

WEEK 3 Day 4

Vocabulary & Language
Proper Nouns

Weekly Question	What roles and responsibilities do we have in our communities?				
Language Objective	I can identify and use proper nouns. (L.1.1.a)				
Vocabulary	<p>noun: a person, place, thing, or idea</p> <p>common noun: any noun that does not specify the particular name of a person, place, or thing</p> <p>proper noun: a noun that names a specific person, place, or thing</p> <p>role: job or part you play</p>				
Materials and Preparation	<ul style="list-style-type: none"> ● Weekly Word card: role ● whiteboard and marker <p>On the whiteboard, make the following chart.</p> <table style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <thead> <tr> <th style="border-right: 1px solid black; border-bottom: 1px solid black; padding: 5px;">common noun</th> <th style="border-bottom: 1px solid black; padding: 5px;">proper noun</th> </tr> </thead> <tbody> <tr> <td style="border-right: 1px solid black; padding: 5px; text-align: center;"> book store restaurant teacher school </td> <td style="padding: 5px; text-align: center;"> Quinito’s Neighborhood </td> </tr> </tbody> </table>	common noun	proper noun	book store restaurant teacher school	Quinito’s Neighborhood
common noun	proper noun				
book store restaurant teacher school	Quinito’s Neighborhood				
Opening	<i>Yesterday we learned about proper nouns. Today, we’re going to pair common nouns and proper nouns.</i>				
Discussion	<p><i>A proper noun names a specific person, place, or thing.</i></p> <p>Refer to the chart.</p>				

	<p><i>I've started a chart with two columns. The left column has the heading "common noun." These nouns name a kind of thing without naming a specific one—a book could be any book, for example. The right column has the heading "proper noun." These nouns name a specific one, such as Quinito's Neighborhood. I've added this book to the "proper noun" column, across from "book."</i></p> <p><i>What do you notice about how I've written "Quinito's Neighborhood"? [the words are capitalized]</i></p> <p><i>On this chart, my role—my part in this activity—was to contribute common nouns and give an example. Now your role is to think of proper nouns to match my common nouns.</i></p> <p><i>Can you think of another proper noun that corresponds to the noun "book"?</i></p> <p>Add a child's contribution to the list.</p> <p>Continue inviting children to supply proper nouns for each common noun. Highlight places, people, and things that are part of the school's neighborhood or classroom community.</p>
Closing	<p><i>Now, we've talked about and practiced making sentences with common and proper nouns. Knowing the difference between common nouns and proper nouns and using both kinds helps us understand, talk about, and write about our world.</i></p>
Standard	<p>L.1.1.a Use common, proper, and possessive nouns.</p>
Ongoing assessment	<p>During the discussion, listen for evidence that children are understanding nouns.</p> <p>Do they distinguish between common and proper nouns?</p> <p>In addition, notice how children participate in turn taking. Consider using Equity Sticks or another talk protocol to ensure that all children have opportunities to volunteer ideas.</p> <p>As children supply proper nouns, note the people and places that are personally important to them.</p>
Notes	