



Master Lesson Plan for

Countable and Uncountable Nouns

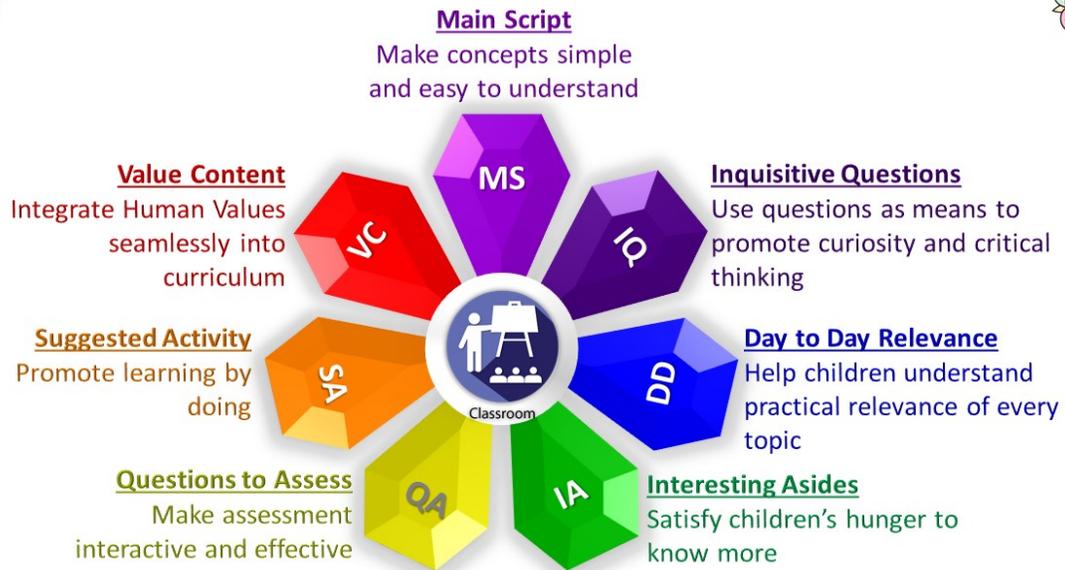
Board	Standard	Subject	Chapter	Language	Creation date
CBSE	STD II	English	Countable and Uncountable Nouns	English	10-04-2022 16:31:10

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Master Lesson Plan (MLP) - Covers the entire chapter with the help of these 7 asset types



For more information on how to use the lesson plan effectively, please scroll to the guidelines at the end of this document.

MS_All About Countable And Uncountable Nouns

Countable And Uncountable Nouns

The teacher could begin the class by eliciting examples of nouns. As the students give out the nouns, the teacher could write them on the blackboard as follows-

(These are suggested examples only)

boy	food
cats	juice
books	milk
children	water

From the above examples the teacher could draw the attention of the students to the list and elicit from them as to **why** they have been written in two separate columns, although they are all nouns.

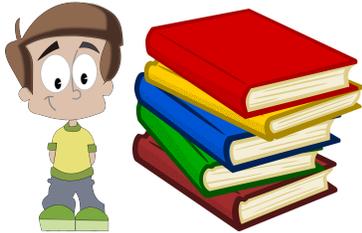
Notes to the teacher:

- Encourage children to come up with as many reasons as possible. (At this point there can be no right or wrong answers. The reason for such a question is to trigger their thinking process.)
- Once the teacher feels that a child is coming close to the expected answers, the attention should be drawn to her/him and appreciated. From here, the teacher could lead the class to Countable and Uncountable nouns and introduce the children to them.

Countable And Uncountable Nouns

Countable Nouns	Uncountable Nouns
boy	food
cats	juice

books	milk
children	water



Nouns not only name persons, places, animals or things but also tell us whether they are **countable or uncountable**.

What are Countable Nouns?

Nouns that can be made **plural**, which means that there can be more than one of something, or if we can **add a number before** the noun, we have a **countable noun**.

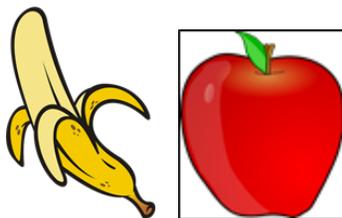
Example: Kala ate **two apples**.

In this sentence we are able to add a number before the noun (apple) and make it plural by adding an 's'. Thus apple is a countable noun.

- **Countable Nouns may have singular or plural forms —**
an apple - **two** apples
- **Countable Nouns use a singular verb or a plural verb —**
Examples:-The apple is fresh. The apples are fresh.
- **Countable Nouns use a, an or a number before them —**
Examples:- Hari ate **a** banana.

Gita has **an** apple in her bag.

Bina gave **three** books to her friend.



More Examples like these can be given:

1. There are **three candles** on the cake.

(Because we are able to put a number before 'candles' and are able to make 'candle')

plural, it is a **countable noun**)

2. Anil has **two pencils** in his box.

(Because we are able to put a number before 'pencils' and are able to make 'pencil'

plural, it is a **countable noun**.)

3. Hari ate **a banana** now.
4. Those **four chairs** are broken.
5. Gowri has **two dogs** as pets.
6. **An apple** is red in colour.

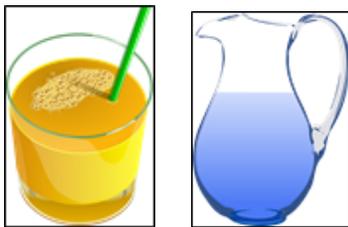
What are Uncountable Nouns?

Nouns that cannot be made plural by adding a number in front of them are **uncountable nouns**.

