All About Nouns

Third Grade | Reading, Writing | 45 minutes | Standards: L.3.1.A

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This lesson incorporates different learning styles to help students get a firm grasp of what a noun is and its function. It even highlights the important tie between grammar and writing.

Learning Objectives

Students will be able to explain the role of a noun and be able to identify nouns in sentences.

Materials and Preparation

- Noun anchor chart including the definition of a noun and possibly including a list of nouns, optional
- Lined paper

Key Terms:

- nouns

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Lesson

Introduction (5 minutes)

- Share with the students the purpose of learning grammar: so that we can become better speakers and writers.
- Tell students that today they will be learning about what a noun is and how to find them in a sentence.
- Ask students to look around the room and look for objects. Call on a few students to share their item.
- Explain that all of those objects are nouns, which are the words we use for people, places, and things.
- Play a song about nouns to your students to solidify this idea, if necessary. You could have students raise a hand when they hear nouns mentioned to make the activity more interactive.

Explicit Instruction/Teacher Modeling (10 minutes)

- Ask students to define a noun. After taking a few students' ideas, explain that a noun is a person, place, or thing.
- Tell students that nouns found in sentences can explain who or what the sentence is about, where an event took place, and many other things relevant to the sentence.
- Write "walks through the hallway." on the board and ask students to identify what is wrong with the sentence.
- Call on one student. After they share their idea, say that we don’t know who or what walked through the hallway. Explain that this is because the sentence is missing a noun. Ask students what noun could be place in the sentence to make it complete. Call on a few volunteers.
- Ask students if they found another noun in the sentence.
- Share one more example with your class. Write "Tasha skipped to the." on the board. Ask students if they think the sentence makes sense. Ask them if they can identify why or why not. Explain to students that the sentence is missing a noun telling us where Tasha skipped to.

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Guided Practice/Interactive Modeling *(10 minutes)*

- Explain to the class that they are going to complete a noun storm.
- Draw 3 columns on the board. Label your columns "people," "places," and "things."
- Explain that you need help thinking of as many nouns for people as you can.
- Record student answers while they share.
- Ask students to pair up and copy your graph. Tell students that they are to work on columns 2 and 3 and list as many nouns for places and things as they can think of together.

Independent Working Time *(10 minutes)*

- Tell students that during independent working time they are to write out a short story about what happened at recess, lunch, or PE today.
- Tell students that you are going to set a timer for 2 minutes, and that they are meant to go through their stories and circle as many nouns as they can.
- Remind students that nouns are people, places, and things.

**Extend**

Differentiation

- **Enrichment:** Have students switch their papers with a partner and check to see if each other found all the nouns in their stories. Use a different color of ink so changes can be seen. If students can correct a peers work then it will show the student has a good grasp on nouns.
- **Support:** Students who might have a hard time quickly writing a story can look through a book they have at their desk and write down on a separate sheet of paper all the nouns they find.

**Related Books and/or Media**

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Review

Assessment *(5 minutes)*

- Write "1. Brandon found a cute, green turtle by the side of the road." and "2. Did you know that Jamari wants to travel to New York?" on the board.
- Give students sticky notes and ask them to write the nouns found in each sentence.

Review and Closing *(5 minutes)*

- Ask students to define noun again.
- Ask students if they have any lasting questions.