Session 12 : Singular and Plural Part 2

Session Title	Singular and Plural – Adding “s” and “es” to Make Plural
Objective	1. Understand the difference between singular and plural nouns. 2. Learn how to form plurals by adding "s" and "es". 3. Engage in interactive activities to reinforce the learning through social-emotional learning (SEL) elements.
Topics	1. Singular: A word that refers to one person, thing, or idea. Example: cat, dog, apple 2. Plural: A word that refers to more than one person, thing, or idea. Example: cats, dogs, apples Rules for Pluralization: 1. Add “s” for most words (e.g., dog → dogs, book → books). 2. Add “es” for words ending in s, x, z, ch, sh (e.g., bus → buses, box → boxes).

Material Required	1. Whiteboard & markers 2. Flashcards with images of singular and plural objects 3. Clay for the “Singular and Plural with Clay” activity 4. Chart with pluralization rules 5. Printed worksheets with singular and plural exercises 6. Props for the theater activity (toy animals, boxes, etc.)
Methodology	1. Activity-Based Learning: Hands-on activities like clay modeling and flashcard games. 2. Experiential Learning: Engaging students with creative role-playing. 3. Interactive Learning: Group discussions and games to reinforce the concept. 4. SEL Integration: Activities designed to promote self-awareness, relationship skills, and social awareness.
Session Duration	90 minutes

Introduction Activity (10 minutes):

Objective: Introduce the rules of pluralization (adding “s” and “es”) with clear examples.

Activity

Whiteboard Example (5 minutes)

Write Singular and Plural on the board.

Provide examples:

- Singular: cat, dog, apple
- Plural: cats, dogs, apples
- Rule for "s": dog → dogs, apple → apples

- Rule for "es": bus → buses, box → boxes

Engage Students: Ask students to give their own examples for singular and plural words (5 minutes).

Main Activity (55 minutes):

"Singular and Plural with Clay" (20 minutes)

Objective: Help students physically engage with the concept of singular and plural.

Instructions:

Give each student a small piece of clay.

- Singular Task: Have them create one object (e.g., one apple, one dog, one pencil).
- Plural Task: Ask them to create multiple objects (e.g., apples, dogs, pencils).

Encourage them to say the word out loud as they create:

- Singular: “I made one dog.”
- Plural: “I made two dogs.”

Wrap-up (5 minutes): Ask students to share their clay creations and explain if they are singular or plural.

"Singular and Plural Flashcard Game" (15 minutes)

Objective: Reinforce the concept of singular and plural in an interactive and fun way.

Instructions:

Show flashcards with images (e.g., one apple, two apples).Ask students whether the card shows a singular or plural noun. Discuss why the word is plural (i.e., the rules for adding s or es).

Example flashcards:

- One apple → Two apples

- One dog → Two dogs
- One bus → Two buses
- One box → Two boxes

This keeps the activity fast-paced, encouraging student interaction and quick thinking.

"Plurals Through Theater" (20 minutes)

Objective: Use role-play and acting to reinforce the concepts of singular and plural.

Instructions:

Group Work (5 minutes): Divide the class into small groups and assign them a noun (e.g., dog, cat, box, bus).

Acting Out (10 minutes): Each group will act out their noun in the singular form first (e.g., one dog walking), then change to the plural (e.g., many dogs walking).

Example: Singular: “I am a dog. ”Plural: “We are dogs.”

Wrap-up (5 minutes): Groups will share their performances, explaining the singular and plural forms they used.

Follow up task (15 minutes):

Objective: Review key concepts and ensure understanding.

Instructions: Ask the class to recall the rules for pluralizing words.

- What do we add to most words to make them plural? Answer: “s” (e.g., cat → cats)
- What do we add to words ending in s, x, z, ch, or sh? Answer: “es” (e.g., bus → buses, box → boxes)

Quick Quiz (5 minutes)

Write some words on the board and ask students to come up and change them to plural (e.g., dog → dogs, box → boxes, church → churches).

Review Questions/Assessment/Tasks (10 minutes):

Ask students to list 5 singular and 5 plural words.

Create a worksheet where students match singular and plural nouns or fill in the blanks to make words plural.

Expected Learning Outcome:

- **Knowledge building:**

Students will understand the rules for making nouns plural by adding "s" and "es".

- **Skill Building:**

Students will be able to identify singular and plural nouns. They will practice using these nouns correctly in sentences

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