Example: The **water** is hot.

We cannot add a number before water and say 'two waters'. Thus water is an **uncountable noun**.

- **Uncountable nouns have only one form (no plural).**
juice — **not** juices
- **Uncountable nouns always use a singular verb.**
This juice is fresh.
- **Uncountable nouns don't use a, an or a number before them.**
juice — we don't say a juice, an juice, two juices
- **Uncountable nouns take the word 'some' before them.**
There is **some** water in the jug.



More Examples:

1. **Air** is all around us.

(We cannot add a number before 'air' and say 'three airs'. Thus air is an **uncountable noun**.)

2. We get **wool** from sheep.
3. **Music** from the flute is very pleasant.
4. There is some **water** in the jug.
5. I like to eat **bread** in the morning.

Further to recapitulate, questions like the following can be posed:

1. Can we say five children? (yes)
Then children is a countable noun.
2. Can we say ten milks? (no)
Then milk is an uncountable noun.
3. Can we say two trees? (yes)
Then tree is a countable noun.
4. Can we say three monies? (no)
Then money is an uncountable noun.

Children can be asked to come up with as many uncountable nouns on their own. Then, the teacher can call out nouns and have the class tell if they are countable or uncountable nouns.

Notes to the teacher:

Do not make the mistake of saying that uncountable nouns are things that we can't count as there are some uncountable nouns that you can actually count. For example: Money is an uncountable noun but money can be counted.

List of some uncountable nouns:

water, milk, oil, coffee, soup, rain, air, smoke, blood, juice, wood, glass, paper, gold, silver, iron, ice, wool, cotton, steel, furniture, advice, work, sugar, rice, salt, sand, mud, flour, dirt, dust, traffic, grass, bread, fish, cheese, butter, chocolate, love, music, thunder, help

Link to the images used in this asset:

1. <apple> <<https://pixabay.com/vectors/apple-red-fruit-fresh-ripe-juicy-25236/>>
2. <banana> <<https://pixabay.com/illustrations/banana-fruit-exotic-peel-4505334/>>
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Time to teach	Asset type	Theme	Sub Theme
15 minutes	Main Script	Nouns	Countable and Uncountable Nouns

SA_Word Building for Uncountable Nouns

Aim: Students will be able to differentiate between countable and uncountable nouns and give examples for the same.

Resources Required: Sheets of paper or notebooks and pencils to write on.

Setting for the activity: Indoors

Type of activity: Group

Preparation: NA

Procedure:

Step1: Teacher divides the class into five groups with five to six students in a group, depending on the strength of the class.(Groups - 1, 2, 3, 4 & 5)

Step 2: Teacher to give each group five letters of the English alphabet.

For example- Group 1 - a, b, c, d, e

Group 2 - f, g, h, i, j

Group 3 - k, l, m, n, o

Group 4 - p, q, r, s, t

Group 5 - u, v, w, y, z

Step3: On the given sheet of paper/notebook the students could make three columns and write the headings as follows-

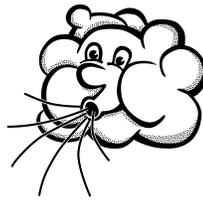
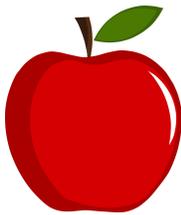
Letter	Countable Nouns	Uncountable Nouns

At the count of three from the teacher, the students start writing a list of countable and uncountable nouns, for each letter of the alphabet given to them.

Step4: The students could be given ten minutes for this.

For example: Group 1 - a, b, c, d, e

Letter	Countable Nouns	Uncountable Nouns
a	apple	air
b	ball	bread
c	cat	coffee
d	desk	dirt
e	egg	energy/electricity



Step 5: Each group may present its answers in front of the class.

Step 6: The teacher should appreciate all the students for participating and a special round of applause should be given for the group/groups that have performed well.

Observation: Students will be able to differentiate between countable and uncountable nouns and give examples for the same.

Instructions to the teacher:

- Before commencing the activity, review the difference between countable and uncountable nouns.
- Draw the students attention to the time allotted (10 minutes).
- Facilitate the students' learning by walking around to check their answers and participation.
- Encourage all to participate.

Precautions: Teacher to instruct the students that discipline is to be maintained throughout the activity.

Troubleshooting: If any group is unable to get started or give examples as required, the teacher can help them.

List of uncountable nouns for each letter of the English alphabet

air	news, nature
bread, butter, baggage	oil, oxygen
coffee, cheese, clothing, cotton, coal	pepper, paper
dirt, dust	quartz (stone), quantity, quality
energy, electricity	rain, rice, rock, room (space)
flour, furniture, fumes	sand, soccer, soup, soil, salt, sugar, sunshine
gas, grass, gold, garbage, garlic, glass (material)	traffic, tea, thunder, toast, time, thirst
honey, heat, hair, homework, happiness	understanding, unity
ice, icecream, iron (metal)	vision, violence
juice, jam, jelly, joy	wind, water, wheat, wool, wood, weather, wealth
kindness, ketchup	yoga, youth
land, leather, lightning, litter, luggage	zinc (metal), zoology
money, music, milk, mud	

Notes to the teacher:

- **Encourage collaborative learning as it enhances the learning process.**
- **The skill of time management to be encouraged at an early age.**

Link to the images used in this asset:

1. Coffee: <https://pixabay.com/vectors/drink-coffee-tea-beverage-156144/>
2. Apple: <https://pixabay.com/vectors/apple-fruit-red-healthy-diet-4967157/>
3. Cat: <https://pixabay.com/photos/cat-kitten-pet-striped-young-1192026/>
4. Air: <https://pixabay.com/vectors/wind-blowing-cloud-air-cartoon-1295105/>

