



Introduction to Parts of Speech:
**Herman's
Chow-Down Nouns**

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HERMAN'S CHOW-DOWN NOUNS

From the
*Introduction to
Parts of Speech Series*
Grades 2-4

Viewing Time: 14:35

INTRODUCTION

Background

Herman's Chow-Down Nouns is the first program in the *Introduction to Parts of Speech* series. The target audience is made up of language arts/grammar students in grades 2-4. The program's goal is to significantly enhance student comprehension of the four main topics almost always covered when nouns are studied at the primary level: (a) defining nouns, (b) recognizing nouns, (c) knowing the differences between common and proper nouns and (d) forming plural nouns.

Curriculum Correlation

This video helps students meet Standard Six of the National Council of Teachers of English (NCTE), which states, "Students should be able to *apply knowledge of language structure...*"

Moreover, the program's topics closely parallel those of almost all major language arts texts. An online review of school district scope and sequence charts also indicates that the program's teaching points correspond to grammar concepts currently taught in primary level language arts curricula.

Program Summary

Herman, the baby bookworm, has trouble eating words in books. When Herman's mother takes him in for a check-up, Dr. Worm suggests that fussy eaters, such as Herman, often prefer nouns. Being a conscientious mother, Mrs. Worm decides to ask Mr. Philbert, the word pharmacist, about nouns. He explains the differences between common and proper nouns. Mrs. Worm decides to purchase both kinds, and Herman thrives on them. However, the little worm overeats. Dr. Worm suggests that Herman cut his consumption by eating more plural nouns, which, she explains, can be made by adding an "s" to singular nouns. When Herman comes down with a terrible stomachache, Dr. Worm X-rays him, only to discover that the little bookworm has eaten incorrectly formed plural nouns. She then explains how to form plurals when the noun ends with "s," "ss," "sh," "ch," and "x." Later, Herman learns several irregular plural constructions, his digestion problems end, and he finally is able to eat other kinds of words.

Preparation and Pretest

Before presenting the suggested lessons below, we encourage you to preview the program, as well as review this guide and the accompanying blackline master activities in order to familiarize yourself with their content.

In addition, you may wish to give the *Pre-Test* before starting your instruction. This brief quiz is an assessment tool intended to gauge student comprehension of the

program's key concepts. If you give the *Pre-Test*, explain to your students that they are not expected to answer all the questions correctly, but they are expected to try their best. You can remind them that the questions point to key concepts they should focus on while watching the program. After you evaluate your students' answers, as well as review the materials presented in this guide, you may find it necessary to make some changes, additions or deletions to meet the specific needs of your class. We encourage you to do so; for only by tailoring this program to your students will they obtain the maximum instructional benefits afforded by the material.

STUDENT OBJECTIVES

After viewing this video and participating in the suggested activities, viewers should be able to do the following:

1. Define nouns as “words that name persons, places or things.”
2. Identify and define common nouns.
3. Identify and define proper nouns.
4. Capitalize proper nouns.
5. Properly form plural nouns when they end in “s,” “ss,” “ch,” “sh,” and “x.”
6. Form plural nouns by adding an “s” to the end of the word.
7. Properly form several irregular plural constructions commonly found in our language.

PREPARATION

Materials Needed

Students will need a pencil for the handout material. If possible, duplicate all handout material before beginning the unit.

Viewing Strategies

Several viewing strategies may be employed. You may find it useful to show the program in its entirety, then play it segment by segment, using each segment as a basis for a single lesson or multiple lessons, depending on the level of student comprehension. A final review screening, fast-forwarding through stop points, undoubtedly will help reinforce student understandings.

On-Screen Type

The producers have used the following guidelines when using on-screen type: when common nouns are used in titles or headings they are capitalized, as grammar rules and common usage dictate. Some particularly perceptive students may ask why those common nouns are capitalized. If any do, you may want to show the class some article titles in magazines. Ask, “Why do you think titles of articles (and chapter titles in books) capitalize common nouns?” The answer lies in readability. Titles and headings are much easier to read when first letters of main words are capitalized. That is the reason common nouns found in ad headlines generally are capitalized. If you feel your students are not ready for an explanation of this sort, you may want to simply say, “There are some other rules for capitalization you will learn in a few years. But we don’t study those rules yet. The people who made the video followed those rules.”

