Singular Nouns

Objectives

In this mini-lesson, students will:

• Identify singular nouns in sentences.
• Brainstorm singular nouns.
• Write using singular nouns.

Preparation

Materials Needed

• Chart paper and markers
• Singular Nouns (BLM 4)
• Interactive whiteboard resources

Advanced Preparation

If you will not be using the interactive whiteboard resources, copy the example and modeling texts onto chart paper prior to the mini-lesson.

1. Focus

Explain Singular Nouns

Say: When an author wants to write about just one person, one place, or one thing, she uses a singular noun. The word singular comes from the word single, which means “one.” Let’s look at some singular nouns.

Display the example sentence on chart paper or using the interactive whiteboard resources.

Example Text

The boy left his coat at school.

Say: Let’s find the person, place, or thing in this sentence. A boy is a person. He is just one person, so boy is a singular noun. (Underline the word boy.) A coat is a thing. In this sentence, the boy left only one coat, so coat is a singular noun. (Underline the word coat.) The noun naming a place in this sentence is school. The noun school is also singular. Underline the word school.

Model Using Singular Nouns

Display the modeling text on chart paper or using the interactive whiteboard resources, and read it aloud to students.

Modeling Text

What could be more American than apple pie?
The building dated to 1709.
Travelers had stopped in the original inn to get a meal.
While making a batch of these cookies, Ruth realized she was missing an important ingredient.

Say: The word pie names a thing, so it is a noun. Since this sentence is talking about just one pie, I know that the word pie is a singular noun. The next sentence has the word building. It’s talking about one building and a building is a thing, so it’s also a singular noun. In the third sentence, inn refers to a place and meal refers to a thing. Since both inn and meal are naming just one place or thing, I know that both nouns are singular. The last sentence has the noun batch and ingredient. The sentence tells me that there is only one batch and one missing ingredient. So these are singular nouns, too.
2. Rehearse

Practice Using Singular Nouns

Say: Let’s think of more singular nouns and use them in sentences.

Have students form small groups. Invite groups to think of five singular nouns. Have groups share their results with the class. Record their singular nouns on a Singular Nouns anchor chart.

<table>
<thead>
<tr>
<th>Singular Nouns</th>
</tr>
</thead>
<tbody>
<tr>
<td>bedroom</td>
</tr>
<tr>
<td>doctor</td>
</tr>
</tbody>
</table>

Sample Singular Nouns Anchor Chart

Ask students to form pairs and look at the list of singular nouns on the anchor chart. Invite pairs to choose three nouns and use them in sentences.

If your class includes English learners or other students who need support, use “Strategies to Support ELs.”

Share Sentences with Singular Nouns

Ask pairs to share their sentences with the class. Ask the following questions:

- What singular nouns did you use?
- How can you tell they are singular nouns?
- Which singular nouns are people? Places? Things?

3. Independent Writing and Conferring

Say: In your writing you will have many opportunities to use singular nouns. Remember that a singular noun refers to just one person, one place, or one thing. You can also use more than one singular noun in a sentence.

If you would like to give students additional practice recognizing singular nouns, have them complete BLM 4.

4. Share

Bring students together. Review and provide corrective feedback based on students’ answers to BLM 4. Ask students to share what they learned about using singular nouns.

Strategies to Support ELs

Beginning

Help beginning ELs with singular nouns they are likely to use in everyday life. Gather classroom items such as a book, a pencil, a pen, and a piece of paper. Say the singular noun and point to the item. Then have students say the nouns with you. Ask them to point to the item that the noun names.

Intermediate and Advanced

Pair ELs with fluent English speakers to develop sentences. Make sure that students understand the meaning of each word before they begin the activity.