

HMH Teacher Central Lesson Plan for Whole- and Small-Group Instruction

Instructor: Shytle

Date: 11-30-20

Class: 4th Gr.

Word Analysis: Nouns and Verbs

Workshop 1 Lesson 8

STANDARDS

CCSS.ELA-LITERACY: L.1.1C, L.1.1E, L.2.1D, L.3.1A, L.3.1B, L.3.1D, L.5.1C

Learning Target: I can identify and use nouns and verbs correctly.

Success Criteria: I am successful when I can use nouns and verbs correctly when speaking and writing.

HEADS UP

Take a brief break from Workshop texts to build students' language and word analysis skills. In this lesson, students will learn to identify common and proper nouns and simple verb tenses. Then they will sort nouns and verbs to apply what they have learned.

MATERIALS

ReaL Book, pp. 40–41

RESOURCES FOR DIFFERENTIATED INSTRUCTION

- **Support:** Correct Word Order
- **Extend:** Correct Verb Tense
- **Language:** Nouns; Verbs

[Get Resources](#)

OBJECTIVES

Primary Goals

Literacy Goal: Identify and use nouns and verbs correctly.

Language Goal: Use nouns and verbs correctly when speaking and writing.

WHOLE GROUP

Today's entire lesson will be completed in small group rotations.

DO NOW!

Show You Know

Use the Do Now routine.

1. Display the Do Now and assign the task.

 **(eventually)** I hope I will **eventually** learn to _____. (e.g., drive a car; speak a new language; play chess)

2. Prompt partners to share their responses and restate their partners' ideas using the frames.

 **So your idea is** _____.

 **Yes, that's correct.**


 **No, what I meant was** _____.

3. Ask two preselected students to share with the class and guide students to score their own responses.

SHARE TODAY'S GOALS

Primary Goals

Introduce the Literacy and Language Goals. *Today we'll learn to identify nouns and verbs so that we can use them correctly when we're speaking and writing.*

 **Literacy Goal: Identify and use nouns and verbs correctly.**

 **Language Goal: Use nouns and verbs correctly when speaking and writing.**

NOUNS AND VERBS

Teach Nouns and Verbs

Explain nouns and verbs and discuss examples.

- Echo-read the definitions and examples for *common noun* and *proper noun* and point out how to capitalize a proper noun. *New York names a specific place, so it is a proper*

noun. State is a common noun because it could describe any state. Likewise, Albert Einstein is a proper noun because it is the name of a specific person. Scientist is a common noun because it could describe any person who works in science.

- Echo-read the definition for *verb* and explain simple verb tenses. *The verb study tells an action. Its tense tells when it happened. Yesterday, I studied. Today, I study. Tomorrow, I will study.*


Anticipate Challenges Help students visualize verb tense by displaying a time line. Label the left “Past,” the middle “Present,” and the right “Future.” Write the examples from the *Real Book* under the appropriate sections of the time line, and brainstorm more verbs to add. Point out how the past-tense verbs end in –ed, while the future-tense verbs are phrases that contain *will*.

Identify Nouns

Guide partners to identify common and proper nouns.

- Read aloud the directions and model how to complete Item 1. *Farm is a common noun because it could describe any farm. Richard Turere names a specific person, so it’s a proper noun. Kenya is the name of a specific place, so it’s a proper noun, too.*
- Use **Think (Write)-Pair-Share** to complete Items 2–3.

 **I identified the (common/proper) noun _____.** (e.g., common/lights; common/cities; proper/Lewis Latimer; proper/Alexander Fleming)

 **I know _____ is a (common/proper) noun because _____.** (e.g., lights/common/it’s a word for a thing; Lewis Latimer/proper/it refers to a specific person; Alexander Fleming/proper/it begins with capital letters)


Follow With Feedback Guide students to act on partner feedback. *Your partner said he/she wasn’t sure about your choice of cities as a proper noun. How will you respond? Can you defend your choice?* Suggest the student revisit his/her choices.

Identify Verbs

Guide partners to identify verbs and verb tense.





- Read aloud the directions and model how to complete Item 4. *The word invented tells an action that already happened. It has the –ed ending, so I’ll write past.*
- Use **Think (Write)-Pair-Share** to complete Items 5 and 6.

 **I identified the (verb/verb phrase) _____.** (e.g., verb/invented; verb/makes; verb phrase/will remember)

 **I know _____ is a verb in the (past/present/future) tense because _____.**
(e.g., invented/past/it ends in –ed; makes/present/it ends in –s; will remember/future/it uses the word will)

FORMATIVE ASSESSMENT	
LITERACY GOAL: Identify and use nouns and verbs correctly.	
Observe Review students’ responses and determine whether they reflect an understanding of common and proper nouns and verbs and verb tense.	
Monitor Progress	Adapt Instruction/Strategies

