**Name:** Andrea MacMurray **Grade/Developmental Level:** 2/3 Grade

**Subject Area:** Literacy/English Grammar Conventions

**Length of Time:** 30 Minutes **Date Taught:** 11/23/10

**Purpose:** Review common and proper nouns.

**Curriculum Standards: SAU 29 Curriculum Guides**

1. Observe conventions of grammar and usage.
2. Observe conventions of capitalization, punctuation, and spelling.

**Objectives:**

1. The children will be coming up with common nouns that they can translate into proper nouns.

**Background Knowledge Needed:** What do children already know about common and proper nouns? What have they retained about common and proper nouns from the previous learning experience? Do they recall them? Do children understand the difference between common and proper nouns? Do children understand what a noun is?

**Materials Needed:**

1. Sentence Strips
2. Markers
3. Reference Book
4. Classroom Books

**Student Grouping:** Whole Class Group Activity

**Preparation for Experience:**

* 1. Have the sentence strips and markers out.
	2. Have the reference books ready to hand out.

Agenda

1. Review common and proper nouns (L.A. Book Page 210)
2. Think of a common noun that you can think of a proper noun to go with it.
3. Write in journal
4. Edit
5. Write on sentence strip

**Outline of Experience:**

Get the children’s attention: clap, hand raise, red fish blue fish, etc

Introduction**:** Please open your language arts book to 210. I will have the children take turns reading one sentence at a time.

Body of the Lesson:

You are going to either be thinking of a common noun that you can also think of a proper noun or you can use the classroom library as a resource to help you.

**Example**: football player Tom Brady

 singer Taylor Swift

You will write one of each in your journal, edit it for spelling and then check with an adult. You will then be writing a common noun on a yellow sentence strip and the proper noun on a blue sentence strip. We will be hanging these up so everyone can differentiate the two.

Conclusion: Each child will share what their common noun was and proper noun was. We will talk about why each is a common and proper and or have the children explain why each word is a common noun versus a proper noun.

**Assessment Plan**: I will know that my objectives will have been met when I see the children writing their common and proper nouns on sentence strips. I will be able to see if the children are able to differentiate the two when they are writing in their journal. Have they come up with a common noun that can translate into a proper noun? Or have they come up with two completely different nouns? I will be able to observe the children go through this process. I will be able to gauge where they are at.

**Child Guidance/Classroom Management Plan:** I anticipate children getting off track and becoming too chatty. I will rain them back in by walking over to them just being a presence in their proximity, taping their desk, and or verbally reminding them what their job is right now.

**Extension Plan:** Nouns are everywhere this could be extended to pretty much anything. We could extend this activity to find common and proper nouns in the classroom and write them down under the corresponding list. Finding common and proper nouns could also be a school-home link where children work together with their families to find nouns at their house and write them down to share with classmates the next day.