



Lesson Plan

**Identify Correct Forms of Nouns, Pronouns and
Verbs**

for

All Language Learners

in the

Fifth Grade

Lesson Overview

Grade Level:	Fifth
Language Level:	All
Content Category:	Reading
Content Subcategory:	Vocabulary Development
Materials Needed:	Computer connected to the Internet
Technology Tool:	See the Lesson Tools section for this lesson in the Teacher Management Area of the K to 8 technology curriculum
Lesson Summary:	Students will learn how to identify nouns, pronouns and verbs. They will practice using them correctly in sentences.
Lesson Objectives:	At the end of the lesson, the student will be able to: <ul style="list-style-type: none">• identify the correct verb forms• recognize correct gender/number of antecedents
Academic Content:	This lesson covers: <ul style="list-style-type: none">• nouns, pronouns, verbs, antecedents
Technology Skills:	See the following sections of the lesson plan for a detailed list of skills covered in this lesson: <ul style="list-style-type: none">• Standards: NETS - Performance Indicators• Activity Instructions & Rubric

Lesson Plan

Lesson and Student Activity Details:

1. Introduce the lesson by playing grammar games that use nouns, pronouns and verbs. This will remind students of the basic rules of grammar involving these parts of speech.
2. The web lesson begins by explaining proper and common nouns, pronouns and verbs.
3. Interactive Game 1 is a fun way for students to find out if they know how to recognize the types of nouns, verbs and pronouns.
4. The next section teaches singular and plural verbs.
5. Interactive Game 2 gives students practice in matching verbs to nouns.
6. Students will then learn how to make pronouns agree with their antecedents.
7. Interactive Game 3 gives students practice with pronouns and antecedents.
8. The Student Activity asks students to create a slide presentation on the parts of speech.
9. There is an online assessment at the end of the lesson.

Lesson Plan

Extension Activities:

1. Play games to practice using nouns, pronouns and verbs.
2. Ask students to write a story or letter that uses the parts of speech *incorrectly*. Let them switch papers to edit each other's work.
3. There are many grammar games on the Internet. Let students research to find the Web Sites and play some of the games.

Multiple Intelligences

- Intrapersonal
- Verbal/Linguistic
- Visual/Spatial

Questions & Answers

Lesson Assessment

1. An example of a pronoun is:

Correct: it

Wrong: ball, swing, Mary

2. An example of a verb is:

Correct: laugh

Wrong: person, mountain, tall

3. The word "America" is:

Correct: proper noun

Wrong: verb, pronoun, adjective

4. The word "tree" is a:

Correct: common noun

Wrong: proper noun, pronoun, verb

5. The sprinter _____ a fast race.

- run
- runs*

6. The track team _____ the competition.

- wins*
- win

7. The students in the school _____ the assembly.

- attends
- attend*

8. The student body _____ the assembly.

- attends*
- attend

Questions & Answers

9. Mrs. Jenkins drove to Nebraska to visit _____ children.

- her*
- his

10. A student in that private men's college should have no concerns about _____ future.

- their
- his*

11. The soccer team players ordered _____ uniforms.

- its
- their*

12. The volcano blew _____ top.

- his
- its*

Questions & Answers

Interactive Game 1

1. A common noun is _____.
Correct: ocean
Wrong: Pacific Ocean, Atlantic Ocean, swim
2. A common noun is _____.
Correct: state
Wrong: Texas, Ohio, speak
3. A pronoun is: _____.
Correct: he
Wrong: boy, Tom, happy
4. An example of a pronoun is:
Correct: it
Wrong: ball, swing, Mary
5. An example of a verb is:
Correct: laugh
Wrong: person, mountain, tall
6. An example of a verb is:
Correct: run
Wrong: silly, frog, he
7. An example of a proper noun is:
Correct: Memphis
Wrong: city, song, leap
8. An example of a proper noun is:
Correct: Joe
Wrong: man, is, person
9. The word "be" is a:
Correct: verb
Wrong: noun, pronoun, adjective
10. The word "escape" is a:
Correct: verb
Wrong: noun, pronoun, adverb

Questions & Answers

11. The word "America" is:

Correct: proper noun

Wrong: verb, pronoun, adjective

12. The word "tree" is a:

Correct: common noun

Wrong: proper noun, pronoun, verb

13. The word "that" is a

Correct: pronoun

Wrong: noun, verb, adverb

14. The word "he" is a:

Correct: pronoun

Wrong: noun, verb, adjective

Questions & Answers

Interactive Game 2

1. The sprinter _____ a fast race.
 - run
 - runs*

2. The track team _____ the competition.
 - wins*
 - win

3. The students in the school _____ the assembly.
 - attends
 - attend*

4. The student body _____ the assembly.
 - attends*
 - attend

5. A high percentage of people _____ in presidential elections.
 - vote*
 - votes

6. A high percentage of the population _____ in presidential elections.
 - votes*
 - vote

7. The president, together with his cabinet, _____ on an economic plan.
 - decides*
 - decide

Questions & Answers

8. The president _____ on a health plan.
- decides*
 - decide
9. Half of the dogs in the kennel _____ sick.
- are*
 - is
10. Half of the kennel population _____ sick.
- is*
 - are

Questions & Answers

Interactive Game 3

1. Mrs. Jenkins drove to Nebraska to visit _____ children.
 - her*
 - his

2. A student in that private men's college should have no concerns about _____ future.
 - their
 - his*

3. The soccer team players ordered _____ uniforms.
 - its
 - their*

4. The volcano blew _____ top.
 - his
 - its*

5. You and _____ should go to the movie.
 - me
 - I *

6. My classmates performed well on _____ tests.
 - her
 - their*

7. The waiter dropped her tray, so _____ lost her wages.
 - she*
 - he

8. My grandparents are selling _____ farm.
 - its

Questions & Answers

- their*

9. The herd of horses escaped from _____ pen.

- their*
- its

10. The tornado damaged all the farms, then roared _____ way through town.

- his
- its*

Standards

English Language Arts Standards

(From the National Council of Teachers of English)

3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).
5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.
6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.
8. Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.
12. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

Standards

NETS - Technology Foundation Standards for Students

(From the International Society for Technology in Education)

1. Basic operations and concepts

- Students demonstrate a sound understanding of the nature and operation of technology systems.
- Students are proficient in the use of technology.

2. Social, ethical, and human issues

- Students understand the ethical, cultural, and societal issues related to technology.
- Students practice responsible use of technology systems, information, and software.
- Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.

3. Technology productivity tools

- Students use technology tools to enhance learning, increase productivity, and promote creativity.
- Students use productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works.

4. Technology communications tools

- Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.
- Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.

Standards

NETS - Performance Indicators

(From the International Society for Technology in Education)

Grade 3 to Grade 5

1. Use keyboards and other common input and output devices (including adaptive devices when necessary) efficiently and effectively. (1)
2. Discuss common uses of technology in daily life and the advantages and disadvantages those uses provide. (1, 2)
4. Use general purpose productivity tools and peripherals to support personal productivity, remediate skill deficits, and facilitate learning throughout the curriculum. (3)
5. Use technology tools (e.g., multimedia authoring, presentation, Web tools, digital cameras, scanners) for individual and collaborative writing, communication, and publishing activities to create knowledge products for audiences inside and outside the classroom. (3, 4)
8. Use technology resources (e.g., calculators, data collection probes, videos, educational software) for problem solving, self-directed learning, and extended learning activities. (5, 6)