SUGGESTED LESSON PLAN

Introduce the Program

Tell the class that they are about to see a video about one of the parts of speech. Does anyone know what we mean when we say “parts of speech?” Write the following

sentence on the chalkboard: *Don rides his new bicycle through the neighborhood.* Tell the class that each word in the sentence is a particular kind of word – one of the “parts of speech” found in our language.

Pre-Viewing Activities

Segment 1

Underline the words “Don,” “bicycle” and “neighborhood.” Ask the class to name some words similar to each underlined word. For example, what’s another name of a person, besides Don? (Dan, Dave) What’s another thing that a person could ride (scooter, tricycle). What’s another place, besides the neighborhood (park, town).

Explain that each word that names either a person, a place or a thing is one of the parts of speech that will be discussed in the video.

Now ask the class if anyone has ever heard of a bookworm. You may instruct them to find the word in a dictionary, or go to an online dictionary to get the main definitions of the word. Tell them that the video has many bookworms in it – but they are of the make-believe variety. Now show the first segment.

Post-Viewing Activities

Segment 1

Ask, “What was Herman’s problem? What did his mother do about it? What did Dr. Worm prescribe?” Once the discussion has turned to nouns, ask your students how Mr. Philbert defined nouns. Write the definition – *A noun is a word that names a person, place or thing* – on the chalkboard or on an overhead projector. Have the class read the definition aloud several times. Now, pass out the ***Name the Nouns*** activity. Have your students fill in the blanks either individually, or as a small group or class activity. Be sure that everyone has written down the correct answers.

Pre-Viewing Activities

Segment 2

Have your students look at their *Name the Noun* worksheet. Ask if the words “Herman” and “Mrs. Worm” have been capitalized. Discuss the capitalization of “Mrs.” Why is it capitalized? (Because it is part of Mrs. Worm’s name.) Extend the discussion to cover related words – Miss, Mr., Dr., etc. If the students have not capitalized “Herman” and “Mrs. Worm,” have them do so now. Ask them to write their own names. Is the first letter capitalized? Explain that certain kinds of nouns are always capitalized, and that the next section of the video discusses those words. Now show the second segment.

Post-Viewing Activities

Segment 2

Ask, “What was Mr. Philbert’s explanation for proper nouns being more expensive?” The answer provides a good way for students to remember that proper nouns begin with a capital letter. Next, discuss the examples of proper nouns in the bottles – Susan, Buick, Seattle, Cheerios, Toronto, Atlanta and José. Is each word either a person, place or thing? Now, hand out the *Proper Nouns* worksheet. Have your students fill in the blanks either individually, as a small group activity, or together as a class activity. Be sure that everyone has written down the correct answers. After this exercise has been completed, call on students to identify each answer as a noun that names either a person, a place or a thing.

Pre-Viewing Activities

Segment 3

Briefly review the definitions of nouns and proper nouns. Ask your students to look at their *Proper Nouns* worksheets. In the statements below the picture, have them circle the

words “city,” “state,” “country,” “friend,” “game,” “TV,” “car,” “cereal.” Are all these words either a person, place or thing? Say, “But they don’t name a *particular* person, place or thing, do they?” Tell the class that they will now see the third part of the video that explains the kind of nouns that don’t name a particular person, place or thing. Show the third segment.

Post-Viewing Activities

Segment 3

Now that your students have been introduced to the second kind of noun, they are ready to play the “Classroom Noun-Naming Game.” This is a timed event. In three minutes, students are instructed to write down as many common and proper nouns as they can, but the nouns have to be a person, place or thing found in the classroom. (Countries on maps or globes can be categorized as places.) As students write their nouns, they must categorize each word as common or proper. Each noun must be numbered consecutively. After three minutes have elapsed, determine who has the largest number of nouns. Then have that person read and classify each noun. After this game has been played, pass out ***Sorting Common and Proper Nouns***. Have your students fill in the blanks either individually, as a small group activity, or together as a class activity. Go over the answers as a class activity.