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<p>Nearly There Students recognize nouns and verbs but cannot always distinguish between common and proper nouns or do not always use verb tenses correctly.</p>	<p>Distinguish between common and proper nouns using a concept map. Write a common noun (e.g., <i>state</i>) in the center and have students share proper nouns that are specific examples of the common noun (e.g., <i>New Jersey, Ohio, Minnesota</i>) to record in the joining circles. Use the response frame to discuss:</p> <p> The proper noun _____ is an example of the common noun _____ because _____.</p> <p>Review verb tenses. Provide simple sentences with verbs in the present tense and have students practice rewriting the sentences in the past or future tense. Use the response frame to discuss:</p> <p> _____ is the (past/present/future) tense of the verb _____.</p>
<p>Not Yet Students are not able to identify nouns or verbs in a sentence.</p>	<p>Guide students to identify nouns and verbs in a simple sentence from a Workshop text. Display sentences, pointing to individual words and asking guiding questions. <i>Which word in this sentence names a person, place, thing, or idea?</i></p> <p>Use frames to support students as they identify nouns and verbs in sentences.</p> <p> _____ is a noun because it names a (person/place/thing).</p> <p> _____ is a verb because it tells an action.</p>
<p>On Track Students identify nouns and verbs, and they can use common and proper nouns and verb tenses correctly.</p>	

Grade 4 Group 1: Trey, Lexi, Chasidy, Javonn, Travis

Grade 4 Group 2: Artayjah, Ti'syia, Elijah, Aadyn, Ji'Anna, Bentley

Grade 4 Group 3: Rileigh, Kevin, Roberto, Sachari, Walker

Grade 5 Group 1: Christopher, Nyi'Kara, Kelsey, Angel, James

Grade 5 Group 2: Zuleyma, Javon, Ziona, London, Hunter, Ashley

Grade 5 Group 3: Micah, McKenzie, Mason, Madisyn, Yissel

WORD ANALYSIS

Analyze Nouns

Guide partners to sort common and proper nouns.

- Model how to analyze the first noun in the word bank, *inventor*. *An inventor is a person, but it is not a specific person. So I know that inventor is a common noun.*
- Guide students to identify the corresponding proper noun. *Remember that a proper noun names someone or something specific. Which noun names a specific inventor?*
- Have partners use **Think (Write)-Pair-Share** to complete the common and proper nouns chart and share responses.



I identified the (common/proper) noun _____. (e.g., common/material; common/inventor; proper/Kevlar; proper/Lewis Latimer)



I know _____ is a (common/proper) noun because _____. (e.g., inventor/common/ it's a word for a person; state/common/it describes a thing that's not specific; Lewis Latimer/proper/ it identifies a specific person; California/proper/it identifies a specific place)

Ramp Up the Routines Assign an attentive listening task as students **Think (Write)Pair-Share**. *Listen carefully to your partner's idea. You might say, "So you chose your answer because ____." Confirm that your partner has accurately restated your idea by replying, "Yes, that's correct," or "No, not exactly. What I said was, ____."*

Analyze Verbs

Guide partners to sort verbs by past, present, and future tense.

- Model how to analyze the first verb in the word bank, *create*. *Create doesn't end in -ed, so it's not past tense. I don't see the word will, so it's not future tense. Create is a present tense verb.*
- Have partners collaborate to complete the chart.

Use Technology After students complete the verb-tense chart, display the answers. Point out that each row includes the past, present, and future tenses for the same base verb. /

can use the words in the first row to talk about what I created yesterday, what I create right now, and what I will create tomorrow. Discuss the related verbs in the second and third rows.

Write Nouns and Verbs




Guide students to write nouns and verbs to complete sentences.

- Read aloud the directions.
- Echo-read Items 1 and 2, saying “blank” for the blanks.
- Work together as a group to complete both items. The verb *improved* *tells me the noun is a person. I see inventor and Lewis Latimer in the word bank. Which noun is a better fit?*

Expect More—Get More Follow strong responses with more challenging questions. After a student gives the correct answer, follow up with questions that extend knowledge and check for full understanding. For example: *How did you know to use the verb create instead of watch or play in the first item? Which words in the sentence helped you determine which tense to use?*

LANGUAGE GOAL: Use nouns and verbs correctly when speaking and writing.

Observe Listen to students' responses and review their written work to determine whether they use common and proper nouns and verb tenses appropriately.

Monitor Progress	Adapt Instruction/Strategies
<p>Nearly There Students identify nouns and correct verb tense in most cases but may have difficulty explaining their reasoning.</p>	<p>Ask guiding questions to help students articulate how they determined whether the noun is common or proper or what the verb tense is. <i>How did you know the noun is (common/proper)? How did you know when the action takes place? Which words in the sentence told you?</i></p> <p>Provide frames to help students explain how to use nouns and verbs.</p> <p> The word _____ is a (noun/verb) because it is _____.</p> <p>(e.g., a person, a place, an action, something you can do)</p> <p> The noun _____ is (common/proper) because _____.</p> <p>(e.g., common/it's a word for a thing; proper/it identifies a specific person, place, thing, or idea)</p> <p> The verb contains _____, so it is in the _____ tense.</p> <p>(e.g., -ed/past; will/future)</p>
<p>Not Yet Students are unable to recognize the difference between nouns and verbs.</p>	<p>Support students to understand the difference between nouns and verbs by reviewing the chart on page 40. Use additional examples related to the Workshop texts. <i>An inventor is a person who makes new things. So inventor is a noun. Invent is an action word, a verb that tells what an inventor does.</i></p>
<p>On Track Students use nouns and verbs correctly when speaking and writing.</p>	

WHOLE GROUP

WRAP UP

Develop Mindset

Guide students to share their responses to the Wrap Up question with a partner.



Is there a topic or idea you came across today that you're struggling with? Tell about it.



One (idea/topic) I am struggling with is _____.