

EXPRESSING PLURALS (GRAMMER)

Subject

English

Prepared By

[Instructor Name]

Grade Level

1

Overview

This lesson plan covers teaching content for;

1. Expressing plurals

Objectives

Pupils should be able to;

1. Pronounce the plural forms of simple nouns correctly.
2. Use words and sentences correctly in the singular and the plural forms.
3. Explain the difference between singular and plural nouns,
4. Visually and audibly recognize singular nouns and plural nouns.
5. Give their own example of a singular noun made plural.

Teacher Guide

Day 1/Lesson 1- 15 Mins

1. Divide your class into partners and have them create a noun poem together.
2. They should use both singular and plural forms of nouns in their poem.
3. Encourage them to incorporate irregular nouns into their writing.
4. You might want to model an example to use such as "I see one fox, /She sees two foxes, /I found one box, /She finds two boxes."
5. Partners can write their poems and decorate them or act them out using props or pictures.

Day 3, Lesson 3-20 Mins

1. Play the "Sparkle" game: Students form a circle.
2. The teacher reads one spelling word aloud. (In this case, you could say the singular form and students must spell the plural form.)
3. One student is chosen to start the word, saying the first letter of the word.
4. Then it goes clockwise having each student say the next letter of the word.
5. Then the next student sits down.

Guided Practice

Day 2 Lesson 1- 25 mins (Irregular Nouns)

1. Gather the students close to the white board. Begin by explaining that some nouns have plural forms that do not follow any rules.
2. You just have to learn them the way they are.
3. Write one of the words. Let's say it is the word "Man".
4. Say: "Here is the word man. It means one man. If we have more than one man, we use the word men".
5. Write the word "Men", and ask your students how has the word changed?
6. Continue this procedure with each of these words listed below;
 - person / people
 - mouse / mice
 - child / children
 - foot / feet
 - goose / geese
 - tooth / teeth
 - ox / oxen
 - woman / women

Materials Required

- Blackboard

Additional Resources

- <https://www.roythezebra.com/reading/plans/singular-or-plural.html>
- <https://www.pinterest.com/alexandra>
- <https://drive.google.com/file/d/0B-vfrcZFpaN3F5SDJDQUU/view>
- <file:///C:/Users/agomu/Downloads/EL>
- <https://www.youtube.com/watch?v=C>
- <https://study.com/academy/lesson/sir-lesson-for-kids.html>
- <https://betterlesson.com/lesson/5299>
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Additional Notes

	Teacher Guide	Guided Practice
	6.If a student says the wrong letter, they are out of the game and must sit down. 7.The last student standing wins.	
Information/Instruction	Day 4: Lesson 4- 25 Mins	Day 5, Lesson 5 – 20 Mins
1. Teacher starts lesson by explaining in simple terms the words ‘singular’ and ‘plural’. 2.Demonstrate meanings by using pupils, e.g. one boy, two boys, one girl, two girls. Can they hear the ‘s’ at the end of these words? 3.Ask if the pupils can generate some other words giving both forms, e.g. one cat, two cats. 4.Show small cards of the letter ‘s’ and explain that we need to put this at the end of words to show more than one.	1.Say a sentence, such as "The dog chased the cats" and ask students to identify the singular noun and the plural noun. 2.You can also change the question to ask if "dog" is singular or plural. 3.Write several singular words (all words that add -s, or -es -, these words will end in s, sh, ch, or x) on the board. 4.Read them one at a time asking students, ask them to say it with you and then ask for a volunteer to say the plural form. 5.Write the plural form of the word spelled correctly in different color chalk. Have students write the same information in their spelling notebooks. 6.When there are enough responses (usually about 10 for each type, ask them to talk to their neighbors to develop a rule about spelling plural words. 7.Write that rule on the board and have students record it in their spelling notebooks. 8.The rule should look like this: “To make a noun plural, add -s to it, or if it ends with ch, sh, x, or s, then add -es.	1. Create make a singular plural t-chart on the board and list "singular" and "plural" at the top. 2. The students discuss singular nouns and volunteers tell me what words to place on the chart. 3. Next, the students discuss plural nouns and I write those in the plural column. 4. Last, they discuss sentences that they could create, and two volunteers orally share their sentence. 5. Write both students’ sentence on the chart. 6. Allow the students to discuss possibilities during the lesson, this will promote collaboration and makes the lesson more meaningful to them.
Assessment Activity	Assessment Activity	
1.The students are given a paper with only		

	Teacher Guide	Guided Practice
singular words listed and are told to add an “-s” to make each of them plural.		
Summary 1. Close the lesson by asking the students to discuss what they learned today. 2. Then ask one or two students to say that they will continue using singular and plural nouns in sentences and matching the correct verb tense to the noun. 3. Let them chant the lesson goal. I can use singular and plural nouns in a sentence with matching verb ending.		