

Lesson 7

Language Skill Development

Plurals (-s, -es, irregular)

Time Required: 30 minutes

Materials Required: BLM 7, one copy for each child
Scissors

Today you are going to learn about singular and plural words. Singular means one person or one thing. What does singular mean? (Signal.) *One person or one thing.* Plural means more than one person or thing. What does plural mean? (Signal.) *More than one person or thing.*

Raise your hand if you can tell us what letter we would add to **frog** to make it plural. (Call on a child. Idea: s.) Say the plural of **frog**. (Signal.) *Frogs.*

Here's a rule about plural words. If a word ends in **sh, ch, x, s, or z**, you need to add the letters **es** to make the plural. What's the plural of **dish**? (Signal.) *Dishes.* What's the plural of **match**? (Signal.) *Matches.* What's the plural of **box**? (Signal.) *Boxes.* What's the plural of **dress**? (Signal.) *Dresses.* What's the plural of **buzz**? (Signal.) *Buzzes.*

Some words are the same if they are singular or plural. We say **one sheep** or **two sheep**. What's the plural of **sheep**? (Signal.) *Sheep.* What's the plural of **deer**? (Signal.) *Deer.* What's the plural of **fish**? (Signal.) *Fish.*

Some plural words are completely different from the singular word. We say **one mouse**. We say **two mice**. What's the plural of mouse? (Signal.) *Mice.* We say **a woman**. We say **several women**. What's the plural of **woman**? (Signal.) **Women.** We say **one tooth**. We say **many teeth**. What's the plural of **tooth**? (Signal.) **Teeth.**

We are going to play a game called Plurals Bingo. (Give each child a copy of BLM 7.) Touch the box at the top of the page. This is your bingo card. To get ready to play Plurals Bingo you need to prepare your bingo card. I will tell you a singular word. You will write the word in any box that you wish. When all the boxes are full, your card will be ready. (Dictate the following words to the students: **sheep, match, mouse, dish, woman, dress, deer, buzz, frog, man, box, tooth, goose, fish, apple, church.**)

Next, you need to cut out the game pieces at the bottom of your sheet. (Give children sufficient time to cut out pieces.) These game pieces are plural words.

Now, you are ready to play. I will say a singular word. You will cover the singular word with the correct plural word. When you have four squares across, up and down, or diagonally, you may raise your hand and call out bingo!

First word: **man**. (Repeat for **match, apple, church, sheep, frog, goose, deer, buzz, woman, dress, box, fish, tooth, mouse, dish.**)

(This game may be played at additional times to reinforce and practice plurals. Bingo cards and pieces may be kept in small plastic bags with each child's name on the outside.)

When you are writing stories and paragraphs of your own, remember to proofread your writing for the correct spellings of plurals.

Night in the Country

by Cynthia Rylant

Prereading

Examining the Book

This is the next book that we are going to read and discuss. The title of this book is *Night in the Country*. What's the title of today's book? (Signal.) *Night in the Country*. Cynthia Rylant wrote this story. Who is the author of *Night in the Country*? (Signal.) *Cynthia Rylant*. Mary Szilagyi (shih LAHG yee) made the illustrations for *Night in the Country*. Who is the illustrator of *Night in the Country*? (Signal.) *Mary Szilagyi*.

The story that I will read to you today is called a descriptive story. A descriptive story tells how things sound, look, taste, smell, or feel. What is it called when a story tells how things sound, look, taste, smell, or feel? (Signal.) *A descriptive story*.

Making Predictions

(Assign each student a partner. Show students the front and back covers of the book.) What do you notice about the front and back covers of this book? (Call on a student. Idea: *They go together to make one picture*.)

Look at the front and back covers. Tell your partner what you think the story will be about. (Allow about one minute for sharing predictions.)

Raise your hand if you would like to tell us your prediction about the story. (Call on three different students. Accept reasonable responses.)

Reading the Story

I'm going to read the story aloud to you and show you the pictures. (Read the story with minimal interruptions.)

Discussing the Book

Story Pattern

Most books have a pattern. This story starts and ends in different places. So what's the pattern for this story? (Signal.) *A linear story*.

