

Lesson Pack: Possessive Nouns Lesson 1	
Lesson Topic: Using Singular Possessive Nouns	Lesson 1

Objective

Students will be able to form and use singular possessive nouns to show ownership.

Lesson Outline

- 1. Discuss the lesson objective
- 2. Introduction: Review ownership
- 3. Introduction: Preview using apostrophe-s to show possession
- 4. Paired Response: Practice using apostrophe-s to show possession
- 5. Teacher Model: Combine sentences using a possessive noun
- 6. Paired Practice: Combine sentences using a possessive noun
- 7. Paired Practice: Combine sentences using a possessive noun
- 8. Individual Practice: Combine sentences using a possessive noun
- 9. Wrap up lesson

Optional Follow-up Activity

Plural Possessive Nouns

CCSS.ELA-LITERACY.L.3.2.D Form and use possessives.

Prerequisites

There are no prerequisites for this lesson.



Slide 1/9

By the end of class, I will be able to make a word show ownership.

Objectives

Introduce the objective for the lesson.

Say: Take a look at today's goal on your screen. Let's read the goal out loud together.

Signal for students to read the objective out loud with you.

Say: By the end of class, I will be able to make a word show ownership.

Slide 2/9

The climber has a rope.

Introduction

Introduce the idea of ownership.

Say: The sentence on your screen says, *The climber has a rope*.

Point to the word "has."

Say: In this sentence, the word *has* tells us that the climber owns the rope. Today, we are going to write sentences that show ownership without using words like *has* or *owns*.

Slide 3/9

The climber's rope is strong.

Introduction

Review the example sentence.

Say: The sentence on the screen says, *The climber's rope is strong*. Notice that there are no words like *has* or *owns* to tell us that the rope belongs to the climber.

Point to the apostrophe "s."

Say: Instead, we have an apostrophe followed by the letter *s*. The apostrophe *s* at the end of the word *climber* tells us that the climber has ownership of the rope.

Slide 4/9: Interactive Slide

Paired Practice

The hiker___ backpack is heavy.



Students	Input	Response

Ask pairs to help one another find the apostrophe key on their keyboard.

Say: With a partner, you are going to practice typing apostrophe s.

Say: The sentence should say, *The hiker's backpack is heavy*. Type an apostrophe and then an *s* into the blank, with no space before or after the apostrophe. Check with your partner to make sure you have both typed apostrophe *s* correctly.

Discussion

Select 1 correct response and 2-3 incorrect responses to display and discuss.

Lead a discussion about the errors students made in the incorrect responses, and then discuss the correct response.

Ask the following questions:

- Where is the apostrophe key on your keyboard?
- Do you need to hold the *Shift* key when you type an apostrophe?
- How do you correct your mistake if you accidentally add a space before or after the apostrophe?

By the end of the discussion, ensure that students understand how to type the apostrophe s correctly.

Slide 5/9: Interactive Slide

Combine the sentences using apostrophe *s* to show ownership.

The camper has a tent. The tent is sturdy.

☐ Teacher Models Response

Teacher Model

Read the prompt out loud to the students and explain that you will take these two sentences and combine them into one using apostrophe s to show ownership.

Say: The first sentence says, *The camper has a tent*. The second sentence says, *The tent is sturdy*. I am going to show you how to put these two sentences together using the apostrophe *s* trick we just practiced.

Model each step of how to combine two sentences by using apostrophe *s* to show ownership.

Say: First, we have to figure out which word needs the apostrophe *s* attached to the end of it.

Say: Who owns something?

Anticipated Response: The camper owns something.



Say: Since the camper is the one who owns something, I will put the apostrophe *s* right after the word *camper*.

In the Model Your Answer box, type: The camper's

Ask: What does the camper own?

Anticipated Response: The camper owns a tent.

Say: Yes. The word *tent* comes next because it is what the camper owns.

In the Model Your Answer box, add: tent

Say: Next, I need to finish typing the idea that was in the second sentence.

In the Model Your Answer box, add: is sturdy.

Ask a student to read the new sentence aloud: The camper's tent is sturdy.

Say: That's right. Instead of writing two sentences-The camper has a tent. and

The tent is sturdy.

-- I can show ownership by adding apostrophe *s* to the word *camper* and write one sentence that says *The camper's tent is sturdy*.

Slide 6/9: Interactive Slide

Combine the sentences using apostrophe *s* to show ownership.

The captain has a compass. The compass points north.

Students Input Sentences

Paired Practice

Ask pairs to combine the sentences using apostrophe *s* to show ownership.

Say: The first sentence says, *The captain has a compass*. The second sentence says, *The compass points north*.

Say: Remember, the first step is to figure out who owns something. Talk to your partner about who owns what. Remember that the person in the sentence who owns something is the one that gets the apostrophe *s* attached to the end.

Say: The next step is to write what that person owns. Then, finish the idea that's in the second sentence.



Discussion

Select 1 correct response and 2-3 incorrect responses to display and discuss.

Lead a discussion about the errors students made in the incorrect responses, and then discuss the correct response: The captain's compass points north.

Ask the following questions:

- How did you know that the word *captain* was the right word to add apostrophe s to?
- Which word comes right after *captain*-apostrophe *s?*

Slide 7/9: Interactive Slide

Combine the sentences using apostrophe *s* to show ownership.

The mountain has a peak. The peak is one mile ahead.

■ Students Input Sentences

Paired Practice

Ask pairs to combine the sentences using apostrophe *s* to show ownership.

Say: It's important to remember that people aren't the only ones who can have ownership of things. Animals and objects can have things, too.

Say: In these sentences, what has something?

Anticipated Response: The mountain has something. The mountain has a peak.

Say: Right, so the apostrophe *s* comes after the word *mountain*. Talk to your partner about how to finish the new sentence.

Discussion

Select 1 correct response and 2-3 incorrect responses to display and discuss.

Lead a discussion about the errors students made in the incorrect responses, and then discuss the correct response: The mountain's peak is one mile ahead.

Ask the following questions:

- Which word comes right after *mountain*-apostrophe *s?*
- What would happen if we forgot to add the apostrophe? How would that make the sentence confusing?



Slide 8/9: Interactive Slide

Combine the sentences using apostrophe *s* to show ownership.

The leader has a map. The map shows all the trails.

Students Input Sentences

Individual Practice

Ask students to work on their own to combine the sentences using apostrophe *s* to show ownership.

Say: Now that you've practiced the process of combining two sentences using the apostrophe *s* to show ownership, it's time to give it a try on your own.

Discussion

Select 1 correct response and 2-3 incorrect responses to display and discuss.

Lead a discussion about the errors students made in the incorrect responses, and then discuss the correct response: The leader's map shows all the trails.

Ask the following questions:

- How did you know that the word *leader* was the right word to add apostrophe s to?
- Which word comes right after leader-apostrophe s?
- How is this new sentence clearer than the first two sentences?

Slide 9/9

Today, I learned

- Words that refer to people, animals, and objects can show ownership.
- Making a word show ownership means adding an apostrophe s to the end of it.
- The word that comes after the apostrophe *s* tells what is being owned.

Wrap-up

After clearing up any final points of confusion, wrap up the lesson by reviewing the original objective.

Say: Remember, your goal today was to make a word show ownership. Let's review how you accomplished that.

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.