

## Nouns

**Overview:** *These readiness-based tasks give students a chance to identify nouns while working at appropriate levels of challenge.* The students work on these tasks following whole-group activities designed to introduce the nature and role of nouns, such as:

- ❖ Using a concept attainment activity to introduce nouns. In this type of activity, a teacher shares a list of words that are nouns (the “IN” list) along with a list of words that are not nouns (the “OUT” list). Students are invited to add words to either list and to discover what it takes to be included on the “IN” list,
  - ❖ Reading Brian Cleary’s A Mink, a Fink, a Skating Rink or parts of Ruth Heller’s Merry-Go-Round,
  - ❖ Creating a class “noun web,”
  - ❖ Brainstorming, either as a whole group or in small groups, nouns that fit into broad categories (for example, people, places, animals, things) or more specific categories (jobs that people might have, cities and towns, ocean animals, tools).
- Assign students to the tiered tasks below based on teacher observation of their grasp of nouns during introductory activities and on their general reading and writing ability.

### **Standard:**

- Apply grammar and language conventions to communicate effectively

### **Objectives:**

The students will **KNOW**

- People, places, and things are *nouns*.

The students will **UNDERSTAND THAT**

- Sentences are made up of different types of words, and each word in a sentence has a job.

The students will **BE ABLE TO**

- Identify nouns.
- Categorize words.

### **Materials:**

- Sentences written on chart paper (include different types of nouns in the sentences: people, places, and things)
- Word splash including nouns and other parts of speech (A word splash is a collection of words that are randomly placed on a page and that may or may not have something in common.)
- Short sentences written on sentence strips and cut into pieces representing subjects, verbs, and prepositional phrases

**Tier One** (lower readiness)

Students assigned to this tier work as a group with the teacher (or another adult) to identify nouns in sentences written on chart paper. Students underline or circle the nouns that they find. Once they have found all the nouns, they look for relationships among them. *Do some of the nouns seem to go together? How?* When they have finished, the students may illustrate some of the nouns that they found. If they are able to do so, have them label their illustrations.

**Tier Two** (middle readiness)

Students working on this task work with a partner or independently to pick nouns out of a group of different words provided on a word splash. Once they have circled all of the nouns on the word splash, they group the nouns into at least three different categories. They list their groups on a separate sheet of paper, making sure to provide a label or title for each group. Once finished, they share their groupings with others working at this same tier.

**Tier Three** (higher readiness)

Students at this tier work in pairs and use parts of sentences written on sentence strips to create their own complete sentences. As they create their sentences, have them write them. Once they have created and written at least six sentences, they circle the nouns in them. They then create categories for their nouns. *Which ones seem to go together? Why?* Ask them to list at least three categories and name the categories.

**Closure:** Once students have completed their assigned tasks, the teacher leads a whole-group discussion to review nouns and discuss their importance:

- What are some of the nouns that you found when you were working on your activity?
- Why are nouns important? What would it be like without nouns?
- What are some of your favorite nouns? Why?