

INTRODUCING TYPES OF NOUNS

Nouns - common and proper (and all nouns that fall into that category). Although by now most of your students are familiar with nouns, they might have difficulty distinguishing among common, proper, abstract, and collective nouns. We are going to make their learning experience memorable, enjoyable, and retrievable.

Objectives

Level One: Students will learn how to identify common and proper nouns.

Level Two: Students will identify common, proper, and abstract nouns.

Level Three: Students will identify common, proper, abstract, and collective nouns.

Materials: (also included on CD-ROM) Printed Noun flashcards (48 total / 24 each color), 3 levels of reproducible interactive worksheets for reinforcement/instruction (6sheets) Tic Tac Toe sheets for projection (6 sheets also for pair or seat play), instructions for clapping game, Slap the Noun game, and raffle tickets.

Instruction: Although it is not a requirement, students enjoy the learning experience more when they are engaged. It is recommended that all of the worksheets be used interactively: either pair students or have them work individually at their seats to complete the worksheets (this is a good opportunity for differentiating based on ability level), but when the time comes to check their work, have them go to the board where the worksheet is projected or let them write their answers directly onto the overhead transparency or computer screen. Make sure they get up out of their seats and engage in the learning. If they experience difficulty, supplying some clues might be helpful. Offering raffle tickets for correct responses not only encourages the students to engage, but it appeals to their competitive sides. By the end of this identification of nouns unit, your students will be well prepared for the plural and possessive usages... and finally the culminating activity of applying it to their writing.

1. Present noun flashcards to the class and ask them what part of speech you have in your hand (make sure to cover the right corner of the card). Next see if they can identify the classification of the noun. Try to elicit definitions. If it is a common noun but abstract, accept the answer of common until abstracts are introduced.
2. On an overhead or smart pad, project student introduction to types of nouns and share examples of each. See if students can offer examples of their own.
3. Return to flashcards and see if students can now identify the types of nouns.

continued on next page



INTRODUCING TYPES OF NOUNS, CONT.

Using Worksheets:

1. When checking the students' answers, you could keep the rest of the class engaged by allowing one of the students (or a pair of students) to supply answers in front of the class. If the student or pair continues through the entire worksheet without missing one, each person receives a raffle ticket. If they miss one, however, whoever catches their mistake gets to continue on at the board. The last team standing when the page is finished, wins the raffle tickets.

2. Tic tac toe can be used as a reinforcement activity between levels. Project the game directly onto a dry erase or blackboard and have the teams write the words on the projected grid to earn the square.

3. For Levels Two and Three more interactive ideas are printed on the sheets.

Hand Clapping Activity: *Suggested activity before Level One sheet To keep the students alert and aware of the difference between common and proper nouns try this activity:*

1. Students line up next to each other in the front of the classroom.

2. Give them a rhythm of clapping hands then thighs. Start out slowly and wait until they are all in a rhythm.

3. Once a rhythm is established tell them that on the beat, the person next to them will say a common noun and in rhythm, the next person says another common noun. Continue this rhythm until each student has contributed. This warms them up.

4. The real game begins when they start to alternate from common to proper. The person who begins the game will offer a common noun...for example, "dog" The person next to them then has to offer a proper form of that noun...for example, "German Shepherd."

5. If the student is either too slow in responding or incorrect in his or her response, he or she sits down.

6. If, however, the common noun given doesn't have a reciprocal proper noun, it goes back to the student who offered it. If he or she can't come up with the proper noun for the common noun offered, he or she sits down. For example, if student 1 says, "color" and student 2 doesn't know of a proper noun that is a color and neither does student 1, then student 1 sits down.

7. Play continues until there is one student left standing. The students really enjoy this game because it challenges and also engages them.

Hint: You can use a prerecorded beat if that is more comfortable for you.

