummy; great; first; brown; large; furry; feathered; best | Distribute copies of the practice worksheet.  Read the directions aloud and allow time for students to complete the worksheet.  Check answers  (Let Ss to do self correction by each group) |
| Notes: Let Ss to use color pens.  Color is a great way to help students organize new vocabulary words. | | | |

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| Post Task or Production | | | |
| Title: Extension Activity | | Aims:Let student think of their own story and check concept by pair work | Materials: |
| Time | Set Up | Students | Teacher |
| 10mins | group | Write a paragraph to continue the story.    Have pairs circle the nouns, adjectives, and verbs in one another's paragraphs and add them to their charts. | Have students write a paragraph to continue the story.  Separate students into pairs and have them trade paragraphs. |
| Notes: | | | |

# Worksheets, handouts and lesson materials

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