

Lesson Plan

NEUROHEADWAY

Neuroscience Into Education

LESSON PLAN

Linguistics (KS2)

Slide	Subject	Description	Timing
2	Registration and brief introduction to lesson.	Today we are going to learn and discuss language. Which are the smallest building blocks of language? How do they function together to form sentences? We will also exercise in building our language from bottom to top together.	2 min
3	The stuff of language (Activity)	Our language is quite complicated although we use it all the time. Image our language as a building. It is made of different things which come together in such a way that allows us to effectively communicate with others. The smallest building blocks of our language are the sounds, which we write down as letters in the alphabet. The sounds make up words and the words make up sentences. Then sentences make up paragraphs, texts, speeches, dialogues and the entire talking which takes place around us. Let us try building up words together! (Hand the pupils their "Words-building" exercise sheet and assist them as they complete it)	8 min
4, 5	Building sentences I	Now that we have words it is time to try building up sentences. However, to do that, we need to know how to use words! Words do different things in the building of language and so there are many different kinds of words: Nouns – these words serve us when we talk about things: "cat", "dog", "table", "chair" and so on. Pronouns ("him", "she", "there", "them", "it", and so on) – these words serve us when we want to substitute a noun that we have already mentioned. For instance, when we say the "The cat is on the mat", we can then say "Then it jumped on the windowsill." Articles – "a" and "the". They serve us when we talk about a unique thing or when we talk about any thing. When we say "a cat" it means any cat. When we say "the cat" it means one cat in particular. Adjectives – words that we use to describe nouns such as "green", "furry", "tall", "large", "small" and so on. Verbs – words that we use to say what are things doing such as "jumps", "walks", "eats", "plays", and so on.	10 min

		Adverbs – words that we use to say how a thing does what it does. In the sentence “The cat swiftly jumped on the windowsill”, the word “swiftly” is an adverb. Adverbs are usually formed by adding “-ly” to an adjective (such as “swift”).	
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Power point Example

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ARE YOU READY TO DISCUSS LANGUAGE?

- **WHAT ARE THE SMALLEST BUILDING BLOCKS OF LANGUAGE?**
- **HOW CAN WE BUILD WHOLE SENTENCES?**
- **LET'S LEARN HOW TO USE LANGUAGE!**



THE STUFF OF LANGUAGE

- **CAN YOU IMAGE OUR LANGUAGE AS A GIANT BUILDING?**



The smallest building blocks are the sounds. We write them down as letters in the alphabet.

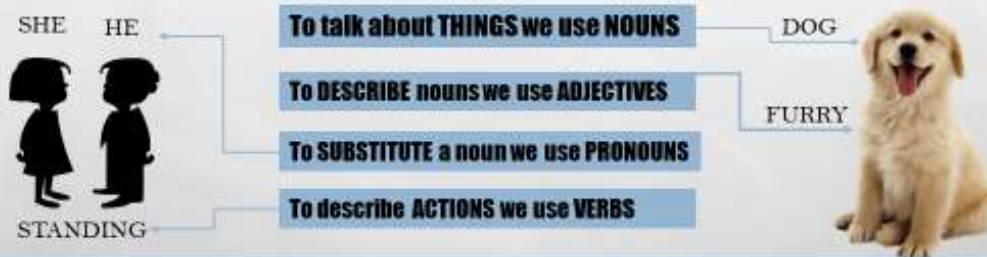
We use sounds to make different words. For example "baby".

With words we can make whole sentences, paragraphs and texts.



LET`S BUILD A SENTENCE TOGETHER!

- TO BE ABLE TO BUILD A SENTENCE WE NEED TO LEARN HOW TO USE WORDS.
- IN THE BUILDING OF LANGUAGE THERE ARE DIFFERENT KINDS OF WORDS.



DID WE MISS SOMETHING?

- WHEN WE TALK ABOUT SOMETHING THAT IS UNIQUE OR THAT WE KNOW ABOUT FROM BEFORE, WE NEED THE ARTICLE **"THE"**.
- WHEN WE TALK ABOUT SOMETHING WHICH IS NOT UNIQUE OR WE DO NOT KNOW IT FROM BEFORE, WE USE THE ARTICLE **"A"**.
- FINALLY, WHEN WE DESCRIBE THE MANNER IN WHICH AN ACTION IS PERFORMED, WE USE **ADVERBS**.



"The cat swiftly jumped on the window."

Place the Words II

Look at the boxes below. You will find different words there. Your task is to create a sentence by using all the words in the particular row. You can switch them and move them however you like, but you can only use words from the same row.

Love	I	Chocolate	

Cat	Likes	The	Play	To	

Teacher	Nice	Is	My	Very	And	Smart	

Outside	Is	It	Raining	

See	Big	I	Brown	Dog	A	

Sentences Building

Look at the chart below. You will find many different words there. Your task is to build two different sentences. You can use whatever words you like and you do not need to use all of them. You can combine words from different rows. You can use the articles, the prepositions and the connectives in more than one sentence if needed.

A	The	On	Under	Over	In
At	Box	Cat	Kitchen	Chocolate	Is
There	Umbrella	She	Beautiful	Delicious	I
It	White	My	Mother	Dancing	Door
Open	Close	Drink	Water	Milk	Father
School	Baby	Every	Sweet	Like	Love
He	Teacher	Have	Nice	Shoes	Smile

Sentence 1:

.....
.....

Sentence 2:

.....
.....

Words Building

Look at the boxes below. You will find different letters there. Your task is to create a word by using all the letters. You can switch them and move them however you like, but you can only use letters from the same row.

O	G	D	
---	---	---	--

I	M	L	E	S	
---	---	---	---	---	--

E	T	C	A	H	E	R	
---	---	---	---	---	---	---	--

I	A	R	N	
---	---	---	---	--

O	T	M	H	R	E	
---	---	---	---	---	---	--

Teachers Evaluation and Handouts

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Teacher Evaluation Assessments

LINGUISTICS

1. How challenged by the work did the pupils appear to be?
2. Did the pupils ask any questions?
3. Were those questions covered in the materials?
4. Did the pupils engage enthusiastically in the activities?
5. Did any of the pupils lose interest at any point?
6. Do you think the lessons are age relevant?
7. Was the pace of the lesson suitable for the students?
8. Would the Teacher like more Animation / more Activities introduced?
9. Key Metrics, for Teachers to monitor in each child, over a set number of weeks
 - Analytical thinking
 - Logical abilities
 - Active listening
 - Participating in Class
 - Linguistic competencies
 - Helping others
10. During the lesson, did you notice any particular student to have a hard time understanding some of the notions, concepts and examples in the materials?