Time to teach	Asset type	Theme	Sub Theme
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20 minutes	Suggested Activity	Nouns	Countable and Uncountable Nouns
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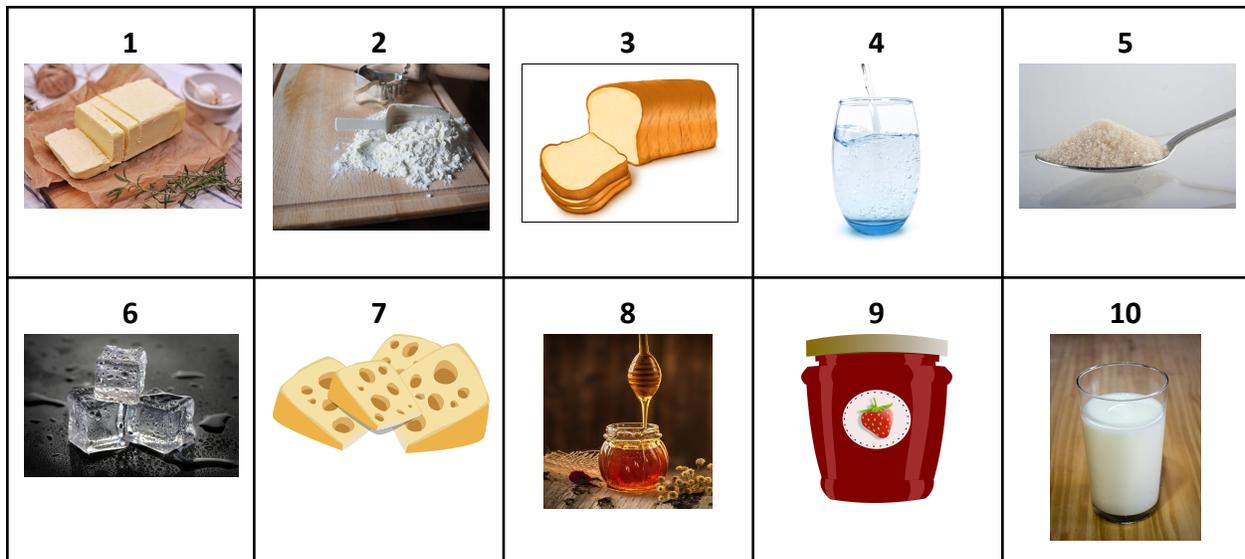
SA_Word Search with Uncountable Nouns

The teacher could begin the class with recapitulation of Countable and Uncountable Nouns. The following worksheet could be-

- used in class
- given as homework/home assignment

Word Search With Uncountable Nouns

Have fun with uncountable nouns. Try a word search.



Find ten food words. They are hidden left to right and up to down.

Notes to the teacher:

- The teacher could help in identifying the pictures provided

J	A	M	B	C	D	E	F	B	G
H	I	I	C	E	J	K	L	U	M
N	O	L	P	Q	R	B	S	T	T
U	V	K	W	X	T	R	Y	T	Z

A	B	C	C	H	E	E	S	E	D
E	F	H	G	H	I	A	J	R	S
F	L	O	U	R	K	D	L	M	U
N	O	N	P	Q	R	S	T	U	G
V	W	E	X	Y	Z	A	B	C	A
D	E	Y	F	G	W	A	T	E	R

Aim: Students will be able to identify the uncountable nouns.

Resources Required: Printouts of the worksheet

Setting for the activity: Indoors

Type of activity: Individual

Preparation: Required number of printouts of the worksheet to be brought to class and distributed to each student.

Procedure:

Step1: Teacher to distribute the worksheet to the students.

Step2: Clear instructions to be given to the students to identify the pictures of the nouns given; identify them as uncountable nouns and search for them in the grid provided.

Step3: After ten minutes they stop writing and the teacher discusses the answers aloud.

Step4: Teacher to appreciate the effort of the students and also praise those who have performed well.

Observation: Students are able to identify the given nouns as uncountable nouns.

Instructions to the teacher:

- Before commencing the activity, review the difference between countable and uncountable nouns.
- Draw the students' attention to the time allotted (10 minutes).
- Facilitate the students' learning by walking around to check their answers and participation.

- Encourage all to participate.

Precaution: Teacher to instruct the students that discipline is to be maintained throughout the activity.

Troubleshooting: If any student is unable to get started, the teacher can help him/her.

Link to the images used in this asset:

1. jam: <https://pixabay.com/vectors/strawberry-jar-jam-jelly-preserves-304544/>
2. bread: <https://pixabay.com/illustrations/bread-a-slice-of-bread-bakery-baked-3182199/>
3. butter: <https://pixabay.com/photos/food-butter-table-milk-3179853/>
4. cheese: <https://pixabay.com/vectors/cheese-dairy-food-swiss-cheese-575540/>
5. flour: <https://pixabay.com/photos/flour-flour-scoop-to-bake-2713990/>
6. honey: <https://pixabay.com/photos/honey-yellow-beekeeper-nature-1958464/>
7. milk: <https://pixabay.com/photos/milk-glass-of-milk-calcium-266997/>
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9. ice: <https://pixabay.com/photos/ice-artificial-ice-studio-ice-macro-6215207/>
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Time to teach	Asset type	Theme	Sub Theme
20 minutes	Suggested Activity	Nouns	Countable and Uncountable Nouns

QA_Testing Time for Countable and Uncountable Nouns

Notes to the teacher:

The teacher could use the following exercise as-

- a worksheet for the students to work on, independently
- an oral activity by using the ppt and eliciting the answers individually

I. Write 'U' for Uncountable and 'C' for Countable Nouns.

II. Complete the sentences with countable or uncountable nouns.

1. I want some _____ for my toast.
2. There is a _____ outside the door.
3. My mother bought a _____ and some _____ .
4. Would you like some _____ to drink?
5. I have two _____ in my bag.
6. The _____ on the beach is wet.
7. There are four _____ on the table.
8. Two _____ are painting the house.

