

Lesson 22: Plural Form of Nouns by Adding -s

Objectives:

Identify nouns from the selection listened to
Form plural nouns by adding -s

Subject Matter: Forming Plural Nouns by adding -s

Materials: pictures

Value Focus: Cooperation

Procedure:

Motivation:

Ask pupils to look for nouns in the story listened to.
Write the pupils' answers on the appropriate column:

Column A (Singular Nouns)	Column B (Plural Nouns)
Name	brothers
sea	sisters
eye	lobsters

Discuss how to form plural nouns using -s.

1. Compare the nouns in Columns A and B.
2. Ask pupils to give examples of singular nouns. Limit the answers to nouns that end in consonants except y (preceded by consonants, *x, v, f, s, h*).

Ask them to form the plural by adding -s.

Examples:

plant – plants	fan – fans
chair – chairs	spoon – spoons
fork – forks	row – rows
room – rooms	

3. Ask: What letter is added to the noun to make it plural?
4. Give other examples of plural nouns.
5. Ask: What letters come before -s?

Generalization:

Singular nouns ending in consonant sounds except **y, x, v, f, s, and h** form their plural by adding -s.

Additional Activity:

Plural Noun Spelling Bee:

Tell the pupils to form two lines, facing each other.

The first pupil gives a singular noun that starts with the letter “A” and writes it down the board.

The partner must spell the plural form of the noun on the board. If they are correct they remain standing.

The next pupil names a noun that starts with “B” and the pair repeats the same process. (*Go through the entire alphabet.*)

The last remaining pair who is standing wins.

Guided Activity: (*Refer to LM, p. 66, Measure My Learning*)

Lesson 23: More Rules: Plural Form of Nouns**Objectives:**

Recall how to form plural nouns by adding -s

Form plural nouns by adding -es

Subject Matter: Forming Plural Nouns by adding -es

Materials: pictures

Procedure:**Review:**

Review the pupils on how to form plural nouns by adding -s.

Example:

lamp – lamps

fork – forks

street – streets

mountain – mountains

Presentation and Modelling:

Show the pupils the following pictures:

Nouns ending in *s, h, x*

kiss – kisses

bush – bushes

church – churches

fox – foxes

ax – axes

Nouns ending in *y* (preceded by consonants)

baby – babies

lady – ladies

city – cities

country – countries

Guided Activity:

Let the pupils write the plural form of the following nouns:

- | | |
|---------------|----------|
| 1. city | 6. tax |
| 2. church | 7. bus |
| 3. cherry | 8. watch |
| 4. strawberry | 9. story |
| 5. injury | 10. sky |

Generalization:

Nouns that end with **-s**, **-ch**, **-x**, and **-ss** form their plural by adding **-es**. Nouns that end in **y** preceded by consonants form their plural by changing **y** to **i** and adding **-es**.

Evaluation: *(Refer to LM, p. 68, Measure My Learning)*

Agreement:

Instruct the pupils to draw or cut pictures of nouns ending in **-y**, **-ss**, **-ch**, **-x**. Let them paste the pictures on their notebook.

Lesson 24: Doing It Right**Target Skills:**

- Listening Comprehension: Create and participate in oral dramatic activities
- Grammar: Identify common and proper nouns
- Reading Comprehension: Recall facts from informational selections read (main/ topic and details)
- Attitude Towards Reading: Recite known verses in English

Objective:

Give the main idea of the story listened to

Subject Matter: Story: "Mary and Martha on Duty"

Materials: picture cards

Value Focus: Industry

Procedure:

Pre-Assessment: *(Refer to LM, pp. 69-70, Let's Try)*

Key to Correction:

- | | | |
|---------------------|---------------------------------------|----------|
| I. 1. Quiapo Church | 6. Misamis St. | II. 1. b |
| 2. Philippines | 7. Manila Hotel | 2. a |
| 3. Inquirer | 8. Mt. Mayon | 3. c |
| 4. DepEd | 9. San Juan City | 4. a |
| 5. Earth | 10. Pinaglabanan
Elementary School | 5. b |

Motivation:

Ask: Do you help your teacher clean your classroom? What do you usually do in helping her in cleaning your classroom?

Unlocking of Difficulties:

Unlock these words through gestures

1. sweeps
2. wipe

Motive Question:

Ask: Who sweeps the floor?

During Reading:

Ask: Read the story aloud.

Mary and Martha on Duty

from Union Bank Learning System Student's Work Text, p. 122

Mary and Martha are on class duty today. Mary sweeps the floor. She throws all the garbage into the trash bin. After that, she empties the trash bin into the big garbage can outside the classroom. Martha wipes the desks. She wipes the blackboard clean. The two girls neatly arrange all the desks and chairs. The classroom is now clean and tidy. Mary and Martha are very happy and proud of themselves.

Comprehension Check:

- Who sweeps the floor?
- Who are the characters in the story?
- What did they do?
- What is the story all about?
- What can you say about Mary and Martha?
- Would you also do what Mary and Martha did? Why?

Guided Practice: (*Refer to LM, p. 72, We Can Do It*)

Divide the class into four and ask them to act out the scenes in the picture cards.

Evaluation: (*Refer to LM, p. 73, Measure My Learning*)

Lesson 25: More on Naming Words

Objective:

Identify common nouns

Subject Matter: Common Nouns

Procedure:

Review: (Refer to LM, p. 74, Let's Try)

Presentation:

Ask the pupils to fill in the table with common nouns found in the story:

Persons	Things	Places	Animals
boy	clubs	hills	wolf
villagers		woods	lamb

Ask the following:

1. What do you notice with the nouns we listed?
2. How were they written?
3. What do we call them?
4. Look inside your bag and show common nouns you can find inside. (Examples: pencil, paper, scissors, books)

Guided Practice: (Refer to LM, p. 75, We Can Do It)

Generalization:

Common names of people, things, places, animals or events are called common nouns. They start with a small letter.

Evaluation: (Refer to LM, p. 76, Measure My Learning)

Agreement:

Answer the riddles.

1. It is long.
It travels on the railroad.
It toots!
What is it? _____
2. It is long.
It is used for writing.
What is it? _____
3. It is a bird.
It sleeps by day and flies by night.
It hoots!
What is it? _____