



Lesson Plan For Unit 4 (Part 1)

 45 min

Theme: Story Time

Focus:	Grammar	Vocabulary	Comprehension	Writing
	<ul style="list-style-type: none">• Plural nouns (1)• The simple past tense (1)• Adverbs of manner (1)	Characters and things in stories	Answering questions based on a passage	Writing a story based on pictures using helping words

Lesson Objectives

Students are able to

1. identify and name the different characters and things in stories,
2. use singular and plural nouns correctly in sentences,
3. change singular nouns to plural nouns,
4. write a story based on pictures using helping words.

Resources

(Preparation to be done before the lesson)

1. Learning English Workbook 2
2. Picture cards showing one object/person in each of them
3. Picture cards showing more than one object/person in each of them
4. Word cards of singular nouns written on them
5. Blu tack
6. Red and blue/black markers
7. Picture cards of common characters found in stories or fairy tales
8. Envelopes

Introduction / Warm-up Activity (10 min)

1. Stick the picture cards which show only one object/person on one side of the whiteboard (e.g. a cook, princess, hero, fairy, elf, man, sheep). Stick the other picture cards which show more than one object/person on the other side of the whiteboard (e.g. a cooks, princesses, heroes, fairies, elves, men, sheep).
2. Elicit from the students why you have placed the picture cards in such a way. The students should be able to tell you that the picture cards on one side of the whiteboard have only one object/person while the other set of picture cards have more than one object/person.
3. Write the words 'Singular (one)' above the set of pictures that have only one object/person and 'Plural (more than one)' above the other set of picture cards that have more than one object/person.

Lesson (20 min)

1. Select the picture cards from the 'Singular' side and the corresponding picture cards from the 'Plural' side that require an addition of '-s' at the end of the nouns to make them plural. Highlight to the students by writing the plural nouns for the picture cards. Use a red marker pen to write the '-s'.

Example:

- dragon – dragons

2. Select the picture cards from the 'Singular' side and the corresponding picture cards from the 'Plural' side that require an addition of '-es' at the end of the nouns to make them plural. Highlight to the students that most nouns which end with '-s', '-ss', '-ch', '-sh' or '-x-' need only add an '-es' to make them plural

Example:

- princess – princesses
- witch – witches
- bush – bushes
- box – boxes

3. Select the picture cards from the 'Singular' side and the corresponding picture cards from the 'Plural' side that require an addition of '-es' at the end of the nouns ending in '-o' to make them plural.

Example:

- mango – mangoes
- hero – heroes

4. Select the picture cards from the 'Singular' side and the corresponding picture cards from the 'Plural' side that require changing the '-y' to '-ies' for some nouns ending in '-y' to make them plural.

Example:

- city – cities
- fly – flies

Highlight to the students that some nouns that end in '-y' need only add an '-s' behind them.

Example:

- chimney – chimneys
- day – days

5. Select the picture cards from the 'Singular' side and the corresponding picture cards from the 'Plural' side that require changing '-f' or '-fe' to '-ves' for some nouns ending in '-f' or '-fe' to make them plural.

Example:

- wolf – wolves
- knife – knives

Highlight to the students that some nouns that end in '-f' need only add an '-s' behind them.

Example:

- scarf – scarfs
- hoof – hoofs

6. Select the picture cards from the 'Singular' side and the corresponding picture cards from the 'Plural' side that require the change in the spelling of the nouns.

Example:

- tooth – **teeth**
- mouse – **mice**

7. Select the picture cards from the 'Singular' side and the corresponding picture cards from the 'Plural' side that do not require the change in the spelling of the nouns.

Example:

- sheep – **sheep**
- deer – **deer**

8. Highlight to the students that articles or other clues can help them identify if the nouns to use are singular or plural.

Example:

- a toy / one toy / an umbrella / the toy moves
- two toys / many toys / all the toys / the toys move

Additional Activities / Closure (15 min)

1. Get the students to work in pairs. Give each pair a piece of paper. Tell them that you will show them a picture card from the 'Singular' side. Shuffle a stack of word cards with singular nouns written on them. Show the first card on the deck to the students. They have to write the plural

form of the noun. Do about 10 nouns with the students. Then, check the answers with the students

2. Tell the students to turn to **pages 19 – 21 and pages 24 – 25 of Learning English Workbook 2**. Review the ‘Read and Learn’ section on **pages 21 – 22**. You may also want the students to refer to **pages 24 – 25** and show them the crossword puzzle. Explain to them what ‘across’ and ‘down’ mean in the crossword puzzle. Get the students to complete their work and hand it in to you. You may want to walk around the class to do a random check on the students’ work.

Homework

1. Ask the students to complete **pages 27 – 28** as homework. Remind the students to start each sentence with a capital letter and end it with the correct punctuation. Go through the pictures and the words in the box.
2. Students should either write their homework details in their student handbooks or fold the pages of their workbooks.

Optional Activity

1. Give each of the students envelopes which contain two pictures that reflect characters from stories or fairy tales that they should know. Ensure that one of the pictures shows a singular noun while the other shows a plural noun. Get the students to open up their individual envelopes and identify the characters shown on their picture cards. Let them paste the picture cards on a piece of paper. Then, let them write the names of the characters below the picture cards. The students have to write a sentence on each of the picture cards.