III. Complete the sentences with 'a', 'an' or 'some'.

1. There is ____ sand in my shoe.
2. There is ____ toothbrush in the bathroom.
3. There is ____ jam in the bottle.
4. Would you like ____ apple or ____ mango?
5. Do you want ____ chips with your tea?
6. Would you like ____ glass of lemon juice ?
7. There is ____ egg in the nest.
8. Can I have ____ biscuits and ____ glass of milk please?

IV. Draw and colour for the following and also label your drawing.

A Countable Noun	An Uncountable Noun

Answers.

- I. **Countable Nouns - apple, chair, bicycle**
Uncountable Nouns - milk, coffee, rain
- II. 1. butter/ jam/ cheese 2. dog 3. doll, juice (Any relevant countable and uncountable noun could be given here.) 4. water/ juice/ coffee/ tea 5. phones 6. sand 7. bottles 8. men
- III. 1.some 2.a 3. some 4.an, a 5.some 6.a 7.an 8.some, a
- IV. Any relevant countable and uncountable nouns
Example: countable noun- mango; uncountable noun- sand

Link to the images used in this asset:

<milk> <<https://pixabay.com/vectors/pitcher-pouring-milk-water-clear-310506/>>
 <coffee> <<https://pixabay.com/vectors/drinks-coffee-coffee-mug-hot-coffee-1477040/>>
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Time to teach	Asset type	Theme	Sub Theme
15 minutes	Questions to Assess	Nouns	Countable and Uncountable Nouns

MS_All about Common Nouns and Proper Nouns

Common Nouns and Proper Nouns

The teacher could start the class with a quick recapitulation/review of what they have learnt about nouns so far.

- This could be done by eliciting examples of nouns
- After eliciting a few nouns the teacher can write those nouns separately in two columns.(Common Nouns and Proper Nouns)
- Some examples of expected nouns would be : cat, dog, parrot, boy, Gita, village, Vidya Mandir, Amul Chocolate etc
- The blackboard activity would be as follows-

dog	Gita
cat	Vidya Mandir
parrot	Amul Chocolate
boy	
village	

With examples like these the students could be asked, as to **why** they have been grouped separately. (At this point, there is **no right or wrong answer. The question is only to trigger their thinking**). From here they can be introduced to nouns and that nouns can be classified as **Common or Proper**.

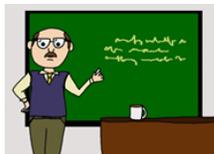
Common Nouns

- Common nouns name general/ generic people, animals, places and things.

Examples: girl, river, mountain, day, teacher



river



teacher

Proper Nouns

- Proper nouns are special nouns that tell us the names of a very specific/proper person, animal, place or thing.
- Proper nouns always begin with a capital letter.

Examples: Teacher could write his/her name, a child's name, their school name, New Delhi, Amul chocolate



New Delhi



Amul chocolate

Like this some more examples can be elicited and written on the board with the names
Common Nouns and Proper Nouns.

Examples :

Common Nouns	Proper Nouns
girl	Gita
boy	Raju
day	Monday
school	Vidya Mandir
city	Mumbai
state	Kerala
month	June
river	
ocean	
mountain	

Examples of common nouns in sentences

1. The **girl** is wearing a green dress.
2. We get **water** from **rivers**.
3. We can see the **mountains** from my **house**.
4. I start my **day** with prayers to God.
5. I love my **teacher**.

Examples of proper nouns in sentences

1. My name is **Asha**.
2. My friend is **Sneha**.
3. I study in **Vidya Mandir** school.
4. **New Delhi** is the capital of **India**.
5. I love to eat **Amul Chocolates**.

Notes to the teacher

- Examples stated above are just suggestions but students can come up with a variety of nouns. This should be encouraged and taken up by the teacher.
- The students should be encouraged to use the common and proper nouns in sentences of their own for better understanding of the concept.

Links to the images used in this asset:

<Teacher> <<https://pixabay.com/vectors/chalk-board-school-education-303457/>>

<River> <<https://pixabay.com/photos/river-long-exposure-ilse-2952009/>>

<Amul Chocolate> <<https://pixabay.com/photos/amul-dark-treat-chocolate-speakers-3960543/>>

<New Delhi> <<https://pixabay.com/photos/travel-delhi-gate-culture-stone-4813658/>>

Time to teach	Asset type	Theme	Sub Theme
15 minutes	Main Script	Nouns	Common Nouns Proper Nouns

SA_Board Game for Proper Nouns

Board Game

Aim : Students will be able to cite examples of proper nouns for the given common nouns

