**Grammar Lesson Plan**

Title: Countable and Uncountable Noun

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| Instructor:  Chloe (Yang, Ji Hyun) | Level:  Grade 3 (Intermediate) | Students:  10 | Length:  50 minutes |

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| **Materials:**   * Pictures related to Nouns * Projector * Works sheets * White board, Markers |

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| **Aims:**   * To understand the concept of countable noun and uncountable noun * To practice making sentences using nouns by themselves * To practice speaking and listening by team work |

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| **Language Skills:**   * Listening: Students will listen the vocabulary and sentence * Speaking: Students will speak using nouns in person after having a group work   Students will answer some questions from the poem(worksheet).   * Reading: Students will read a work sheet and when they answer the questions they can read the poem(worksheet) again. * Writing: Students will find out countable/uncountable nouns then fill out the blank |

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| **Language Skills:**   * Phonology: To check the sound of each word while reading countable/uncountable nouns through the projector * Lexis: To read and know words of countable/uncountable nouns through the projector such as bun, sandwich, apple/ bread, fruit, juice * Grammar: To understand question sentences of ‘How many~’ or ‘How much~’ * Function: To make a full sentence related to the questions and situations * Discourse: To answer the questions related to the poem |

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| **Assumptions:**   * Students are aware of basic questions for ‘How many’ and ‘How much’. * Students are aware of meaning of the words. |

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| **Anticipated Errors and Solutions:**   * After doing a group work you will let each student find an answer through the picture that other team drew but if students cannot find the answer you should try to help them answer it themselves. * If students speak only word without sentence let them speak again with a full sentence. |

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| **References:**   * My Everyday English: <http://myeverydayinenglish.blogspot.kr/2013/01/countable-and-uncountable-nouns-food.html> * Wordzila.dom: http://grammar.wordzila.com/grade-3-grammar-lesson-3-nouns-countable-and-uncountable/ |

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| **Pre-Task** | | | |
| **Material:** No materials | | | |
| **Time** | **Set Up** | **Procedure** | |
| **Students** | **Teacher** |
| 5 min | Whole Class | Greetings  -eg) I have a hot dog/ a cup of coffee for breakfast/lunch. | Greetings&  -Ask a simple question what they have for breakfast/lunch.  eg) Right, I have some bread.  Or, you can say that I drink a cup of coffee for the breakfast.  -Give a concept of today’s lesson that is countable nouns and uncountable nouns. |

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| **Task Preparation** | | | |
| Material: Projector, PPT materials | | | |
| **Time** | **Set Up** | **Procedure** | |
| **Students** | **Teacher** |
| 10 min | Whole Class  & Individually | <CCQ Answer>  -It means to be able to be counted.  -Countable nouns have a singular and a plural form and these can be used with a number.  -Uncountable nouns can be used in singular. These nouns cannot be used with a number which means can’t be counted.  -No, they don’t have plural forms.  -No, the articles can’t be used before the uncountable nouns.  <ICQ Answer>  -There is an apple.  -There are 7 cookies.  -There is a bottle of milk.  -There is a piece of cheese.   * If students say only words let them speak again with full sentences. | ***Prediction & Elicitation***  <CCQ>  -Do you know the meaning of countable  -What do you think the meaning of countable nouns?  -What is uncountable noun?  -Can uncountable nouns have their plural forms?  -Can the articles ‘a’ and ‘an’ be used before the uncountable nouns?   * Turn on the projector and show the picture of countable and uncountable nouns * Write “How many” and “How much” on the board and point out the picture   <ICQ>  -How many apples are there?  -How many cookies are there?  -How much milk is there?  -How much cheese is there? |

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| **Task Realization** | | | |
| Material: 5 sheets of empty papers, crayons | | | |
| **Time** | **Set Up** | **Procedure** | |
| **Students** | **Teacher** |
| 20 min | Pair Work | * Do a group work and draw it. * After drawing they hand in the paper to teacher * Describe: There are 00(number) oo(items) in oo(situation). | * Separate students in 3 teams let them draw any situation with 3 countable nouns and 3 uncountable nouns.   <Demonstration>  Draw a situation eating a sandwich and bringing six cups of coffee.   * Give 5 minutes * You mix paper then choose each team then found which countable and uncountable items they drew.   <Anticipated problem and solution>  - Choose each student and give a chance all of students to speak.  -If students don’t describe it well Ask them,  “How many countable nouns/uncountable nouns are in the picture?” |

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| **Post-Task** | | | |
| Material: Work sheets | | | |
| **Time** | **Set Up** | **Procedure** | |
| **Students** | **Teacher** |
| 15 min | In Groups | * Students read a work sheet and try to find out countable nouns and uncountable nouns.   ***Feedback***   * If students find wrong answers related to countable/uncountable nouns show the picture through the projector then let them find words.   <ICQ Answer>   1. She bakes pancakes. 2. She is bubbling them in the pan and tossing them high, watch them fall. 3. She put in eggs, creamy milk and flour. 4. Those are hot and brown. 5. It could be more delicious to squeeze the lemon on them and eat with honey. | * Hand out work sheet   Choose a few students and read sentences.   * Let students find countable nouns and uncountable nouns.   <ICQ>   1. What does she do? 2. How does she cook pancakes? 3. What kind of ingredients she put in? 4. How do pancakes look like? 5. In order to eat more deliciously what could be put them on? |