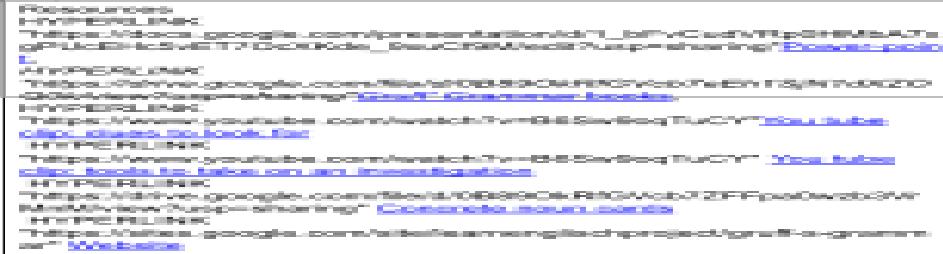


Date:	Time:	Class/Set/Group:	# children:
Subject: English	Topic: Nouns	Session length: 40min	
Learning Objectives: To know that concrete nouns are things.		Possible Misconceptions: Pupils might not know the difference between a concrete noun and a proper noun.	
Assessment Criteria (Success criteria) All will know that a concrete noun is a thing. Most will be able to identify concrete nouns and give examples from the power-point/book. A few will be able to come up with their own concrete nouns		Solution: Explain that a concrete noun is a thing but the proper noun is the name given to a concrete noun.	
Key Vocabulary: Grammar, proper noun, common noun, punctuation, capital letters, full stops, spaces, sentences and question marks. Shoes, letters, coat, keys, wallet, money, footprints, umbrella, cupboard			
Organisation/ grouping/adults Classroom teacher will be with LAP groups at start until they grasp the work and then circle classroom. TA will be working with MAPs. HAPs will work independently.			
Working Notes (after the lesson)		Preparation before the lesson Print <i>Gruff's Grammar Investigation</i> and noun cards. Bring in any of the nouns featured in the book, powerpoint and cards. E.g. letters, money, magnifying glass, pen, notepad, shoes.	

Time	Structure and content of the lesson			
10min	<p><u>Oral/mental starter</u></p> <p>Explain that a concrete noun is a thing that we can see, touch, smell, hear or taste. Ask pupils give things that they can feel with their senses.</p>			
20min	<p><u>Main activity</u></p> <ul style="list-style-type: none"> • Show HYPERLINK "https://docs.google.com/presentation/d/1_bFvCudVRp0HMB A7xgPUcEHc5vET7OcXKde_9xuCf9M/edit?usp=sharing"<u>Power-point</u>. • Look at the pictures on page 3. • Discuss what concrete nouns they can see in the picture. • Read through the list of concrete nouns on page 3. • Copy the concrete nouns they can see in the picture. • Write down other concrete nouns which might be a useful clue. 			
10min	<p><u>Visual learning</u></p> <p>Show the power-point with pictures of the different things to give a visual of the concrete nouns.</p>	<p><u>Audio learning</u></p> <p>Get pupils to read the concrete nouns on page 3.</p>	<p><u>Kinaesthetic learning</u></p> <p>Pupils manipulate examples of concrete nouns and examine how you can use them through touch, sight and sound.</p>	<p><u>Follow-up work/homework</u></p> <p>Complete designated tasks depending on level of the child.</p>
Children who did not meet expectations		Children who exceeded expectations		