

⚡ PREPARE

CONCEPT The ability to think and talk about nouns and verbs helps students understand and explain texts accurately and write effectively. A noun names a person, place, thing, or idea. A verb shows action or state of being. Every sentence must have a verb. Almost every sentence has a noun.

VOCABULARY noun, verb

MATERIALS Lesson reproducibles

⚡ INSTRUCT**ANCHOR CHART** [Display Reproducible page 1.]

- Introduce the **Concept** of this lesson. (See above.)
- Explain the definitions of **nouns** and **verbs**.
- Direct students to examples of types of nouns. (“Idea” may be the most difficult as you cannot see, hear, touch, taste, or smell ideas.)
- Direct students to examples of verbs. Note the difference between **action verbs** (the action) and **verbs of being** (how someone or something is, feels, or seems).
- Review the annotated examples on the bottom of the **Anchor Chart**. Explain that nouns are underlined and verbs are circled.

⚡ PRACTICE**[Display Reproducible page 2, Nouns, Part A.]**

- Read the directions with students.
- Review the definition of a **noun** and guide students through the example.
- As students underline each **noun**, prompt as needed. (Do the nouns name a person, place, thing, or idea?)

[Display Reproducible page 2, Verbs, Part B.]

- Read the directions with students.
- Review the definition of a **verb** and guide students through the example.
- As students circle each **verb**, prompt as needed. (What is the action? Does the verb show how someone or something is, feels, or seems?)

[Display Reproducible page 3, Nouns and Verbs, Part C.]

- Read the directions with students.
- Note to students that some words can be a **noun** or a **verb** depending on how they are used in a sentence (e.g., ducks).

★ Note that an Answer Key is available for teacher reference on Lesson page 2.

🔑 ANSWER KEY FOR TEACHER REFERENCE

[Blank student copies are found on Reproducible pages 2 & 3.]

[Reproducible page 2, Nouns, Part A]

1. Robins sing. (thing)
2. Freedom rings. (idea)
3. Jorge stretches. (person)
4. London is lovely. (place)
5. Insects crawl. (thing)

[Reproducible page 2, Verbs, Part B]

1. Run! (action)
2. Sam was happy. (being)
3. The raft drifted. (action)
4. Duane feels sick. (being)
5. Suzanne thinks a lot. (action)

[Reproducible page 3, Nouns and Verbs, Part C]

Word Bank

Arjun	bacon
arrive	ducks
ice	thinks
sizzles	students
waddle	melts

Sentences will vary.

1. Arjun thinks.
2. Students arrive.
3. Ice melts.
4. Bacon sizzles.
5. Ducks waddle.

ANCHOR CHART

Nouns & Verbs

Nouns name a person, place, thing, or idea.

Person

student
author
actor

Thing

cupcake
sock
camel

Place

library
Texas
hospital

Idea

honesty
freedom
justice

Verbs show action or state of being in a sentence. Every sentence must have a verb.

Action Verbs

The clock *ticks*.
Spiders *climb*.
A tourist *snorkeled*.
An octopus *floats*.
The hotel *stands*.

Verbs of Being

The customer *is* unhappy.
The hats *were* warm.
The father *seemed* excited.
A window *looked* cracked.
The baby *feels* light.



I underline the nouns and circle the verbs!



⚡ PRACTICE

Nouns

A. Underline the noun in each sentence. Discuss if the noun names a person, place, thing, or idea.

Which word tells me who or what this sentence is about?

The word bikes tell me what the sentence is about. Bikes are things.

Bikes race.

1. Robins sing.
2. Freedom rings.
3. Jorge stretches.
4. London is lovely.
5. Insects crawl.

Verbs

B. Circle the verb in each sentence. Discuss if the verb shows an action or state of being.

Who or what is the sentence about?

The word boy tells me what the sentence is about. A boy is a person.

What does the boy do?

The boy draws.

The boy draws.

1. Run!
2. Sam was happy.
3. The raft drifted.
4. Duane feels sick.
5. Suzanne thinks a lot.

⚡ PRACTICE (CONTINUED)

Nouns and Verbs

C. Read the words in the bank, and combine them to write two-word sentences that make sense. Then, underline the nouns and circle the verbs in your sentences. You may use words more than once, and not all words need to be used. Remember to use a capital letter at the beginning of your sentence and the correct punctuation mark at the end.

Word Bank	
Arjun	bacon
arrive	ducks
ice	thinks
sizzles	students
waddle	melts

- _____
- _____
- _____
- _____
- _____