

ENGLISH GRAMMAR

TOPIC: NOUNS

CLASS – VI

LESSON-2



Objectives – By the end of this lesson, students will be able to:

- Define and provide examples of nouns.
- Identify various objects (e.g., door, ceiling, desk).
- Use correct pronunciation when defining nouns.
- Use listening skills and subtle clues to solve answers.
- Use nouns (words) in sentences while upholding grammatical integrity.

Materials Required –

- Cards
- Tape
- A board
- Computer/Mobile Phone/Any Device to attend the class
- Internet Connectivity
- YouTube

Preparation – Before the class, the teacher will have written all of the nouns she wishes to use on index cards.

Location- Live class on MS Teams.

Warm up / Anticipatory Set / Activation –

Duration: 5 Minutes

When the students have joined the class, the teacher will first take attendance while ensuring that examples of nouns are provided.

For example:

- “Hi *Sarthak*”
- “Hi *Aaditya*, I like your *shirt*!”
- “*Dhriti*-You haven’t submit your homework from last two days; Is everything alright?”
- Make sure you have the new *book* for tomorrow’s topic.”

It is the teacher’s hope that the students recognize the teacher’s over-exaggeration of certain words. By extension, the teacher hopes that at least one student will inquire as to why such stress has been placed on certain words; if this is not the case, the teacher will simply say, “There are way too many nouns around all of us!”

Review -

Duration: 5 Minutes

Now, the teacher will ask the students, “What are some nouns around you?” (Pause). “Remember, a noun is a *person, place, physical thing or an idea.*”

Most likely, the students will begin saying, “Oh, my name *Samarth* is a noun; *I’m* a noun I think; my *book* is a noun!”

The teacher will accept all of these answers and will ask the students to expand on their knowledge by asking, “What other *things* do you see in your *surroundings*?” It is assumed that students will start speaking names of things from their surroundings. Now, they may either (a) say the word in their native language (which will not be permitted) or (b) will show and make the teacher aware that he/she does not know the word in English.

Presentation of New Material / Procedure –

Duration: 15 Minutes

The teacher will commend the student for their abilities to identify the common nouns they uttered, but will express that she wants them their entire surroundings / room “*noun-den-tified*” – meaning, she wants all of the nouns in their surroundings/room to be considered. To do this, the teacher will ask one student to volunteer to be the first to “*noun-den-tify*” one physical thing from his/her room.

- The teacher will call one student’s name and show a card on video; on the card, is a word (for example *wall*). The student will be asked to try to say the word (*wall*). Then, the teacher will give clues and ask the entire class to also provide clues (but not the answer).
- For *wall*, the teacher might say, “I am white. I am all around you. I am hard and cold.” With additional clues provided as needed. Now the teacher will place the card upon the board and select another student for the next card; every student will have at least one, if not two, chances to go.

Other nouns that will be used include (note that clues will be given for each noun):

- **Poster**
- **Door**
- **Computer**
- **Ceiling**
- **Chair**
- **Computer**
- **Floor**
- **Radio**
- **White Board**
- **Class Dictionary**

This will continue until each item in the surroundings is “*noun-den-tified*.”

Although the teacher does not anticipate a student struggling too hard or not being able to answer correctly, the student will be shown another card to try.

Pronunciation-

Duration:5 Minutes

Although pronunciation will be integrated throughout the duration of the lesson (by way of having one read the word prior to answering it), further attention will be given. The teacher, as a way of assessing the word recognition and pronunciation, will point to one of the cards and ask the students to say the word; in a way, it's a *choral-reading* drill in that all participants will be actively engaged at the same time. Further, mispronunciations will be detected and remedied as needed by the teacher; the teacher will say the word the way she thought someone said it and ask the students (as a whole) what is wrong with that pronunciation in hopes that the students will correct him.

Activities-

a) Have students do a “*Noun Hunt*” in a paragraph shown to them on screen.

I like to have my students search for nouns “in the wild!” Again, this is a great way to help them connect grammar concepts to real texts.

Find-A-Noun!

Directions: Read the room for nouns. Write the noun under the correct column below.

person	place	thing

(b) Ask students to search for the nouns, taking help of the clues provided in the sheet.

Noun Hunt

Read the clues to name the nouns in each list. Then find the nouns in the word search puzzle.

B S H E A C K G T R B A
A C L O U D A F E E M S
P H D G N B I D A S O G
P O F O T N T A C T T M
L O H A C H A F H A H E
E L O B T E B M E U E G
S L M G Q H L W R R R B
T E E N A G E R T A P U
O I A K L K Y R V N C Z
R B I C Y C L E A T I R
E M R B C S I N G E R S
B A I R P O R T M J Z N

SKILL: Common Nouns

FAST FACT

A noun is a person, place, or thing. For example: sister, park, insect.



PEOPLE

1. An adult who teaches in a classroom
2. Your parents (two words)
3. A person between the ages of 13 and 19
4. A person who sings
5. Your mother's sister is your

and

PLACES

6. A place where you buy things
7. A place where you go to learn
8. A place where you go to eat
9. The place where you live
10. A place where planes take off and land

THINGS

11. A vehicle with two wheels
12. Something you use to carry groceries
13. A fruit that's often red and is used to make pies and juice
14. Something you use at dinner time that comes with chairs
15. Something fluffy that floats in the sky

Rationale- The structure of this lesson has been carefully thought out based upon the teacher's knowledge of the students' learning styles. Further, this lesson allows students to be active in their learning rather than stative and also permits the students to learn from each other; aside from the teacher providing the clues to where the cards should be placed, the students basically teach/guide each other. Moreover, the teacher providing clues serves as a way to integrate prior knowledge into the new lesson (that is, the teacher might use *adjectives/descriptors/actions* to describe, say, the door: I'm cold, I open and close; I separate us from the hallway; both the clues and the grammar activity help to remind students of the typical English sentence and allows them to practice forms of the verb 'to be' as well.

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