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| Lesson Pack: Articles: A, An, The | Lesson 2 |
| Lesson Topic: Using The with Proper Nouns | |

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| <p>Objective</p> <p>Students will be able to decide whether or not to use <i>the</i> before a specific person, place, or thing.</p> | <p>Lesson Outline</p> <ol style="list-style-type: none"> 1. Introduction: Review examples of <i>a</i>, <i>an</i>, and <i>the</i> 2. Introduction: Identify proper nouns 3. Read Objective 4. Introduction: Discuss when and when not to use <i>the</i> 5. Paired Practice: Write sentences 6. Individual Practice: Write sentences 7. Wrap up lesson |
| <p>Optional Follow-up Activity</p> <p>Using The</p> | |
| <p>Common Core Standards</p> <p>CCSS.ELA-Literacy.L.1.1.h Use determiners (e.g., articles, demonstratives)</p> | |
| <p>Prerequisites</p> <p>Students understand the difference between <i>a</i>, <i>an</i>, and <i>the</i> (covered in Lesson 1: Choosing Between <i>a</i>, <i>an</i> and <i>the</i>)</p> | |

Slide 1/8

You know: Use *a*, *an*, or *the* before people, places, and things

I want **a new phone**.

I have **a blue shirt**.

I go to **the store**.

The rain is cold.

Introduction

Review sentences that use *a*, *an*, and *the*.

Say: You've already learned how to decide between *a* and *the*. We talked about how these words go before people, places, and things like in these examples.

Ask a student to read the example sentences out loud.

Say: Notice that we use *a* before things that are general and *the* before people, places, and things that are more specific.

Slide 2/8

I went to Mexico last week.

I swim in the Atlantic Ocean.

Introduction

Review sentences that include a proper noun.

Say: Today, we're going to talk about using *the* before a proper noun. A proper noun is a person, place, or thing that has a specific name and is capitalized, like Canada or Michael Jordan.

Ask a student to read the two example sentences out loud.

Say: What are the two proper nouns in these sentence?

Anticipated Student Response: *Mexico and Atlantic Ocean*

If students do not correctly identify the proper nouns, you may choose to spend a few minutes reviewing proper nouns and how to identify them in a sentence. If students correctly identify the proper nouns, move on.

Say: *Mexico* is the specific name of a country, and *Atlantic Ocean* is the specific name of an ocean. Notice that in these sentences, we wrote "*the Atlantic Ocean*" but we didn't write "*the Mexico*."

Slide 3/8

Today's Objective

By the end of class today, I will be able to decide whether or not to use *the* before a specific person, place, or thing.

Objective

Discuss the objective.

Say: Not every person, place, or thing needs to have *a*, *an*, or *the* before it. With proper nouns, sometimes you need to use *the* and sometimes you don't. Today, you're going to learn when you need *the* before a proper noun and when you don't.

Ask a student to read the objective out loud.

Slide 4/8

Do: mountain ranges, oceans, and famous monuments.

The Rocky Mountains are beautiful.
I swim in **the Atlantic Ocean**.
I visited **the Taj Mahal**.

Don't: single mountains, lakes

Mount Everest is tall.
Lake Erie is deep.

Introduction

Create a chart on the whiteboard to track when to use *the* and when not to use *the*.

On the whiteboard or chart paper, create a T-chart. Title the left side of the chart "Do Use 'The'" and the right side of the chart "Don't Use 'The'"

Say: As we talk about using *the* before proper nouns, we're going to keep track of when and when not to use it using this chart.

Discuss using *the* before oceans and mountain ranges.

Say: Let's begin by talking about geography words like the names of oceans and mountains. When it comes to geography, sometimes you use *the* and sometimes you don't.

Say: Do use *the* with oceans, mountain ranges, and famous buildings or monuments.

Ask a student to read the sentences out loud.

On the left side of your chart, write: oceans, mountain ranges, and famous buildings or monuments.

Explain that you don't use *the* before a single mountain or lake.

Say: You use *the* before mountain ranges, but you don't use *the* if you're just talking about one single mountain or a lake.

Ask a student to read the example sentences out loud.

On the right side of your chart, write: single mountains and single lakes.

Slide 5/8

Don't: cities, states, or countries

We live in **New York City**.

I want to visit **France**.

Exception: Plural countries

I live in **the United States of America**.

I visit **the Bahamas**.

Introduction

Explain that you don't use *the* before cities, states, and countries.

Say: When it comes to cities, states, and countries, it's a little simpler. You almost never use *the* in front of these words.

Ask a student to read the first three example sentences out loud.

Say: Notice that we don't need to use *the* before these proper nouns.

On the right side of your chart, write: cities, states, and countries

Say: There is an exception to this rule. If the name of the country is plural, or if the name includes an "of phrase," use *the*.

Ask a student to read the example sentences out loud.

On the left side of your chart, write: plural countries

Say: Lastly, use *the* in front of sports teams.

On the left side of your chart, write: sports teams

Slide 6/8: Interactive Slide

Write a sentence that includes the name of an ocean.

Write a sentence that includes the name of a city.



Students Input Sentences

Paired Practice

Ask pairs to write sentences.

Say: Let's practice. With your partner, write two sentences. One sentence should include the name of an ocean, and the other should include the name of a city. You can use the chart to help you.

Discussion

Select 3-4 correct responses to display and discuss.

Ask a student to read the sentences out loud.

Say: Great work! Use *the* before the name of an ocean, but not before the name of a city.

Slide 7/8: Interactive Slide

Write a sentence that includes the name of a sports team.

Write a sentence that includes the name of a famous building or monument.



Students Input Sentences

Individual Practice

Ask students to write write sentences on their own.

Say: Now try one by yourself.

Discussion

Select 3-4 correct responses to display and discuss.

Ask a student to read the sentences out loud.

Say: Great work! Use *the* before the name of a sports team and before the name of a monument.

Slide 8/8

Today, I learned:

- Some proper names need *the* and some do not.
- Use *the* before oceans, mountain ranges, sports teams, and monuments.
- Do not use *the* before cities, states, countries, or the name of a single mountain or lake.

Wrap-up

Review what the students learned today.

Say: Great work everyone! Let's review what you learned today.

Ask students to read each bullet point out loud.

You can assign an independent practice activity that students can either complete now or later.

You can also pull aside the flagged students for small group instruction.

Say: Follow the instructions on your screen. If your screen says to begin the next activity, go ahead and begin it now. If your screen says to wait for instructions, please wait at your desk quietly for your next steps.