



PRIFYSGOL CYMRU
Y Drindod Dewi Sant
UNIVERSITY OF WALES
Trinity Saint David

LESSON PLAN

TOPIC: Personal Academic and Professional Development (PAD); types of words: Verbs, Adjectives, Nouns and Pronouns.		CLASS: HND Health and Social Care. Level 4
DATE: 20/11/19	LENGTH OF LESSON: 45 minutes	NO IN CLASS: 6
ABILITY/SPECIAL EDUCATIONAL NEEDS: • None for this session		
AIM OF LESSON • Improving the knowledge of Verbs, Adjectives, Nouns and Pronouns		
LEARNING OBJECTIVES – The Learners Should Be Able To: • Explore the types of words such as: verbs, adjectives, nouns and pronouns • Identify the difference between the types of verbs, adjectives, noun and pronouns		
PREVIOUS KNOWLEDGE: • None-required		
ANTICIPATED DIFFICULTIES: • Time Constraint		
RESOURCES/EQUIPMENT REQUIRED: • Computer, PowerPoint, Video, Kahoot activity and classroom task activity		
HEALTH & SAFETY: • Before the session a risk assessment was undertaken		

PROFESSIONAL STANDARDS

Please note **WHEN** and **HOW** relevant professional standards occur and are met:

(Include detail of standard, not just a reference number)

- Areas of activity

- A1. Design and plan learning activities and/ or programmes of the study. It will apply when the students go online to participate using kahoot.it activities to interact together and complete a quiz. The task will be undertaken by the students using their mobile phones.
- Students will have to complete a classroom task activity. The classroom task is for students to write three sentences which shall include verbs, adjectives and nouns

- Core knowledge

K4. The use and value of appropriate learning technologies. It applies when students watch an educational video on Verbs, adjectives and nouns. Students will access Kahoot.it activities online. These two technologies were searched for online. The technology activities were screened to make sure that they complied with the teaching standards and to check that the context of the topic was not offensive or sensitive.

- Professional values

V2. Promote participation in higher education and equality of opportunity for learners. This will apply when students interact with an online quiz. Each student will complete a class task activity. Everyone in the class will have the same opportunity to participate and complete the online and classroom activities.

V. Patel

CROSS-CUTTING ENHANCEMENT THEMES

Please note any cross-cutting enhancement themes are embedded in the lesson and **WHEN** and **HOW** they are met:

The session is about improving the knowledge of verbs, adjectives, nouns and pronouns for the students. Additionally, students will be learning technologies by accessing kahoot.it activities. Kahoot is a game- based learning platform that is online. The tool facilitates the students to interact together. Students will be asked to use mobile phones to participate in the interactional online quiz. The instructions to follow on how to use Kahoot will be in the power point presentation and on physical paper which shall be handed out to the group.

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LESSON DETAIL:

STAGE	FOCUS	STRATEGY	TIME
INTRODUCTION Aim & objectives		The teacher will introduce the subject, aim and objectives.	5 minutes
DEVELOPMENT Presentation of types of words	Improving the students' knowledge on types of words such as: verbs, adjectives, noun and pronoun.	The teacher will Deliver the presentation of types of words and Q&A session	15 minutes
Kahoot activity	Learning by using technology.	Students will use their mobile phones to participate in an interactional online quiz.	10 minutes
Class activity class	Understand student's knowledge after the session.	Students will write three sentences with a verb, noun and adjectives.	10 minutes
CONCLUSION	Recap aims and objectives	Reinforce students learning	5 minutes
	May need more detail?		

ASSESSMENT STRATEGIES USED (WHEN and HOW):			

After delivering the PowerPoint, a formative assessment strategy has been developed for this session. Before the end of the session, students will have to complete a classroom task. This task is for the students to write three sentences that contain a verb, noun and adjectives. The task will help the teacher to measure the student's knowledge after the session. This will allow the identification of the effectiveness of the session for not only the students but the teacher as well.

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Lyle G

INFORMAL LESSON EVALUATION:

X (This section should be completed straight after the lesson)

Complete after lesson

The micro-Teaching went successfully, students engaged with the session and learnt from it. This was demonstrated when students completed the classroom task correctly.

