

Session 13: Singular and Plural Part 3

| Session Title | Singular and Plural 3 |
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| | <ul style="list-style-type: none">• Understand the meaning and purpose of adjectives.• Identify adjectives in everyday language.• Use adjectives to describe people, objects, and emotions.• Encourage self-expression, creativity, and emotional awareness.• Reinforce the rule through an engaging group activity. |
| Concept | <ul style="list-style-type: none">• Singular: A word that refers to one person, thing, or idea.• Examples: baby, puppy, story• Plural: A word that refers to more than one person, thing, or idea.• Examples: babies, puppies, stories |
| Material Required | <ol style="list-style-type: none">1. Whiteboard & markers2. Flashcards (singular/plural word pairs)3. Chart showing the “y → ies” rule4. Word cards for group sorting activity5. Worksheets (fill-in-the-blanks, matching)6. Emotion/emoji cards for reflection7. Props for drama (optional soft toys, puppets, etc.) |
| Methodology | <ul style="list-style-type: none">• Activity-Based Learning• Experiential Role-play• Visual Aids & Games• SEL Integration: Promotes empathy, self-expression, and social skills |

Introduction Activity (15 minutes)

Objective: Recall the previous session and connect with the new rule.

Activity - “Quick Recap & Feeling Check”

Ask: “What did we learn last time?” (Adding “s” and “es”)

- Show two words: cat → cats, bus → buses
- Show new word: baby → ?
- Introduce the new rule: “When a word ends in consonant + y, we change y to ies.”

Ask students to share how they feel about learning this - use emoji cards.

Main Topic/ Activity (60 minutes)

“Word Sorting Game” (20 minutes)

Objective: Help students differentiate between words that follow “y → ies” and “just add s” rules.

Instructions:

- Divide class into 2 groups.
- Give word cards (e.g., baby, toy, cherry, boy, story, key, puppy, lady, monkey).
- One basket labeled “Change to ies”, another “Add s”

Examples Used:

Change y to ies: baby → babies, puppy → puppies, story → stories, cherry → cherries

Just add s: toy → toys, key → keys, boy → boys, monkey → monkeys

Rules for Pluralization

If a word ends in consonant + y, remove “y” and add “ies”

Examples:

baby → babies

story → stories

lady → ladies

puppy → puppies

cherry → cherries

If a word ends in vowel + y, just add “s”

Examples:

toy → toys

key → keys

boy → boys

monkey → monkeys

“Singular to Plural Flashcards” (15 minutes)

Objective: Reinforce the rule with fast-paced visual cues.

Instructions:

- Show flashcards with singular words ending in “y”
- Students shout out the plural
- Bonus: Ask one student each round to explain the rule they used

Flashcard Examples:

- lady → ladies
- puppy → puppies

- toy → toys
- story → stories
- key → keys
- cherry → cherries

“Role Play - Word to World” (25 minutes)

Objective: Act out real-life scenes using singular and plural nouns.

Instructions:

- Form small groups and assign each a word
- Groups create two mini-scenes:
 1. Singular (e.g., “This is a baby.”)
 2. Plural (e.g., “These are babies.”)

Use actions and simple props if available

Examples for Role Play:

- puppy → puppies
- story → stories
- cherry → cherries
- toy → toys
- lady → ladies

Follow up Task (10 minutes)

Objective: Review key concepts and reflect on learning.

Quick Quiz on Board

Write:

story → _____

key → _____

lady → _____

toy → _____

puppy → _____

Review Questions/Assessment/Tasks (10 minutes)

- Write 5 singular nouns ending in “y” and their plurals
- Worksheet: Match singular to plural, fill in blanks
- Peer sharing of answers in pairs

Expected Learning Outcome:

Knowledge building-

- Students understand the rule for changing “y” to “ies”
- Recognize vowel vs consonant before “y”

Skill Building

- Apply rules correctly in speech and writing
- Build communication and social skills through collaboration

Revision #5

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