Pre-Viewing Activities

Segment 4

Review the material covered in the first three segments of the program if you feel it will prove helpful to your students. Then tell your class that up to this point the program has discussed nouns that name only one person, place or thing. Continue by saying that the next part of the

program tells how to write a noun when there is more than one. Now show the fourth segment.

Post-Viewing Activities

Segment 4

Hand out *Forming Plural Nouns*. Do this handout as a class exercise. Explain that Herman doesn't eat the same kind of food we do. Since he's a bookworm, he eats the words. (That's why he could eat the word "trains," seen in the picture.) Now, have your students suggest items to be placed on Mrs. Worm's list, naming only singular nouns. It is okay – in fact, it is preferable – if some suggest nouns whose plural is not formed by adding an "s." If no one names a noun with an "sh," "ch," "ss," "x," or "s" ending, you may do so. (It is also all right if more than five words are suggested. Merely have your students write the nouns on the back of the handout.) Do not have your students fill in the right side of the exercise, where the plural forms are to be written.

Pre-Viewing Activities

Segment 5

Say, "We won't finish this exercise quite yet because not all nouns form their plurals by adding an 's.' Some nouns form their plurals in other ways. Let's look at the next part of the program, which tells another way." Show the fifth segment.

Post-Viewing Activities

Segment 5

Ask for several volunteers to write on the chalkboard the nouns they believe require "es" to make their plural forms. Remind everyone that nouns ending in "sh," "ch," "ss," "x," or "s" form their plurals with an "es." Then ask for some examples from the video. Now have the class turn to the *Forming Plural Nouns* worksheet. Are there any nouns on the list that require an "es" ending? As a group, have the

class finish the exercise by writing in the plural forms of the nouns listed on the shopping list.

Pre-Viewing Activities

Segment 6

Tell the class that they will now see the final part of the program. Mention that the last part discusses what are called “irregular” ways to form plural nouns and that everyone should pay particular attention to how those plural nouns are formed.

Post-Viewing Activities

Segment 6

Discuss the examples of irregular plural formations given in the program (babies, ladies, children, feet, men). Make certain everyone can form these plurals. Then, as a review of the concepts presented, play the Video Quiz found at the end of the program. Use the quiz to determine comprehension levels of your students. Do they need remediation or additional work in any area to truly master the material? If so, re-show any of the segments that cover areas which you determine need more work.

After you feel your students are at an acceptable comprehension level, give them the post-test. After the test has been graded, go over the answers, reviewing any concepts not yet mastered.

DESCRIPTION OF BLACKLINE MASTERS

NOUN PRE-TEST – An assessment tool intended to gauge student comprehension of the objectives prior to viewing the program.

NAME THE NOUNS – A reinforcement activity designed to help students better understand that nouns name persons, places and things.

PROPER NOUNS – An exercise that underscores the concept

that proper nouns name a particular person, place or thing – and are capitalized.

SORTING COMMON AND PROPER NOUNS – A reinforcement exercise that helps students distinguish between common and proper nouns.

FORMING PLURAL NOUNS – A written activity that bolsters comprehension of the various plural constructions.

NOUN POST-TEST – An assessment tool intended to gauge student comprehension of the program’s objectives after completing the unit.

DISCUSSION QUESTION – Provides questions to be asked after each segment of the program.

ANSWER KEY

Video Quiz

1. False
2. c. poster
3. “Herman” should be capitalized.
4. Proper nouns are capitalized.
5. Capital
6. Mrs. Worm, Herman, buggy, Mr. Philbert, store, Wormsville
7. Common nouns: buggy, store. Proper nouns: Mrs. Worm, Herman, Mr. Philbert
8. canes, children, glasses
9. Common nouns: bottles, shelves, words. Proper noun: Herman
10. Plural nouns: bottles, shelves, words. Singular noun: Herman

Discussion Questions

Segment One:

1. He didn’t like to eat his food. 2. She tried to feed him comic books, then took him to the doctor. 3. Nouns
4. Words that name persons, places or things. 5. She

“walked.” 6. She put him in a baby buggy.

