

PREPARATION

Lesson 5.1

- Select **DM 5.1A Plural Nouns** for display. (*Grammar*)
- Print and laminate **BLM 5.1A Game: Plural Nouns** for each group. Obtain a **NUMBER CUBE** for each group. Print **BLMs 5.1B–C Game: Plural Nouns** for each student. (*Grammar*)
- Select **DMs 5.1B–C Model: How-to Article** for display. (*Writing*)

Lesson 5.2

- Select **DM 5.2A Punctuation Rules: Apostrophes** and **DM 5.2B Singular and Plural Possessive Nouns** for display. (*Grammar*)
- Print and laminate **BLM 5.2A Game: Six in a Row** for each pair. Print the answer page for BLM 5.2A for each pair. Obtain a **NUMBER CUBE** and **2 SETS OF GAME MARKERS IN DIFFERENT COLORS** for each pair. (*Grammar*)
- Select **DM 5.2C Subject-Verb Agreement** for display. (*Grammar*)
- Select **DMs 5.1B–C Model: How-to Article** for display. (*Writing*)
- Gather **CRAFT MATERIALS** such as craft sticks, chenille stems, pom-poms, cardboard, and tape or glue for students to build a sculpture or model. Obtain a **DIGITAL CAMERA** for each group. (*Writing*)

Lesson 5.3

- Select **DM 2.4B Punctuation Rules: Commas** and **DM 5.3A Introductory Phrases** for display. (*Grammar*)
- Print **BLM 5.3A Checklist: How-to Article** for each student. Select **DMs 5.1B–C Model: How-to Article** for display. (*Writing*)
- Arrange for students to access the digital copies of the photographs or sketches of their projects' steps. (*Writing*)

Lesson 5.4

- Select **DM 2.4C Punctuation Rules: Commas** for display. (*Grammar*)
 - Print **BLM 5.4A Comma Practice** for each student. (*Grammar*)
 - Select **DMs 5.1B–C Model: How-to Article** for display. (*Writing*)
- (continued)

Grammar 5.1

- 1** Write the following sentences on the board: 1. *Paisley rode her bike.* 2. *Did Paisley ride her bike?* 3. *Oh no! Paisley crashed!* 4. *Get her mom.* Have students identify each sentence type. (**1. declarative; 2. interrogative; 3. exclamatory; 4. imperative**) Direct students to diagram the sentences on their whiteboards. Discuss the answers.

Paisley	rode	bike	Paisley	Did ride	bike
<u>Oh no!</u>					
Paisley	crashed		(you)	Get	mom

- 2** Ask students what *singular* means. (**one**) What does *plural* mean? (**more than one**) Explain that a singular noun names one person, place, thing, or idea, and a plural noun names more than one person, place, thing, or idea. Display **DM 5.1A Plural Nouns** and read the information about regular plural nouns. For the different endings shown in the table, have students state the singular noun of the plural examples. (**bus, crutch, bush, box, potato, echo, video, zoo, leaf, life, city, baby, day, boy**) Explain to students that an irregular noun is a noun that becomes a new word or that does not change when it becomes plural. Read the examples from DM 5.1A.

- 3** Arrange students into small groups and distribute the prepared **BLM 5.1A Game: Plural Nouns** and a **NUMBER CUBE** to each group. Distribute **BLMs 5.1B–C Game: Plural Nouns** to each student. Direct group members to take turns rolling the number cube and moving the number of spaces indicated. Have students read the word in the space and say its plural form. Direct group members to write the plural word in the corresponding place on BLMs 5.1B–C and to work together to write a sentence that includes the plural word. If students are unsure what the plural form of a word is, have them look up the word in a dictionary to find the correct plural and its spelling. If students land on a space whose word has already been used in a sentence, have them orally compose a new sentence for the word. Play continues until the first player makes it to the finish line.

- 4** Direct students' attention to the student page for Lesson 5.1. Have students complete the page.

Writing 5.1

- 1** Dictate the following sentence from **DMs 5.1B–C Model: How-to Article** while students listen: *To build a truss bridge strong enough to hold five pounds, gather 66 craft sticks, craft glue, and a hot glue gun.* Read the sentence a second time and direct students to write it in their writing notebooks, leaving spaces for any words they forget. Read the sentence a third time and have students check their writing, revising as needed. Direct students to proofread their writing for spelling or punctuation mistakes.

- 2** Direct students to exchange their dictation exercise with a partner and to underline any incorrect spelling, capitalization, punctuation, or spacing. Circulate and check students' work. Have students return the marked exercise and guide them to correct their own mistakes.

- 3** Display and read aloud DMs 5.1B–C. Convey that a how-to article focuses on a procedure or an investigation, so it may look different from other articles. Ask how the how-to article looks different from the feature article that students wrote in Chapter 3. (**Possible answers: does not have paragraphs, has a numbered list, includes pictures**) Direct students' attention to the how-to article's first and last sentences. Convey that the first sentence tells what the article is about and states an interesting fact about it. Ask students what this type of sentence is called. (**introduction**) Point out that in this article the introduction also identifies the materials needed to build the bridge. State that the last sentence is the article's conclusion. Ask students what they could expect to read in the conclusion. (**Possible answer: words similar to the introduction,**

introduction restated using different words) Have students compare the first and last sentences of the article to confirm their answer.

