**Plurals Lesson**

**Grade:** 2nd Grade

**Subject:** Language Arts

**Materials Needed:** Sort 65 from Words Their Way, self-made memory cards

**Standard:**

* **2. RF. 3** Know and apply grade-level phonics and word analysis skills in decoding words.
* **2.L.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**Objectives:**

* Students will understand that there are different ways to make words plural. (s, es)
* Students will be able to properly match plural endings to a variety of base words.
* Students will be able to write out the correct spellings of a variety of plural nouns.

**Learning Activities:**

* Alright class, Mrs. B. has just taught you all about how certain words will have different endings when we are talking or writing about more than one thing. Now we know that those are called plural nouns.
* Can you remind me of the different ways we can make a noun plural?
  + \*Teacher makes running list on the board\*
  + Let’s read this together because I want to make sure that everyone gets it.
* Now I am going to partner you up and let you play a game that puts your new knowledge to work.
* Has anyone ever played memory before?
  + You and your partner will take turns turning over 2 cards each time.
  + What I want you to do is match a base word with the correct ending that will make it plural.
    - Cards with an “O” on the back are base words.
    - Cards with a “+” are the plural endings.
      * Each time you will turn over one “O” card and one “+” card.
      * If they don’t match, you turn them back over and it will be your partner’s turn.
      * If they do match, you get to take those cards and go again.
        + When you make a match I want you to write the entire new word on the paper that I will give you. Remember to put your names on these because I need these back.
* Does anybody have any questions about what we are going to do?

**Assessment:**

* The teacher can walk around the room as students are playing the game and ask students why this makes or does not make a pair.
* When the teacher collects the papers she will see which students understand the concept and which ones need the information reiterated to them.