The following instructional plan is part of a GaDOE collection of Unit Frameworks, Performance Tasks, examples of Student Work, and Teacher Commentary. Many more GaDOE approved instructional plans are available by using the Search Standards feature located on GeorgiaStandards.Org.

Georgia Performance Standards Framework for English Language Arts-Grade 3

Instructional/Learning Activity Task Template:

Overview

Unit Title: Response to Literature

Annotation:
This instructional task focuses upon the use of a narrative text to support the acquisition and understanding of conventions. The included learning activities emphasize the appropriate use of singular, plural, and possessive nouns in support of the Georgia Performance Standard, ELA3C1.

This instructional task is based upon the suggested picture book The Old Woman Who Named Things by Cynthia Rylant; however, other high quality picture books could be substituted as well. Teacher read-alouds should be carefully chosen. The read-alouds should have themes that reflect the lives of students. Chosen read-alouds may be at a reading level higher than the students' instructional level so as to expose children to a more complex story structure. Through the use of such read-alouds, the teacher will help broaden and deepen the students' understanding of how the author, using oral language, informs, persuades and entertains the reader/audience.

Activities contained in this instructional task include the reading of the above-mentioned text, guided practice, discussions of applicable text-to-text, text-to-world, and text-to-self connections, opportunities for self-reflection, and instructional games, such as Noun Bingo.

Grade, Subject, Topic, Author(s):
3rd Grade, Response to Literature, Identification and Use of Singular, Plural, and Possessive Nouns
Shannon Bryant and Jennifer Wynn, Houston County

Special Notes to Teacher:
Each session of this instructional task will vary in length of time required. See each mini-task for specific information. The content should be taught over a series of days, most likely 3 separate class sessions. This instructional task has been subdivided into 3 mini-tasks, which are described below.

It may be beneficial for the teacher to have an auditory cue, such as a train whistle or a bell, to aid in class transitions for this instructional task. This will assist with organization, noise control, and classroom clean-up.
Standards

Focus Standard/Element(s):
ELA3C1-The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats. The student:
b. Identifies and uses nouns (singular, plural, possessive) correctly.

Complementary Standard/Element(s):
ELA3R3-The student uses a variety of strategies to gain meaning from grade-level text. The student:
a. Reads a variety of texts for information and pleasure.
b. Makes predictions from text content.
i. Makes connections between texts and/or personal experiences.
p. Recognizes the author’s purpose.

ELA3W1-The student demonstrates competency in the writing process. The student:
a. Captures a reader’s interest by setting a purpose and developing a point of view.
b. Begins to select a focus and an organizational pattern based on purpose, genre, expectations, audience, and length.
e. Begins to use appropriate structures to ensure coherence (e.g. transition words and phrases, bullets, subheadings, numbering).
h. Begins to use descriptive adjectives and verbs to communicate setting, character, and plot.
i. Begins to include relevant examples, facts, anecdotes, and details appropriate to the audience.
k. Writes a response to literature that demonstrates understanding of the text, formulates an opinion, and supports a judgment.

ELA3C1-The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats. The student:
e. Speaks and writes in complete and coherent sentences.

ELA3LSV1-The student uses oral and visual strategies to communicate. The student:
a. Adapts oral language to fit the situation by following the rules of conversation with peers and adults.
b. Recalls, interprets, and summarizes information presented orally.
d. Listens to and views a variety of media to acquire information.

Learning Goals

Essential Question(s):
- What are rules that govern correct noun choices—singular, plural, and possessive?
- What patterns are evident in singular, plural, and possessive nouns?
- How can the use of correct noun forms in my writing better engage my readers?
- How can a broader understanding of noun usage enable me to become a more fluent reader with better comprehension?
Knowledge:
- Rules that govern correct noun choices—singular, plural, and possessive?
- The use of -‘s and –s’ to indicate possession.
- The use of –s, -es, and –ies to indicate plural nouns.
- An understanding of the importance of correct noun usage in order to be an effective writer and a fluent reader.