Segment Two:

1. Their capital letters are large. 2. Buick, Susan, Seattle, José, Toronto, Atlanta, Cheerios 3. Words that name a particular person, place or thing. 4. She couldn't decide.

Segment Three:

1. He thought Herman might like them (more suitable). 2. Words that name a very large or general group of persons, places or things. 3. car, city, girl 4. Answers will vary. 5. When they begin a sentence. 6. Both kinds. 7. They dropped from Mrs. Worm's purse because it was so difficult to hold them. She tried to put them back into the correct bottle.

Segment Four:

1. Yes, because he ate so many of them. 2. He began eating too many nouns. 3. He ate every noun in every book his parents could find. 4. A word that names just one person, place or thing 5. A word that names two or more persons, places or things. 6. Eating plural nouns. 7. By adding an “s” to the end of the noun.

Segment Five:

1. He got a stomachache. 2. The plural nouns he had eaten were not formed correctly. 3. Those that end in “s,” “ss,” “x,” “sh,” and “ch.”

Segment Six:

1. babies, ladies, children, feet, men 2. nouns 3. told them about when he first started eating nouns

Noun Pre-Test

1. b 2. a 3. c 4. b 5. b 6. a 7. c

Name the Nouns

A. Wormsville-place B. buggy-thing C. car-thing
D. building, house, or apartment-thing E. sidewalk-thing
F. Herman-person or thing G. Mrs. or Mother Worm-person or thing

Proper Nouns

Answers will vary.

Sorting Proper and Common Nouns

Common nouns – policeman, state, game, ruler

Proper nouns – Officer Friendly, Texas, Monopoly, King John

Forming Plural Nouns

Answers will vary.

Noun Post-Test

1. b 2. c 3. a 4. c 5. c 6. b 7. b 8. c
9. c 10. c

TRANSCRIPT OF THE VIDEO

Herman, the baby bookworm, was a very picky eater.

His mother, who tried very hard to provide only the best books a baby bookworm would ever want, just couldn't understand why Herman refused to eat his food.

Once, when she was really desperate, she even tried to get Herman to eat words from a comic book -- something she said she would never do!

But feeding Herman junk food didn't work either. He just took a few nibbles, turned up his little nose, and then began to cry. Well, that did it.

Herman's mother decided to take him to the worm doctor.

The doctor gave the little worm a complete examination, but couldn't find anything wrong.

"I think you'll just have to feed Herman a special kind of word that he will like," she said. "And then, perhaps later, you'll be able to

add other kinds of words to his diet."

She then wrote out a prescription and explained the medicine. "I'd start him out on nouns," she said. "In my experience, fussy eaters do well with them."

Herman's mother was curious about those words known as nouns, so she decided to ask Mr. Philbert, the pharmacist, about them.

"Well," said Mr. Philbert, "a noun is quite a popular item around here. We sell a lot of them. You see, nouns are words that name persons, places, or things.

"For example, the word 'woman' is what we call a female person, so the word 'woman' is a noun.

"And since Mexico is a place – it's a country south of the United States – it would qualify as being a noun, too.

"Finally, since the word 'dog' names a thing – an animal – it's also a noun."

"Hmmm," said Herman's mother, "let me see if I've got this straight: a noun is a word that names a person, a place, or a thing."

STOP ONE

Mr. Philbert agreed that nouns do name persons, places and things. "And there are two different kinds of nouns from which to choose.

"Here is a bottle of the higher-priced proper nouns.

"Why do they cost more?" inquired Herman's mother.

"Well, you see," explained Mr. Philbert, "proper nouns are words that name a **particular** person, place, or thing.

"And to make certain that everyone understands that a particular person, place, or thing is being named, each proper noun begins with a capital letter.

"As you can see, a capital letter is larger, and so more ink is required to make it. Because more ink has to be used, the cost of the word goes up.