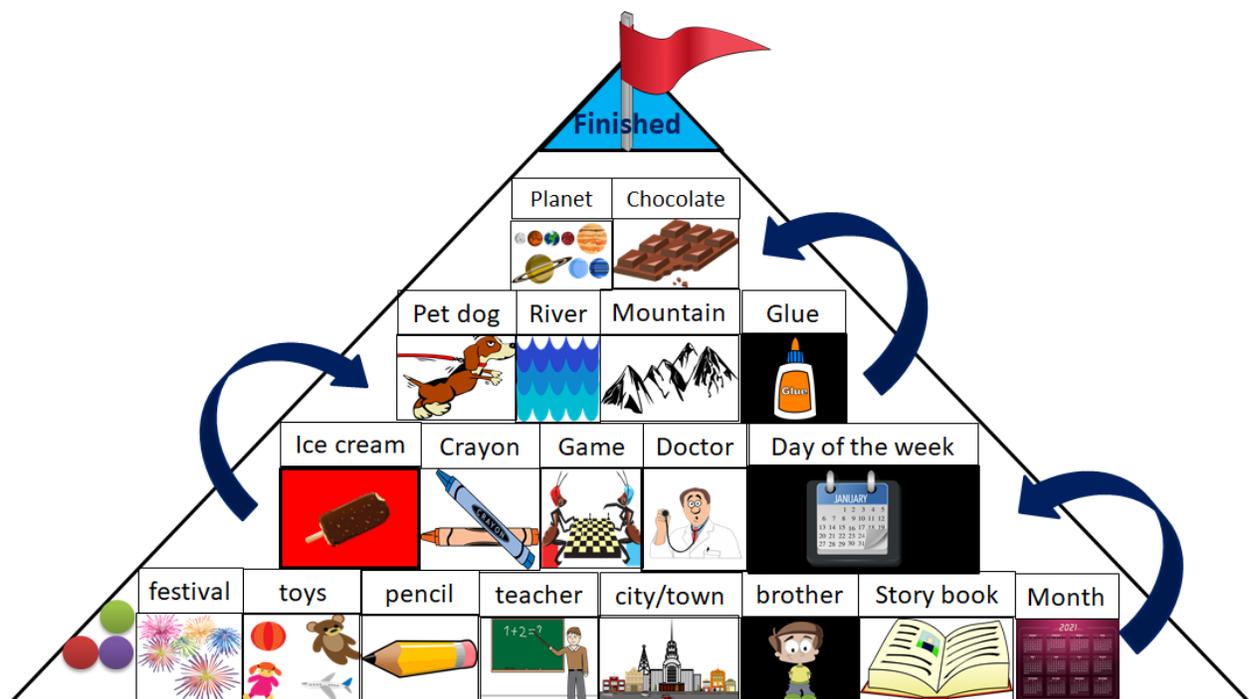
Resources Required: Printouts of the practice worksheet and 6/7 dice to be used to play the game

Setting for the activity: Indoors

Type of activity: Group

Preparation: Adequate number of worksheets and 6/7 dice, to be brought to class

[A pdf of the board game is attached and printouts of the same can be taken and given to the students](#)



Step 1: Teacher gives clear instructions to the students on how to play the game and the time allotted to play (15 minutes)

Step 2: Class is divided into groups of 5 students each

Step 3: Each group is given a copy of the board game and a dice each

Step 4: Teacher instructs the students to start the game

Step 5 : The game begins by rolling the dice. Every child gets to roll the dice and based on the number on the dice, moves that many blocks from the starting point. The child then reads out

the noun in that block and gives a proper noun for it.

****Please note: If the child is not able to answer then he/she should move two blocks backwards**

Step 6: Then the next child in the group gets to roll the dice and repeat the process.

Step 7: This continues till all the students in the group get a chance. The game continues till one of them reaches the finishing point .

Step 8: The child who finishes first is the winner in that group.

Observation: Students are able to read the common nouns and give an example of a proper noun for the same

Instructions to the teacher:

- Explain the common nouns and proper nouns to the students before commencing the activity
- Draw their attention to the time allotted (10 minutes)
- Teacher to continuously monitor to ensure that the game goes on smoothly
- Encourage all the students to participate

Precautions: Teacher to instruct that discipline be maintained throughout the activity

Troubleshooting: If any student is unable to read and comprehend and give an example as required, the teacher may prompt/ help him/her

Link to the images used in this asset:

1. <festival> - <<https://pixabay.com/vectors/fireworks-new-year-s-eve-sparkler-1993221/>>
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10. <board game> - <<https://pixabay.com/vectors/chess-game-playing-sitting-insects-44566/>>
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12. <doctor> - <<https://pixabay.com/illustrations/doctor-caricature-cartoon-character-2748707/>>
13. <Week> - <<https://pixabay.com/vectors/calendar-january-month-organizer-152139/>>
14. <pet dog> - <<https://pixabay.com/vectors/puppy-dog-leashed-dog-leash-pet-32025/>>
15. <mountain> - <<https://pixabay.com/vectors/landscape-mountains-panoramic-rocks-159294/>>
16. <glue> - <<https://pixabay.com/vectors/glue-bottle-orange-blue-fluid-306757/>>
17. <planet> - <<https://pixabay.com/illustrations/solar-system-the-universe-4947216/>>
18. <chocolate> - <<https://pixabay.com/vectors/chocolate-sweets-bitten-s%C5%82odycz-2696873/>>
19. <flag> - <<https://pixabay.com/vectors/red-flag-pennon-waving-pennant-303921/>>

Time to teach	Asset type	Theme	Sub Theme
20 minutes	Suggested Activity	Nouns	Common Nouns Proper Nouns

SA_Learning to Write, Right- Common and Proper Nouns

The teacher could use the following exercise for reinforcement, as follows-

- As a worksheet for students to work on independently, in class
- As a home assignment
- Using the ppt to elicit the answers independently, stressing on the **why** of the answer

Aim: Students will be able to use the given nouns appropriately as common nouns and proper nouns

