

The Institute for Standards, Curricula, and Assessments

# **NOUNS!!!**

What Are The Main Categories Of Nouns?

by

**Carmen Sánchez Sadek, Ph.D.**

**English 8<sup>th</sup> / Creative Writing and Skills**

**8<sup>th</sup> Grade**

**Work-in-Progress**

**Date: September 18, 2007**

**Unit Lessons**

<b>Unit Instructor(s)</b> Carmen Sánchez Sadek, Ph.D.	<b>Subject(s)</b> English 8 <sup>th</sup> / Creative Writing and Skills	<b>Gr:</b> 8th	<b>Date</b> 9/18/2007
<b>Unit Text:</b> Any Grammar Text or sections on Grammar		<b>Assessment Text (if any):</b> None	
<b>Central Question(s):</b> WHAT ARE THE MANY CATEGORIES OF NOUNS?			
<b>Kind of Assessment:</b> Create a Picture Book of NOUNS!!!	<b>Instructional Programs</b> (e.g., Advanced Placement, Sp. Ed., Hi Point) 8 <sup>th</sup> Grade English and Creative Writing/Skills (for mostly ELL NOT re-designated as FEP + some African American speakers of Non-Standard American English--Many from Belize)	<b>No. Students:</b> 24-29 per class, 3 classes.	

**1. Continuum of Concepts and Skills to Learn.** The concepts and skills that students are expected to have mastered 1) *before* studying this unit are under the column “Previous,” 2) upon completion of this unit are under “Present”, and 3) will learn *after* this unit are under “Next.”

Previous	Standards Assessed in This Unit	Next
<p>Students have mastered (1) participating attentively and listening carefully to oral presentations by classmates and teachers, and (2) presenting orally and briefly some information or narrative to a group of classmates or parents. In their brief presentations students actively engaged in applying learned principles of English grammar and proper voice, gestures, and visuals to enliven their presentations.</p>	<p><b>Listening and Speaking</b></p> <hr/> <p><b>Listening and Speaking Strategies</b>            Organization and Delivery of Oral Communication            1.3 Organize information to achieve particular purposes by matching the message, vocabulary, voice modulation, expression, and tone to the audience and purpose.            1.5 Use precise language, action verbs, sensory details, appropriate and colorful modifiers . . . that enliven oral presentations.            1.6 Use appropriate grammar (including grammatical categories), word choice, enunciation, and pace during . . . presentations.            1.7.b. Rearrange words . . . to clarify the meaning.</p> <hr/> <p><b>Speaking Applications</b> - Student speaking demonstrate a command of standard American English. . . .            2.1.c. Employ . . . descriptive strategies (e.g. . . . physical description, background description)            2.3.c. Organize and record information on charts and graphs.            2.4.d. Maintains a reasonable tone.            2.5 Recites . . . (sentences) using voice modulation, tone, and gestures expressively to enhance the meaning.</p>	<p>Students will improve their listening and speaking skills paying close attention to the elaboration of their own language and to the elaborate language of others. Students will continue to expand their knowledge of grammatical categories (Parts of Speech) and to carefully analyze their own written work with insightful understanding of grammatical categories as they express their thoughts about reality.</p>

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Students have extensively practiced writing skills and the writing process through a variety of assignments, especially the District's Periodic Assessments. Students, working individually or separately, edit their writing to insure correct MUGS.

**Writing**

**Writing Strategies**

1.6 Revise writing for word choice; appropriate sentence (structure, depending on grammatical concept)

**Written and Oral English Language Conventions**

**Written and Oral English Language Conventions** - Students write and speak with a command of standard English conventions appropriate to this 8<sup>th</sup> grade level.

**Sentence Structure**

1.1 Use correct and varied sentence types and sentence (structures) to present a lively and effective personal style.

1.3 Uses subordination, coordination, apposition and other (sentence structure) devices to indicate clearly the relationship between (descriptive) ideas.

**Grammar**

1.4 Edit written (sentences) to ensure that correct grammar is used

**Punctuation and Capitalization**

1.5 Uses correct punctuation and capitalization.

**Spelling**

1.6 Uses correct spelling conventions.

Students will continue to perform at higher levels of language proficiency in the District's Periodic Assessments, improving and expanding their vocabulary, comprehension, expression and use of resources to help themselves improve their MUGS.

