Singular Nouns

Objectives

In this mini-lesson, students will:

• Understand that singular nouns refer to one person, one place, or one thing.
• Identify singular nouns in sentences.
• Discuss singular nouns in sentences.

Preparation

Materials Needed

• Chart paper and markers
• Singular Nouns (BLM 7)
• Interactive whiteboard resources

Advanced Preparation

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

1. Focus

Explain Singular Nouns

Say: When we are writing about just one person, one place, or one thing we use a singular noun. The word singular comes from the word single, which means “one.” Let’s look at some of these nouns.

Model Using Singular Nouns

Say: I’m going to read some sentences and look for nouns that refer to just one person, one place, or one thing. When I find a singular noun I will underline it.

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

We went to a restaurant. Many people were there. We had to wait. But it was worth it because we had a great dessert!

Modeling Text

Say: In the first sentence I see the noun restaurant. I see the word a in front of restaurant. The articles a and an usually come before singular nouns. I’ll underline restaurant because it’s a singular noun. (Underline the word restaurant.) The second sentence has the noun people, but the sentence tells me there were many of them. That means more than one, so people is not a singular noun. The last sentence tells me about a great dessert. I see the article a again, so there was just one great dessert. Underline the word dessert.
2. Rehearse

Practice Using Singular Nouns

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

Ask students to work with a partner and read each sentence. Encourage them to find the singular noun or nouns in each sentence and talk about how they know the noun is singular.

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

One child put all the pieces in the box.
Chocolate chip cookies are Lisa’s favorite cookie.
Mom asked us to help her make a card.
Did the students go to the library?

Practice Text

Share Sentences with Singular Nouns

Invite students to share the singular nouns they found in the practice text. Discuss their responses. Ask the following questions:
- **What singular nouns did you find?**
- **How could you tell they are singular nouns?**
- **Which singular nouns are people? Places? Things?**

3. Independent Writing and Conferring

Say: *When you use nouns in your writing, think about how many people, places, or things the nouns name. Remember to use singular nouns when you are writing about just one person, place, or thing.*

If you would like to give students additional practice recognizing and using singular nouns, have them complete BLM 7.

4. Share

Bring students together. Review and provide corrective feedback based on students’ answers to BLM 7.

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**Strategies to Support ELs**

**Beginning**

Work with beginning ELs to make a picture dictionary of common singular nouns that they are likely to use in oral language. (For example, you might focus on a category such as school supplies, food, or clothing.) Draw pictures of items and write the singular noun next to it. Have students say the word with you. Prompt students to draw their own pictures and write the nouns for them.

**Intermediate and Advanced**

Pair ELs with fluent English speakers for the practice activity. Read the practice sentences with students and make sure they understand them.