Georgia Performance Standards Framework for English Language Arts- Second Grade

Instructional/Learning Activity Task Template:

Overview

Unit Title: Persuasive Writing.

Annotation: This teaching activity is for the second grade persuasive writing unit with a focus on singular and plural nouns.

Grade- Second Subject- Persuasive Writing- Singular & Plural Topic- Add –s or -es? Author- Erica Thomas

Special Notes To Teacher: This lesson is for recognizing words that are singular or plural. I Wanna Iguana by Karen Kaufman was chosen as the text because the story involves a little boy attempting to persuade his mother to let him have a pet iguana. This lesson can be adapted to any story that includes some type of persuasion or any story that has plural nouns.

Standards
Focus Standard/Element(s): ELA2W1M-The student uses singular and plural nouns correctly.

Learning Goals

Essential Question(s):
1. What is a singular or plural noun?
2. How do I make a word plural?

Knowledge:
- Students must know what a noun is.

Skills:
- Students must be able to recognize singular nouns.
- Students must know how to make a word plural.

Balanced Assessment for Task

Assessment Method/Type:
1. The students will take ten words and make them plural for the teacher to review.
2. The teacher will observe the students work with partners.
Description/Directions for Assessment: During the work period of the lesson students will work with their partners to identify singular and plural nouns. The teacher will observe the students at that time. At the end of the closing period, students will take ten singular words and make them plural. The teacher will collect and grade these papers. Suggested words are: brush, lettuce, animal, lunch, box, brother, cage, cherry, boy, iguana.

Student Work Samples (optional):

Procedures, Directions, and Resources

Procedures/Directions (Detailed Steps) with Approximate Duration of Each Step:

Opening (15 min.): Put the words singular and plural on the board. Explain to the students that singular means one and plural means more than one. Ask the students questions regarding singular words from the story I Wanna Iguana. Ex: How many iguanas did Alex have? How many brothers did Alex have? How many moms did Alex have? The answer to all the questions should be one. The students should answer the questions correctly. Make the connection that all of these things are singular nouns and do not end with the letter s. Explain to the students that if Alex had more than one iguana then the word iguanas would need to be plural. Ex: If Alex had two brothers we would write the word brothers. Brother now gets the letter s to make it plural. So to make words plural we add an s to the end of the word. Explain to the students that does not work all of the time. Words that end in -s, -x, -ch, -sh have –es added to the end to make it plural. Then show students how y changes to I and –es is added. Give students examples two words that end have each ending and show the students how to make the word plural. Tell students that today they will work with a partner to make words plural. They will cut words from the sheet and add –s, -es, or change the y to I and –es to make the words plural.

Worktime (20 min): Students work with partners to complete the plural words activity. If there are any remaining endings have the students come up with their own words.

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Closing (25 min.): The teacher checks the activity orally with the students. The teacher calls out ten words and asks the students to make the words plural.
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Resources, Materials, and Equipment:

1. I Wanna Iguana Book
2. Plural activity sheet
3. Board/Chart Paper

Differentiation for Content, Procedures, Process, and/or Learning Environment:

Enrichment:
- Have students come to a small group and complete the plural activity together.
- Students can work on one ending at a time with the teacher.

Extension:
- Students search the I Wanna Iguana book to find plural nouns.
- Students can use the plural nouns in a response to literature of the book.