

# 10.4.2018

## Overview

This lesson plan covers teaching content for;

1. Indicating plurals
- 2.

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## Guided Practice

### Day 1/Lesson 1- 15 Mins

1. Show students the collections of objects you've gathered in paper bags.
2. Take a bag and tell students that you are going to count how many objects are inside the bag.
3. On an index card, write the number of objects and the corresponding plural noun (i.e. five cubes).
4. Hold up the index card and practice reading what you wrote by pointing to each word.

- Day 2 Lesson 1- 15 mins

1. Divide students into groups of two. Give each pair a collection of items to count and index cards.
2. Have each partner work independently to count and write the contents of the group on index cards.
3. When the partners are finished counting, they should read the words they wrote aloud to each other, pointing to each word as they read.

- Oranges
- Index cards
- groups of objects in a paper bag
- Story book

- <https://www.roythezebra.com/reading/plans/singular-or-plural.html>
- <http://www.actionfactor.com/pages/ll-plurals.html>
- <http://www.primaryresources.co.uk/e>
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### Day 3, Lesson 3-20 Mins

1. Pass out a worksheet that has two columns.
2. Under each column there is either a picture of one object or a group of objects with the singular or plural words under it.
3. This is done together as a class, with either the teacher using the board or overhead  
For example: stars-star, cow-cows, cars-car, hat-hats

1. Read a story form a book to the class.
2. Before beginning to read, tell children to listen for plural words, (words that end in “s” and describe more than one thing) and when they hear the plural words, to give you (the teacher) a “thumbs up” signal.

## Additional Notes

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3. Now show students two oranges and ask them what they are.
  4. Write “Oranges” on the board.
  5. Ask students what the difference between the two words are.
  6. Point out that one has an “s” and the other doesn’t.
  7. The “s” tells that there is more than one pencil.
  1. Tell students that “Orange” is a noun. A noun is a person, place, or thing.
  2. Explain that “Oranges” is a plural noun. Plural nouns are more than one noun.
  3. Give several more examples of regular plural nouns, writing them on the board as singular nouns. Then add an “s” to make them plural.
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#### Assessment Activity

1. Assess students’ understanding by
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#### Teacher Guide

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4. Students are to circle the picture and relating word that is plural.
  5. Bring to their attention every time an “s” is found at the end of the plural words. Have students also circle the “-s” at the end of each plural word.

#### Day 5: Lesson 5- 10 Mins

1. Have your students line up into two equal lines, each student across from another student.
2. Then have one student name a noun out loud and write it on a piece of paper.
3. Then have the opposite student say the plural form out loud and write it down.
4. Have other students in line confirm his or her answer.
5. Go down the line and then swap roles so that each student gets an opportunity to say a singular and plural noun.

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#### Assessment Activity

Ask the students the following questions:

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#### Guided Practice

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3. Read the book slowly, being careful to notice the “thumbs up” from the students on the plural words.
  4. After reading, have children recall orally (while you write them on the board) the words that were plural.
  5. After they have remembered all they could, have them go through the book and see if they can find any more they missed.
  6. Talk about other plural words that were not in the story text but were shown in pictures in the book.
  7. Add these to the collection of plural words on the board.
  8. Make a column of the singular words that relate to the plural words listed. Show students from the list on the board that each word is made plural by adding an “s”.

	Teacher Guide	Guided Practice
<p>noticing how they are forming plural nouns and how they are reading aloud to their partners.</p>	<ol style="list-style-type: none"> <li>1.What did we learn was the difference between singular and plural words?</li> <li>2.How do we make a singular word plural? What letter do we add?</li> <li>3.Why is it important to know how to make a word plural? (Because if you want more than one chocolate chip cookie, you will know what letter to add to ask politely for two!)</li> </ol>	
Summary		