- The aim and objectives were achieved.
- The cross-cutting enhancement themes helped me to keep focus on the main goal.
- The technology ~~used~~ used for this session was very effective. Student gave me a very good feedback.

Kahhot instructions to follow:

- Go onto Kahoot.it
- Click on enter game pin
- Copy the code that is on the screen
- Write a nickname and press enter
- Wait for further instruction

Thanks.

great ancient fool



Task:

Types of words

Note:

Verbs are doing words or action words such as **run, jump, walk, shout.**

Nouns are naming words for example labelling **places or people with names.**

Adjectives are describing words for example **"your hair is brown".**

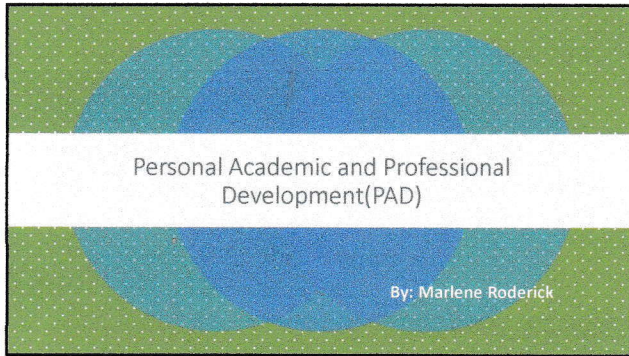
Everybody please write three sentences with a Verb, Noun and Adjective in....

1.....

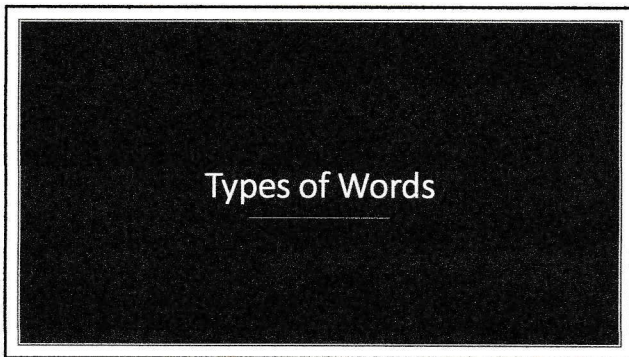
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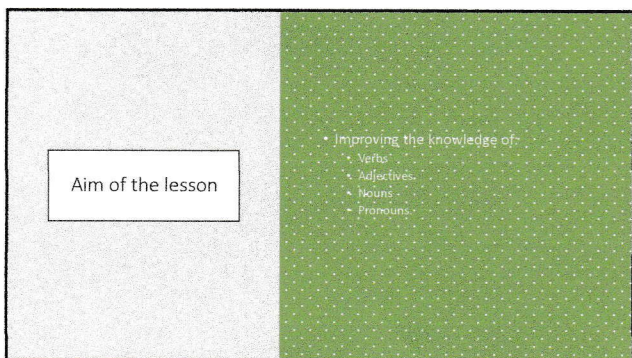
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Learning objectives

By the end of this lesson you should be able to:

- Explore the types of words such as: verbs, adjectives, nouns and pronouns.
- Identify the difference between the types of verbs, adjectives, noun and pronouns.

4

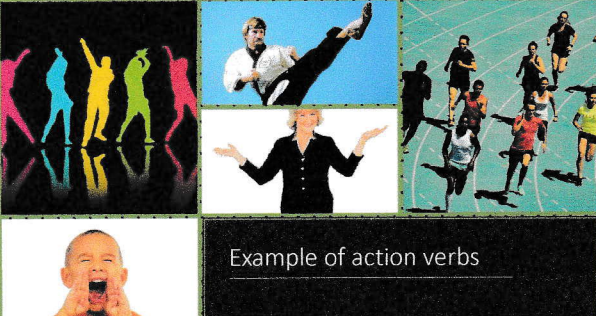


Verbs

What is a verb?

A verb is just a word that shows an action or state.

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Example of action verbs

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Example of an action verb

 The children are playing in the park

 Who's shouting?

