

6



Lesson Plan

Regular and Irregular Plurals

for

All Language Learners

in the

Sixth Grade

Lesson Overview

Grade Level:	Sixth
Language Level:	All
Content Category:	Reading
Content Subcategory:	Word Analysis
Materials Needed:	Computer connected to the Internet
Technology Tool:	See the Lesson Tools section for this lesson in the Teacher Management Area of the K to 8 technology curriculum
Lesson Summary:	This lesson teaches students how to make nouns plural. Both regular and irregular forms are discussed. Students play four games to practice plurals, plus they do a student activity.
Lesson Objectives:	At the end of the lesson, the student will be able to: <ul style="list-style-type: none">• Know the basic rules for noun plurals• Recognize common regular and irregular plurals
Academic Content:	This lesson covers: <ul style="list-style-type: none">• Regular and irregular plurals• Nouns
Technology Skills:	See the following sections of the lesson plan for a detailed list of skills covered in this lesson: <ul style="list-style-type: none">• Standards: NETS - Performance Indicators• Activity Instructions & Rubric

Lesson Plan

Lesson and Student Activity Details:

1. Play a group game that uses plural nouns. Review the basic rules of common plurals.
2. The web lesson begins by defining singular and plural. Students are directed to online dictionaries to look up these words. Examples of singular and plural words are discussed. Students are introduced to adding an "s" on regular nouns and adding "es" to nouns that end in the letters -s, -sh, -ch, -x, or -z.
3. Interactive Game 1 uses plurals of words discussed above.
4. The web lesson discusses nouns that use "ies" and "ves" to become plural.
5. Interactive Game 2 tests students on the "ies" and "ves" plurals.
6. The lesson discusses plurals for nouns that end in a consonant plus an "o." It also reviews plurals for nouns that end in a vowel followed by an "o."
7. Interactive Game 3 tests students on the plurals for nouns that end in "o."
8. Next the lesson discusses irregular noun plurals. Students are given a list of common nouns that become different words when used as plurals.
9. Interactive Game 4 tests students on the irregular noun plurals.
10. The lesson discusses words that do not have singular/plural forms.
11. The student activity gives students practice in using plural nouns while learning word processing tools.
12. There is an online assessment at the end of the lesson.

Lesson Plan

Extension Activities:

1. Play games to review the rules for creating plural words.
2. Let students conduct an Internet search for lists of plural words. (There are several web sites that list the rules and words.)
3. Ask students to write a paragraph and convert everything singular to plural.

Multiple Intelligences

- Bodily/Kinesthetic
- Intrapersonal
- Verbal/Linguistic
- Visual/Spatial

Questions & Answers

Lesson Assessment

1. The plural of wheel is _____.

wheelles

wheel's

wheelz

wheels

2. The plural of bus is _____.

buses

bus's

busez

busses

3. The plural of prize is _____.

prize's

prizes

prizess

prizez

4. The plural of baby is _____.

baby's

babys

babies

babes

Questions & Answers

5. The plural of city is _____.

city's
citys
citis
cities

6. The plural of hero is _____.

heros
heroes
hero's
heroses

7. The plural of potato is _____.

potatos
potatos's
potatoes
potatoses

8. The plural of mouse is _____.

mouses
mouse's
mices
mice

9. The plural of person is _____.

persons
person's
people
peoples

Questions & Answers

10. The plural of child is _____.

child's

children

childs

childes

Questions & Answers

Interactive Game 1

1. Right: boxes
Wrong: boxs, boxses, box's
2. Right: bosses
Wrong: boss's, boses, bossez
3. Right: dogs
Wrong: doges, dog's, doggs
4. Right: wheels
Wrong: wheelles, wheel's, wheelz
5. Right: buses
Wrong: bus's, busez, busses
6. Right: prizes
Wrong: prize's, prizess, prizez
7. Right: presidents
Wrong: president's, presidentses, presidentz
8. Right: foxes
Wrong: foxs, fox's, foxces
9. Right: lunches
Wrong: lunchs, lunch's, lunchess
10. Right: waltzes
Wrong: waltzs, waltz's, waltzez

Questions & Answers

Interactive Game 2

1. Clue: More than one elf
Answer: elves
2. Clue: More than one thief
Answer: thieves
3. Clue: Three Starbursts are _____.
Answer: candies
4. Clue: The plural of family
Answer: families
5. Clue: Bread comes in _____.
Answer: loaves
6. Clue: An apple split in two pieces is in _____.
Answer: halves
7. Clue: More than one cherry
Answer: cherries
8. Clue: The newborn twins are _____.
Answer: babies
9. Clue: James Bond and his co-workers
Answer: spies
10. Clue: A cat has nine _____.
Answer: lives

Questions & Answers

Interactive Game 3

1. Word: videos
Answer: no
2. Word: heros
Answer: no
3. Word: tomatoes
Answer: yes
4. Word: cargoes
Answer: yes
5. Word: radios
Answer; yes
6. Word: studioses
Answer: no
7. Word: zeros
Answer: no
8. Word: volcanoes
Answer: yes
9. Word: echos
Answer: no
10. Word: patios
Answer: yes

Questions & Answers

Interactive Game 4

1. The plural of goose is _____.

gooses
geese
goosez
goosei

2. The plural of tooth is _____.

tooths
toothes
tooth's
teeth

3. The plural of a game die is _____.

dies
die's
dice
diese

4. The plural of mouse is _____.

mouses
mouse's
mices
mice

Questions & Answers

5. The plural of person is _____.

persons
person's
people
peoples

6. The plural of child is _____.

child's
children
childs
childes

7. The plural of ox is _____.

oxen
oxes
ox's
oxei

8. The plural of singular is _____.

singulars
singulari
plural
plurals

9. The plural of oasis is _____.

oases
oasis's
oasises
oasis

Questions & Answers

10. The plural of man is _____.

- mans
- man's
- manes
- men**

Standards

English Language Arts Standards

(From the National Council of Teachers of English)

3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).
6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.
8. Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.
11. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.
12. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

Standards

NETS - Technology Foundation Standards for Students

(From the International Society for Technology in Education)

1. Basic operations and concepts

- Students demonstrate a sound understanding of the nature and operation of technology systems.
- Students are proficient in the use of technology.

2. Social, ethical, and human issues

- Students understand the ethical, cultural, and societal issues related to technology.
- Students practice responsible use of technology systems, information, and software.
- Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.

3. Technology productivity tools

- Students use technology tools to enhance learning, increase productivity, and promote creativity.

4. Technology communications tools

- Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.

Standards

NETS - Performance Indicators

(From the International Society for Technology in Education)

Grade 6 to Grade 8

3. Exhibit legal and ethical behaviors when using information and technology, and discuss consequences of misuse. (2)
4. Use content-specific tools, software, and simulations (e.g., environmental probes, graphing calculators, exploratory environments, Web tools) to support learning and research. (3, 5)
5. Apply productivity/multimedia tools and peripherals to support personal productivity, group collaboration, and learning throughout the curriculum. (3, 6)
8. Select and use appropriate tools and technology resources to accomplish a variety of tasks and solve problems. (5, 6)
9. Demonstrate an understanding of concepts underlying hardware, software, and connectivity, and of practical applications to learning and problem solving. (1, 6)