**2. Overview of Unit** (What is the purpose of the unit? What is the overarching question? Why did you select overarching/central question? What readings/materials did you select? How do the readings help the students explore the overarching question? What do you hope that your students will accomplish?)

**Purpose:** To help students understand a grammatical category –Nouns—as a concept observable in reality (e.g. rock) or defined within a field of study (e.g. soul, evil). The recognition of grammatical categories is especially essential for reading understanding and effective writing in English because of the multiple grammatical categorization of English words.

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**Overarching Question:** WHAT ARE THE MAIN CATEGORIES OF NOUNS?

**Why this Question?** The answer to this question will help students recognize, identify and define the grammatical category of Nouns through the observation of reality.

**Reading Materials:** Any grammar section from any textbook or any grammar textbook, as well as material from the Internet will help students clarify their thinking throughout this lesson.

**Student Accomplishment:** When students understand the relationship between the reality they perceive or think about/imagine –such as concepts-- and the words they use to express ideas about the observable reality or conceptualized terms, listening with full understanding, speaking clearly, reading with full comprehension and writing precisely may result, improving student performance as a communicator.

**3. Assessments** (Briefly describe in narrative the end-of-unit assessment. What is the purpose of this assessment? What concepts and skills do they assess? What do you hope to learn from them?)

**End-of-unit assessment:** To create a 24-page Booklet of Nouns!!! This type of assessment will allow students to answer the Overarching Question by observing reality (through pictures or drawings) and by using Nouns to label the observed or defined reality, organizing the information (pictures and Nouns) into the many categories of Nouns that students will recognize, identify, analyze and master. Thus, through practical application, i.e., creating an original booklet with 24 categories of Nouns and 72 pictures and text, students will provide evidence that they understand and can use Nouns as well as categorize them into meaningful grammatical categories.

**Concepts and Skills assessed:**

Concept(s)	Skill(s)
1. NOUN	Listening Skills
2. Categories of nouns – people, places, things, ideas, concepts, events, actions, qualities, etc.	Speaking Skills
3. Vocabulary of NOUNS – subject, object of verb, indirect object of verb, object of preposition, subject complement with linking verb, grammatical gender in inflected language.	Reading Skills
4. prototypical nouns (time stability criterion – perceived, concrete, physical, compact entities;) non-prototypical nouns (not concrete, not the same over period of time).	Writing Skills
5. Types: abstract, collective, alienable, inalienable, concrete, count, mass or non-count; verbal noun (gerund phrase).	Specifically: Organize information (pictures, words, phrases, sentences) to achieve purpose of this series of lessons.
6. Substantive – includes nouns & nominals (+ pronouns).	Describe sensory details (pictures – physical description and background description) to enliven oral and printed presentation.
7. Nominals – function as noun but another category	Develop vocabulary for grammatical categorization. Correct use of nouns (as category in different sentence structures: subordination, coordination, apposition, etc.).
8. Nouns used in other grammatical categories	Rearrange words to clarify meaning. Write, revise, edit descriptive words (nouns), noun phrases and sentences (sentence structures), including punctuation capitalization and spelling.

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| 9. Morphological characteristics of nouns: definite article. | Organize charts and graphs with recorded information.<br>Use voice modulation, tone and gesture when orally presenting or reading information. |
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**Hope for Learnings:** At the end of this Unit I hope students fully understand that the analysis and categorization of language forms into Parts of Speech –Nouns being ONE of several Parts of Speech—is entirely based on observable or defined reality (represented and/or alluded to by pictures or drawings). The study of grammatical categories is based on observable reality. Further study of other grammatical categories or Parts of Speech should follow the same patters and always BEGIN by observing reality and the words we use to label reality.

4. **Description of Class** (In narrative, describe your students’ performance in writing and reading comprehension range. Describe the surrounding community. How many students will be studying this unit? What are the special features about you class? What are your hopes for your students?)

**Presently I teach** three sections of the same classes: 8<sup>th</sup> Grade English and Creative Writing and Skills. All my students are minority students, mostly Hispanic students who have completed all ESL Levels but are still unable to pass the other assessments to be re-designated FEP’s. A small number of my students are African-Americans, many are Belizeans, and they speak and write in English using their dialect which is not exactly standard American English. Most of my students are not achieving at or beyond a Basic level for their grade in District and State/Federal English/Language Arts tests. All students at this very large K-12 Urban Learning Center are Title I students. The community used to be solid African American but has been changing steadily to Hispanic. Presently, the student population is 75-85% Hispanic and 15-25% African American.