"Here, look at these proper nouns. Do you think your baby would enjoy nibbling on them?"

Herman's mother looked at the proper nouns for a very long time, but just couldn't decide whether or not her adorable little son would like them.

STOP TWO

Because Herman's mother couldn't decide if he would like proper nouns, Mr. Philbert decided to show her the other kind of nouns.

"Maybe you'll find common nouns more suitable for little Herman," he suggested.

"Common nouns don't name a particular person, place, or thing. Rather, common nouns name a very large, or general group of persons, places, or things.

"'Girl,' 'city,' and 'car,' are all common nouns because they are among a very large group of persons, places, or things.

The first letters of common nouns are not capitalized, unlike the first letters of proper nouns, which are capitalized.

Of course, common nouns are capitalized whenever they start a sentence."

Herman's mother was tempted to buy a bottle of the less-expensive common nouns, but was afraid that if her baby didn't like them, she'd have to make another trip to the pharmacy.

And so, she decided to take a bottle of common nouns and one of proper nouns.

Now, it's not easy for a worm to carry anything, much less wheel a baby buggy at the same time.

And so, half way home, the bottles dropped out of her purse and some of the common and proper nouns spilled onto the sidewalk.

Well, Herman's mother wanted to put each noun into its proper bottle, of course. So before placing the words back into their bottles, she thought hard about what Mr. Philbert, the pharmacist, had said about common and proper nouns.

Can *you* recall what Mr. Philbert said? See if you can correctly identify the four common nouns and the four proper nouns.

This is how the little worm's mother identified the nouns, which is correct. Did you classify them this way, also?

STOP THREE

That evening, at dinner, Herman – for the very first time in his young and tender life – finished his bottle, which was filled with common nouns.

The next morning, he sucked down two bottles of proper nouns. It was clear that nouns agreed with the baby worm – so much so that he began growing as never before! But his rapid growth caused a problem.

He was eating every noun in every book his parents could find.

Herman's mother took him back to the doctor. "What's a mother to do?" she asked.

"Now, now, don't worry," said the doctor, calming her. "There's a simple solution to your problem. You see, you've been feeding your little worm singular nouns."

"Singular nouns name just one person, place, or thing. 'Officer' (one person), 'village' (one place) and 'map' (one thing) are examples.

But you can turn many singular nouns into nouns that show more than one by simply adding the letter "s" to them.

When you do that, you make plural nouns, those which name two or more persons, places or things – here, two or more officers, two or more villages, two or more maps.

STOP FOUR

Well, plural nouns were just what the doctor ordered! By merely

adding the letter "s," Herman was able to satisfy his growing appetite very easily.

Instead of a house, he ate houses! Instead of a mere train, he ate trains!

Well, as you might imagine, a small creature who eats so many nouns would be bound to come down with a terrible stomachache. And Herman did.

So, it was back to the doctor.

Well, when she X-rayed Herman's stomach to see what the matter was, she discovered the poor little worm's condition wasn't caused by eating too many plural nouns.

"Ah hah!" she exclaimed, "I see the problem quite clearly. Many of these plural nouns have been formed incorrectly – a common cause of stomachaches among worms.

"You see, when a noun ends in the letters 's,' 'ss,' 'x,' 'ch,' or 'sh,' it almost always becomes a plural not by adding an 's,' – but by adding 'es.' Gases, glasses, foxes, churches, bushes."

And then, just to be certain that Herman's mother would know how to make singular nouns into plural nouns correctly, the doctor gave her this little review, asking her to make plural nouns out of these five singular nouns. See if you can do it, too.

Here's how Herman's mother made the plural nouns, which was correct. Did you also make them this way?

STOP FIVE

From that time on, Herman the worm did quite nicely at mealtime. And as the months went by, he even learned more about nouns.

He learned that when a noun ends in "y," he could make its plural by dropping the "y" and adding "ies."

And he discovered that some nouns form their plurals in unusual ways.

After about six months, Herman graduated to other kinds of

words, besides nouns.