Characters and Setting

The beginning of a story tells about the most important characters that are in the story. Are there any main characters in *Night in the Country*? (Signal.) No. There are owls, raccoons, and rabbits in this story, but often a descriptive story doesn't have any main characters.

The beginning also tells about the setting of the story. Where does this story happen? (Call on a student. Idea: *In the country*.) When does this story happen? (Call on a student. Idea: *At night*.)

Story Problem

The beginning of a story often has a problem that changes the everyday life of at least one of the characters. Is there a problem in this story? (Signal.) No. The story tells about some scary sounds in the country at night, but a descriptive story usually doesn't have a problem.

Night in the Country describes many sounds. Raise your hand if you can tell us something that makes a sound and the sound it makes in the country at night in this story. (Call on different students. Ideas: *Frogs singing, a dog chain clinking, a creaky screen door, an apple falling, a creaky house, a bird singing*.)

Onomatopoeia

When a writer uses the way something sounds as a word, it is called onomatopoeia. What is it called when a writer uses the way something sounds as a word? (Signal.) *Onomatopoeia*.

(Write on the chalkboard: **coo, swoop, screech**.) Read the first word out loud. (Signal.) *Coo*. The soft sound that birds or babies make is used as a word, so it is onomatopoeia. What is the word **coo**? (Signal.) *Onomatopoeia*. (Repeat process with **swoop** and **screech**.) Raise your hand if you can think of another word that is onomatopoeia. (Call on individual students. Accept correct responses.)

(Turn to the page where the frogs sing. Read the text aloud.) Raise your hand if you can tell us what words are onomatopoeia in this sentence. (Call on a student.) *Reek reek reek*. The author used the way something sounds as a word, so **reek** is onomatopoeia. What is reek? (Signal.) *Onomatopoeia*.

(Turn to the page where the apple falls.) Raise your hand if you can tell me what onomatopoeia is written to describe the way the apple sounds when it falls on the ground. (Call on a student. Idea: *Pump*.) The author used the way something sounds as a word, so **pump** is onomatopoeia. What is pump? (Signal.) *Onomatopoeia*.

Theme

When authors write stories, they are often trying to give us a special message. The special message the author gives is called the theme. What do we call the special message in a story? (Signal.) *The theme*. What do you think the theme of the story *Night in the Country* is? (Call on different students. Idea: *You hear many nighttime sounds in the country*.)

Illustrations

Let's look at the illustrations that Mary Szilagyi made. (Show students the illustrations.) There are many different ways to make illustrations for a book: you can paint them; you can draw them with a pen or pencil; you can make them with markers, crayons, or oil pastels. How do you think Mary Szilagyi made her illustrations? (Call on a student. Idea: *With oil pastels.*)

What colors does Mary Szilagyi use to make her nighttime pictures? (Call on different students. Ideas: *Black, dark blue, dark purple.*) Do the dark colors make the pictures look like nighttime? (Signal.) Yes.

What color paper do you think Mary Szilagyi used to make her pictures? (Call on a student. *Black.*) Why do you think she used black paper? (Call on a student. Idea: *To show that it was dark, night.*)

Recalling Information

Let's remember some of the things we learned about *Night in the Country*, and I'll write them down for you.

Note: Add to the cumulative wall chart started in Lesson 1 for recording information from the "Recalling Information" activity in this literature lesson.

What is the title of today's book? (Signal.) *Night in the Country.* (Record on chart.)

What is the pattern for this story? (Signal.) *Linear story.* (Record on chart.)

What genre is *Night in the Country*? (Signal.) *A descriptive story.* (Record on chart.)

Is there a problem in this story? (Signal.) *No. There is no problem so we will leave the squares that tell about the problem blank.*

What is the theme of the story *Night in the Country*? (Call on a student. Idea: *You hear many nighttime sounds in the country.* Record on chart.)



ADDITIONAL LITERATURE

Night in the Country (Lesson 7)

The Raft by Jim LaMarche

Time of Wonder by Robert McCloskey

Owl Moon by Jane Yolen

Plurals Bingo

sheep

matches

mice

dishes

women

dressess

deer

buzzes

frogs

men

boxes

teeth

geese

fish

apples

churches