

Lesson Plan  
By: Jordan Moss

**Lesson:** Common and Proper Nouns

**Length:** 60 minutes

**Age or Grade Level Intended:** 3<sup>rd</sup> Grade

**Academic Standard(s):**

**1.L.1** Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

- a. Print all upper- and lowercase letters.
- b. Use common, proper, and possessive nouns.

**3.L.1** Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

- a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

**Performance Objective(s):**

1. The students will identify the difference between common and proper nouns given the worksheet after reading the book "*A Mink, a Fink, a Skating Rink: What is a Noun?*" with 80 percent accuracy.
2. The students will participate and identify common and proper nouns during the noun game with the verified approval of the teacher.

**Assessment:**

The teacher will grade the common and proper noun worksheet upon completion.

Students need to score 80 percent or higher to pass.

Students need to participate during the Noun game. Students will be graded on participation and during the game the teacher will observe and see if the students grasp the knowledge needed. This will add to their total score on their worksheet. The students will get plus 5 on participation and plus 5 on correctly identifying the words.

**Advance Preparation by Teacher:**

- Common and Proper Noun worksheet. Print off enough copies for the class.
- Master worksheet with answered questions.
- Book to read to class. *A Mink, a Fink, a Skating Rink : What is a Noun?*

- A list of concrete common and proper nouns.

**Procedure:**

**Introduction/Motivation:**

Say to the students, “Who knows what a noun is? Does anyone know what proper noun is? Can you give me an example? What about a common noun? Can you give me some examples? Give the students some time to think and answer these questions. When the students have answered show them the book that you are about to read to them. “This book is called *A Mink, a Fink, a Skating Rink: What Is a Noun?* By Brian P. Cleary” (Gardner: Interpersonal, Linguistic) (Bloom: Knowledge, Comprehension)

**Step-by-Step Plan:**

1. Have the students gather around the teacher on the floor in front of the classroom.
2. The teacher will read “*A Mink, a Fink, a Skating Rink: What Is a Noun?*”. This should take around 15 min.
3. After reading ask the students what they learned from the book? (Gardner: Linguistic)  
What is a noun?  
Describe a proper noun? (Blooms: Knowledge)  
Explain what a common noun is? (Blooms: Comprehension)
4. After having a grand discussion about nouns, have the students go back to their seats. (Gardner: Interpersonal)
5. Pass out the noun worksheet. Give the students 20 minutes to solve the worksheet.(Blooms: Application) (Gardner: Intrapersonal)
6. When the students are done with their worksheets, instruct them to turn them in and wait patiently till everyone is done. After about 20 minutes move on to the next activity.
7. Explain the next activity. The Noun Game! Explain that this is a way to review common and proper nouns. Students will be asked to sit "prim and proper." Students will sit up straight and tall. Tell them that proper nouns are "tall"--capitalized.  
Then ask students to sit their "normal, common way." Students will slouch a bit in their chairs. Tell students that common nouns are "short"--not capitalized. (Gardner: Bodily-Kinesthetic, Interpersonal)
8. No give students a couple of example so they understand how to play the game. Use the overhead/smart board/chalkboard, whatever is available so that all of your students can see the word. Use mom and Jordan for examples.
9. Students should slouch for mom and sit up straight for Jordan. Check for understanding and then start the game. (Gardner: Bodily-Kinesthetic)
10. Play the game for 10 minutes. During the game judge the students over their understanding and participation. There will be a participation grade given. (Blooms: Evaluation)

**Closure:**

11. After playing the game do a little review and make sure students understand the lesson. (Blooms: Comprehension)
12. Ask the students what they thought of that activity.
13. Students should put away materials and get ready to move on. Tell students that they did a great job and they will explore verbs tomorrow!

**Adaptations/Enrichment:****1. Student with Learning Disability in Reading Comprehension.**

There is not a tremendous amount of reading in this lesson other than reading the worksheet but if the student has to read directions or worksheet. I will put that student close to a classmate that will be able to help or close to my desk. I will also come around and check if that student needs assistance.

**2. Student with ADHD**

First, I will have that students seated by the teacher's desk during the book reading and the Noun game to make sure they are paying attention. I will also have an additional crossword for that student to do if they get done with their worksheet early.

**3. Gifted and Talented Student in their Writing Ability**

This student will be expected to include at least two more concrete sensory details into their story. If this student gets done with their worksheet early, encourage them to read a book or list some more common and proper nouns.

**4. Student with Autism**

Make sure to repeat all of the direction so they are clear and understandable. Some of the steps might be too difficult for the student, so instead have them draw a picture of a person in their life. During the game let him sit up straight or slouch down with the rest of his classmates.

**Self-Reflection:**

Did the students learn what nouns are? Proper, Common?

Did the students enjoy the activity?

What can I do better next time?

Did I keep control of the class?

Was this lesson fun?

I hoped to teach students an important concept of language arts. I wanted to teach them about nouns, specifically, proper and common nouns.

I believe that the book, worksheet, and activity that the students will complete will specifically teach them about nouns.

## NOUN WORKSHEET PRACTICE

Name: \_\_\_\_\_

### COMMON and PROPER NOUNS

A common noun names a general person, place or thing.

examples: I went to the city.  
The man was kind.

A proper noun names a specific person, place, or thing. Always capitalize the first letter of a proper noun.

examples: I went to San Francisco.  
Mr. Brown was kind.

**Directions: Underline the common nouns with a blue crayon. Underline the proper nouns with a red crayon.**

1. The house is on Main Street. (1 common, 1 proper)
2. Karen played with her sister. (1 common, 1 proper)
3. Fran went to Friendly's Pet Shop. (2 proper)
4. The car stopped quickly. (1 common)
5. Morgan Boulevard is a busy street. (1 proper, 1 common)
6. Michael and his friend chased the kitten. (1 proper, 2 common)
7. Did you see Kevin at the party? (1 proper, 1 common)
8. Laura looked at the stars through her telescope. (1 proper, 2 common)
9. There were no yellow markers in the box. (2 common)

10. Have you ever eaten a cheeseburger at Burger Planet? (1 common, 1 proper)

11. A young boy found a dollar on the sidewalk. (3 common)

12. Mary sat by the fire and roasted a marshmallow. (1 proper, 2 common)

**Directions: Write the word “common” next to each common noun. Re-write each proper noun correctly.**

13. alice smith \_\_\_\_\_

14. carpenter \_\_\_\_\_

15. dog \_\_\_\_\_

16. max \_\_\_\_\_

17. book \_\_\_\_\_

18. mayberry library \_\_\_\_\_

19. jupiter \_\_\_\_\_

20. planet \_\_\_\_\_

## List of Words for Noun Game

### Proper Nouns

John	London	Paris
January	September	Monday
Friday	River Thames	Mexican
Buddhism	Def Leppard	New Orleans
Frank Sinatra	New York	St. Christopher
Mormons	Republican	United Nations

### Common Nouns

Actor airplane airport army baseball beef birthday boy  
brush bushes butter  
cast cave cent  
cherries cherry cob web coil dinner eggnog elbow  
face fireman flavor gate glove  
glue goldfish goose grain hair  
haircut hobbies holiday