

**Lesson Plan**  
Date: October 15, 2020

<b>Grade: Third</b>		<b>Subject: Language Arts –Common and Proper Nouns</b>	
<b>Materials: pencils, scissors, glue sticks</b>		<b>Technology Needed: Teacher needs computer and smart board.</b>	
<b>Instructional Strategies:</b> <input type="checkbox"/> Direct instruction <input type="checkbox"/> Peer teaching/collaboration/ <input type="checkbox"/> Guided practice              cooperative learning <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> Learning Centers <input type="checkbox"/> PBL <input type="checkbox"/> Lecture <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Technology integration <input type="checkbox"/> Modeling <input type="checkbox"/> Other (list)		<b>Guided Practices and Concrete Application:</b> <input type="checkbox"/> Large group activity <input type="checkbox"/> Hands-on <input type="checkbox"/> Independent activity <input type="checkbox"/> Technology integration <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Imitation/Repeat/Mimic <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:	
<b>Standard(s)</b> <b>3.L.02 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>		<b>Differentiation</b> <b>Below Proficiency:</b> Students who are below proficiency will have guided practice from the teacher. Students will also be given a choice of proper nouns to name the common noun. They will have modeling and visuals. <b>Above Proficiency:</b> Students who are above proficiency will have more of an open range of proper nouns they can put for the naming the common nouns. <b>Approaching/Emerging Proficiency:</b> Students have a good understanding of proper and common nouns. <b>Modalities/Learning Preferences:</b> <ul style="list-style-type: none"> <li>• Visual: Students will be able to see the chart of proper and common nouns because it will be kept on the board.</li> <li>• Auditory: Students are required to actively listen to the video clip.</li> <li>• Kinesthetic: Taking turns walking up to the board to write nouns.</li> <li>• Tactile: Students will cut and glue the nouns on the proper and common noun sort page.</li> </ul>	
<b>Objective(s)</b> By the end of the lesson, the students will be able to differentiate between common and proper nouns by recognizing them in sentence form and listing them out.  <b>Bloom’s Taxonomy Cognitive Level:</b> Understanding – students will compare and contrast the nouns by sorting them.			
<b>Classroom Management- (grouping(s), movement/transitions, etc.)</b> <b>Large Group discussion</b> <ul style="list-style-type: none"> <li>• When others are talking, voice off and listening to the speaker</li> </ul> <b>Discussions</b> <ul style="list-style-type: none"> <li>• Everyone will get a chance to provide input</li> </ul> <b>Transitions</b> <ul style="list-style-type: none"> <li>• I will set a timer and have it displayed on the board for the students to see.</li> </ul> <b>Independent work</b> <ul style="list-style-type: none"> <li>• Students are to have a voice level of 1 or lower and to be focused on the assignment.</li> </ul>		<b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b> When others are talking, students are expected to NOT be talking. When others are talking, students are expected to give full attention and listen.	
<b>Minutes</b>	<b>Procedures</b>		
5	<b>Set-up/Prep:</b> <ul style="list-style-type: none"> <li>• Make and print the activity sheets (I created these activities and it took me a long time.)</li> <li>• Quiz on paper – for summative assessment. Have in a different pile than the activity sheets</li> <li>• Put the activity sheets in a pile up at the front of the room</li> <li>• Have video ready on smart board- video is from YouTube.</li> </ul>		
6	<b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b> <ul style="list-style-type: none"> <li>• A short video of common and proper nouns. <a href="https://www.youtube.com/watch?v=DJy4PV6kETM">https://www.youtube.com/watch?v=DJy4PV6kETM</a></li> <li>• Ask if they know what a noun is.</li> </ul>		
10	<b>Explain: (concepts, procedures, vocabulary, etc.)</b>		

