

**Theme: Things We Wear**

**Focus: Possessive Nouns (Singular and Plural)**

### Lesson Objectives

Students are able to

1. identify clothing and accessories,
2. complete sentences using possessive nouns,
3. correct mistakes in sentences by using the apostrophe to show possessive nouns.

### Resources

*(Preparation to be done before the lesson)*

1. Learning Grammar Workbook 2
2. A short story about the things we wear that contains possessive nouns
3. A set of coloured pencils

### Introduction / Warm-up Activity (5 min)

1. Read the story to the class.
2. Ask them if they can spot the words that have an apostrophe in them. Show the students how the apostrophe looks like.
3. Circle all the possessive nouns that the students point out.

### Lesson (10 min)

#### Possessive Nouns (Singular and Plural)

1. Review what nouns are. Explain to the students why the apostrophe is used with these nouns.
2. Using the words that have been circled in the story, highlight the difference between singular and plural possessive nouns.
3. Ask the students some questions about the things that they are wearing such as their shoes, socks, blouse/shirt/T-shirt, shorts/skirt, spectacles etc.
4. You may want to ask them questions and get them to answer in complete sentences.

**Example:**

- Where is John's school bag?
- John's school bag is on the floor.

Ensure that a variety of questions are used that include both the singular and plural form of the noun.

5. Explain that the item that belongs to the person or animal comes after the possessive noun. Bring to their attention that sometimes, these items are mentioned before the possessive noun.

**Example:**

- The cap is Tom's.
6. Write the statements with possessive nouns on the board.

### **Classroom Activities / Assessment (10 min)**

1. Refer the students to **pages 1 – 2 of Learning Grammar Workbook 2**. Read the examples to them.
2. Complete **Exercise 1, 2 and 3, pages 3 – 8** together with the students.
3. Facilitate the students' learning by walking around to check their answers.
4. Ensure that the students are aware of what 'it's' stands for before they start working on **Exercise 3**.

### **Additional Activities / Closure (15 min)**

1. Direct your students back to **page 2**. Have them work in pairs. Ask one student to write five possessive nouns with a mix of both singular and plural forms and the other student to write five items that could belong to those people or animals. Have them match the possessive nouns to the items to form sentences. Write these sentences on **page 2**.
2. Allow the students to draw the objects that they have mentioned in their statements.
3. Let the students colour the picture (if time permits).

### **Optional Activities**

1. Ask the students to complete **Exercise 4, 5 and 6, pages 9 – 11** as homework.
2. They should either write their homework details in their student handbooks or fold the pages of their workbooks.
3. You may want to have your students write two sentences with the apostrophe missing in the possessive nouns. One of the sentences has the possessive noun in the singular form and the other sentence in the plural form. They can then exchange these sentences with their friends and get their friends to insert the apostrophe. These sentences can then be shown to the rest of the class.