Even so, nouns remained his favorite food – even when he became a parent himself.

And as each of his children ate their first nouns, he always enjoyed telling them about the time when he ate his first nouns – proper nouns, common nouns, singular nouns and plural nouns.

In time, Herman told his "noun stories" to his grandchildren...and great-grandchildren.

And they didn't mind at all, because, after all, how often does one get to hear a story about food to eat as well as food for thought?

Web Resource

More definitive information on nouns can be found at
<http://webster.commnet.edu/grammar/nouns.htm>

Other Programs in the *Introduction to Parts of Speech Series*

**Big Herb and His Verbs
Adjectives for Armando
The Royal Principality of Pronouns**

Name _____

Noun Pre-Test

Directions: Circle the letter next to the statement that correctly finishes the sentence.

1. A noun is a word that
 - a. describes another word.
 - b. names a person, place or thing.
 - c. shows action.

2. A common noun
 - a. names a large group of persons, places or things.
 - b. names a particular person, place or thing.
 - c. shows common action.

3. Proper nouns
 - a. describe only nice people.
 - b. describe all people, places or things.
 - c. name particular persons, places or things.

4. Common nouns
 - a. are capitalized when they start a sentence.
 - b. are always capitalized.
 - c. are never capitalized.

5. Proper nouns
 - a. are capitalized only when they start a sentence.
 - b. are always capitalized.
 - c. are never capitalized.

6. When a noun ends in the letter "x"
 - a. its plural form ends in "es."
 - b. its plural form ends in "s."
 - c. its plural form ends in "er."

7. Plural nouns
 - a. describe one person, place or thing.
 - b. describe more than one person, place or thing.
 - c. name two or more persons, places or things.

Discussion Questions – Herman’s Chow-Down Nouns

After Segment One

1. What was Herman’s problem?
2. What did his mother do about it?
3. What did Dr. Worm prescribe for Herman?
4. How did Mr. Philbert define nouns?
5. How did Mrs. Worm get to the doctor’s office?
6. How did she take Herman?

After Segment Two

1. According to Mr. Philbert, why are proper nouns so expensive?
2. What were the seven proper nouns Mr. Philbert shook from the bottles?
3. How did Mr. Philbert define proper nouns?
4. Did Mrs. Worm think Herman would like proper nouns?

After Segment Three

1. Why did Mr. Philbert decide to show Mrs. Worm common nouns?
2. How did Mr. Philbert define common nouns?
3. What three examples of common nouns did Mr. Philbert shake from the bottle?
4. What proper nouns could take the place of the common nouns he shook from the bottle?
5. Mr. Philbert said common nouns should be capitalized. When?

6. What kind of nouns did Mrs. Worm decide to take?
7. What happened to the bottles on the way home? Why? What did Mrs. Worm do?

After Segment Four

1. Did Herman like both common and proper nouns? How do you know?
2. What happened to Herman?
3. Why was it a problem for Mr. and Mrs. Worm that Herman ate so many nouns?
4. How did Dr. Worm define singular nouns?
5. How did she define plural nouns?
6. What did she say would solve Herman’s problem?
7. How did Dr. Worm say plural nouns could be formed?

After Segment Five

1. What happened to Herman after he ate so many plural nouns?
2. What did Dr. Worm’s X-ray reveal?
3. What nouns take an “es” ending to form their plurals?

