Date:	Time:	Class/Set/Group:	# children:
Subject: English		Topic: Verbs and Nouns	Session length: 40min

Learning Objectives:
To be able to use nouns with verbs in the past tense.

Possible Misconceptions:
Pupils might not know the difference between irregular and regular verbs.

Solution:
Get pupils to say a verb and then put it in the past. Identify if in the past it has –ed on the end and accordingly put them in one of two word banks, one for regular and one for irregular.

Assessment Criteria (Success criteria)

All will be able to put a verb in the past for using of a noun.

Most will be able to give a regular and irregular verb in the past for using nouns.

A few will be able to write full sentences identifying the nouns and verbs in each sentence in both the present and past tense.

Key Vocabulary:
Grammar, describe, nouns, verbs.
Regular verbs (add –ed): call, hang, ask, click, smash, climb, jump, hang, fall, ask, kick, punch.
Regular verbs: put → put, hit → hit, fall → fell, see → saw
Nouns: walkie talkie, wall, rope, pen, torch, handcuffs, pencil, rope, walkie talkie, wall, notepad, tape recorder, binoculars, handcuffs

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://drive.google.com/file/d/0B89OkRfGVcb7VDBTdlllS0xnVEE/view?usp=sharing"Power-point,
HYPERLINK "https://drive.google.com/file/d/0B89OkRfGVcb7WVo3dVNrSEdrdm8/view?usp=sharing"Gruff' Grammar books,
workbooks, projector.

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

Working Notes (after the lesson)

Time	Structure and content of the lesson
15min	Oral/mental starter Ask pupils to give examples of nouns then verbs. Show pictures of nouns and they must match the verbs in the past which suits that nouns using power-point.
20min	Main activity ● Read through list of verbs and nouns. ● Mission 1. Write all the verbs in the present and past and their associate nouns from the picture on page 22. ● Mission 2. Put the verbs and nouns into 5 sentences showing how Gruff caught the robbers on page 22. ● Mission 3. Write down 3 other ways Gruff could have caught them. ● Underline all the verbs and circle all the nouns in the sentences they have written.
	Kinaesthetic learners' activity: Bring similar nouns as those featured in the story and get pupils to demonstrate how Gruff might use them. Ask pupils to say what they are doing during and after the action to understand tense. Visual learners' activity: Will be given pictures to show characters actions and the tools he uses. First while they the pictures are being shown and then after to understand tense. Auditory learners' activity: Sounds are given of the actions and tools used in this lesson. Auditory learners are given the chance to guess the tool and action. First while they the sounds are being made and then after to understand tense.
5min	Plenary Go through the missions on page 22 asking pupils to provide answers. Ask pupils to turn to back of the book and tick the missions they completed.
	Follow-up work/homework Complete designated missions depending on level of the child.

Children who did not meet expectations	Children who exceeded expectations