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	<ul style="list-style-type: none"> <li>• Use the smart board – make a chart – one side common nouns other side proper nouns</li> <li>• I will write common nouns on one side and proper nouns on the other side</li> <li>• Have students take turns coming up and writing a common or proper noun</li> <li>• Tell them that we have 3 short activities to do; A. Proper and Common Nouns Activity: Fix the Sentence; B. Common and Proper Nouns: Name a Proper noun to its common noun; C. Common and Proper Nouns Sort.</li> <li>• Sentence Fix- circle the common noun, and rewrite the sentence capitalizing the proper noun</li> <li>• Name a proper noun to its common noun – the common nouns are listed you just need to write a proper noun for them. (boy, Matt)</li> </ul>
15	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <ul style="list-style-type: none"> <li>• Hand out the activities <ul style="list-style-type: none"> <li>-Proper and common noun sentence sheet</li> <li>-Name proper nouns for its common noun sheet</li> <li>- Common and Proper noun sort</li> </ul> </li> <li>• Ask if they have any questions</li> <li>• I will walk around as they are working, and help if they need any</li> </ul>
5	<p>Review (wrap up and transition to next activity):  How many of you think this was easy, hard, medium - thumbs up if you have this, thumbs down if you need help, thumbs to the side if you are so-so on it  Who can tell me what a common noun is  Who can tell me what a proper noun is  I will say some nouns, tell me if it is proper or common.</p>
<p>Formative Assessment: (linked to objectives, during learning)</p> <ul style="list-style-type: none"> <li>• Progress monitoring throughout lesson (how can you document your student's learning?) <ul style="list-style-type: none"> <li>○ Go around with a list of the students' names and tell them two nouns and see if they can tell you if they are proper or common and make a check mark by their name if they do and make a horizontal line if they are needing a little bit more practice.</li> </ul> </li> </ul>	<p>Summative Assessment (linked back to objectives, END of learning)</p> <ul style="list-style-type: none"> <li>○ Have a mini quiz for them to do at the end of activity. To see how they are doing and this can be given to their teacher.</li> <li>○ Give them like 5 minutes at the end.</li> </ul>
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):  This was one of the first lessons I did in the classroom. I was only there for two days because I got moved to third grade, so I was still getting used to the students and the environment. I think I could have done better because I just started it and not really introduced it. I just went into the video not really explained what we were doing. Then I went over what proper and common nouns were, wrote some on the board. Gave them their activities to do. I think they enjoyed the activity where they cut out the words and glued them into proper and common nouns columns.</p>	

Approved by: *Emily Brunskill*

Date: \_\_\_\_\_

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

### Proper and Common Nouns Activity

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

Directions: Rewrite the sentences and capitalize the proper nouns in each sentence below. Circle the common nouns in the sentence.

1. I live in the state of texas.

\_\_\_\_\_

2. Do you think that larry is your best friend?

\_\_\_\_\_

3. I must say that sarah is a very good artist.

\_\_\_\_\_

4. The dodgers are a good baseball team.

\_\_\_\_\_

5. I live on lightview street.

\_\_\_\_\_

6. asia is a very large continent.

\_\_\_\_\_

7. I live in the united states of america.

\_\_\_\_\_

8. jason has to go to school tomorrow.

\_\_\_\_\_

9. Let's go to disneyland the day after tomorrow.

\_\_\_\_\_

10. My favorite place to visit is california because it has a beach.

\_\_\_\_\_

Date: \_\_\_\_\_

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

### Common and Proper Nouns

**Directions: Think of a proper noun for each common noun. Write the proper noun on the line.**

1. girl \_\_\_\_\_
2. boy \_\_\_\_\_
3. book \_\_\_\_\_
4. movie \_\_\_\_\_
5. holiday \_\_\_\_\_
6. school \_\_\_\_\_
7. day \_\_\_\_\_
8. teacher \_\_\_\_\_
9. city \_\_\_\_\_
10. month \_\_\_\_\_
11. restaurant \_\_\_\_\_
12. store \_\_\_\_\_
13. state \_\_\_\_\_
14. dog \_\_\_\_\_
15. cat \_\_\_\_\_

## Common/Proper Noun Sort

Direction: Sort the nouns by determining which are common and proper nouns.

Common Nouns	Proper Nouns

Directions: Cut out the nouns and glue them on the chart under the columns common and proper nouns in the correct places.

Halloween	Friday	candy
treat	Wanda the Witch	Frankenstein
trick	October	haunted house
Casper the Ghost	pumpkin	costume

Date: \_\_\_\_\_

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

**Short Quiz to Test your knowledge.**

**Directions: If the underlined noun is a common noun, write *common* on the line. If the underlined noun is a proper noun, write *proper* on the line.**

1. Maya's family visits a different state every summer. \_\_\_\_\_

2. Last year we went to Minnesota. \_\_\_\_\_

3. We got to see the Mall of America. \_\_\_\_\_

4. Jack planted trees in the backyard. \_\_\_\_\_

5. Ashley planted flowers in her garden. \_\_\_\_\_

6. We should go to Papa's Pumpkin Patch. \_\_\_\_\_