Houston Baptist University

**College of Education and Behavioral Sciences**

**Lesson Plan Format**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Subject:** Language Arts **Grade Level:** 1st

**Time Estimate:** 25 minutes

**Unit:** Written Language Conventions **Topic:** Common and Proper Nouns

**Goal(s):** Students understand the function of and use the conventions of academic language when reading and speaking.

**Objective(s):** Students understand and use common and proper nouns in the context of reading and writing.

**TEKS:** 1.20.A(ii)

**Materials/Resources/Technology needs:** “Proper Pete” and “common cat” posters, magnets, sticky notes, pen, Expo markers, white board

**Instructional Procedures:**

**Focusing Event**:

The focusing event will consist of students working in pairs (or groups of three if necessary) to define “noun” and come up with examples of nouns.

Q: What is a noun?

 Appropriate answers: person, place, thing, animal, naming word

Q: What are some examples of nouns? (Write these on the board.)

The focusing activity will take approximately 3 minutes (groups for one minute, class discussion for 2 minutes).

**Teaching/ Learning Procedures:**

1. Introduce the class to “common cat” and “Proper Pete.” Ask the students to look closely at their names. Ask what they notice about the capitalization. Call on individual students to tell you their observations. Tell them that they will be helping them learn about common and proper nouns.
* If they do not get the right answer, tell them that their observations are true, but to pay special attention to the capitalization. Explain that “common cat” only uses lowercase letters and “Proper Pete” begins with capital letters.
1. Teach the students about common and proper nouns. Be sure to explain the similarities and differences between the two, including capitalization, function, the relationship between the examples, and when to capitalize/when not to.
* Common nouns: names a general (regular, common, unspecified) person, place, or thing (NOT a name)
	+ Talk about “common cat’s” examples.
* Proper nouns: names a SPECIFIC person, place, or thing
	+ Talk about “Proper Pete’s” examples.
1. Make the lesson relatable by asking the kids what kind of common nouns are used to name themselves (e.g. child, boy, girl, daughter, son, brother, sister, etc.).

**Formative Check (ongoing or specific)**:

 Ask review questions (choral and individual responses are acceptable).

 Q: What is a common noun? What are some examples?

 Q: What is a proper noun? What are some examples?

 Q: How are common nouns and proper nouns alike? How are they different?

**Reteach (alternative used as needed)**:

Show the students the BrainPop video: (<https://www.youtube.com/watch?v=iYzLKtq3LNk&t=41s>). After watching the video, have the kids sort pictures of and written nouns.

**Closure**:

1. Call on students to help you sort the nouns under “common cat” or “Proper Pete.” Have them explain their reasoning for the placement of the noun to the class.
2. Say words and ask the students to say “common” or “proper.” Talk about the words that had dissimilar answers.
3. Dismiss the students in rows to their desks and tell them what materials to get out for the next part of the day.

**Assessment/Summative Evaluation**:

 The next spelling test will be composed of nouns only. Next to each spelling word, the student will write “C” for common or “P” for proper.

**Modifications/Notes**:

* Special Education
* During reading centers, the student(s) will sort pictures of nouns into groups (person, place, or thing). After they place each card correctly, talk with them about which ones are common and which ones are proper.
* English Language Learners
	+ During reading centers, say a noun/show a picture of a noun and have them repeat it to you. Ask them what it names. After they answer, have them say the word, what it names, and whether it is common or proper.
* Gifted and Talented
	+ During the spelling center, give the student(s) a long word. Ask them to create as many nouns as they can using the word.