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.

Solution:
Explain that a concrete noun is a thing but the proper noun is the name given to a concrete 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.

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.

Resources
HYPERLINK
"https://docs.google.com/presentation/d/1_bPyCudVtpGHMeAJ7qPUcBHCvEl7DcKdo_BeuCBWuc8/edit?usp=sharing" Powerpoint
HYPERLINK
"https://www.youtube.com/watch?v=B8SwBeqTuCY" YouTube clip: Gruff's Big book fair
HYPERLINK
"https://www.youtube.com/watch?v=B8SwBeqTuCY" YouTube clip: Gruff's Big book fair (Read on an interactive)
HYPERLINK
"https://docs.google.com/document/d/1B8SOkRNGAcb72FFpuOwebOWBMuVWvYugS-Sharing" Concrete noun cards
HYPERLINK
"https://www.google.com/url?q=https://www.topmarks.co.uk/english-games/7-11-years/grammar-and-punctuation&sa=D&ust=1585135200000000&usg=AOvVaw1Ge0Ge0Ge0Ge0Ge0Ge0Ge0G" Website

Preparation before the lesson
Print *Gruff's Grammar Investigation* 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.

Working Notes (after the lesson)

Time	Structure and content of the lesson
10min 20min 10min	Oral/mental starter 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. Main activity ● Show HYPERLINK "https://docs.google.com/presentation/d/1_bFvCudVRp0HMbA7xgPUcEHc5vET7OcXKde_9xuCf9M/edit?usp=sharing"Power-point. ● 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.
	Visual learning Show the power-point with pictures of the different things to give a visual of the concrete nouns.
	Audio learning Get pupils to read the concrete nouns on page 3.
	Kinaesthetic learning Pupils manipulate examples of concrete nouns and examine how you can use them through touch, sight and sound.
	Follow-up work/homework Complete designated tasks depending on level of the child.
Children who did not meet expectations	Children who exceeded expectations