7



Example of a state verb:

- Be, have, think, like, own
- I have a large family
- Julie likes chocolate ice cream

NB it's a grammatical rule that state verbs cannot be used in -ing (continuous) forms

8

What is an adjective?

An adjective is a word that gives information about a noun or a pronoun

An adjective modifies a noun or a pronoun

9

Example of an adjective

1. There are three small black wooden chairs in this room

2. The food was hot and delicious

10

Two types of adjectives

Determiners	Descriptive adjectives
My, our, your, his, her	Beautiful
This, that, these, those	Big
What, which, whose	Small
quantity	Tall
Articles- a/an/the	Short
	Blue
	Red

11

Difference between Descriptive adjective and Determiners adjectives

- Descriptive adjectives are what we commonly think of as adjective words.
- Determiners adjectives are a small group of grammar words that act as adjective.
- E.g. That is my car- the word My shows that I am not talking about one particular car. The word My acts as an adjective by giving information about the noun CAR

12

Recap:

Verbs & Adjectives

Verbs – are doing words or action words such as run, sing, type, be, and walk.

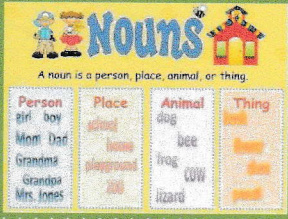
Adjectives – are describing words such as “the sky is Blue” “the grass is green”.

Adjectives describe nouns, most adjectives are used in front of a noun. For example “They have a beautiful house”.

13

Nouns

- These are naming words, additionally used to label things with names, such as a person or a place.
- They are found within every sentence of an essay unless they are replaced with a pronoun.



A noun is a person, place, animal, or thing.

14

Pronouns can replace nouns.

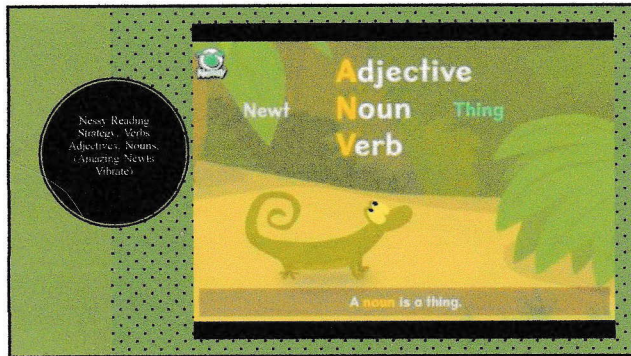
There are personal subject pronouns such as I, she and they.

Personal object pronouns such as us, you, it and them.

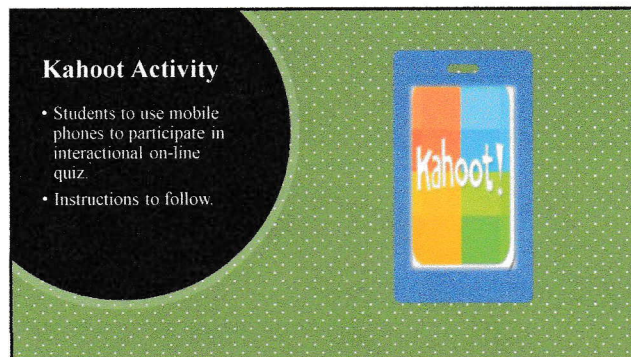
Personal possessive pronouns such as mine, yours his and theirs.

Relative pronouns such as who, which, that and whose.

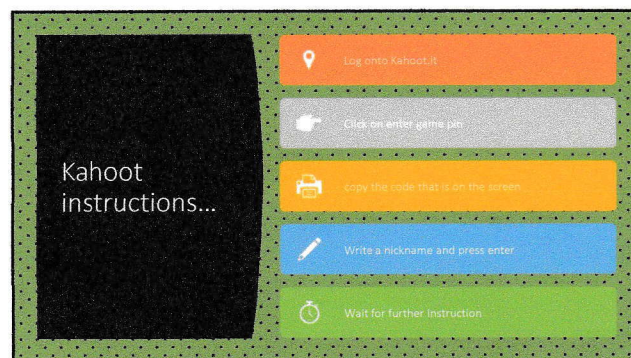
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16



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18

Task

Everybody please write three sentences with a Verb, Noun and Adjective in.

