1. Focus

**Explain Nouns**

*Say:* Writers of informational reports use nouns to name people, places, animals, or things. Nouns that name a specific person or place begin with a capital letter and are called proper nouns. The words *Amanda* and *woman* are both nouns that name people, but *Amanda* is a proper noun because it names a specific woman. The words *America* and *country* are nouns that name places. *America* is a proper noun because it names a specific country. It begins with a capital letter. Words such as *monkey* and *ant* are nouns that name animals. Words such as *desk* and *shoe* are nouns that name things.

Display the following chart on chart paper or by using the interactive whiteboard resources. Discuss the categories of nouns on the chart with students.

<table>
<thead>
<tr>
<th>People</th>
<th>Places</th>
<th>Animals</th>
<th>Things</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amanda</td>
<td>America</td>
<td>monkey</td>
<td>desk</td>
</tr>
<tr>
<td>woman</td>
<td>home</td>
<td>ant</td>
<td>shoe</td>
</tr>
<tr>
<td>boy</td>
<td>North Pole</td>
<td>babies</td>
<td>months</td>
</tr>
<tr>
<td>mother</td>
<td>South Pole</td>
<td>fish</td>
<td>water</td>
</tr>
<tr>
<td>father</td>
<td></td>
<td>birds</td>
<td></td>
</tr>
</tbody>
</table>

**Example Nouns Chart**

**Model Identifying and Sorting Nouns**

Display the modeling text (without underlining) on chart paper or using the interactive whiteboard resources. Read the text aloud to students.

*The babies are born at the North Pole. The mother and father feed the babies a lot of fish so the babies will be strong enough to travel so far. The birds may grab fish out of the water!* It takes about eight months to reach the South Pole.

**Modeling Text**

*Say:* I notice that there are several nouns in this informational report. As I read, I’m going to underline the nouns. The word *babies* is a noun that names some animals. I also see the noun *North Pole*. This is a noun that names a specific place, so it is a proper noun that starts with capital letters. In the next sentence, I see the words *mother* and *father*. These words are nouns that name people. The words *babies* and *fish* are nouns that name animals. Read the rest of the paragraph, underlining each noun. Then model sorting the nouns onto the chart in the correct categories.
2. Rehearse

Practice Identifying Nouns

Display the practice text on chart paper or using the interactive whiteboard resources.

Most butterflies live for about one month. But scientists, including those at the Wildlife Conservation Society, know that some monarchs live longer. The monarchs that fly south are called migrants. Migrants can live for up to nine months. They make the entire trip south. But they do not make the entire trip north again.

Practice Text

Ask students to work with a partner to read the practice text and identify the regular nouns and proper nouns in the sentences. If your class includes English learners or other students who need support, use “Strategies to Support ELs.”

3. Independent Writing and Conferring

Say: We learned that we use nouns in our informational reports to name people, places, animals, and things. We learned that nouns that name specific people, places, animals, or things begin with capital letters. Others start with lowercase letters. We will use the different types of nouns often when we write our reports.

If you would like to give students additional practice recognizing and using nouns, ask them to complete BLM 8.

4. Share

Bring students together. Invite volunteers to share their sentences from BLM 8. Provide corrective feedback as necessary.

Strategies to Support ELs

Beginning

Work one on one with ELs to help them find and name things in the classroom. As students name objects, write them on a chart. Make two lists of nouns: proper nouns and regular nouns. Use students’ names and the name of their city and state to make up the list of proper nouns.

<table>
<thead>
<tr>
<th>Regular Nouns</th>
<th>Proper Nouns</th>
</tr>
</thead>
<tbody>
<tr>
<td>chair</td>
<td>Ms. Jones</td>
</tr>
<tr>
<td>desk</td>
<td>Leila</td>
</tr>
<tr>
<td>table</td>
<td>Illinois</td>
</tr>
<tr>
<td>book</td>
<td>Chicago</td>
</tr>
</tbody>
</table>

Intermediate and Advanced

Pair ELs with fluent English speakers. Encourage them to use the following sentence frames to discuss the different types of nouns.

A noun that names a person is ______.
A noun that names a place is ______.
A noun that names an animal is ______.
A noun that names a thing is ______.

All Levels

If you have ELs whose first language is Spanish, share these English/Spanish cognates: noun/el nombre; person/la persona; animal/el animal.