Resources Required: Printouts of the practice worksheet

Setting for the activity: Indoors

Type of activity: Individual

Preparation: Adequate number of printouts of the following worksheet to be brought to class

Worksheet for Common and Proper Nouns

Subject: English

Class: 2

Name: _____

Date: _____

Complete the sentences by choosing the correct common noun or proper noun

1. I take the bus to go to _____. [school, School]
2. We met _____ at the park. [shyam, Shyam]
3. My mother is going to take me to the _____. [market, Market]
4. I am so happy that today is a _____. [friday, Friday]
5. We are going to buy some _____. [fruits, Fruits]
6. My pet dog's name is _____. [bruno, Bruno]
7. Our national bird is the _____. [peacock, Peacock]
8. Grandma read a story from the _____. [panchatantra, Panchatantra]
9. Bina's birthday is in the month of _____. [september, September]
10. Cows eat _____. [grass, Grass]

Procedure:

Step 1: Clear instructions to be given on how to answer the worksheet and the time allotted (10 minutes)

Step 2: Distribution of the worksheet to all the students

Step 3: Allow the students to read and comprehend independently

Step 4: After 10 minutes the students are asked to stop writing

Step 5: The teacher gives out the answers aloud and the students self check

Step 6: Teacher to appreciate/ applaud the students who have performed well

Observation: Students can read the sentences independently, comprehend and use the given common nouns and proper nouns appropriately.

Instructions to the teacher:

- Explain the common nouns and proper nouns before commencing the activity
- Remind them that proper nouns always begin with a capital letter
- Draw their attention to the time allotted to complete the activity
- Encourage all to participate

Precautions:

Teacher to instruct that discipline be maintained throughout the activity

Troubleshooting:

If any student is unable to read and comprehend/ choose the nouns as required, the teacher may prompt/ help him/ her

Time to teach	Asset type	Theme	Sub Theme
20 minutes	Suggested Activity	Nouns	Common Nouns Proper Nouns

SA_Practice Worksheet for Common and Proper Nouns

The teacher can use the worksheet as a reinforcement activity

- Independent class work or
- Can be given as home assignment

Aim: Students will be able to identify the common nouns and proper nouns and use them appropriately in the written form. They will also know that proper nouns begin with a capital letter

Resources Required: Printouts of the practice worksheet

Setting for the activity: Indoors

Type of activity: Individual

Preparation: Adequate number of printouts of the worksheet to be brought to class

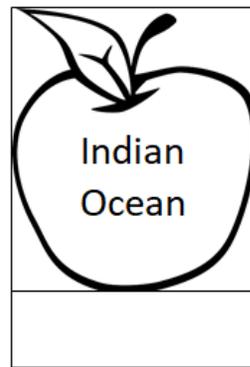
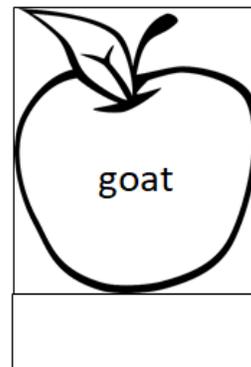
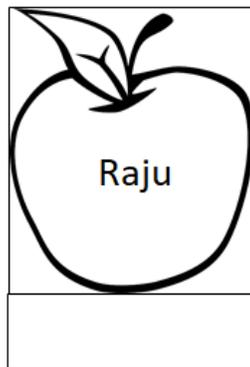
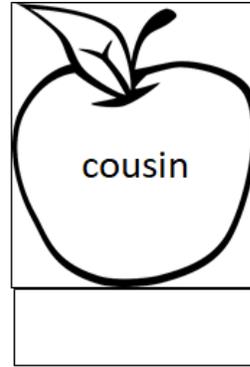
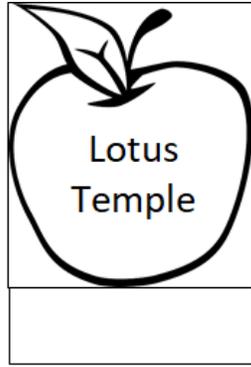
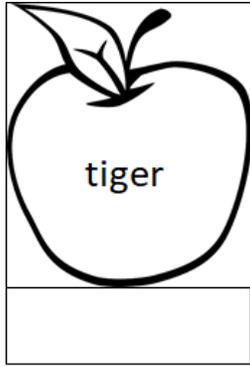
WORKSHEET