Note:

- A **verb** is a doing or action word such as **run** or **sing**.
- A **noun** is a naming word to label **person** or **place** such as **mam**, **home**, **dog**.
- An adjective is a **describing** word such as the **big blue ball**.

19

References

Cottrell, S, (2013) Palgrave Study Skills: The Study Skills Handbook, 4th Edition; London: Palgrave Macmillan.

Osmond, A, (2013) Academic Writing and grammar for Students, London: SAGE Publications Ltd.

20

PGCE/PCE (PCET) LESSON ASSESSMENT FORM

Student Teacher Name: Marlene Koderica

Establishment:

AUTSD Miro track

Date: 20/11/2019

GRADE DESCRIPTORS: (When compared with an experienced teacher)

- VG - Excellent awareness, understanding and application of different approaches to the planning and delivery of effective teaching and training.
- G - Comprehensive awareness, understanding and application of different approaches to the planning and delivery of effective teaching and training.
- S - Awareness, understanding and application of different approaches to the planning and delivery of effective teaching and training.
- U - Needs attention through further development and improvement

Context of observation

(e.g. class, ability, number of students; topic; main activities and organisation; other features)

Perceived Academic Development

A SUBJECT KNOWLEDGE		VG	G	S	U	General Notes and Comments: Planning and Preparation	
1	accuracy of knowledge of subject matter	☒					A well planned lesson, clear learning outcomes, very clear delivery on 95 minutes and ready students
2	understanding of context e.g. scheme of work, programme of study	☒					
B LESSON PLANNING AND PREPARATION		VG	G	S	U	Development/Delivery A very effective lesson with clear structure it was super lesson where there was clear feedback throughout. You had the group through some highly engaging teacher activities and was highly effective in meeting learning outcomes. Super feedback in meeting learning outcomes. Super feedback in meeting learning outcomes.	
1	detail and structure of plan	☒					
2	clarity and suitability of learning objectives	☒					
3	consideration of SpLDs, anticipated difficulties, health and safety, etc.	☒					
4	resources selected, prepared, organised	☒					
5	consideration of professional standards	☒					
6	consideration of appropriate cross-cutting enhancement theme(s)	☒					
7	consideration of active learning, learner engagement and skills development	☒					
C TEACHING		VG	G	S	U	A really neat and well designed lesson with clear and engaging activities. A great teaching style and overall a very enjoyable lesson	
1	lesson start, e.g. outlining content, aims and objectives	☒					
2	presentation: instructing, explaining, demonstrating	☒					
3	effective questioning	☒					
4	choice and variety of tasks/activities	☒					
5	variety and suitability of teaching strategies/methods/approaches	☒					
6	use of emergent technologies	☒					
7	pace of lesson, use of time	☒					
8	lesson ending, e.g. summarising, recapping key points, etc.	☒					
D CLASS MANAGEMENT AND CONTROL		VG	G	S	U	Plenary / Conclusion good use of feedback & discussion throughout very	
1	presence and voice projection	☒					
2	transitions - smooth	☒					
3	awareness, vigilance and intervention	☒					
4	use of praise and encouragement	☒					
5	management of tasks/learners/work groups	☒					
E MONITORING AND ASSESSING STUDENTS' PROGRESS		VG	G	S	U	TARGETS FOR IMPROVEMENT A really neat and well designed lesson with clear and engaging activities. A great teaching style and overall a very enjoyable lesson	
1	monitoring understanding and progress during lesson	☒					
2	suitability of assessment strategies/methods/approaches	☒					
3	assessing achievement of learning objectives	☒					
4	giving feedback and setting targets for progress	☒					
F EFFECTIVENESS		VG	G	S	U	When done! - Perfect!	
1	in setting high expectations for work	☒					
2	in conveying enthusiasm and challenging students	☒					
3	of students' engagement and learning in this lesson	☒					

Observer Signature: _____

Marlene Koderica 20/11/19

When done! - Perfect!