Skills:
Students will:
- Identify singular, plural, and possessive nouns.
- Identify patterns of singular, plural, and possessive nouns.
- Use singular, plural, and possessive nouns correctly in a written piece.
- Generate a list of rules to apply when using singular, plural, and possessive nouns.

Balanced Assessment for Task

Assessment Method/Type:
Teacher Observation:
- For example, teachers will monitor and facilitate the class’ generation of a list of singular, plural, and possessive nouns, as well as record student involvement during class discussions of the text during both the text opener and after a teacher reading of The Old Woman Who Named Things. (See attached Teacher Observation Checklist-Group Discussions/Literature Response.)

Student-Generated Products:
- Specifically, Student Nouns—Bingo Cards and Student Text Samples.

Description/Directions for Assessment:
- Teacher Observation Checklist-Group Discussions/Literature Response —While teacher observation should be ongoing in the elementary classroom, teachers should particularly take note of student responses and involvement during the text opener and in response to the suggested text, The Old Woman Who Named Things by Cynthia Rylant. (Teacher observations may also be recorded in a variety of other ways, including anecdotal notes on mailing labels, sticky notes, etc.)

- Student Text Samples —During Mini-task 2/Day 2, students will analyze and chart passages from the suggested text, especially focusing on the identification and usage of singular, plural, and possessive nouns (recommended pages from the text: 8, 10, 21, 24). (See attached Noun Sorting Chart).

- Student Nouns—Bingo Cards —During Mini-task 3/Day 3 students will use their knowledge and understanding of noun usage to design a Bingo game which meets criteria established by the teacher. In this manner, students will demonstrate what they have learned, as well as create useful learning tools/instructional games for the Language Arts classroom. (See attached Student Nouns—Bingo Cards, Noun Bingo Instructions, and Noun Bingo Rubric.)
 Procedures, Directions, and Resources

Procedures/Directions (Detailed Steps) with Approximate Duration of Each Step:

Mini-task 1 (Day 1—30-45 minutes)
Opening:
The teacher will begin with a text opener. Students will respond orally to the question, “Do you have a pet that you love? What is the best thing about having a pet? What is the worst thing?” Students should think, then pair and share their responses to this question. In this manner teachers encourage children to make text-to-self and text-to-world connections with the book under study.

After sharing time, the teacher will introduce students to the picture book, The Old Woman Who Named Things by Cynthia Rylant. In this book a woman grows to love a dog, so she names him Lucky and takes him in as her pet. (This is the suggested text; however, another quality picture book may be substituted as well.) The teacher will ask students to listen for 3 major types of nouns during the read aloud:
  o Singular
  o Plural
  o Possessive
Before beginning the story, the teacher should inform students of the differences between these 3 types of nouns. Colored sticky notes will then be distributed to the students. Colored sticky notes will be distributed according to the teacher’s discretion. Students with yellow paper will listen for and record singular nouns, students with blue paper will listen for and record plural nouns and students with pink paper will listen for and record possessive nouns.

Worktime:
The teacher will read aloud from the suggested text. During the read aloud, students will record sample nouns from the text on their sticky notes. A class chart may be constructed after the read aloud, chronicling student answers. An example of a class chart is included (see Class Chart—Story Nouns). The teacher should work with students to highlight similarities and differences among columns. These observations should be used to create a class reference chart for noun usage. (See attached.)

Closing:
In conclusion, the teacher will review the text with students. He/she will inform students that the 3 types of nouns will be used again in tomorrow’s lesson. While teacher observation should be ongoing in the elementary classroom, teachers should particularly take note of student responses, involvement, and accuracy in answering these questions, as well as student participation in the earlier text opener and their responses to the text (see Teacher Observation Checklist-Group Discussions/Literature Response).
Mini-task 2 (Day 2—30-45 minutes)

**Opening:**
The teacher will open the lesson by reviewing the suggested text and the chart(s) made in class on Day 1. During the review, the teacher may use a highlighter or pointer to again distinguish between the 3 types of nouns under study—singular, plural, and possessive.

**Worktime:**
The teacher will divide students into cooperative groups for this portion of the lesson. Students may be heterogeneously grouped or may be grouped according to ability level. Each group will be assigned a specific page or portion of the text. Using the chart provided (see attached), students will categorize singular, plural, and possessive nouns.

