Noun Safari

Second Grade  Writing  45 minutes  Standards: L.2.1, L.2.2

by Cindy Donough

Send your students students searching for nouns! In this lesson your students will be walking around the room in search of nouns. They will then classify the nouns (person, place, thing, or animal), and use their nouns in sentences showing they understand the meaning. This lesson gets the kids moving around the classroom in a fun and meaningful way! (Must have already taught the basics of nouns)

Learning Objectives

SWBAT: identify and classify nouns SWBAT: successfully use nouns in sentences showing their meaning.

Materials and Preparation

Post it notes with nouns written on them, some with non-noun words Recording sheet for each student Clipboards (optional) Pictures of safari animals from a book or interactive whiteboard

Key Terms:

Noun- word naming a person, place, thing, or animal.

Lesson

Introduction (5 minutes)

I ask the students what a safari is - explain it if they don't know. I show a few pictures of different animals found on an African safari, either from a book or on my Smartboard. I ask the kids what would happen if I ran up to a giraffe yelling "I FOUND IT!" (It would run away). I tell the kids they are going to go on a safari and they have to be quiet so they don't scare the animals. We pretend that the post-it notes are the animals, the students sneak around the room, tip toeing!

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Explicit Instruction/Teacher Modeling *(10 minutes)*

I tell the students they are going to review their noun knowledge today. They will be sneaking around to find post-it notes with nouns on them. I model how to sneak up on a post-it note. When I find it, I ask them if it is a noun, then I show them the recording sheet and ask them which column it would go in. I tell them NOT to touch the post-it notes (you wouldn't touch a wild animal!). I model again but this time find a post-it note that is not a noun and go through the recording process again. I then model using the noun in a sentence on the bottom of the recording sheet.

Guided Practice/Interactive Modeling *(20 minutes)*

I always have the students working independently, helps keep the room quiet. Students are walking around the room finding the nouns and classifying them. I am walking around too, giving hints if necessary but also looking at the recording sheets to assess students.

Independent Working Time *(15 minutes)*

At this point students have begun to finish their safari and are sitting back at their desks to write the sentences. I am again circulating to ensure students understand the nouns vs non-nouns and that the nouns are correctly classified.
Extend

Differentiation
Enrichment - I would ask them to give examples of proper nouns that are more specific than the nouns found on the post-its. (ex. post-it says cookie child would write Oreo cookie).
Support - These students may need help classifying the nouns, I would try to float closely and help as needed or pair them up with a buddy.

Technology Integration
I use the Smartboard in the beginning to show safari animals.

Related Books and/or Media
I pull from the books in my classroom library, and I ask the librarian for safari animal books for this to tie it into our habitat unit in Science. I leave the books in a box and when the students are finished with their work, they can choose a book to read on their own or with a buddy.

Review

Assessment  
(5 minutes)
Observe students while they are classifying to see if they understand. Read sentences they wrote.

Review and Closing  
(10 minutes)
When all students are finished, I write the columns on the board and call on students one at a time to go and find a post-it and put it on the board in the correct column. The students are checking their work at their desk. This gives me the opportunity to allow each student to come up to the board and share something they know and I can assess at the same time. (and clean up the post-its!)