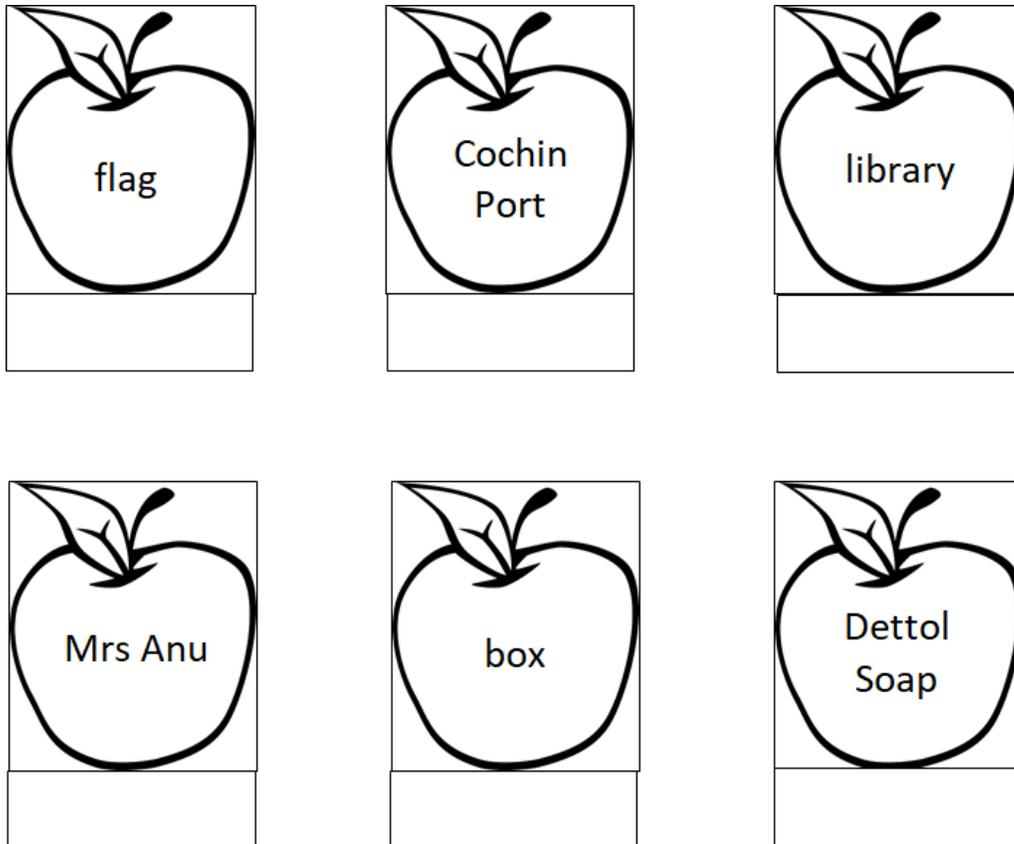
COMMON AND PROPER NOUNS

Colour the apples as follows:

Green = proper nouns

Red = common nouns





(A list of nouns are given and they have to be labelled and coloured appropriately. Label it as common nouns =CN and colour the apples red. Proper nouns = PN and colour the apples green.)

Procedure:

Step1: Clear instructions to be given on how to answer the worksheet and the time allotted for the same.

Step 2: Distribution of the worksheet to all the students

Step 3: Allow students to read and comprehend independently

Step 4: Students are asked to stop writing after 10 minutes

Step 5: Teacher gives out the answers aloud, justifying every answer and students self check

Step 6: Appreciate/applaud the students who have performed well

Observation: Students can independently read and comprehend. Identify the given nouns as common nouns or proper nouns

Instructions to the teacher:

- Explain the common nouns and proper nouns before commencing the activity

- Stress on the point that proper nouns always begin with a capital letter
- Draw their attention to the time allotted (10 minutes) for the activity
- Encourage all to participate

Precautions: Teacher to instruct that discipline be maintained throughout the activity

Troubleshooting: If any student is unable to read and comprehend as required the teacher can help/prompt him/her.

Link to the image used in this asset:

<apple outline> -

<<https://pixabay.com/vectors/apple-leaf-fresh-fruit-food-sweet-306078/>>

Time to teach	Asset type	Theme	Sub Theme
20 minutes	Suggested Activity	Nouns	Common Nouns Proper Nouns

QA_Do I Know My Common Nouns and Proper Nouns?

The teacher could use the worksheet as follows:

- Giving a printout of the same to all the students to work on, independently
- Eliciting answers individually, using the ppt

Worksheet Common Nouns and Proper Nouns

Subject: English

Class: 2

Name : _____

Date: _____

I. Classify the nouns in the correct group

paper	Kashmir	shoes	teacher
Maruti Cars	balloon	M.G.Road	Atlas Cycle

Common Nouns	Proper Nouns

II. Write the common nouns for the given proper nouns

Proper Nouns	Common Nouns
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River Ganga	
Gujarat	
India	
Sandeep	
The Jataka Tales	
Indian Ocean	

III. Fill in the blanks with proper nouns

1. We get mangoes in the _____ season.
2. My birthday is in the month of _____ .
3. My mother's name is _____ .
4. I study in _____ school.
5. We burst crackers during _____ .

IV. Make sentences with the given common noun and proper noun

1. ball: _____ .
2. Sunil: _____ .

V. Draw and name the following

A Common Noun	A Proper Noun

Answers:

- I. common nouns - paper, shoes, teacher, balloon

proper nouns - Kashmir, Maruti Cars, M.G.Road, Atlas Cycle

II. any river, state, country, boy /man, book, ocean

III. 1. Summer 2. Any month of the year 3. Their mother's name 4. Their school's name 5. Diwali

IV. Own sentences

V. Example common nouns - book, dog, cat, boy, girl

proper nouns - any vehicles, things with the brand name or specific people with their names.

Note to the teacher:

- The teacher should encourage independent work from students

Time to teach	Asset type	Theme	Sub Theme
15 minutes	Questions to Assess	Nouns	Common Nouns Proper Nouns

QA_How Well Do I Know My Common Nouns and Proper Nouns?

The teacher could use the following worksheet

- By giving a printout of the same to all the students to work on, independently.
- Elicit answers individually, using the ppt.

Worksheet Common Nouns and Proper Nouns

Subject: English

Class: 2

Name: _____

Date: _____

I. Read each word. Colour the common nouns pink and the proper nouns yellow.

Common Nouns = pink Proper Nouns = yellow

pig	ball	September	mat
elephant	Friday	Parle-G	fish
Colgate	Diwali	leaf	Chota Bheem

II. Write the proper nouns for the given common nouns.

Common Nouns	Proper Nouns
pencil	
dog	
father	
festival	
mountain	

III. Fill in the blanks with common nouns.

1. My father works in a _____ .
2. We go to a _____ when we are sick.
3. A _____ moves on tracks.
4. Dogs love to eat _____ .
5. We write with a _____ .