**In my classes** all students will complete the Unit and perform the assessment, but only the completed work by the students in ONE of the three classes will be scored for purposes of analyzing the results of this Unit and re-designing its components. In general, all my students attend school every day, with very few absences. Parents are very interested in the education of their students and participate actively through parent conferences, parent classroom visits, phone calls and information I provide through my school Web Site.

**I hope** all of my students realize that all learning begin with observation of reality, in all classes, but especially in language classes where students use words constantly to communicate their ideas and thoughts about the reality they observe and wish to share with others through language.

5. **What Was Redesigned and Why.** (This is written after you have taught the units and assessed the students. List the specific skills and concepts students have *mastered* and *not mastered*. For the Not Mastered list, describe the activity that will help them master it next time. Include what you learned about your teaching and your students’ learning and about designing lessons and assessments.)

- 6. List the Student Reading Materials** (List the selections in bibliography format on back of the Assignment Sheet (Tab 1 in notebook). Write a gist for each reading and explain the selection's tie to the unit's overarching/central question.)  
**Reading materials** may be provided through selected grammatical topics from the 8<sup>th</sup> grade Literature Textbook. Other grammar textbooks may be used as well as the numerous Web Sites dealing with Parts of Speech found in the Internet.  
**Students will be provided** dozens of catalogs, magazines, newspapers and other sources of visuals for them to create their Booklets of NOUNS!!! And the mural of Nouns that, collectively, will be created and displayed in class as the many categories of Nouns are studied and represented through pictures.
- 7. Sources Used** (List the names of the organizations and individuals who have helped you design your unit).  
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**8. Concepts and skills covered in this unit.** (Write a **brief** title that captures the main skill/concept of the lesson^ Add or delete rows as needed.)

Lesson No.	Lesson Title	Materials (Titles of reading, graphic organizer, supplies...)
<b>1</b>	Creating a Class Mural of Categories of Nouns – Proper and Common Nouns of People (their names, professions, occupations, status, class, etc.), Places (their names, types, uses, etc.), Things (their names, uses, parts of, types – living, non-living, etc.), Events (their names, time-relations, seasonal occurrence, etc.), Actions (their names, types, purposes, etc.). Labels=Nouns	Lots of pictures from catalogs, magazines, newspapers, etc. Mural (butcher) paper to glue categories. Markers to write labels/text. Dictionaries, thesauruses, word lists for Nouns. Chart Paper.
<b>2</b>	Creating a Class Mural of Categories of Nouns – Nouns as Subjects, Objects of Verbs, Indirect Objects of Verbs, Objects of Prepositions, Subject Complement with linking Verb. Labels, phrases, sentences.	(SAME Above)
<b>3</b>	Creating a Class Mural to understand the arbitrary assignment of grammatical gender of Nouns in English (and comparison with Spanish through English-Spanish Noun Cognates)	(SAME Above)
<b>4</b>	Creating a Class Mural for Prototypical Nouns and Non-Prototypical Nouns. Also: Concrete Nouns, Count Nouns, Mass or Non-Count Nouns and Abstract Nouns. Labels	(SAME Above)
<b>5</b>	Creating a Class Mural for Alienable Nouns and Inalienable Nouns. Also Collective Nouns. Labels, phrases and sentences.	(SAME Above)
<b>6</b>	Creating a Class Mural for Verbal Nouns (Gerund Phrase & Nouns derived from Verbs) Labels, phrases and sentences.	(SAME Above)
<b>7</b>	Creating a Class Mural for Nominals and Nouns used as other grammatical categories (Adjectives). Labels, phrases and sentences.	(SAME Above)
<b>8</b>	Creating a Class Mural for “AN” Nouns and the morphological characteristics of nouns	(SAME Above)
<b>9, 10, 11</b>	ASSESSMENT – Day 1, Day 2, Day 3	End-Of-Unit Assessment
<b>12</b>	Student Presentations of their Booklet of NOUNS!!!	

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