



Lesson Plan Format

Language Arts – Grammar - Nouns

Student Teacher: Alicia Nelson **Date:** Monday November 7, 2011

Grade Level: Third Grade **Subject:** Language Arts **Supervisor:** Mrs. Schadler

PRELIMINARY PLANNING

PA Standards: Standard - 1.1.3.B: Use knowledge of phonics, word recognition (e.g., root words, prefixes, suffixes, and syllabication), and context clues to decode and understand new words during reading. – Nouns

Objective: Students will understand the difference between common and proper nouns.

Materials:

- Over head
- Transparency
- Sticky notes of two colors
- Worksheet in cream colored packet P. 12

LEARNING SEQUENCE

Description: Teaching about common and proper nouns **Time:** 5-10 min

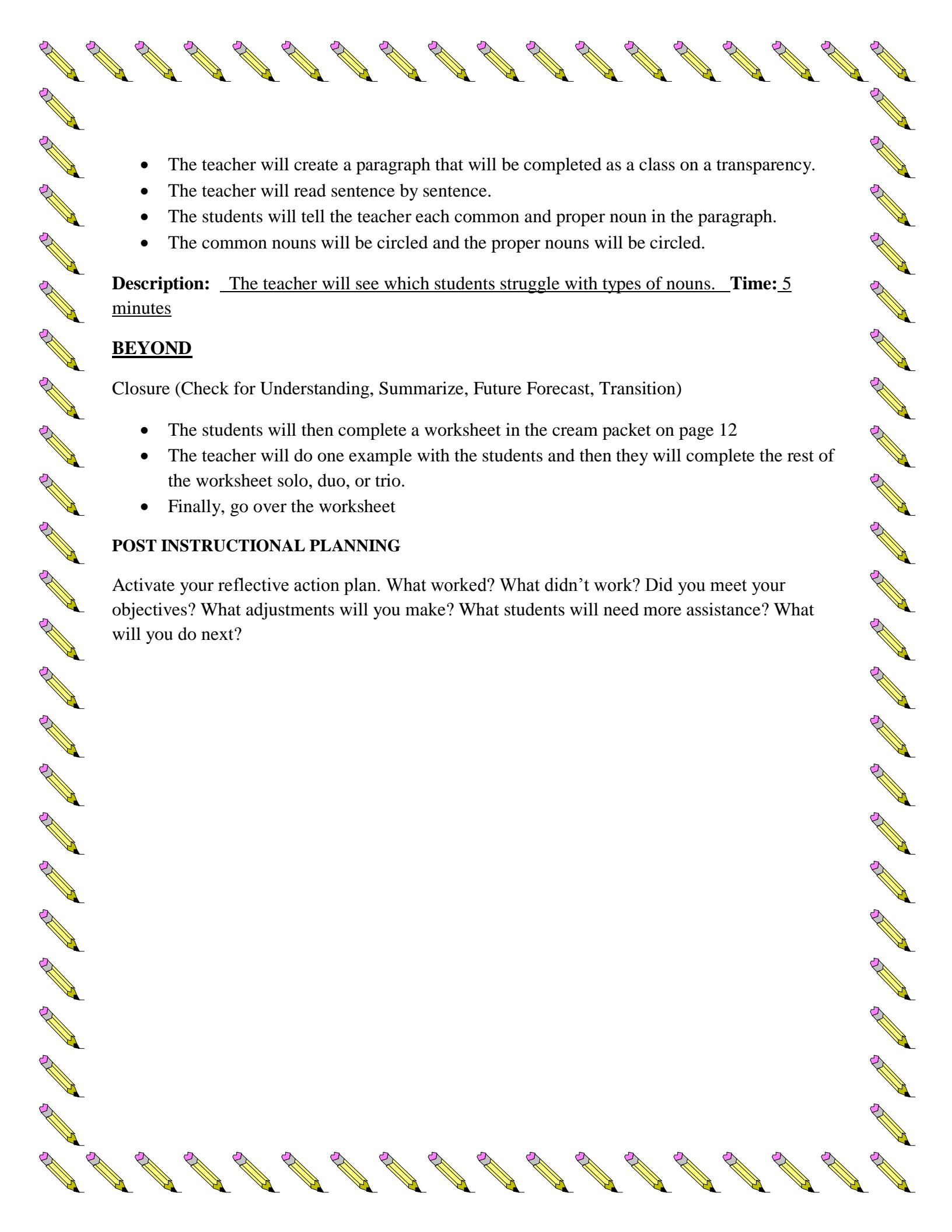
INTO Introduction/Motivation/ Focus Attention

- The teacher will do a mini lesson on common and proper nouns
- Explain: A common noun names any person, place, or thing. It begins with a lowercase letter. Examples – inventor, city, month
- A proper noun names a particular person, place, or thing. Each important word of a proper noun begins with a capital letter. Example – Thomas Alva Edison, Seattle, July
- Each student will receive two sticky notes of different colors.
- The students will take their stickers and place one on a common noun in the classroom and one on a proper noun in the classroom. The teacher will call on a few students and the class will either agree or disagree on the students answer

Description Time: Whole group mini lesson on transparency : 15 minutes

THROUGH

Learning Activities (Input, Modeling, Checking for Understanding, Guided Practice, Independent Practice)

- 
- The teacher will create a paragraph that will be completed as a class on a transparency.
 - The teacher will read sentence by sentence.
 - The students will tell the teacher each common and proper noun in the paragraph.
 - The common nouns will be circled and the proper nouns will be circled.

Description: The teacher will see which students struggle with types of nouns. **Time:** 5 minutes

BEYOND

Closure (Check for Understanding, Summarize, Future Forecast, Transition)

- The students will then complete a worksheet in the cream packet on page 12
- The teacher will do one example with the students and then they will complete the rest of the worksheet solo, duo, or trio.
- Finally, go over the worksheet

POST INSTRUCTIONAL PLANNING

Activate your reflective action plan. What worked? What didn't work? Did you meet your objectives? What adjustments will you make? What students will need more assistance? What will you do next?

Common and Proper Nouns

Read the paragraph below. Circle the common nouns. Underline the proper nouns.



Marie wants to join the Kona Kai Swim Team, but she has a problem. She goes to Collins School on Miller Avenue. The school is three miles from the pool. That is too far for her to walk. Besides, she has to feed her dog after school. The Kona Express Bus goes only halfway to the pool. Her brother Bobby has a car, but he works at the Burger Pit Restaurant until late in the evening. He can't drive her to practice.

