T.O.O.L.S. for Work Supplement 2 Nouns

Materials: Dictionary Prerequisite: None

Lesson duration: 30-60 minutes

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1	Introduction	Q.	Dwa	ation
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- A. Explain that a noun is a word that is the name for something: a person, place or thing.
- B. Write several examples of nouns that name **a person** on the board. For example:

teacher Tom mother doctor Dr. Alvarez Mary

- 1. Ask the participants to add to this list of nouns that represent a person, or people.
- 2. Continue this exercise until you feel participants truly understand the concept.
- 3. Evaluate their understanding by asking if they would add words <u>you</u> suggest, such as the following, which includes "test" words.

sing Raul student cat working boss Latinos Americans adults children book girl

- 4. Do not proceed further until you see that participants understand this first level.
- C. Write several examples of nouns that name **a place** on the board. For example:

California San Francisco Los Angeles Asia Mexico Saigon city state beach

- 1. Ask participants to add to this list.
 - 2. Continue the exercise until you feel participants truly understand the concept.
- 3. Evaluate their understanding by asking if they would add words <u>you</u> suggest, such as the following, which includes "test" words.

New York City under Canada carry hotel

D. Write several examples of nouns that name **a thing** on the board. Begin with only obvious, <u>tangible</u>, nouns at first:

For example, include things in the room:

pen marker board desk table chair

- 1. Ask the participants to add to the list.
- 2. Continue the exercise until you feel participants truly understand the concept.
- 3. Evaluate their understanding by asking if they would add words <u>you</u> suggest, such as the following, which includes "test" words.

calendar bird red window shine

- 4. Do not proceed further until you see that they understand this concept.
- E. Introduce nouns that name <u>abstract</u> things. Ask participants if the following could be considered **things**:
- (an) idea (a) thought (your) memory honesty
- 1. Explain that some nouns name things that cannot be seen or touched, such as those things you just listed.
 - 2. Ask participants to add to this list.
 - 3. Continue the exercise until you feel participants truly understand the concept.
- 4. Evaluate their understanding by asking if they would add words <u>you</u> suggest, such as the following, which includes "test" words.

helpfulness kindness forgotten politeness very

II. Using the dictionary and more practice

- A. See Supplement 5 Dictionary Use when participants are ready for details about dictionary content and use. Many participants have little confidence about, or exposure to, using dictionaries. Therefore, the exposure in this supplement is intended only to demonstrate an easy way to determine part-of-speech, while also providing practice of alphabetizing skills.)
- B. Together, look up in the dictionary several of the words from your lists. Show participants how to look for the "part-of-speech" indicator (n.) next to the word which shows that it is a noun. Explain that the "n." is an abbreviation, is short for or means "noun."
- 1. Let participants look up other words in the dictionary to see if they are nouns. If time permits, encourage them to have fun exploring, other information they find in the dictionary.
- 2. Ask participants if they can identify nouns in "Ground Rules" and "Consequences" found in Session 1 in their binders. : Askparticipants find this section themselves by using their table of contents.
 - 3. Ask participants check their findings in the dictionary.