**Closing:**
In closing, students will be given the opportunity to conference with the teacher about their work from today. Teachers should read and discuss charts with students to ensure that they meet and/or exceed expectations for this assignment.

Mini-task 3 (Day 3—45 minutes)

**Opening:**
Mini-task 3 will begin with a large group review of the class chart(s) from Day 1, as well as the suggested text. The teacher should provide students with any necessary reminders about singular, plural, and possessive nouns.

**Worktime:**
Students will use the attached Noun Bingo Instructions to create a Bingo game aimed at teaching and reviewing the 3 types of nouns introduced in class. Students may work with partners or in small groups on this assignment. Upon completion of the game, students may play their Bingo games with each other or with another group who is also finished. Teacher rubrics will be used to score this learning activity.

**Closing:**
In closing, the teacher should review noun identification and usage. Students will be asked to offer feedback about the learning activity, as well as, about the suggested text. The teacher may close the lesson with a rereading of the text and the opportunity for students to respond in their Literature Response Journals to the text. (Example: incorporating the usage of nouns, write two pieces of advice that the old lady might give to children who are interested in owning a pet like a dog.) In this manner students make text-to-text, text-to-self, and text-to-world connections.

**Resources, Materials, and Equipment:**

**Materials and Equipment:**
- Suggested text, The Old Lady Who Named Things by Cynthia Rylant, or another high-quality picture book containing singular, plural, and possessive nouns.
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- Reading Response Journals
- Scoring Rubrics
- Sample Passages/Sample Text (recommended pages: 8, 10, 21, 24)
- Colored Sticky Notes
- Chart Tablet
- Markers/Highlighters
- Pencils
- Construction Paper/Posterboard

Resources:
The following web sites are very useful and may be used throughout the course of this study.

- [www.libraryvideo.com/guides/K6812.pdf](http://www.libraryvideo.com/guides/K6812.pdf) (This is a great teacher resource with lots of information about nouns!)
- [www.abcteach.com/directory/basics/grammar](http://www.abcteach.com/directory/basics/grammar) (Noun resources available for teachers at abcteach.com.)
- [www.funbrain.com/grammar](http://www.funbrain.com/grammar) (A great parts of speech game—Grammar Gorillas!)
- [www.eduplace.com/tales](http://www.eduplace.com/tales) (Wacky mad-libs to teach about parts of speech!)

**Differentiation for Content, Procedures, Process, and/or Learning Environment:**

**Remediation:**

- Students may work cooperatively with the teacher as they identify and sort nouns written on sentence strip by category--singular, plural, and possessive. Nonreaders could participate in this activity using pictures to accompany text.
- Additional texts may be used for extra practice. Students may be given a graphic organizer for sorting.
- Students may work with the teacher to create a quick-reference, reminder chart for nouns. Students may creatively represent the noun rules learned in class through the creation of a brochure, bookmark, flip book, etc.
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Extensions/Enrichment:

- Students may create a Power Point presentation using the digital camera to document examples of singular, plural, and possessive nouns. For example, students could take a picture of the teacher wearing a hat. The label for that slide would then be “Mrs. Bryant’s Hat.” Presentations should contain a minimum of 12 slides and should also incorporate the rules for noun usage covered in class.

- Students may participate in web-based games which review nouns, but introduce rules for other parts of speech as well. Great examples of these games which emphasize conventions are found at [www.funbrain.com/grammar](http://www.funbrain.com/grammar) (Grammar Gorillas) and [www.eduplace.com/tales](http://www.eduplace.com/tales) (wacky mad-libs to teach about parts of speech).

- Students may create a graph, which documents various types of nouns used in the suggested text, *The Old Woman Who Named Things* by Cynthia Rylant. Graphs might include the number of singular nouns used in the text, the number of pronouns used, the number of proper nouns, etc. Through these extensions, the lesson will be differentiated in both content and process. Graphs could be displayed on chart paper or posterboard. Students who work together could compare the nouns in this text to other texts by Rylant.