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| **NAME:** Amy Cox and Tosha Cook  **DATE:** 9/23/11 |
| **Collective Nouns**  **PURPOSE FOR USING THE STRATEGY OR CONCEPT**:  To reinforce the Language Arts use of collective nouns and to test students on their knowledge of the element. The jeopardy game is designed to help students remember and work together to guess the collective nouns. Pictures were also used in the Jeopardy game to help ESL students. |
| **CHECK FOR UNDERSTANDING OR STATE PERFORMANCE INDICATOR (SPI):**  **SPI 0401.1.1** Identify the correct use of nouns (i.e., common and proper, plurals, possessives) and pronouns (i.e., subject, object, and agreement) within context.   * -In the classroom students will be able to recognize the correct usage of collective nouns. * -They will work together in groups to choose the best collective noun to answer a question. |
| **MATERIALS:**   * Computer * Interactive PowerPoint * Paddles/Dry Erase Markers * List of Collective nouns students should know. |
| **DIRECTIONS:** This mini-lesson should take about 20-30 minutes.  **TTW:**   * Review what a collective noun is by using a PowerPoint presentation to explain what students have previously learned about collective nouns and how they are used. For example: collective nouns are nouns that refer to things or people as a unit. * The teacher will give examples of collective nouns and how we use them in everyday language, such as, family, bouquets and a flock of birds. * The teacher will then pull up an interactive PowerPoint of a jeopardy game on the projector. * The teacher will explain the rules of the jeopardy game that was created. * The teacher will break the class up into different groups and give each group a paddle and dry erase markers to answer the jeopardy questions. * The first group that raises their paddle will get called on to answer the jeopardy questions and receive points for their group if the answer is correct. * The teacher will keep a mental running record of which groups have the most correct answers.   **TLW:**   * Listen to the teacher’s short review of collective nouns. * The student will understand what a collective noun is and how it is used in a sentence. * The students will break up into groups, using a paddle, to work together to decide which collective noun will give them the right answer to the jeopardy game questions. * One person from the group will write the correct answer on the paddle and raise their paddle to answer the question correctly and receive points as a group.   **Variations:**   1. Students can work independently on worksheets given by the teacher to recognize collective nouns in a sentence. 2. Use flashcards to play a memory game, recognizing common collective nouns 3. Students can write a story using at least 5 collective nouns. |
| **THIS STRATEGY OR CONCEPT ADDRESSES THE FOLLOWING OF GARDNER’S MULTIPLE INTELLIGENCES:**   * Linguistic intelligence (word smart) students will identify words as collective nouns and be able to recognize a collective noun in a sentence. * Spatial Intelligence (picture smart) students will be able to identify the correct collective noun by looking at a picture. * Body-Kinesthetic intelligence (body smart) students will work in groups and write on a dry erase paddle with markers and hold up the correct answer for the teacher to see. * Interpersonal intelligence (people smart) students will interact with their groups to decide on an answer during the jeopardy game. |