

Lesson Plan

Nouns - Person, Animal, Place, or Thing

Kindergarten (K) - ELA

LEARNING TARGET

- Students will be able to determine if a word is a person, animal, place, or thing.
- Students will be able to match a picture card to the correct word category.

LEARNING PROGRESSION

PREREQUISITE SKILL

No Prerequisite Skills

EXTENSION SKILL

No Extension Skills

DURATION

- Introduction (5 minutes)
- Instruction (15 minutes)
- Guided Practice (15 minutes)
- Independent Practice (15 minutes)
- Exit Card Formative Assessment (5 minutes)
- Closure (5 minutes)

MATERIALS

- Picture cards with images of people, animals, places, and things (at least 20)
- Word cards with frequently occurring nouns (corresponding to the picture cards)
- Whiteboard and markers

VOCABULARY

- Person
- Animal
- Place
- Thing

INTRODUCTION

1. Review the meaning of the four categories: person, animal, place, and thing.
2. Show picture cards and ask students to categorize each one.

INSTRUCTION

1. Introduce the word cards and explain that students will determine the category of each word.
2. Use an example word and picture card to demonstrate how to categorize the word.
3. Guide the students through categorizing several word cards.

GUIDED PRACTICE

1. Divide the students into small groups and provide each group with a set of picture cards and word cards.
2. Instruct the students to work together to match each word card to the correct picture card category.
3. Circulate around the room to provide support and guidance as needed.

INDEPENDENT PRACTICE

1. Instruct students to work independently to match word cards to picture cards.
2. Monitor students' progress and provide support as needed.

HOMEWORK

1. Assign students to find and categorize five nouns from their home environment.
2. Encourage students to share their findings with the class during the next lesson.

EXIT TICKET

1. Provide each student with a whiteboard and marker.
2. Instruct students to write a word and draw a picture that matches the category given.

SUMMATIVE

1. Formative assessments will be conducted during the lesson to monitor students' understanding of frequently occurring nouns and their ability to categorize them.
2. The exit ticket and progress monitoring assessments will be used to determine students' mastery of identifying and categorizing frequently occurring nouns.

CLOSING

1. Review the four categories and examples of words that belong in each category.
2. Ask students to share one word they learned today and the category it belongs to.

TEACHING TIPS

- Use real-life examples to help students make connections with the different types of nouns.
- Incorporate visual aids, such as pictures or objects, to help students understand and remember each type of noun.
- Provide ample opportunities for students to practice identifying and categorizing nouns in a variety of contexts.

MISCONCEPTIONS

- Students may confuse adjectives with nouns, so it's important to clarify the difference between the two.
- Students may struggle with abstract nouns, as they do not represent physical objects.
- Students may have difficulty recognizing proper nouns, which are specific names of people, places, or things.

EXTENSION

1. Students can use adjectives to describe the nouns in each category.
2. Students can create their own picture and word cards for others to categorize.

INTERVENTION

1. For students who struggle with categorization, provide additional picture and word cards for practice.
2. For students who need extra support, provide visual aids or prompts to help them identify the correct category.

COMMON CORE STANDARD

L.K.1.B - Use frequently occurring nouns and verbs.

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