Grammar 5.2

1 Remind students that a singular noun names one person, place, thing, or idea. A plural noun names more than one person, place, thing, or idea. Write the following words on the board one at a time and direct students to write *singular* or *plural* on their whiteboards: *pennies* (**plural**), *flower* (**singular**), *feet* (**plural**), *halves* (**plural**), *flashlight* (**singular**), and *cactus* (**singular**).

2 Review that a possessive noun is a noun that shows ownership. Display **DM 5.2A Punctuation Rules: Apostrophes** and read the first rule and example aloud. Explain that possessive nouns can be singular or plural. Display **DM 5.2B Singular and Plural Possessive Nouns** and read aloud the information from the tables. Ask students what is added to the singular nouns to make them possessive? (**apostrophe s**) What is added to the plural nouns that already end in *s* to make them possessive? (**apostrophe**) What is added to the plural nouns that do not end in *s* to make them possessive? (**apostrophe s**) Arrange students into pairs and distribute the prepared **BLM 5.2A Game: Six in a Row**, the answer sheet, a **NUMBER CUBE**, and **2 SETS OF GAME MARKERS IN DIFFERENT COLORS** to each pair. Read the directions and have partners play the game.

3 Explain that when a singular noun is the subject of a sentence, the verb must also be singular. When a plural noun is the subject, the verb must also be plural. Display **DM 5.2C Subject-Verb Agreement** and read the first sentence. Ask students what the subject is. (**puppy**) Is it singular or plural? (**singular**) What is the verb? (**eats**) Point out that *s* was added to *eat* to make it work with the singular subject. Read the second sentence and ask whether *puppies* is singular or plural. (**plural**) Point out that *eat* is already plural and works with the plural subject; it does not need an added *s*. Read the third sentence and ask students whether *girl's* is a singular or plural possessive. (**singular**) What does *girl's* modify? (**puppy**) Explain that the subject always determines whether a singular or plural verb is needed, even when a possessive noun is in the sentence. Since *puppy* is singular, the verb *eats* is needed. Read through the rest of DM 5.2C and point out the possessive noun and the subject-verb agreement in each example. (Note: Help students understand that forming singular and plural verbs is different from forming singular or plural nouns.)

PREPARATION

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Lesson 5.5

- Retrieve the cubes made from **BLM 2.2A Blank Cube** from Chapter 2. Prepare one for each group by writing the following words on separate sides of each cube: *city*, *bush*, *zoo*, *mouse*, *sheep*, and *girl*. (Grammar)
- Print **BLM 5.5A Grammar Test: Chapter 5** for each student. (Grammar)
- Arrange for each student to have access to a **WORD PROCESSING PROGRAM** on a computer, laptop, or tablet. Plan for students to have access to the digital copies of photographs or sketches for their projects' steps. Provide access to a **PRINTER** that students may print their articles to. (Writing)

Name _____

Grammar 5.1

Circle S if the bold noun is singular and P if it is plural.

- His **wife** made apple pie for dessert.
☒ S ☐ P
- The classes had their Christmas **parties**.
☐ S ☒ P
- We watched the **horses** gallop across the field.
☐ S ☒ P
- I need a **loaf** of bread from the store.
☒ S ☐ P
- She almost hit two **deer** that ran across the road.
☐ S ☒ P

Fill in the circle next to the correct plural to complete the sentence.

- The shepherd watched his flock of ____.
☒ sheep ☐ sheeps
- She lost two ____ this month.
☐ tooth ☒ teeth
- They watched the troop of ____ swing through the trees.
☐ monkie ☒ monkeys
- My dad hung three ____ in my room.
☒ shelves ☐ shelfs

Make the given noun plural. Write the word in a sentence.

- calf calves Possible answers:
That cow has given birth to many calves.
- church churches
The neighborhood churches came together to help.
- city cities
I have not visited very many cities.

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Write the possessive form of each noun.

- princess princess's
- wives wives'
- monkeys monkeys'

Fill in the circle next to description for the bold word.

- Her **nephew's** cat had kittens.
☐ plural noun ☒ singular possessive noun
- The **doctors** gathered for a meeting.
☒ plural noun ☐ plural possessive noun
- My **sisters'** room will be renovated.
☐ singular noun ☒ plural possessive noun

Underline the incorrect plural or possessive noun in each sentence. Write it correctly on the line.

- The peoples votes were counted. people's
- Those are our parents' cars. cars
- His two brother's bicycles were stolen. brothers'

Circle the correct verb in each sentence.

- The mother's child run / runs toward me.
- The mother's children run / runs toward me.
- The mothers' children run / runs toward me.

Write the plural of each noun.

- tax taxes
- tornado tornadoes
- half halves

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