



**ED 321 LESSON PLAN 4**  
"Proper Noun Gallery Walk"

**Outcomes:** (WI Teacher Standards #1, 2)

- State or district standard: Language Arts  
C.8.2 Listen to and comprehend oral communications  
C.8.3 Participate effectively in discussion  
D.8.1 Develop their vocabulary and ability to use words, phrases, idioms, and various grammatical structures as a means of improving communication

**Instructional objective(s):**

Students will learn to recognize proper nouns and common nouns, while working together to use their knowledge to build lists of proper nouns

- Target (Characteristics of a High Performing Classroom):  
1 – Engagement of Student Learners  
4 – Strategic Instructional Choices  
7 – Collaboration with Colleagues

**Materials Needed:** (WI Teacher Standard #3)

- List all of the materials you will need to teach this lesson. Include those you designed.  
5 different colored markers  
6 Large poster paper or chart paper

**Total time needed:**

50 minutes

**Procedures:** (WI Teacher Standard #7)

- **Introduction:**  
What is the difference between a common noun and a proper noun if they are both a person, place, thing or an idea?
- **Steps for instruction:**  
Discuss with the students the difference between common and proper nouns.  
1. Common Nouns

Definition: The name of a particular person, place, thing or idea.  
Common nouns are not capitalized. Examples: country, winter, car, river

2. Verbally give as many nouns as you can think of for the common nouns listed below. Do this as quickly as you can!

Go down the rows so each student can provide an answer. If they cannot, they may choose to skip.

Example: jewelry store = rings, necklaces, broaches, beads, lockets, bracelets, anklets, wrist watches, pocket watches, clock fobs, tie clasps, (French) cufflinks, tie clips, counters, cloths (to wipe the jewelry to make it shiney), cash register, clerk, lights, cleaner, etc.

Kitchen	bedroom	bathroom	backyard
church	grocery store	mall	parade
amusement	park	restaurant	tools
car	library	ocean	forest
closet	toys	zoo	countries
doctor's office	veterinarian	sports	buildings
castle	museums	music	store
pirates	farm	fruits	vegetables

3. Proper Nouns

Definition: The name of a particular person, place, thing or idea. Proper nouns are always capitalized. Examples: John Witherspoon, Monday, Statue of Liberty, G.A.

4. Verbally give as many nouns as you can think of for the proper nouns listed below. Do this as quickly as you can!

Go down the rows so each student can provide an answer. If they cannot, they may choose to skip

Example: tyrants = Hitler, Mussolini, Nero, Caligula, Osama Bin Ladin, Augustus, Tiberius, Claudius, Julius Caesar, Arafat, Saddam Hussein, Napoleon

heroes	authors	newspapers	cathedrals
magazines	books	fictional	characters
holidays	weekdays	countries	museums
months	artists	composers	movies
nicknames	animal pet names	presidents	planets
national landmarks		amusement parks	

5. Put 6 pieces of chart paper on the wall around the room with a different common noun listed on each. Use nouns from above that were not used before. One piece should say, "Other Proper Nouns"
6. Tell students that they are going to use what they just learned to participate in a "Gallery Walk". Students will work in small groups of 4-5.
7. Each group will be given 5 minutes (timed by teacher) and a different color marker and must write as many proper nouns as they can on each piece of chart paper. They should review each groups list so they are not repeating

any words. When they have written all of their nouns, they must tally the number below their list.

8. Set behavior expectations: Students are to work in small groups. Each group member must participate in the gallery walk and contribute to the lists. Groups may not move to the next common noun until the full 5 minutes is up and the teacher announces it is time to switch. Group members should keep their voices low so other groups cannot hear their discussion and ideas.
9. Divide the class into 5 groups of 4-5 students.
10. Give each group a different colored marker or crayon. One member of the group will act as the writer for the group.
11. Ready, Set, Go. Have groups go to their first common noun. Give groups 5 minutes and call out "switch". Groups should follow clockwise around the room to keep order.
12. When groups are finished have students return to their seats.
13. Review each common noun poster with the class. Have students determine if there are any errors with the proper nouns listed. Draw attention to errors, clear up misconceptions, and reinforce rules for recognizing proper (vs. common) nouns. Adjust the groups' tallies accordingly.

- **Strategies for students requiring additional assistance:** (WI Teacher Standard # 3)

Students needing additional assistance will have the opportunity to work with another student on this activity. They will not be required to be the writer. If they have difficulty walking, the group they are assigned to will have to go back to the student for input and collaboration.

- **Closure:**

Ask students what we learned about today. Do they have a better understanding of the difference between a common noun and a proper noun? Using this activity, students will complete a Common Noun and Proper Noun worksheet for homework.

#### Assessment:

Students will be assessed on their participation in the group activity. Student identifies more than one common noun and more than one proper noun in the class discussion. Lastly, the students will be assessed on their completion of the homework handout of identifying common and proper nouns.