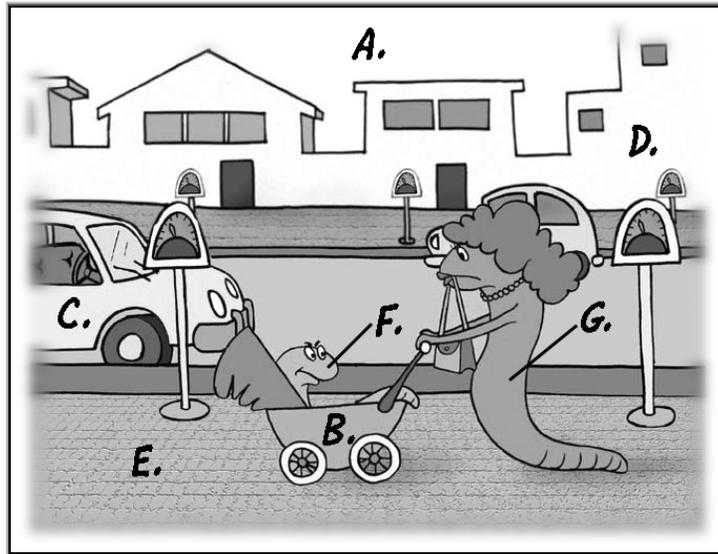
After Segment Six

1. How did the program make the plurals of “baby,” “lady,” “child,” “foot,” and “man”?
2. What was Herman’s favorite food after he began eating words other than nouns?
3. When Herman’s children ate their first nouns, what did he do?

Name _____

Name the Nouns

Directions: Below, you see Mrs. Worm pushing Herman's baby buggy on a street in Wormsville, where they live. A letter is placed on something or someone that can be named with a noun. On the lines below the picture, write the noun and tell whether it is a person, place or thing. The first one is done for you.



- A. Wormsville _____ place _____
- B. _____
- C. _____
- D. _____
- E. _____
- F. _____
- G. _____

Name _____

Proper Nouns

Directions: Seattle, a city in the state of Washington, was one of the proper nouns that Mr. Philbert sold in his store. Because it is a proper noun, it is capitalized. Below the picture, write in the proper nouns. Be sure to capitalize each one.



My city's name: _____

My state's name: _____

My country's name: _____

My first name: _____

My best friend's first name: _____

My favorite video game: _____

The brand of TV in my home: _____

The kind of car I like to ride in: _____

My favorite brand of breakfast cereal: _____

Name _____

Sorting Common and Proper Nouns

Directions: It is hard for Mrs. Worm to carry bottles. She keeps dropping them. Below the picture, you'll find some more common and proper nouns she dropped on the way home. Put them into their proper category by writing each one as either a proper or common noun.



Texas
game

King John
Officer Friendly

Monopoly
state

policeman
ruler

Common Nouns

Proper Nouns

1. _____

2. _____

3. _____

4. _____

Name _____

Forming Plural Nouns

Directions: Herman didn't eat as much after Dr. Worm told his mother that he should eat plural nouns. Of course, Mrs. Worm had to buy plural nouns for Herman. Her shopping list is found below the picture of Herman. Help Mrs. Worm with her list by writing in five singular nouns and then form their plurals.



Singular Nouns

Plural Nouns

1. _____

2. _____

3. _____

4. _____

5. _____

Name _____

Noun Post-Test

Directions: Circle the letter next to the statement that correctly finishes the sentence.

1. A noun is a word that
 - a. shows action.
 - b. names a person, place or thing.
 - c. describes another word.

2. A common noun
 - a. shows common action.
 - b. names a particular person, place or thing.
 - c. names a large group of persons, places or things.

3. Proper nouns
 - a. name particular persons, places or things.
 - b. describe all people, places and things.
 - c. describe only nice people.

4. Common nouns
 - a. are never capitalized.
 - b. are always capitalized.
 - c. are capitalized when they start a sentence.

5. Proper nouns
 - a. are capitalized only when they start a sentence.
 - b. are never capitalized.
 - c. are always capitalized.

6. When a noun ends in the letter "ch"
 - a. its plural form ends in "s."
 - b. its plural form ends in "es."
 - c. its plural form ends in "er."

7. Plural nouns
 - a. Describe one person, place or thing.
 - b. Name two or more persons, places or things.
 - c. Describe more than one person place or thing.

Name _____

Noun Post-Test, page 2

8. The plural form of the noun “baby” is

- a. babys.
- b. babyes.
- c. babies.

9. The plural form of the noun “child” is

- a. childes.
- b. childs.
- c. children.

10. Three common nouns are

- a. Bill, Maggie, John.
- b. Mr. Roberts, Carl, girl.
- c. judge, village, toaster.