Noun Detectives

Sort nouns by what they name.

3.5.R.2 "Students will recognize parts of speech in sentences: • concrete, abstract, and possessive nouns • different types of verbs (i.e., action, linking..."

NAME _____ DATE _____

CONCRETE NOUN

A concrete noun names something you can sense. You might see, hear, or touch it.

A **lantern** glows.

ABSTRACT NOUN

An abstract noun names an idea, feeling, or quality. You cannot touch the thing it names.

We admire **fairness**.

1 SORT

8 items

Circle CONCRETE or ABSTRACT for each bold noun, then choose two items and explain how you knew.

1. The **drum** boomed. CONCRETE ABSTRACT
2. Our **patience** faded in the long line. CONCRETE ABSTRACT
3. His **anger** cooled after lunch. CONCRETE ABSTRACT
4. Her **kindness** made everyone smile. CONCRETE ABSTRACT
5. A **chair** blocked the doorway. CONCRETE ABSTRACT
6. The **backpack** fell off the bench. CONCRETE ABSTRACT
7. His **courage** helped him speak. CONCRETE ABSTRACT
8. A **feather** floated past us. CONCRETE ABSTRACT

2 PROVE IT

Explain your thinking

Pick two items from Part 1. For each one, tell how you knew where it belonged.

ITEM # _____ **HOW I KNEW** _____

ITEM # _____ **HOW I KNEW** _____

3 MAKE YOUR OWN

One of each

Write one new sentence with a concrete noun and one new sentence with an abstract noun; underline each noun.

CONCRETE _____

ABSTRACT _____

CHALLENGE

Write one sentence with both a concrete noun and an abstract noun, then label each noun.

ANSWER KEY

Noun Detectives

GRADE 3 · 3.5.R.2

PART 1 · SORT

#	ITEM	CATEGORY	WHY
1	The **drum** boomed.	**CONCRETE**	A drum is an object students can see, hear, and touch.
2	Our **patience** faded in the long line.	**ABSTRACT**	Patience is a quality, not an object students can touch.
3	His **anger** cooled after lunch.	**ABSTRACT**	Anger is a feeling, not an object students can touch.
4	Her **kindness** made everyone smile.	**ABSTRACT**	Kindness is a quality, not an object students can touch.
5	A **chair** blocked the doorway.	**CONCRETE**	A chair is an object students can see and touch.
6	The **backpack** fell off the bench.	**CONCRETE**	A backpack is an object students can see and touch.
7	His **courage** helped him speak.	**ABSTRACT**	Courage is a quality, not an object students can touch.
8	A **feather** floated past us.	**CONCRETE**	A feather is an object students can see and touch.

PART 2 · PROVE IT

Accept any explanation that names the deciding feature from the rule box for the chosen item.

PART 3 · MAKE YOUR OWN (SAMPLE ANSWERS)

- **CONCRETE**: A kite flew high.
- **ABSTRACT**: Their trust grew slowly.

Challenge: The chef (CONCRETE) showed pride (ABSTRACT).

For Part 2, students could explain that item 1 names something they can hear or touch and item 2 names a quality they cannot touch. Accept other accurate explanations based on what each noun names.