IV. Read the following sentences. Underline the common nouns and circle the proper nouns.

1. Rakhi is my sister.
2. These oranges are from Nagpur.
3. Grandfather is coming home on Thursday.
4. Chetan can see the river from his house.
5. It is very cold in December.

V. Draw and name the following-

A Common Noun	A Proper Noun

Answers:

I. common nouns- pig, ball, mat, elephant, fish, leaf

proper nouns- September, Friday, Parle-G, Colgate, Diwali, Chota Bheem

II. Any brand of pencil, any name of a pet dog, their father's name, name of a festival, name of any mountain. For example- pencil- Natraj, dog- bruno, father- Mr Anil Kumar, festival- Diwali, mountain- Mt Everest

III. 1. bank, office ,any correct answer, 2. doctor/hospital 3. train 4. bones, 5. pen/pencil

IV. common nouns- sister, oranges, grandfather, home, river, house

proper nouns- Rakhi, Nagpur, Thursday, Chetan, December

V. Example common nouns- chair, table, man, woman

proper nouns- any vehicles, things with the brand name or specific people with their names

Note to the teacher:

- Students should be encouraged to work independently

Time to teach	Asset type	Theme	Sub Theme
15 minutes	Questions to Assess	Nouns	Common Nouns Proper Nouns

Master Lesson Plan

Seven Asset Methodology for MLP

What is the purpose of this Master lesson Plan?	This Master Lesson Plan (MLP) prepared by Sri Sathya Sai Vidya Vahini (SSSVV), covers the entire chapter for the given board. The MLP for the chapter given in the textbook is broken down into smaller modules known as assets. Any chapter can be taught using the 7 asset types in SSSVV methodology. Several different assets together complete the entire chapter. Depending on the requirement, each asset is supported by teaching aids such as animated presentation, audio, video, and learning aids such as worksheets. The MLP is for the teacher's preparation and the teaching aids are for use in the classroom.
How to use it?	You can prepare for your class with this MLP by following 3 simple steps: 1. Read your textbook; 2. Go through the information given in the assets (document & multimedia); 3. Prepare your teaching notes. Great! Now you are ready to transact the chapter.
Duration	Kindly note the duration given for each asset. Due care has been taken in planning the assets, to ensure the chapter is completed within the time specified by the Board. Note: Preparation time is not included in the asset duration. The teaching time depends on the duration of the teaching aids and is not impacted by the length of the MLP.
What is a 'Main Script' (MS) Asset?	The Main Script asset is there for explaining the main concepts of the chapter clearly. The information given in the textbook is simplified, organised and structured to give more clarity. Additionally, you may find a video or mnemonics or a graphic organiser to deepen the understanding of the concept.
How to teach using the MS asset?	Please use the blackboard, slides and interaction to develop the concept.
What is an 'Inquisitive Questions' (IQ) asset?	The Inquisitive Questions asset uses questions to promote higher order thinking like the n th why, what-if, new perspectives, cause-effect, and others, creating curiosity.
How to teach using the IQ asset?	You may use the questions to connect with the students, encourage exploration to engage them in the learning process. You may allow multiple responses and instead of rejecting any of the responses, ask why, before revealing the suggested answer or hints.
What is a 'Day to day Relevance' (DD) Asset?	The Day to Day Relevance asset helps students understand the practical relevance of every topic, making them eager participants in the classroom. If students connect the concepts to their environment, they would learn meaningfully without dislike or simply memorizing for exams.
How to teach using the DD asset?	You may use the asset by asking questions about their experience and use it to establish why they are learning the topic. If necessary you may substitute with a recent or local example.

What is an 'Interesting Aside' (IA) asset?	The Interesting Aside asset uses attention grabbing titbits or anecdotes to bring joy and satisfy the child's hunger to know more. This is a quick/short asset intended to bring attention back to the main concept being taught.
How to teach using the IA asset?	You may use this asset to give a piece of interesting information relevant to the topic, without prolonged explanation/discussion. You may suggest appropriate books for further reading.
What is a 'Suggested Activity' (SA) Asset?	The Suggested Activity asset provides a detailed step by step procedure for the teacher to conduct a hands-on activity. This promotes Activity Based Learning.
How to teach using the SA asset?	You may use this asset to energise your students to learn by doing simple, fun-filled activities based on the topic. The asset includes - preparation, activity, and follow-up. You may engage the students in the preparation and follow-up stages to develop collaboration and responsibility. You could try it once, yourself, before the actual delivery to be more comfortable with it. Note: The duration mentioned in the asset is usually for the activity part only.
What is a 'Value Content' (VC) Asset?	The Value Content asset integrates Universal Human Values (such as empathy, inclusivity, respect for nature that translates into responsible behaviour) seamlessly into the curriculum, as the "End of education is character".
How to teach using the VC asset?	You may use this asset to engage with the students to bring out their innate values and connect with the intrinsic values in the topic/concept. The asset includes pointers on the specific pedagogical technique followed.
What is a 'Questions to Assess' (QA) asset?	The Questions to Assess asset uses an interactive approach to check learning of different types of learners, and provides feedback to the teacher for appropriate action. The questions cater to all the levels of Bloom's Taxonomy. Questions from 'Apply' level and above enable students to reflect on their learning.
How to teach using the QA asset?	You may go through the slides to understand its flow and know when to click for the answer (slides include suggested answers). While presenting in the class, you may display the question and encourage multiple responses, before revealing the answer. In some cases, this asset may include extra questions/worksheet that can be given as homework.